

San José State University
College of Science/Computer Science
CS100W, Technical Writing Workshop, 01, 02, 03, & 04, FALL Semester, 2022

Course and Contact Information

Instructor: Office	Debra Caires
Location: Telephone:	Zoom Online (no formal office available)
Email:	I do not have a designated SJSU desktop phone number. Please send your message via Canvas (preferred), as I use the Canvas mobile application on my cell phone and my response is usually within the hour. During lecture, I will also give you alternate ways to contact me directly. debra-caires@sjsu.edu (response within 24 hours, M-F)
Office Hours:	Wednesday 1:00-3:00 p.m., AND Friday online by Appointment. Please email me to set-up Zoom online meetings; my online office hours can get fairly packed and I don't want to miss meeting with you.
Class Days/Time:	Section 01: 40902, MW 0900-1015 Section 02: 40903, MW 1030-1145 Section 03: 40904, TR 0900-1015 Section 04: 42467, TR 1030-1145
Classroom:	All sections meet on Zoom during your scheduled class time
Prerequisites:	Upper Division Undergraduate Student Standing, Pass WST
GE/SJSU Studies Category:	Area Z

Course Format

This course follows a flipped model using Zoom online participation. The first meeting of each week will include a guided lecture and a Q&A session. The second meeting of each week will include group work and hands-on activities with for-credit activities; we will use Breakout Rooms and Google Meet so do not be late to class or you'll miss your session. Although you will approach and tackle work as a group (group collaboration and creation), individually you will be expected to submit your work (the work you created in the group) to Canvas for individual course credit. The slots will be time and date sensitive (deadlines set), so you will need to attend Zoom lectures and the hands-on workshops on a regular basis in order to succeed in this course. We also contribute to quite a few online discussions. If you miss an online discussion or you submit the required writing late, you will neglect to earn the discussion points and/or the peer-to-peer assessment points. We also have impromptu discussions online and class polls (for points and credit), please don't miss class as you'll miss the opportunity to gain these points as well.

Because you may be working with technologies that are unfamiliar to you, this course will require your patience and time to deal with technology. Here are the technologies you should have ready access to for the course:

1. An E-mail account that lets you attach and receive files - this means that you need to have enough storage

to handle files for class; please set up a Google Drive folder labeled [2022 SPRING CS100W] so that you can remain organized during the semester. Please bookmark your SJSU email account and check it frequently, as **you can only access my Google forms (often uploaded to Canvas) using your @sjsu.edu email** account (FERPA compliant).

2. Internet Access - you will need a reliable way to browse the Web and store Web-enabled files. You need an understanding of working online in a cloud-based platform (examples are: Google Drive, Canvas, Dropbox, Zoom, and possibly Slack, which is an industry-standard).
3. Google Chrome, Google Apps, and Google Drive: sign-up for and download plug-ins for all; please make sure your Google Chrome is the latest version. Here is the [G Suite user guide to accessibility](#) and the link is <https://support.google.com/a/answer/1631886?hl=en>.
4. You will need to develop your Canvas account with an **updated profile paragraph and profile photo**; I will need to see a photo of you in your **Google mail (sjsu.edu email or Gmail)** so that I know the identity of the sender and receiver (my goal is to get to know you personally). Additionally, you will need a clear headshot photo for Canvas or your assignments will **NOT** be graded. Please upload the Canvas App to your cell phone, as it is a fast and secure format for you and me to communicate and exchange needed information if you have concerns or questions. **Warning:** do not use the Canvas Mobile app for uploading assignments if you can help it, as students have had problems in the past and missed deadlines.
5. During the course of the semester, you will also develop a professional profile on LinkedIn and post your past and current work, projects, and education for employers to view; you'll need a professional looking photo for your profile.
6. Zoom: you will need to update your SJSU Zoom account (you may need to download a plug-in if you have not used Zoom in the past) please visit our Zoom enterprise application by visiting this page [here](#) or visiting this link: <https://sjsu.zoom.us/>. Create your account, download the Chrome plug-in, and also download either "Install Zoom Scheduler for Chrome or Firefox."
7. You will need to download **Adobe's Creative Cloud** software, including Adobe's Spark, from [SJSU's Adobe Software Program](#) which can also be found at <https://www.sjsu.edu/it/services/collaboration/software/instructions.php>. **If you DO NOT have access, please alert me immediately.** If you need to fill out a form for access you might need to also **attach a copy of THIS syllabus** for proof that you're enrolled and Adobe's Creative Cloud is a requirement.
8. You will need to learn professional time management skills; therefore, create a Google calendar that you can follow and check often; we will also build our Google Calendar during class.

In addition to having access to these technologies, you will also need a positive attitude towards learning technologies that you don't know as you will be working collaboratively in groups within Zoom's Breakout Rooms and Google Meet. In most cases, you will not need to be extremely experienced in the specific program or procedure you will be asked to use. Rather, you have to be patient and curious enough to keep trying until you learn the best way to work.

CS100W follows a flipped, dialogic classroom format; this means that much of what you will need to complete for assignments will be tackled in class, hands-on, and in teams; however, you will **ALWAYS be responsible for submitting your work (individually) on Canvas** for your own course credit. Late assignments will have, at the very least, **10% deductions** per day for final points awarded for midterms and finals. For class assignments that are late you will not be awarded more than 50% of the points available.

Attention: CS100W requires in-class writing and submissions during lectures on a weekly basis. As a class, we will discuss openly (small groups and the class as a whole) all writing topics for each writing prompt. **If you have anything blocking you from being able to participate in this way, please, talk with me one-on-one—privately. We can and will create a work-around that best suits your needs.**

Attendance and participation in this course are very important. In this course, much like a lab, you will complete most of the work in collaboration with your peers and in the time provided for class meetings; it can be difficult or impossible to make-up missed work. When working in collaboration with your classmates, a lack of participation will lead to animosity

among your peers and, often, a poor end result for the activity and the entire team. Additionally, you will find that this course is mainly a “collaborative” class and not strictly lecture in format. Be prepared to jump in and work (discuss topics and conduct online research) as many tasks will be required for individual submission and uploaded softcopy directly to Canvas during our class meeting time. And, by all means, always feel free to ask questions. **PLEASE ASK QUESTIONS!** If you have any difficulties with a flipped classroom format, please see me **PRIVATELY** as soon as possible. You and I together can always find workarounds.

Since we will be incorporating AGILE Methodology (once the prototype begins) into the classroom format, **every flipped class meeting might contain a modified “scrum” or short “stand-up” team meeting.** Missing your SCRUM will mean that work could be assigned to you and you will not have a voice in whether or not you wish to complete that part of the group’s activity.

Quizzes (pre and post) will be part of most, if not every, weekly workshop meeting and activity. Do not miss out on earning these points. **If you have completed the reading and taken part in the workshop activities, quizzes are very straightforward and not difficult. Pearson does NOT make it easy to adjust dates; if you miss a Pearson date, I will not readjust the due dates.** Please make sure you don’t let these assignments pile up or wait until the course closes. Please refer to the Modules on Canvas for ALL due dates and assignments; additionally, Canvas sets up a Google calendar for every class you are enrolled in that uses a Canvas shell.

Course Description

The purpose of Technical Writing, CS100W, is to develop advanced proficiency in college-level writing and contemporary research strategies and methodologies through the preparation of proposals, technical reports, and presentations based on peer-reviewed scholarly research. Participants broaden and deepen written, verbal, and non-verbal communication skills such that the mastery of discourse accepted in academia, industry, and the international business sector is achieved by practice and evaluation within the preparation of subject-related reports, project proposals, and personal discourse.

All course assignments will be related to issues concerning careers in computer science, biotechnology, business, and industry; all written, verbal, and non-verbal communication will be assessed for correctness, clarity, and conciseness.

We will cover the principles and practices of effective writing in the workplace. Technical, scientific, and electronic-mediated writing will be introduced. Each assignment includes audience and organizational needs, visual rhetoric, information design, electronic publication, ethics, technical style, usability testing, and team writing.

Writing will also cover diversity, inclusion, and equity. Although we will try our best to understand issues of diversity, inclusion, and equity, it’s going to require everyone in the classroom enter into the discussions with respect and kindness.

General Education Program Learning Outcomes

The program has three goals and nine program learning outcomes (PLOs):

Goal 1: To develop students’ core competencies for academic, personal, creative, and professional pursuits. Goal 1 has five learning outcomes (PLOs 1-5):

- PLO 1. [Oral Communication] Create and deliver logically organized, well supported, and compelling messages both in presentation and in conversation for specific audiences and diverse settings.
- PLO 2. [Written Communication] Develop and practice a writing process that accounts for the goals, dynamics, and genres of written communication, with special attention to the conventions of writing at the university.
- PLO 3. [Critical Thinking] Identify and analyze a subject/topic/issue/problem of significance by evaluating the merits of different positions or perspectives; support the analysis with relevant evidence and information while stating assumptions; and draw evidence-based conclusions.
- PLO 4. [Quantitative Reasoning] Analyze, interpret and represent quantitative information in various forms to examine a question; explain the processes behind data collection and generation; and communicate evidence in support of an argument or purpose while stating assumptions, limitations, and biases and drawing appropriate conclusions.
- PLO 5. [Information Literacy] Identify information needs, locate and access relevant and credible information while accounting for bias, and use information legally and ethically.

Goal 2: To enact the university’s commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment. Goal 2 has two learning outcomes (PLOs 6 and 7):

- PLO 6. [Diversity, Inclusion, and Justice] Examine diverse cultures, communities, and environments; explore different perspectives; analyze connections to issues of justice/injustice; and prepare to live and work responsibly and cooperatively in multicultural societies.
 - PLO 7. [Civic and Global Engagement] Engage with global perspectives and knowledge; develop civic skills, interests, and values; and apply knowledge, skills and values to multicultural, community, and environmental interests.
- Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

Goal 3 has two learning outcomes (PLOs 8 and 9):

PLO 8. [Integration and Application]: Integrate and apply knowledge and methods from more than one discipline or area of study to explore a complex question, address an issue, or produce a creative work.

PLO 9. [Reflection and Self-Assessment]: Evaluate and reflect on one's own learning while building on prior knowledge and life experience.

GE Learning Outcomes (GEALOs)

Upon successful completion of a Writing in the Disciplines course, students should be able to:

1. explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse; (PLO 3)
2. organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards; and (PLO 2,5)
3. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing; (PLO 2,5)
4. produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression. (PLO 2)

GELO 6. Learners will be familiar with basic sources and methods of research and documentation on topics in technology, including online research. Learners will be able to synthesize and integrate material from primary and secondary sources with their own ideas in a technical essay. Learners will be able to dissect a use case study and understand its parts.

Course Learning Outcomes (CLOs)

As CS100W is a General Education course, the course learning outcomes are identified as GEALOs. Upon successful completion of this course:

1. Learners will understand and know how to follow the stages of the writing process (prewriting/writing/rewriting) and apply them to technical and workplace writing tasks.
2. Learners will be able to produce a set of documents related to technology and writing in the workplace, and will have improved their ability to write clearly and accurately.
3. Learners will understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.
4. Learners will be familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation.
5. Learners will be able to read, understand, and interpret material (based on primary and secondary research) related to advanced technology. Learners will have an appreciation for some of the ideas, issues, and problems involved in writing about technology and in workplace writing.
6. Learners will be familiar with basic sources and methods of research and documentation on topics in technology, including online research. Learners will be able to synthesize and integrate material from primary and secondary sources with their own ideas in a technical blog. Learners will be able to dissect a use case study and understand its parts.

Required Texts/Readings

WARNING: Textbook (Required)—DO NOT use Pearson's free version or 30-day trial version of the textbook as your assignment submissions will NOT be transferred to Canvas; if you make this mistake, I cannot transfer your points over as your submissions will disappear and you will need to redo the assignments since you will receive a zero for those quizzes AND assignments. Additionally, DO NOT wait until the last day of the semester to purchase the text and complete assignments. Pearson will NOT let you purchase the text and you will miss out on those points. I cannot and will not reopen Pearson, as the due dates will have passed.

Business Communication Today, Edition 14, by Courtland L. Bovee and John V. Thill (find this text online as it is an older edition and cheaper) MyLab can be accessed via Canvas and we will walk through activating your account during lecture

Other Readings (Suggested)—all texts

1. Cracking the Coding Interview, 4th Edition, by Gayle Laakmann
2. Agile for Dummies, by Mark C. Layton
3. Grammar Essentials for Dummies, by Geraldine Woods with Joan Friedman, Wiley Publishing, Inc.
4. English Grammar Workbook for Dummies, 2nd Edition, by Geraldine Woods

Other technology requirements / equipment / material

Please make sure that ALL documents are kept in a cloud folder; do not rely on your laptop/desktop for storage. **Please download both the Zoom app and the Canvas app to your cell phone in case a blackout occurs in your area.** You will always need to plan for a back-up solution.

Course Requirements and Assignments (Required)

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit [45-hours per 1-unit of credit] (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found by visiting [University Policy S12-3](#) or using the link <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Student Learning Objectives (University Policy S14-5) [SLOs] (all course rubrics based on these required SLOs) Learners shall write complete essays that demonstrate college-level proficiency. Learners shall be able to:

1. **SLO 1.** Produce discipline-specific written work that demonstrates upper-division proficiency in:
 - language use
 - grammar
 - clarity of expression
2. **SLO 2.** Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse
3. **SLO 3.** Organize and develop essays and documents for both professional and general audiences
4. **SLO 4.** Organize and develop essays and documents according to appropriate editorial and citation standards
5. **SLO 5.** Locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing

CS100W ASSIGNMENTS FOR COURSE GRADING				
Assignment/Activity	Weighted Units	Date Due (See Canvas Calendar/Schedule)	SLOs Mastered	Word Count
Weekly Technical Documents based on readings	20%	Weekly (see Canvas weekly modules)	SLOs 1, 2, 3, and 4 GEALO 1, 3, 4	400-600 words each (based on peer-reviewed documentation); submitted online Weekly
Pre-quizzes and Worksheets (Weekly)	20%	Weekly (see Canvas weekly modules)	SLOs 1, 2, 3, 4 and 5	Submitted online weekly
Post-quizzes and Activities (Weekly)	20%	Weekly (see Canvas weekly modules)	SLOs 1, 2, 3, 4 and 5	Submitted online weekly
Résumé for Job Fair STEM Undergraduate Job/Internship Fair, Tuesday, Sept 20. Make sure you pre-register via your Handshake account starting Sept 13th!	CR/NC	First Submission: Canvas Last Submission: (for grade overview) during Final Portfolio submission, this document will be graded for course credit. Due Friday, Sept 9 th before 11:59 p.m.	SLOs 1 and 3 GEALO 2	300-800 words
Final Professional Portfolio: 1. Professional Résumé: this will be based on a smaller portion of your fully developed LinkedIn profile 2. Professional Cover Letter written to the company you select for employment (this letter cannot be written to a fictitious corporation or individual—job spec must be included); 3. Two final re-written documents (thank you letter, plus one more); these will represent an example of your writing progression; 4. Final Proof of Concept can be based on the following: a. Computer Science project from one of your (department) CS courses; b. or a Computer Science project successfully developed (personal or from employment). 5. 60-second pitch video (Video Résumé) using Adobe’s Spark Video 6. 2-minute Proof of Concept Pitch (employer ready) using Adobe’s Spark Video 7. Website URL (Adobe Spark Page—employer ready) showcasing numbers 1, 4, 5, and 6 above, active link buttons to your GitHub, LinkedIn, and email must be included.	20%	Tuesday, Dec 7, before 11:59 p.m. via online Canvas.	SLOs 1, 2, 3, 4, and 5 GELO 1, 2, 5, 6 Culmination of SLOs 1, 2, 3, 4, and 5	5000-6500 words
**Comprehensive Grammar Exam	20%	Section 01: 40902, MW 0900-1015, DEC 13, 0715-0930 Section 02: 40903, MW 1045-1200, DEC 12, 0945-1200 Section 03: 40904, TR 0900-1015, DEC 14, 0715-0930 Section 04: 42467, TR 1045-1200, DEC 13, 0945-1200		
	100%			

All items found in the table on page eight will be posted to Canvas inside weekly dated modules. Unlike essay writing, technical writing is defined by a set of standards often rendered as document templates. Faithfully following prescriptions for documents is often portrayed as the exclusive or single goal of technical writing; it is not. However, document templates will help you organize your ideas by offering a working outline. These templates also provide for transitions among ideas. As you will see in the following grading criteria, the emphasis is placed on the writer clearly defining the audience, rhetoric development, clearly presenting the purpose, and a professional presentation of each document.

Professional Portfolio: we will work on the portfolio the majority of the semester. The following items constitute your final Professional Portfolio (the portfolio must be submitted to Canvas by the final date and include all of the following):

1. Professional Résumé: this will be based on a smaller portion of your fully developed LinkedIn profile **(1X)**;
 2. Professional Cover Letter is written to the company you select for employment (this letter cannot be written to a fictitious corporation or individual—you must provide the job specification) **(1X)**;
 3. Two final re-written documents (crafted into professional letters or memos--such as a thank you letter, letter of resignation, etc.); these will represent an example of your writing progression (due before the final portfolio) **(1X)**;
 4. Final Proof of Concept based on the following **(6X)**:
 - a. Computer Science project from one of your (department) CS courses;**
 - b. or a Computer Science project successfully developed (personal or from employment);**
 - c. or a new idea that you've always wanted to pitch.**
 5. 60-second pitch video (Video Résumé) using Adobe's Spark Video **(1X)**;
 6. 2-minute Proof of Concept Pitch (employer ready) using Adobe's Spark Video **(1X)**;
 7. A demonstration of your working prototype (the platform we use is Adobe Xd) **(3X)**;
 8. And a Website URL (Adobe Spark Page—employer ready) showcasing numbers 1, 5, 6, and 7 above along with active buttons to your LinkedIn profile, GitHub repository, and current e-mail **(2X)**.
- We will work on and develop the Proof of Concept (POC) and Professional Portfolio over the entire semester. (**Note: #X denotes weighted units for grading.**)

Final Examination

Comprehensive Grammar Exam Schedule:

FALL final exam schedules can be found [HERE](#) or by visiting the link <https://www.sjsu.edu/classes/final-exam-schedule/fall-2022.php>

Section 01: 40902, MW 0900-1015, DEC 13, 0715-0930

Section 02: 40903, MW 1045-1200, DEC 12, 0945-1200

Section 03: 40904, TR 0900-1015, DEC 14, 0715-0930

Section 04: 42467, TR 1045-1200, DEC 13, 0945-1200

“NOTE: It should be noted that the Academic Vice President in a memorandum dated October 25, 1977 cites a university policy that states that there shall be an appropriate final examination or evaluation at the officially scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.”

Grading Information

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](#) at

<http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Here is the text:

SAN JOSE, CA 95192 F13-1, SJSU Policy, Students' Rights to Timely Feedback on Class Assignments Legislative History: Rescinds F68-18 At its meeting of November 18, 2013, the Academic Senate approved the following policy recommendation presented by Senator Frazier for the Instruction and Student Affairs Committee. F68-18 explained students' rights to know their test and paper scores within a reasonable time. However, with the increasing use of technology, instructors now give a much wider range of assignment types, including presentations, online discussion, and group projects than they did when F68-18 was written. This new policy gives students the right to be provided with feedback on all types of assignments within a reasonable time. Action by University President: Approved and signed by President Mohammad Qayoumi on December 9, 2013. University Policy Students' Rights to Timely Feedback on Class Assignments Resolved: 1. All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. 2. That F68-18 be hereby rescinded. Rationale: F68-18 had a single Resolved clause: "Every student has the right to know, within reasonable time, his academic test scores, to review his papers and examinations, and to be provided with an explanation of the determination of his course grade." With changing pedagogical perspectives and increasing use of technology, instructors give a much wider range of assignment types – presentations, online discussion, group projects, etc. – and students should be granted the same expectation for feedback on all assignments within a reasonable period as with papers, tests, and examinations. 1 This policy is ideally meant as a temporary stopgap measure to clarify students' rights to feedback until a general revision of grading policies (which would retain this policy's mandate) is completed. That revision would result in an omnibus policy encompassing a range of grading issues, possibly including S73-16, S73-28, S83-15, F88-6, S90-5, S97-8, F99-6, F06-4, S09-7, F10-3, and S11-5; the revision could in addition encompass greensheet policies, possibly including F06-2. Approved: October 28, 2013 Vote: 13-0-0 Present: Ayala, Branz (non-voting), Brooks, Campsey, Culatta, Frazier, Goyal, Gupta, Hernandez, Hebert, Jeffrey, Jabaghourian, Kelley, Walters Absent: Bruck (non-voting), Fujimoto, Kress, Sofish, Wilson Financial Impact: None. Workload Impact: Possible decrease in workload for Student Fairness Committee due to more straightforward guidelines for how to adjudicate student complaints.

Due to FERPA regulations, **I do not discuss grades via email or online.** I also do NOT use Discord or any other platform not sanctioned by SJSU.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy (Please read carefully.)

SJSU 100W **course** grade distribution is as follows: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), D+ (1.3), D (1.0), D- (0.7) AND F (0.0)

NOTE: this course must be passed with a C or better as a CSU graduation requirement. Assignments, Final

Portfolio, and Comprehensive Grammar Exam Grade Distribution:

100 A+	99-97 A	96-94 A-
93-90 B+	89-86 B	85-80 B-
79-76 C+	75-73 C	72-70 C-
69-66 D+	65-63 D	62-60 D-
59 and below F		
All assignments are will need to be submitted to Criterion (access given in lecture) for grammar review and editing, and turnitin.com for plagiarism screening. Neglecting to do so will mean your submission will be left ungraded.		

***Final course grade is calculated based on table above, NOT according to the percentages on Canvas.**

All assignments are graded using a standardized rubric (always given to you and it is your responsibility to review grading standards). You have complete control over your grade at all times and have access to your up-to-date grades on Canvas. Please do NOT wait until the end of the semester when grades are due, to speak to me regarding where you've let your grades slip. Please communicate with me often and early IF you are having any difficulties in the course.

How grades are determined when using a rubric

4.0: The overall communication and presentation show a high level of understanding and perspective. This assignment should be well-conceived and descriptive. The author must have a clear understanding of the audience. The work's purpose and objectives are clearly and convincingly stated. Concise background material clearly sets the context, frames, and introduces the subject. Technical content themes are logically stated and organized and supports the overall objective. Data and descriptions are objectively stated and separated from interpretations. Content is detailed and suggestive. Conclusions are persuasive and well-supported by the data. The prose is easy to read. It exhibits a defined sense of unity and purpose. Includes topic, paragraph, and sentence transitions, and contains no major and few minor grammatical or technical errors. Graphics, when used, are highly informative, well-designed, and easy to interpret. The document template is used professionally, flawlessly.

3.7: Generally, means you meet all criteria for an 'A' except presentation and problems with one or two criteria. Audience and purpose may be clear, for instance, but you failed to develop an idea. For example, a proposal that addresses the criteria provided in an RFP (Request for Proposal) but fails to develop a section pertaining to the budget.

3.0: Paper presents content clearly and displays a firm grasp of the material but without as much focus and perspective as

an 'A' paper. A successful effort is evident throughout the paper. Slight inconsistencies in identifying audience. The work's purpose and technical objectives may be somewhat ill-defined. Background material sets the context, frames, and introduces the subject. While well-written and adequately detailed, some sections may lack complete development and coherence. Unevenness in presentation and content. No major grammatical errors; some minor

grammatical errors but none that disrupt an easy reading of the paper. Graphics are informative, intelligible and support the content of the paper. The document template used may be missing a minor element.

3.3: Exceeds the criteria for a 'B' in one or more areas. For example, the purpose of the paper may possess greater clarity.

Audience is clearly identified and the contexts governing the explanation and interpretation of the information are well-detailed. Greater consistency in execution than a 'B'; better paragraph development and coherence among sentences for example.

2.7: A lack of connection among, for example, audience and purpose. A number of presentation errors affect the meaning of the sentences or structure of the text. A somewhat stronger relationship among the elements of the paper -- audience, purpose, content, style -- than a "C" paper. Still, the paper lacks full development of ideas and demonstrates some problems weaving together a complete understanding of the content with a clearly identified audience, purpose, and context.

2.3: Exceeds the criteria for a 'C' in one or more areas, perhaps more imagination in thought and explanation, greater consistency in determining audience, purpose and objective. There are fewer errors in technical content and somewhat greater coherence in the presentation and the conclusion; fewer grammatical and cosmetic errors are found. An easier read than the 'C' paper.

2.0: Displays a reasonable grasp of the technical content but little original thought. The purpose of the work is inconsistently presented. The audience cannot be clearly identified. While understandable, the purpose and objective are not presented in relationship to the context set in the opening. Treatment of the topic is general. Lapses exist incoherence organization and development. Contains errors in technical content.

Technical content marginally supports the conclusion; some major grammatical errors and frequent minor grammatical errors. The paper is difficult to read and lack flow. Graphics do not support content objectives. The document template used may be missing a major element; a required section of a proposal for example.

1.7: The elements of the paper -- audience, purpose, content, style -- are unclear and appear unrelated. For example, a final report about a weapons controversy may deal with a number of different systems in only a cursory way.

No explanations are given about how the topics of the paper lead to one another. Presentation errors suggest no revision.

D (of any variety) or **F** paper will not be accepted.

Determining your course grade outcome:

I will ask you revise C- or BELOW papers until you receive, minimally, a C; you will be expected to visit the Writing Center in the Martin Luther King Library (second floor) for tutoring help. You have the choice of whether or not to revise. If you select not to revise your work, you will receive the failing grade that you have earned and agreed on keeping. All assignments are graded using detailed rubrics that I will share with you BEFORE the assignment is due.

Late Assignment Reminder:

Deadlines are to be met. Barring personal crisis, family emergencies, or severe illness (please let me know ahead of time), all late papers will be subject to **10% grade off per working day late; Canvas will have strict deadlines that need to be met.** Except for abrupt emergencies, no requests for extensions will be heard within 24 hours before the due date (that includes for reasons of a computer malfunctioning, minor illnesses, or falling behind). Finally, please refer to the revision policy (below).

Given the nature of our formal assignments, **I will NOT accept late submissions unless you have documentation from a physician, counselor, or employer.** Most of our assignments include a peer-review component. If your assignment is late, you will forfeit the points awarded for peer reviewing documents.

Classroom Protocol

1. You are expected to treat faculty and other students with professional respect. Do not disrupt class by leaving and reentering during class or talking on your mobile phones over Zoom. Do not distract your peers or guests by chatting with others off camera. Be attentive to comments made by the instructor and by your peers. Always mute your microphone unless you are speaking.
2. If you have to use your mobile phone for a call, please discretely leave Zoom (mute your microphone and stop the video); I realize that some of you are working adults and need to tend to work matters. Please let me know via Chat.
3. You are expected to prepare for our course's hands-on activities (the corresponding readings and videos) according to the weekly schedule. We have a limited amount of face-to-face time and we need to use our resources wisely.
4. You **DO NOT** have permission to record or video lectures unless you have asked beforehand. To do so violates the **privacy of your peers** and your instructor. I do record my lectures and share them promptly.
5. Dress code for CS100W is business casual (no pajamas, nudity, or shirts with inappropriate, non-professional sayings or images). Remember, you are being recorded via Zoom at all times. I do not have the time to edit our videos.
6. You must have your webcam open (**video engaged**) for the duration of the Zoom meeting (please mute your microphone unless you are speaking). **If your webcam is not open, I will remove you from our Zoom classroom for security purposes.** There will be times that I may ask you to close your video (usually if the bandwidth is slow) when we're watching a video or presentation. Otherwise, **your video must be engaged.**
7. Make sure your name appears in your Zoom profile, along with your pronouns (he/his, she/hers, they/them). Both your Zoom profile and Canvas profile must have a professional photograph (headshot). If you have a nickname, please do the following on your profiles: Nathanael (Nate) Caires; this way we will know how to professionally address you.

University Policies

University Policies, such as academic integrity, accommodations, etc. are available at the web page of the Office of Graduate and Undergraduate Programs by visiting this link [here](#). This link was last visited on August 22, 2022.

CS100W / Technical Writing Workshop, FALL 2022, Course Schedule

Course Schedule: *The schedule is subject to change based on instructor's discretion and student in-person unanimous vote.*

Week	Textbook Chapter (required reading)	Readings, Discussions, and Workshop Topics: each topic (below) will have a pre-quiz (warm-up), in class collaborative writing assignments, and post-quizzes.	Canvas MODULE Week	Canvas Modules
1, 2		*Introduction, Game plan for our Zoom team, overview of syllabus, and ice breaker	AUG 19	ONE
2	1	Professional Communication in a Digital, Social, Mobile World	AUG 22	TWO
3	2	Collaboration, Interpersonal Communication, and Business Etiquette	AUG 29	THREE
4	19	Applying and Interviewing for Employment	SEPT 5	FOUR
5	18	Building Careers and Writing Résumés	SEPT 12	FIVE
6	10	Writing Routine and Positive Messages	SEPT 19	SIX
7	11	Writing Negative Messages	SEPT 26	SEVEN
8	12	Writing Persuasive Messages	OCT 3	EIGHT
9	13	Finding, Evaluating, and Processing Information	OCT 10	NINE
10		Halfway mark: determining schedule for final submissions	OCT 17	TEN
11	4	Planning (General Technical) Business Messages	OCT 24	ELEVEN
12	14 & 15	Writing and Completing Reports and Proposals	OCT 31	TWELVE
13	16	Developing Presentations in a Social Media Environment (Using Technology)	NOV 7	THIRTEEN
14	17	Enhancing Presentations with Slides and Other Visuals	NOV 14	FOURTEEN
15	5 6	Writing Business Messages Completing Business Messages	NOV 21	FIFTEEN
16		Conferences and Wrap-up (30-minutes on Zoom) Thanksgiving break	NOV 28	SIXTEEN
17		Portfolio Due before 11:59 PM	DEC 6	SEVENTEEN
Finals	FALL final exam schedules can be found HERE or by visiting the link https://www.sjsu.edu/classes/final-exam-schedule/fall-2022.php Section 01: 20255, MW 0900-1015, DEC 13, 0715-0930 Section 02: 20256, MW 1045-1200, DEC 12, 0945-1200 Section 03: 20969, TR 0900-1015, DEC 14, 0715-0930 Section 04: 21619, TR 1045-1200, DEC 13, 0945-1200			

Note: SEPT 15, is the last day to DROP a course without an entry on your permanent record; SEPT 15, 2022 is the last day to add a class on mySJSU. SJSU's FALL schedule can be found [here](#).

The full AY2022/23 calendar can be found [here](#).

Reminder: During the course of the semester you will be expected to compose and create documents during every class meeting; requirement is mandatory. If you do not own a laptop, you can check one out on a weekly basis from the Martin Luther King Library.

Instructor Assignment and Contact Expectations		
Type of Assignment (Canvas)	Student Time Allowance	Instructor Grading and Turn-around time
Pre-Quiz (weekly)	7-days	Immediate once deadline closes
Post-Quiz (Weekly)	7-days	Immediate once deadline closes
InClassActivitiesandWritingPrompts (pre-writing)	15-20 minutes	Immediate (in class)
Homework (post-writing)	7-days	24-hours once deadline closes
Final Portfolio	Building over the course of the semester; submitted online during the last week of classes (Tuesday, December 6, 2022, before 11:59 p.m. via Canvas online)	Immediate one-on-one personal critique and grading; 7 days final online assessment once deadline closes

Syllabus MOU Sheet

- I have read the course syllabus and understand the course content, requirements, expectations, and policies for CS100W. The syllabus, along with a schedule for course assignments is posted on Canvas in the syllabus section.

- The instructor has discussed the syllabus in class and provided an opportunity for students to ask clarifying questions regarding specific requirements and expectations.

- I understand that it is my responsibility to refer back to the written syllabus as needed for reminders of policies and procedures, and ask questions when needed.

- I agree to abide by the policies and procedures outlined.

On the line above TYPE your Full Name, Student ID#, and Section #

Sign Name Date (Adobe digital signature only—please watch the Adobe digital signature video)

You will need to download the professional version of Adobe Acrobat and Adobe InDesign in order to create your digital signature.

Submit this ONE-page document. Do NOT submit the entire syllabus.