

Written Communication: Business Section 04

ENGL 100WB

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/21/2024

Course Description and Requisites

Written communications for business majors; includes minimum of 8,000 words of writing spaced throughout the semester.

Writing in the Disciplines: Satisfies the CSU Graduation Writing Assessment Requirement (GWAR) if passed with "C" or better.

Prerequisite(s): A3 or equivalent second semester composition course (with a grade of "C-" or better); completion of core GE; and upper division standing. Or Graduate or Postbaccalaureate level. $\frac{1}{2}$ Allowed
Declared Majors: All Business Administration majors, Industrial Arts, Industrial Technology, Professional & Technical Writing, Public Relations, Hospitality Management, Organizational Studies.

Letter Graded

* Classroom Protocols

Course Format, and Canvas and MYSJSU Messaging

This is a semester long in person course. We will meet twice a week in person at the above days and times. The organization of the course is module-based. There will be 17 modules, one for each week of the class. Module contents will not be available until that week. You can find due dates for major assignments in the syllabus. Throughout this program you will work closely with fellow business students, as well as with your professor.

You are responsible for checking your email and the Canvas course page regularly. Online readings, copies of major assignments, and important announcements will be posted on Canvas. If, for any reason, Canvas is not working or a link/document is not working, please contact me as soon as possible.

You should also check your SJSU email regularly. Please use this account when contacting me through email, not your personal account. Since this is a business communications class, you should use proper email netiquette, including using an informative subject line and a clear articulation of your question,

comment, or concern. I will try to respond to emails on the day they are received, but emails received after 7 pm may not be answered until the next day. Emails received on weekends may not receive replies on the same day.

Technology Use

Students are required to have an electronic device (laptop, desktop or tablet). SJSU has a free [equipment loan program](#) available for students.

Students are responsible for ensuring that they have access to reliable Wi-Fi during classes. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible.

See [Learn Anywhere website](#) for current Wi-Fi options on campus.

Program Information

Writing in the Disciplines (WID) courses develop students' abilities to communicate effectively in their major course of study and in their careers. With an emphasis on critical thinking, these upper-division core courses advance students' understanding of the genres, audiences, and purposes of college writing while preparing them for successful communication in their chosen professions. Completing Writing in the Disciplines with a C or better is an SJSU graduation requirement.

Writing in the Disciplines Learning Outcomes 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;
2. organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards; and
3. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing;
4. produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression.

Writing Practice: Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

Course Goals

After successful completion of this course, students should be able to do the following:

- Create texts and make presentations that are appropriate for a variety of audiences and situations
- Analyze organizational and rhetorical situations in business communications and employ appropriate strategies for communicating based on audience, purpose, and context
- Identify and explain genres and written and visual conventions used in business communications

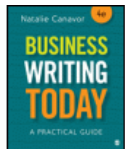
- Participate in both intra-organizational communication as well as communications with others outside of the organization
- Explain the role of ethics in business communications
- Understand the role of collaboration in business communications
- Use photos, illustrations, and other tools as appropriate in business communication.
- Communicate complex data
- Understand the basic principles for document layout and design
- Adapt a text to meet the needs of varying audiences

Course Learning Outcomes (CLOs)

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

Course Materials

REQUIRED



[Business Writing Today](#)

By Natalie Canavor

Edition : 4TH 23

Publisher : SAGE CC

ISBN 13 : 8220128391404

*ebooks/digital versions are fine

Other readings will be provided on Canvas

Course Requirements and Assignments

Homework Assignments - approximately 15%

In-Class Assignments - approximately 15% (you can make up 2 of these assignments out of class)

Writing Assignment 1: Professional Biography 10%

Writing Assignment 2: Job Documents 15%

Writing Assignment 3: Professional Correspondence 15%

Writing Assignment 4: Business Newsletter 15%

Writing Assignment 5: Proposal Report and Presentation at Final 15%

✓ Grading Information

The department of English reaffirms its commitment to the differential grading scale defined in the SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C= average; D= below average; F = failure.

Final Grading Scale

| | | |
|----------------------|-----------------|-----------------|
| A: 940 pts and above | A-: 939-900 pts | |
| B+: 899-870 pts | B: 869-840 pts | B-: 839-800 pts |
| C+: 799-770 pts | C: 769-740 pts | C-: 739-700 pts |
| D+: 699-670 pts | D: 669-640 pts | D-: 639-600pts |
| F: 599 and below | | |

This course must be passed with a C or better as an SJSU graduation requirement.

An "A" text is excellent. It demonstrates mastery of the skills for that unit and exceeds expectations in each of the six grading criterion.

A "B" range essay demonstrates competence in the same criteria as an "A" essay, but it may show slight weakness in one of these areas.

A "C" range essay will complete the requirements of the assignment, but it may show weakness in a few of the major criteria (or some weakness in criterion 1).

A “D” range essay will neglect to meet all the requirements of the assignment or will completely disregard the rhetorical/contextual situation (criterion 1).

An “F” range essay does not fulfill the requirements of the assignment.

Criteria

In texts, I look at six major categories:

1. **Rhetorical/Contextual Awareness:** The criterion on which all others are judged. Students are expected to demonstrate a clear awareness of the rhetorical situation and the context into which they are writing. This includes a demonstrated awareness of purpose, audience, message, constraints (legal, ethical), power structures (hierarchy), etc. In all aspects of grading, awareness of rhetorical/contextual ideas will be most important. For example, a student may write a letter which uses several supporting sources; however, if the audience for that letter has reason to distrust those sources and thus would be not persuaded by them, then the student has not used appropriate support.
2. **Focus:** Students are expected to maintain a clear and specific focus in their texts, and that focus should be clear to the reader (in some cases, it is stated directly). All supporting details should adhere to this focus.
3. **Structure & Organization:** Students should structure and organize their texts appropriately. The appropriate structure and organization will depend on the type of text the student is creating and will sometimes be outlined by the assignment itself, or by the reading in the textbook.
4. **Development & Support:** Students should provide appropriate levels of development and support in their texts. Development simply means that there is an appropriate amount of detail for the rhetorical/contextual situation. For example, an average person may not need an explanation of the technical details of a new platform, but the UX designer for that new platform certainly would need those details. Support refers to backing up claims made in the text by using additional sources (i.e., not just asking someone to take your word for it). These sources could be anything from personal experience, photos or illustrations, to academic articles—the type of sources you use will largely be determined by your audience and purpose.
5. **Style:** Students should maintain an appropriate style for their texts, based on the rhetorical and contextual situation. Style refers to the way that something is written, presented, or created. Sometimes you’ll change or vary your style depending on your organization’s style or your relationship with the audience. Style may also refer to the *way* you present the information. If you’re going for a playful, informal style, you may include a meme in your presentation, whereas if that’s not appropriate for your formal presentation, you may stick with graphs and charts.
6. **Formatting & Mechanics:** Though formatting and mechanics is the last grading criterion, students are still expected to use appropriate formatting and mechanics. Readers in professional environments will expect texts to look the way they are “supposed” to. For example, when you send a memo to your co-workers, they might be confused if it doesn’t *look* like the memo. They may then throw it away, thinking it is just junk mail. Similarly, if you send a correspondence that is

riddled with mechanical errors, a reader may become frustrated. Keep in mind, distracting mechanical errors are different than just a forgotten comma—these errors are consistent and often interrupt the flow of the text or impede the readers' ability to understand the text.

More specific grading rubrics and instructions are also provided in prompts for assignments.

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Week 1 – Th, 1/25 - Introductions Discussion/Write your professor an email/Syllabus

Week 2 – T, 1/30 and Th, 2/1 - Business Writing Goals/Professional Biography - Introduction.

Reading: Chapters 1 and 4, Canavor.

Week 3 – T, 2/6 and Th, 2/8 - Professional Biography - Drafting.

Reading: Chapter 5, Canavor.

Week 4 – T, 2/13 and Th, 2/15 - Professional Biography Peer Review

(Th, 2/15, Professional Biography due).

Introduction to Job Docs & LinkedIn/Resume/Linked In reading.

Ethics of AI use in Business Writing.

Reading: Chapter 12, Canavor, and Career Center Resume Guide.

Week 5 – T, 2/20 and Th, 2/22 - Resume writing:

LinkedIn writing/Business research/Cover Letter/Resume writing and editing.

Week 6 – T, 2/27 and Th, 2/29 - Drafting Cover Letter/Resume/LinkedIn/peer review

Week 7 – T, 3/5 and Th, 3/7 - Job Documents due/Professional Correspondence introduction/ Professional Correspondence - reading/writing

Week 8 – T, 3/12 and Th, 3/14 - Professional Correspondence drafting/Ethical AI use

Week 9 – T, 3/19 and Th, 3/21 - Professional Correspondence editing/peer review

Week 10 – T, 3/26 and Th, 3/28 - Professional Correspondence due/

Business newsletter intro - Newsletter researching and writing

Week 11 – T, 4/2 and Th, 4/4 - SPRING RECESS

Week 12 – T, 4/9 and Th, 4/11 – Newsletter drafting, writing and designing

Week 13 – T, 4/16 and Th, 4/18 - Newsletters editing/Newsletters peer review

Week 14 – T, 4/23 and Th, 4/25 - Newsletters due/Proposal Project introduction/reading

Proposal project researching and drafting

Week 15 – T, 4/30 and Th, 5/2 – Proposal project writing and editing

Week 16 – T, 5/7 and Th, 5/9 – Proposals peer review and presentation design

Week 17 – Final – Proposals due and final presentations