

Leih, CS100W, Fall 2021

**San José State University  
College of Science/Computer Science  
CS100W, Technical Communication Workshop**

**Fall 2021 Syllabus**

**Instructor:** John Leih  
**Communication:** Canvas Messaging  
**Email (emergencies):** john.leih@sjsu.edu  
**Class Days/Times:** Tuesdays & Thursdays, 10:45am – 12:00 noon  
**Office Hours:** Tuesday, 12:00-1:00 pm & by appointment

**Class Zoom Invitation**

CS100W Zoom Class Link-TR 10:45-12:00

Join from PC, Mac, Linux, iOS or Android:

<https://sjsu.zoom.us/j/89277453102?pwd=TU1LU3ZtaUNPNjNjUIEvU0JXS2MzZz09>

Password: 876124

Or iPhone one-tap :

US: +16699006833,,89277453102# or +12532158782,,89277453102#

Or Telephone:

Dial(for higher quality, dial a number based on your current location) :

US: +1 669 900 6833 or +1 253 215 8782 or +1 346 248 7799 or +1 301 715 8592 or +1 312 626 6799 or +1 646 876 9923

Meeting ID: 892 7745 3102

International numbers available: <https://sjsu.zoom.us/j/89277453102?pwd=TU1LU3ZtaUNPNjNjUIEvU0JXS2MzZz09>

Or an H.323/SIP room system:

H.323:

162.255.37.138

Meeting ID: 892 7745 3102

Password: 876124

SIP: 89277453102@vip2.zoomerc.com

Password: 876124

**Zoom Classes & Project-Based Learning**

Project-based learning that connects Computer Science research with communication design is at the core of CS 100W. Class projects are supported by virtual Zoom meetings and Canvas assignments. Plan to arrive on time to the Zoom class meetings, since you will regularly meet with project team members and they depend on your reliable participation. You are welcome to arrive to Zoom class meetings 5 minutes before the official class start time. Once you arrive, plan to use the video function during class and break-out meetings. This class gives you a chance to practice how you present yourself via video. This is an opportunity to experiment with professional backgrounds and creating a strong personal presence using the webcam. Video presence is a standard expectation in most virtual work situations. This class is designed to engage you in a dynamic process of project-based design learning that will serve you well as you launch your Engineering career. Make sure you don't miss out on any segment of this process!

### **MYSJSU Canvas**

Copies of the course materials such as the syllabus, calendars, Project handouts, etc. may be found on SJSU Canvas learning system course website at [www.sjsu.edu/at/ec/canvas/](http://www.sjsu.edu/at/ec/canvas/)  
I post announcements on our Canvas class site, which are sent as emails to all class members, so please check your email regularly.

### **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.

### **Required Texts/Readings**

Markel, Michael (2020 - 12<sup>th</sup> edition). *Technical Communication*  
Bedford/St.Martin's. (ISBN: 9781457673375)

Ebook Rental (180 days) available by selecting the 'Course Materials' link to Spartan Store on the Canvas course toolbar. Price is \$43.34 for 180 day access.

Accessing Your eTextbook: <https://vimeo.com/304674236>

\* You may also find this text online. Older editions are acceptable.

### **Supplemental Readings**

1. *Business Communication Today*, Edition 14, by Courtland L. Bovee and John V. Thill
2. *Designing Your Life*, by Bill Burnett and Dave Evans
3. *Cracking the Coding Interview*, 4th Edition, by Gayle Laakmann
4. *Domain Driven Design*, by Eric Evans
5. *Once Upon an Algorithm: How Stories Explain Computing*, by Martin Erwig
6. *Grokking Algorithms: An Illustrated Guide for Programmers and Other Curious People*, by Aditya Y. Bhargava
7. *Agile Project Management*, by Mark C. Layton
8. *The Everyday Writer*, by Andrea Lunsford
9. *Grammar Illustrated* by Janelle Melvin

## Required Technology

- **Your SJSU email** and regular access to it. Your name @sjsu.edu email account which is FERPA compliant. You can forward this email to another account. However, to access any linked Google Apps on Canvas, you must use your SJSU email address.
- **Zoom** access for class meetings, conferences, peer work. This is a synchronous class.
- **Reliable Internet Access**
- **Reliable laptop/device** with a working camera and mic. Your video must be on during in-class meetings (and you have to be sitting in front of it). **(Please contact me immediately if this presents a problem for you).** *Computers/laptops are generally better than cell phones for most class interactions and writing tasks. SJSU offers computer loans and other IT support.*
- **Google Drive with SJSU email.** We will share a lot of writing during class time; Google docs are the easiest way to share. A Google Drive folder labeled [2021 Spring CS100W] is highly recommended.

## GE Learning Outcomes (GELO)

GELO 1. Produce discipline-specific written work that demonstrates upper-division proficiency in:

- language use
- grammar
- clarity of expression

GELO 2. Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

GELO 3. Organize and develop essays and documents for both professional and general audiences

GELO 4. Organize and develop essays and documents according to appropriate editorial and citation standards

## Course Learning Outcomes (CLO)

1. Learners will understand and know how to follow the stages of the writing process (pre-writing/ 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

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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.

### **WRITING COACHING RESOURCES:**

The **SJSU Writing Center** is here to help you: <http://www.sjsu.edu/writingcenter/>

**The SJSU Writing Center will be open online.** Students can schedule appointments through [our website](#), and I've attached our summer tutoring flier for your convenience. We will be offering multiple services to support you and your students.

#### **1) Tutoring Sessions**

We conduct interactive tutoring sessions via Zoom. Students can schedule up to two 45-minute appointments each week in our [appointment reservation system](#). Graduate-level students and students who need AEC accommodations can request one additional (third) session per week by sending an email to [writingcenter@sjsu.edu](mailto:writingcenter@sjsu.edu). **We ask that you encourage your students to use our services, but do not require them to do so** (see our [required services](#) statement).

#### **2) "Ask a Tutor" Live Chat Service**

The Writing Center has partnered with the MLK Library to offer live chat services for students who have quick writing-related questions that can be addressed in 10-15 minutes. Live chat is available during select hours--no appointment necessary.

#### **3) Online Resources**

We have resources posted online that you can use in the classroom or your students can use for their own self-study. We have 100+ [Homegrown Handouts](#); entries in our [Write Attitude blog](#); and instructional videos, craft courses, and our five-minute tutor series on [YouTube](#).

The Purdue Online Writing Lab: <http://owl.english.purdue.edu/>

**Diversity:** Upon successful completion of the course requirements, the student will demonstrate awareness and sensitivity to age, gender, ethnocultural, disability, and other individual/unique differences as they relate to engineering and workplace communications.

#### **Campus policy in compliance with the Americans with Disabilities Act:**

“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with Accessible Education Center (AEC) to establish a record of their disability.”

#### **Academic integrity statement from the Office of Judicial Affairs:**

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“Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs.” The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.pdf>

## **PLAGIARISM**

What is Plagiarism? Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. Sometimes it is tempting to copy other people's ideas from the Internet, textbooks, magazines, lectures, or even from other student papers, incorporating them into our own writing. As a result, it is very important that we give credit. If we don't give credit, we are taking these words and passing them off as our own. This is plagiarism, which comes from a Latin word meaning a kidnapper or thief.

How Can You Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you:

- **Use someone else’s direct words (use quotation marks around exact words that you are quoting—and give source at end of quotation marks)**

“In the midst of Silicon Valley and all over the globe, SJSU engineers are designing and building high impact innovations, with a particular focus on challenges to global sustainability” (Wei, 2011).

The full reference will be in the back of the report, using APA format.

- **Use someone else’s ideas, in your words, that are not common knowledge**

Through the Global Technology Initiative at SJSU, 25 students are selected each year to travel for two weeks to India or China, all expenses paid by GTI (College of Engineering, 2013). (Note this is not the exact words, so there are no quotation marks.) The full reference and website will be in the back of the report, using APA format.

- **Use specific statistics, graphs, drawings, that are not yours**

San Jose State University is ranked 8th overall among the West’s top public universities offering bachelor’s and master’s degrees according to the 2013 edition of "American's Best Colleges" (U.S. News & World Report, 2013).

- **Self work**

One should cite his or her own (or co-authored with a partner or team) work. If your company has copyrighted work that you or your team have written as part of your job, or you share a patent, or have previously published material that you have written, credit must be still given. There are times when permission from the company must also be given. Please check with both your company and your instructor.

**Plagiarism will result in a grade of F in E100W. Papers with plagiarism cannot be rewritten for credit. Your Department Chairperson will be notified.** We will work on this in class.

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**Remember, plagiarism is a serious issue.** Learning proper documentation is one of the key goals of E100W.

### Written Communication and Information Literacy Assessment Fall 2021

This semester SJSU is assessing written communication and information literacy skills of students pursuing undergraduate degrees. The assessment is used to evaluate effectiveness of our General Education and writing curricula. This class has been selected for collection of student sample work. I will select random samples of work from this class to provide to a team of assessment experts. The work will be anonymized and cannot be traced back to you. The assessment will be done after the semester is over and will not affect your grade. Please let me know if you prefer to have your work excluded from this process.

### Grading Policy

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-
93-89 B+	88-84 B	83-80 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.		

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.”

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.**

### Grading Descriptors

**A+:** 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

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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.

**A:** 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.

**A-:** 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.

**B+:** 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.

**B:** 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.

**B-:** 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.

**C+:** 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.

**C:** 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.

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**D** (of any variety) or F paper will not be accepted. Determining your course grade outcome:

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).

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**CS Project/Assignment Grading Percentages**

Canvas percentages and course grades will be based upon the following weightings:

<u>CS Projects &amp; Assignments</u>	<u>Learning Outcomes</u>	<u>Percent of Grade</u>	<u>Total number of pages</u>	<u>Final Draft Due Dates</u>
Computer Science (CS Focus) & Technical Communication (TC Focus) Assignments	GELO 1, 3, 4 SLO 1, 2, 3, 4	30%	20-28	Aug 19- Nov 11
Project #1: Design Your CS Job	GELO 2 SLO1 & 3	5%	3	Sept 7
Project #2: Analysis of a CS Journal Article (APA format required)	GELO 1, 2, 3, 4 CLO 1, 2, 4, 5, 6	10%	4-6	Sept 28
Project #3: CS Life Design Interviews	GELO 1, 2, 3 CLO 4, 5, 6	10%	10	Sept 30 Oct 7 Nov 16
Project #4a: CS Research Proposal—Podcast Summary, Infographic, Planning Memo, Stakeholder Pitch	GELO 1, 2, 3 CLO 1, 2, 3, 4	10%	4	Oct 27
Project #4b: CS Recommendation Report	GELO 1, 2, 3, 4 CLO 1-6	15%	10	Dec 6
Project #4b: CS Presentation	CLO 4, 5	5%		Nov 29 & Dec 1
CS Portfolio Reflection Memo		5%	1.5-2	
Final Exam		10%		SJSU Finals Date
Total		100%		

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## **INTEGRATED SCHEDULE:**

Dates and Topics

Tech Communication

**Markel** Chapters

**Intro:** Aug 19

Intro to Technical Communication

Markel: 1

Memo #1: Your Goals for Computer Science

**Project #1: Design Your CS Job: Company Analysis Memo**

**Week 1:** Aug 24 & 26

**Project #1—Design Your CS Job: Resume/Application Letter Peer Review**

Communication Design Readings:

Analyzing Your Audience & Purpose

Markel: 5

Writing Job Application Materials

Markel: 15

**Week 2:** Aug 31 & Sept 2

**Project #1: Career Center Workshop—Preparation for Sept 22 Career Fair**

**Project #2—Analysis of a CS Journal Article**

Communication Design Readings:

Writing Process for Technical Documents

Markel: 3

Writing Correspondence: Letters

Markel: 14

**Week 3:** Sept 7 & 9

**Project #1—Interview Simulation & Final Portfolio Drafts**

**Project #2— Analysis of a CS Journal Article: Selection**

**Librarian Orientation Session for Project #2**

Communication Design Readings:

Effective Headings, Paragraphs & Graphics

Markel: 9 & 12

Research Methodologies: Science & Engineering

**Week 4:** Sept 14 & 16

**Project #2— Article Analysis: 1<sup>st</sup> draft Outline & Headings**

Communication Design Readings:

Writing Collaboratively

Markel 4

Writing Correspondence—Memos

Markel 14

**Week 5:** Sept 21 & 23

**Project #2— Analysis of a CS Journal Article: 2<sup>nd</sup> Draft**

**Project #3—CS Life Design Interviews**

Communication Design Readings:

Organizing Your Information

Markel: 7

Infographic Design

Markel: 12, pp. 317-321

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**Week 6:** Sept 28 & 30

**Project #2— Analysis of a CS Journal Article: Final Draft**

**Project #3: CS Guest Interview #1**

Communication Design Readings:

Research Interviews: Question Formulation                      Markel: 6, pp. 136-138

Paraphrasing, Quoting, Summarizing                              Markel pp. 609-610

**Week 7:** Oct 5 & 7

**Project #4a: CS Research Pilot (Podcast/TEDx) Memo & Presentation**

Communication Design Readings:

Precise Sentences & Concise Phrasing:                              Markel 10

**Week 8:** Oct 12 & 14

**Project #4a: CS Research Infographics & Ideation**

Communication Design Readings:

Writing Collaboratively: Meetings                                      Markel: 4, pp. 60-69

Infographic Design    Markel: 12, pp. 317-321

Making formal oral presentations                                      Markel: 21

**Week 9:** Oct 19 & 21

**Project #3: CS Guest Interview #2**

**Project #4a—CS Research Proposal: 1<sup>st</sup> draft**

Communication Design Readings:

Research Proposals    Markel: 16

**Week 10:** Oct 26 & 28

**Project #4a CS Stakeholder Pitch & final Research Proposal**

Communication Design Readings:

Communicating Persuasively    Markel: 8

Emphasizing Important Information                                      Markel: 9

**Week 11:** Nov 2 & 4

**Project 4b: Librarian Coaching Session for CS Recommendation Report**

**Project #4b—CS Recommendation Report: Annotated Bibliography**

Communication Design Readings:

Documenting Sources Using APA Style                              Markel: Appendix B, pp. 616-632

**Week 12:** Nov 9 & 11

**Project #3—CS Life Design Interview Report: Reflection Share**

**Project #4b—CS Recommendation Report: Outline & Headings**

Recommendation Reports    Markel: 18

Sample Recommendation Report    Markel pp. 490-511

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**Week 13:** Nov 16 & 18

**Project #3—CS Life Design Interview Report: Final**

**Project #4b—CS Recommendation Report: 1<sup>st</sup> Draft—Research Sections**

Communication Design Readings:

Making formal oral presentations                      Markel: 21

**Week 14:** Nov 23 (No Class on Nov 25—Thanksgiving Holiday)

**Project #4b—CS Recommendation Report: 2<sup>nd</sup> Draft—Front & Back Matter**

**Project 4b: CS Presentation Slides**

**Week 15:** Nov 30 & Dec 2

**Project #4b—CS Presentations**

**Project #4b—CS Recommendation Report: Final Draft**

Team Debrief Activity

**SJSU Final Exam Date:**

All-Hands Farewell

Individual Coaching

**Week-at-a-Glance Schedule**

<b>Dates</b>	<b>Tuesday</b>	<b>Thursday</b>
<b>Intro 1<sup>st</sup> Class Aug 19</b>		Intro to CS 100W Memo #1: Your CS Goals Course Syllabus & Schedule
<b>Week 1 Aug 24 &amp; 26</b>	Project #1: Design Your CS Job Pod Reading Discussion: Dream Job Job & Company Analysis	Project #1: Design Your CS Job— Resume & Letter
<b>Week 2 Aug 31 &amp; Sept 2</b>	Project #1: Resume & Ltr Peer Review Technical Communication Design TC Focus: Tenses & Parallel Structure	Project #1: SJSU Career Center Workshop (Judith Garcia)— LinkedIn Profile/Career Fair (9/22)
<b>Week 3 Sept 7 &amp; 9</b>	Project #1: Interview Simulation TC Focus: Sentence Clarity (SVO)	Project #1: Design Your Job—Final Project #2: CS Article Analysis CS Focus: Global Team Collaboration
<b>Week 4 Sept 14 &amp; 16</b>	Project #2: Librarian Orientation TC Focus: Sources & Plagiarism	Project #2: Article Selection CS Focus: Research Methods
<b>Week 5 Sept 21 &amp; 23</b>	Project #2: Article Analysis—1 <sup>st</sup> Draft TC Focus: Database Search Strategies <i>*Career Fair, Sept 22</i>	Project #2: Article Analysis—PR CS Focus: Technical Storytelling— Definitions, Descriptions, & Process Explanations
<b>Week 6 Sept 28 &amp; 30</b>	Project #2: Article Analysis—Final Project #3: CS Guest Interview Prep TC Focus: Question Structure	Project #3: CS Guest Interview #-- Mike Nardell, UCSC CS Focus: How CS Solves Real- World Problems
<b>Week 7 Oct 5 &amp; 7</b>	Project #3: Guest Debrief & Pod Blog #3 Life Design Interview: Networking & Questions TC Focus: Summarizing/Paraphrasing	4a Research Pilot: Podcast/TEDx Blog & Presentation CS Focus: Collaborative Writing
<b>Week 8 Oct 12 &amp; 14</b>	Project #4a: CS Research Infographic & Partnership Formation Project #3: Guest Interview Prep TC Focus: Information Structure	#3: Guest Panel Interview #2—Bret Sunahara & Ben Colborn
<b>Week 9 Oct 19 &amp; 21</b>	Project #3: Guest Panel Debrief & Partnership Blog Project #4a: Research Partnership Meeting: Purpose, Audience, Scope TC Focus: Formality & Register	Project #3: Guest Interview Debrief CS Focus: Project Management & Stakeholder Ethics

<b>Week 10</b> <b>Oct 26 &amp; 28</b>	Project #4a: CS Research Partnership Meeting: Proposal 1 <sup>st</sup> Draft	Project #4a: CS Research Pitches & Stakeholder Q & A
<b>Week 11</b> <b>Nov 2 &amp; 4</b>	Project #4a: CS Proposal—Final Project #4b: Librarian Coaching TC Focus: Journal Citations	Project #4b: Research Bibliography CS Focus: Case Studies (COP26)
<b>Week 12</b> <b>Nov 9 &amp; 11</b>	Project #3: CS Reflection Insights TC Focus: Paragraph Coherence	Project #4b Report: Outline/Headings CS Focus: Stakeholder Blog (COP26)
<b>Week 13</b> <b>Nov 16 &amp; 18</b>	Project #3: Final Draft 4b Guest Q&A: High-Quality Writing for Specific Stakeholders TC Focus: Sentence Cohesion	Project #4b Report: Research Sections CS Focus: Collaborative Editing
<b>Week 14</b> <b>Nov 23</b>	Project 4b Report: Front/Back Matter Project 4b: Presentation Slides TC Focus: Effective Presentations	THANKSGIVING HOLIDAY (NO CLASS)
<b>Week 15</b> <b>Nov 30 &amp; Dec 2</b>	Project #4b: CS Presentations Portfolio Reflection Memo: Outline	Project #4b: CS Presentations Project #4b: CS Report Final
<b>SJSU Finals Schedule:</b>	Portfolio Reflection Memo Due All-hands Farewell Individual Coaching	

**Syllabus Agreement\***

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.

I agree to abide by the policies and procedures outlined.

\_\_\_\_\_ Print Name Section #

\_\_\_\_\_ Sign Name Date

*\*Recommended: Print the syllabus for your own reference, and sign this document for your own personal records.*