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San José State University

College of Science/Computer Science

CS100W, Technical Writing Workshop, Section 03 (21216), Spring 2021

Instructor(s): Cristin Boyd  
Office Location: NA  
Telephone: No phone, please msg via Canvas or email  
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Office Hours:  
1:15 to 2:15 Wed. or by appt.

Class  
Days/Time: MW 12:00pm-1:15pm PST

Classroom: Online

Prerequisites: A3 or equivalent second-semester composition course (with a grade of C- or better); completion of core GE; satisfaction of Writing Skills Test or completion of [ENGL 100A](#) / [LLD 100A](#) with C or better (C- Spring 2020); and upper-division standing. Or Graduate or Postbaccalaureate level.

GE/SJSU  
Studies Area Z  
Category:

### Course Description

Advanced writing through the preparation of technical reports and presentations. Improving skills for writing subject-related reports, project proposals, and personal resumes through practice and evaluation. Course assignments will be related to issues concerning careers in computer science.

**\*Important Note:** If you self-placed into this course using guided self-placement, please be advised that you are expected to be a **strong academic writer**. This course focuses on helping you learn discipline-specific writing skills not basic writing skills. If you score a 3 or lower on the diagnostic essay, please contact me immediately for an appointment.

### Course Format

This course follows a flipped/synchronous model with in-class participation & contribution. Each week, we will do a combination of assignment overviews, related mini-lectures, a Q&A session, pair & group work, peer review, discussion, and other for-credit activities. Unless told otherwise, you should attend every class meeting and arrive ready to work, engage, and improve your communication skills and knowledge.

## Required Technology

Because we are fully online this semester, it is very important to have the right gadgets and applications. Please do not hesitate to contact me if you have a compelling issue with any of the items listed below. *Sorry, but compelling does not mean a dislike for something (such as your sjsu email).* You should have regular access to this tech (regular = daily and hourly in some cases for best outcome).

- **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.

Consider [changing your Canvas notifications](#) to text messages if you dislike email.

- **Canvas App** on your phone (optional) Warning: do not use the Canvas Mobile app for uploading assignments if you can help it as students have had problems in the past.
- **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.
- **Google Suite with SJSU email** on your cell phone (optional but recommended). Some forms and other documents that I share cannot be opened without the Suite App.

Technology can be expensive but is important; SJSU is offering lots of support. Please visit the [SJSU Learn Anywhere](#) website and specifically the information about [technology resources](#). Ask for help! Don't assume it is not there or you are ineligible!

## 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 (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

Business Communication Today, 15e, by Courtland L. Bovee and John V. Thill with MyLab & Mastering

AND eText access card. You can buy the book via the Canvas page or through the bookstore. ISBN is 9780135891674

This online section of CS 100W has integrated etextbook assignments that account for. It is possible to buy a used paper copy of the 14th edition (no older editions, please). However, the access card is required for chapter work. *I will not be able to assist you with using texts other than what is specified above. Do not enroll in any free 30-day access products; these will not work.*

### Working Together for Success/Class Protocols

**The standards for this class reflect common workplace norms.** This is especially important for the areas of completing work on time, attendance at class meetings, group participation, professional courtesy, communication skills, and ethics. Please follow standard netiquette rules as well.

**Online Teaching and Learning** can be a challenge for all of us because we all have varying levels of skills and knowledge. I will readily admit as your instructor that I am nowhere near expert in terms of online teaching. I sincerely miss being face to face with students in class! Also, I am still learning how to best use the BCT etext & MyLab & Mastering. I am both excited and afraid. Being patient with each other, helping one another, and knowing that we will make mistakes is the best way to move forward.

**Course set up:** This course is set up as a series of Canvas Modules or units. Each module contains a list of all assignments, links to MyLab, etc.

MODULE BCT assignments and due dates are correct; *MyLab dates may not be.*

Suggested process:

1. Review/skim **everything** in the week's module. Get an overview of the week- the goals, the assignments, etc.
2. Read the week's chapter and complete related MyLab work *early in the week*. Much of the work we will do in class is based on reading. If you have not read, you won't be ready.
3. Once chapter reading is complete, work on "Canvas" assignments. *Multiple drafts will likely be needed to get As and Bs though as a class we will not review each draft together.*
4. Attend class meetings as required. Often, there will be opportunities to share drafts and discuss assignments.
5. Class time is reserved for interactive activities, Q & A, 1-1 discussions with Cristin.
6. Submit all assignments *no later than* one hour before due date and time (normally 11:59 pm)

Please pay attention to due dates AND times. Canvas is a machine with precise expectations!

### **Time Required Outside Class**

"Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course-related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus." (Required syllabus language from [University Policy S12-3](#), please review for more information).

- **To be very, very clear, you will need 6 hours of additional time every week to complete work for this one CS course.**
- **If you are a non-native user of English, if you struggle with writing, if you struggle with reading, you will likely need additional time.** Please plan your schedule appropriately.

### **Collaboration & Contribution (aka Attendance and online presence)**

Attendance at every "scheduled" class is expected. This class has two weekly meetings. As we progress, some classes may be optional and/or canceled. **Always assume class will meet unless specifically told otherwise.** See Zoom meeting links on the Canvas home page.

If you need to miss a class, please email me before class with an explanation. Active participation/contribution is necessary to get the maximum benefit from this class and in-class work will count toward your grade. If you miss class, please meet with a classmate to go over what was missed.

Being prepared for class meetings is expected. Do assigned work and reading *before* meetings begin.

This is a quiz to see if you have read the complete syllabus. To complete this quiz, send me a Canvas message saying, "I read the syllabus" in the subject line and a "hi" in the body. Telling others about this quiz is cheating. Let them find it on their own or not.

Contrary to popular belief, during online class meetings, I am not required to entertain you like your favorite YouTuber. I only wish I were that exciting a person... and had that level of energy. In fact, teaching online can be truly exhausting, so let's please work together to make our class meetings interesting and informative. To that end, please:

- **Turn on your video** every class & for the whole class time and conferences.
- **Be fully present.** Having your video on while playing a game, responding to texts, etc. = poor work ethic. If you think your boss (me) and co-workers (classmates) won't notice, you're wrong. It's obvious, rude, and could get you fired.
- **Engage! Engage! Engage!** Have fun! Learn actively! Help others!
- In small groups or pairs, **help each other succeed!**

o If you get stuck, ask me for help.

o If your classmates are not prepared, don't feel shy about asking to be moved to another group. There is no shame in taking care of your academic needs.

- In breakout groups, please keep working when I enter your group unless you have a question/concern. Pretend that I am a plant (a sometimes bossy plant, but a green leafy plant).
- If you are not well prepared, you should state that upfront so that I can plan pair and group interactions accordingly.

## Learning Differences and Disabilities

You are legally entitled to accommodations and support if you have a documented learning disability/difference. I am more than happy to support your learning, so please inform me of the necessary accommodations with documentation from [the Accessible Education Center](#) as soon as possible (see Campus Policy in Compliance with the American Disabilities Act below).

## Quality of Submissions/Writing/Resubmissions

Assignments/tasks turned into your future boss should be as near to perfect as you can make them. The expectation in this class is the same. You should not turn anything into me that is not as close to perfect as you can make it. You should follow assignments exactly, work with classmates, a tutor, grammar software, visit me during office hours, etc. BEFORE turning in assignments.

Assignments that receive non-passing grades (C- or lower) can be revised and turned in once for a higher grade. You have one week to revise (unless other arrangements are made); you must request a resubmission process from Cristin via email.

**Papers that repeat errors identified in a previous draft or lack substantial revision work will not see an increase in grade. I reserve the right to lower grades on "revised assignments" that are clearly not revised.**

Learning how to incorporate feedback is an important part of future success. If you have questions above revisions, changes, where to get additional help, etc., please ask me for assistance- that is why I am here!

All work must be typed, using the appropriate business & assignment format. In general, letters, memos, and reports use a 12--point font.

**Grammar/Mechanics:** Errors in spelling or grammar can affect the effectiveness of communication. Grading will reflect this importance. If you need extra help, see the tutoring resources under the "Other Student Resources" section of this syllabus and ask me for help.

**Please note, a significant number (high quantity) and seriousness of grammar errors can be grounds for a non-passing grade on any assignment in this course.**

Save all drafts and process work. Please do not write over drafts in Word. You should have a unique draft for each stage of the writing process. Just copy and paste an old draft into a new doc if this process seems foreign to you. If accused of plagiarism, THIS one process may likely save you. More importantly, you can SEE changes to your work, revert easily to an older version, compare more easily, etc.

## **Academic Integrity**

You have taken multiple courses in the U.S. and should be fully aware of what cheating and plagiarism mean and the expectations for work in the U.S. **Therefore, plagiarized work will likely result in a failing grade on the assignment, and possibly, more serious academic sanctions.** Please follow all student guidelines listed in [SJSU's Academic Integrity Policy](#). By enrolling in SJSU, you agree to abide by these policies & guidelines.

Use Turnitin to help you. Assignments are generally open in advance of due dates to help you with writing and revision. Did you know that Turnitin has grammar checking software? When you see percentages (%) for matching text (i.e., copied content), you should revise that section unless the information is clearly understood as general information/common knowledge and/or from a source AND correctly cited.

I am happy to help. Just ask. Please note, only your last submittal to a TII assignment before the due date will be graded by me. However, **if I see that you have an earlier submission--and I can see this!--that is more than 30% copied, I reserve the right to fail your assignment for plagiarism.** Do your own work from start to finish! If you copy something at a job, you could be sued, fined, or fired.

*FYI: I failed 4-5 students on assignments last semester for various forms of cheating and plagiarism. Most were unable to pull their grades up and failed the course.*

*CS faculty regularly share information about student cheating. As well, some companies are now [extorting money from students](#) who buy assignments online.*

**Recording of classes:** California law states that as an instructor, my classes are my intellectual property. See [SJSU Senate Policy](#). This means that as a student, you may not record any class meetings without my explicit consent. I waive this consent for any documented accommodation via AEC (disability services). For all others, please talk to me about your desire to make recordings before any recordings being made; I am sure we can agree. If you have an accommodation, please talk to me about recording lectures.

## **Grading Information**

The goal of this syllabus is to make the grading process as clear as possible. Please ask me if anything is unclear. Descriptions of how assignments and exams will be graded can be found on Canvas in the instructions and/or on the grading rubric.

**How your grade is calculated:** Each assignment group is weighted as a percent of the total course grade. See Groups in Canvas. Some assignments are graded pass/fail as complete/incomplete. Others with grades. You should pay attention to the number of points for each assignment to determine its importance.

**Grading turnaround time:** Assignments are usually graded within a week. Occasionally, grading may be delayed due to a heavy grading load.

**Final course grade:** Borderline final grades are often rounded up... a little, but never more than 0.5% (e.g. 89.5% would be rounded up to 90%). I do not normally offer extra credit because the real world does not offer it. There will be no changes to grades after the course has ended and all work has been completed.

### Grading Scale

A+	97-100%
A	93-96%
A-	90-92%
B+	86-89%
B	83-85%
B-	80-82%
C+	76-79%
C	73-75%
C-	70-72%
D+	66-69%
D	63-65%
D-	60-62%
F	59-Bellow

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

Please note that [grade inflation](#) is a very real issue in U.S. universities, and, in the real world, your work will be seen and assessed based on real-world standards. If you do average work, you won't likely get a raise. If you write an average cover letter, you won't get an interview. Please use these grade descriptors to help you understand expectations for grades in this course

### Grade Descriptors

- The “**A**” assignment is truly superior work. Such an assignment exemplifies advanced communication skills and showcases creativity, out-of-boxing thinking, and the ability to view assignment instructions as *design constraints only*. Content is fully developed with interesting details, lively vocabulary, syntactic complexity, graceful transitions, and a clear take-home message. The assignment appeals to the reader, looks professionally produced, and is virtually free of mechanical/grammar errors. *If you have serious challenges with English grammar, you will very likely not receive A grades in this course.*
- The “**B**” assignment is above average work. It develops ideas and supports them with strong, specific examples, but it may lack the sentence variety, graceful transitional phrases, a clear take-home message, or technically astute content characteristic of an “A” assignment. The “B” assignment may contain a few *minor* grammatical or mechanical flaws; however, it demonstrates above-average business communication competence.
- The “**C**” assignment is average. **It is the work that most students submit most of the time.** The assignment is organized, but usually general, and perhaps bland or unpolished. The content may need controlling ideas and specific examples. The vocabulary and syntactical complexity is less mature,

making the assignment less effective for the audience. The assignment may contain a distracting and/or higher frequency of mechanical and grammatical flaws.

- The “**D**” assignment is poorly organized, developed, and executed. It is generally unclear and has inappropriate or inadequate examples, is noticeably superficial and simplistic, and/or it contains serious mechanical and grammatical problems in terms of number and type.
- The “**F**” assignment is generally unclear and shows little real effort, or the assignment does not follow required guidelines. The assignment appears to have little or no proofreading and/or editing.

## Late Policy

Grading late assignments is a total pain, and I generally will not accept them without 1) a request for an extension *in advance* of the due date and 2) a clear, honest explanation for the delay. Assignments in My Lab (e-textbook) cannot be made up. Please don't ask. Again, please pay attention to Canvas days and **times!**

Assignments must be uploaded in the correct format including .doc, .docx, .pdf, or a text upload. If you upload an incorrect or blank file, no credit will be given. **Always click "View Submission" after uploading your work to confirm the correctness of submission!**

## Course Requirements and Assignments

Please see Canvas assignment descriptions for specific guidelines & information.

*Contribution/Participation (pairs, groups, in-class work, & related):*

- Various tasks (majority related to active, in-class work with peers)
- Impromptu presentations

*Portfolio 1: My Career Communication*

- Job Posting
- Resume
- Cover Letter Draft One
- Cover Letter Final Draft
- LinkedIn Analysis
- LinkedIn Profile
- Letter Analysis #1
- Letter Analysis #2

*Portfolio 2: Technical Writing and Research*

- Blog post
- Definitions/Audience Assignment
- Process Writing/Instructions assignment
- Bug Report

## Final Project

- Annotated Bibliography
- Detailed outline
- Draft one Recommendation Report
- Required Peer Review
- Final draft Recommendation Report
- Presentation (during final exam meeting or last week of class meetings)

## Assignments, Word Counts, and Grades

Assignment Group	GELO/ CLO	Word Count	Percentage
<b>Contribution/Participation</b>			
Various	various	50-150	15%
<b>MyLab and Mastering</b>			
Document Makeovers	2,4,5/3,4,5	Multiple choice	
Mini Sim	2,4,5	Multiple choice	
Dynamic Study Modules (highest points)	2,4,5	Multiple choice	15%
Grammar*	2,4,5	Multiple choice	
<b>Portfolio 1- Career Documents</b>			
Job Listing	2	200 words	
Resume	1,2,3,4,5/1,2,3,4,5	300 words	
LinkedIn Analysis	1,2,3,4,5,/2,3,4,5	500 words	
LinkedIn Profile	1,2,3,4,5/2,3,4,5	200 words	
Cover Letter First Draft	1,2,3,4,5/1,2,3,4,5	300 words	20%
Cover Letter Final Draft	1,2,3,4,5/1,2,3,4,5	300 words	
Letter Analysis #1	1,2,3,4,5/1,2,3,4,5	200 words	
Letter Analysis #2	1,2,3,4,5/1,2,3,4,5	200 words	
<b>Portfolio 2: Technical Writing</b>			
Blog Post	1,2,3,4,5/1,2,3,4,5,6	250 words	
Definition Writing	1,2,3,4,5/1,2,3,4,5,6	500 words	
Bug Report -Complete assignment	1,2,3,4,5/1,2,3,4,5,6	300 words	25%
Process Writing Assignment	1,2,3,/1,2,3,4,5,6	300 words	
<b>Final Research Project: Rec Report</b>			
Annotated Bibliography	2,4/2,3,4,5,6	500	
Rec Report first draft (peer reviewed)	1,2,3,4,5/1,2,3,4,5,6	1500	25%
Rec Report final draft	1,2,3,4,5/1,2,3,4,5,6	1700	
Final Project Presentation	1,2,4,5/1,2,3,4,5,6	Presentation	

**\*In addition, grammar and accuracy are assessed in all writing assignments and tasks.**

## Student Resources

*Please note, many of these resources are currently online due to COVID. Do not assume resources are unavailable.*

**Your instructor:** Yes! I am indeed a student resource. I am required to hold office hours for you! I am happy to meet with you to discuss any assignment, idea, task, confusion, etc. Please do not hesitate to contact me for additional assistance.

**Your classmates.** You should work together to share knowledge, resources, and understanding. All submitted assignments must be your own original work, but working together is expected and helpful!

**SJSU Writing Center:** The SJSU Writing Center is located in Clark Hall, Suite 126. [Writing Center website](#). The writing center offers lots of great resources including free workshops on writing, citing sources, editing, etc. There are both appointment times and drop-in advising times available.

**SJSU Peer Connections:** Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Visit [Peer Connections website](#) for more information.

**Your Library Liaison.** Anamika Megwalu, Ph.D., MLIS, Assessment & Engineering Librarian, Dr. Martin Luther King Jr. Library, 408-808-2089, [anamika.megwalu@sjsu.edu](mailto:anamika.megwalu@sjsu.edu)

**College of Business Computer Labs:** [CoB Computer lab](#). Computers are also available in the Martin Luther King Library.

**SJSU Counseling Services:** At the SJSU Counseling Services psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate, or psychological and academic issues. To schedule an appointment or learn more information, visit [the Counseling Services website](#).

**[SJSU Food Pantry](#).** The Spartan Food Pantry is a walk-in, full-service, staffed, food assistance program offering non-perishable goods, fresh produce, and refrigerated items to eligible students.

## University Policies

Per [University Policy S16-9](#) (<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 [Syllabus Information web page](#) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

## CS 100W-Technical Writing Workshop, Spr 2021, Course Schedule

*This is a tentative schedule. Dates may change with sufficient notice.*

<b>Week/Lesson /Module</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)</b>	
1	2/1	Chapter 18	
1		Job listing, Resume & LinkedIn Profile Analysis	
2	2/8	Chap. 19	
2		Applying & Interviewing; Cover Letter & LinkedIn Profile	
3	2/15	Prof. Communication/Team Work	
3		Chap. 1 & 2; Cover Letter Final Draft	
4	2/22	Panning Biz Messages; Definitions	
4		Chap 4 & 5	
5	3/1	Completing Biz Messages; Definitions	
5		Chap 6	
6	3/8	Diversity in Comm/Workforce; Blog Response	
6		Chap. 3	
7	3/15	Blogging/Social Media; Blog Response	
7		Chap.8	
8	3/22	Research & Bug Reports; Bug Report; Annotated Bibliography	
8		Chap 13	
9	3/29 -4/2	Spring Break	
9			
10	4/5	Planning Reports; Workplan/Outline; Bug Reports	
10		Chap 14	
11	4/12	Writing & Completing Reports	
11		Chap 15	
12	4/19	Rec reports	
12		No chap	
13	4/26	Peer Review Rec Report	
13		No chap	

<b>Week/Lesson /Module</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b> <i>(If appropriate, add extra column(s) to meet your needs.)</i>	
14	5/3	Rec Report DUE to Cristin	
14		No chap	
15	5/10	Presentations	
15		Chap 16	
16	5/17	Presentations Final Rec Report DUE	
Final Exam		Presentations	