

Written Communication: Business Section 03

ENGL 100WB

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/25/2023

Contact Information

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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; satisfaction of Writing Skills Test or completion of ENGL 100A or LLD 100A with C or better; and upper division standing. Allowed Declared Majors: All Business Administration majors, Industrial Arts, Industrial Technology, Professional & Technical Writing, Public Relations, Hospitality Management, Organizational Studies. Or Graduate or Postbaccalaureate level.

Letter Graded

* Classroom Protocols

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 Outcomes

- **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

Textbook

MacRae, P. (2019). *Business and Professional Writing: A Basic Guide*. Peterborough, Canada: Broadview Press. (ISBN: 978-1554814718)

*Digital or e-books are fine.

Other Readings

Online readings posted on Canvas.

Course Requirements and Assignments

In this course, you'll be responsible for online and in-class assignments, five major out-of-class assignments, and a presentation. You'll also be completing drafts of work and participating in review of your peers' work, and, finally, taking part in a series of post-unit reflections.

According to [University Policy S16-9](#), "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

Assignment Submission

For the major assignments, you will submit your written assignments via Canvas. If Canvas will not accept a file because of file type or file size, you may email the file to me.

All work should be submitted on time, and you are responsible for ensuring that I receive work. If you need to submit a paper early, that is fine.

Major Assignment 1 – Professional Biography

Professional biographies are used in a number of situations and locations: from your own professional website and your resume/cover letter to your business's website or introductions as a keynote speaker or guest. These (usually) short pieces are more than introductions – they're meant to give an audience (think co-workers, potential employers, guests at a business event, potential customers) an idea of who you are as a professional.

Biographies come in all shapes and sizes. Some places will ask for a one-page biography while others will ask for one sentence. In this assignment, we'll be practicing both articulating your professional biography and condensing it down to the most important information. You will write 3 versions of your professional biography: Version 1 - 3 paragraphs; Version 2 – 1 paragraph; Version 3 – 2 or 3 sentences.

This assignment is worth 110 points/11% of your grade (100 points for the Final draft, and 10 points for the draft).

Major Assignment 2 – Business Correspondence

For your second assignment, you will prepare four documents: two business letters to external audiences, one internal memo to your coworkers, and a reflective memo to me. The prompt will offer about 5 different scenarios, and you will need to choose one.

This assignment is worth 170 points/17% of your grade (150 points for the Final draft, and 20 points for the draft).

Major Assignment 3 – Job Documents

For your third assignment, you will research job advertisements and select a job or internship in your target field that you are currently qualified for (you'll use SJSU Handshake). You will analyze the job ad and the company or program's website to determine their rhetorical situation and create several deliverables in response to them. You will complete all research and compose each deliverable

individually.

For this assignment, you will produce the following deliverables: A job/workplace analysis, resume, and cover letter.

This assignment is worth 170 points/17% of your grade (150 points for the Final draft, and 20 points for the draft).

Major Assignment 4 – Promotional Materials

In production teams of 4 or 5, you'll be designing a set of promotional materials. Your task in creating your promotional materials is to design a cohesive set of materials that would appeal to an audience you know well: college students.

As a group you will choose your own client for this project. You are responsible for choosing and researching the organization. You will not be contacting anyone in the organization, but this business or organization must currently exist. You are responsible for further research of the organization: learning about their background, their purpose, and their mission.

For this assignment, you will complete the following 5 items:

- A half-page promotional flyer (to be handed out at events around campus—think about booths outside the student center)
- A brochure (to be handed out at events around campus and also displayed at the physical location)
- An infographic (could be printed or posted online)
- Content for a 7-day social media campaign for Facebook or Instagram (at least 7 posts; you will be writing the content for these posts and also including any links to videos, memes, etc., that you would add and any graphics you would add. You can just write this out as Day 1, Day 2, etc.—make sure you look at your client's existing social media pages so you can understand the type of content they post)
- A promotional email to be sent through the SJSU student email list

This assignment is worth 170 points/17% of your grade (150 points for the Final draft, and 20 points for drafts).

Major Assignment 5 – A Recommendation Report

One of the most common extended writing forms you may be tasked with in the business world is a report. There are several different types of reports, covered in your reading assignments for this unit. For our final assignment, we'll be working on a *recommendation report*, which is a formal report that presents information and provides readers suggestions for what to do next. Thus, the purpose of the report is informational, like your letters and job documents, and persuasive, like your promotional documents. Because this type of report draws from so many of the skills we've developed and/or strengthened this semester, it serves as a useful final assignment for this course—a chance for you to “put it all together.”

Recommendation reports are typically written as part of a chain of documents, beginning with a proposal and continuing throughout with progress reports. For this class, we'll be going through similar movements: you'll begin with a topic proposal communicated to me verbally, then a more formal but still brief proposal which will be turned into me for feedback, the completed recommendation report, and then a presentation on that report.

Because recommendation reports are typically lengthy documents, most are written in collaborative teams or within specific departments. For this assignment, you have several options for how you'd like to proceed: You can work in your already established groups from Major Assignment 4; you can form new groups; you can work in pairs; you can work independently. Keep in mind that the end of the semester is a busy time, so it may be beneficial to have team members with whom you can divide the work—and who can keep you accountable.

There is an exception to the ability to choose to work in a group. You must be in good standing in the class (with a grade of C or better), and have been a contributing and participating member of your group for Major Assignment 4. This means you have been attending the majority of classes and pulling your weight. If I am in doubt about your ability to contribute I will ask you to write this assignment individually. To pass this class you need to have the capability to write any and all parts of the final report. If I am in doubt about your abilities you will need to write the whole report so I can be sure you are able to pass the class with the appropriate level of upper-division writing skills.

This assignment is worth 130 points/13% of your grade (100 points for the Final draft, and 30 points for drafts).

Final Exam Presentation

Students will complete a report as the final assignment for the course (see Major Assignment 5 above), and they will be responsible for adapting this report to be suitable for a 5-10 minute presentation. Presentations will be given during the final examination period, W, May 17, 12:15 - 2:30 p.m.

LinkedIn Profile Assignment

You will work on your LinkedIn profiles periodically throughout the semester. We will use breaks between Major Assignments to learn about, create and improve your LinkedIn profiles. There will be approximately 4 small assignments dedicated to the LinkedIn Profile assignment, for a total of 20 points/2% of grade.

In Class Assignment/Notes, Digital Journal/Notebook

Each class will have some kind of activity and learning opportunity. This digital notebook gives you credit for participating in these activities. You should make entries into this document when prompted in class. Some examples of these entries include note taking during lectures and assignment drafting activities in class. Sometimes you might also have homework assigned to add to your notebook. You will keep all these entries, titled and dated, in one document. You will turn in the document at the end of the semester.

You will not be able to earn in-class points if you are not in class. Participating means being present.

This assignment is worth 70 points total for all entries (7% of your grade).

Homework Reading and Notes

You will be assigned readings from the textbook in order to learn about each of our Major Assignments. You will read about 14 of the textbook chapters, and notes on the chapters will be assigned points. Each chapter's notes will earn you about 5 points per chapter, or 70 points/7% of your grade total.

Peer Review

For peer review, you should have a complete or almost-complete draft of the assignment. Peer review will take place in groups during our class times. All peer review sessions are in the syllabus schedule.

If you do not bring a draft you will not receive points for the peer review workshop.

I will not be closely editing drafts, though I will comment on drafts and make sure you have a complete draft; your peers will truly be your colleagues in this respect. However, if you would like me to look over a draft and comment, you are welcome to meet with me during office hours, make an appointment, or set up a time for a phone call or Zoom chat.

Peer Review will take place for each assignment, and is worth 20 points total, or 2% of your grade.

Reflections

You will be asked to reflect on (think and write about) each major assignment in this class. These reflections will consist of a series of questions designed by me to help you think about what you learned from each assignment, as well as how you learned, and how the experience went.

Reflections for each assignment are worth a total of 20 points, or 2% of your grade.

✓ Grading Information

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 are provided with each major assignment.

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.

Late Work Policy

Major assignments for this class will only be accepted one class period late (i.e., if the assignment was due by the beginning of class on Tuesday, it will only be accepted by the beginning of class on Thursday. You will be allowed to turn in one assignment one class session late without a penalty. Any other major assignments turned in late will lose 10% of the grade per class session late.

In general, in-class writings cannot be turned in late or made up. Since there will be opportunities for extra credit, this should make up for any unavoidable absences.

Exceptions to this late work policy may apply if the student communicates with the professor ahead of time or because of illness.

Extra Credit

There will be various opportunities for extra credit throughout the semester. These will include participating in Career Center workshops or attending SJSU Job Fairs. You will find extra credit assignments in the "Assignments" tab on Canvas, under "Extra Credit".

In order to receive extra credit you will need to take a photo of yourself at the event (if it's a job fair) with a summary of what you did there. If you attend a workshop at the Career Center please have them email me at sian.sloan@sjsu.edu to confirm your attendance.

Assignments will be added throughout the semester. You can do extra credit assignments at any time, but I won't accept any assignments after the last day of classes (not the last day of Finals). You may not earn more than 15 points extra credit.

Breakdown

Assignment Grade Distribution

Major Assignment 1 (Professional Biography)	110 points (100 points final, 10 points draft)
Major Assignment 2 (Professional Correspondence)	170 points (150 points final, 20 points draft)
Major Assignment 3 (Job Documents)	170 points (150 points final, 20 points draft)
Major Assignment 4 (Promotional Materials)	170 points (150 points final, 20 pts. mtgs/drafts)
Major Assignment 5 (Recommendation Report)	130 points (100 points final, 30 pts. drafts)
Final Report Presentation	50 points
LinkedIn Profile Assignment	20 points
In-Class Assignments Notes (Journal/Digital Notebook)	70 points
Homework	70 points
Peer Review Workshops	20 points
Reflections	20 points

University Policies

Per [University Policy S16-9](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 [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

English 100WB, Section 3, Spring 2023, Course Schedule

This schedule is subject to change. If changes are necessary, I will notify you of any changes to the schedule in class. I will make sure that there is ample time for you to make any changes to your schedule.

Most classes will include some sort of individual or group work that may not be denoted on the schedule. Should you miss class, always consult with a classmate about what you have missed.

Course Schedule

Week	Date	Topics & Assignments	Due Next Class

Week	Date	Topics & Assignments	Due Next Class
1	Th, 1/26	<p>Course Introduction</p> <p>Professor/Student Introductions</p> <p>Class Norms</p> <p>Absences/late attendance</p>	<p><u>Due T, 1/31:</u></p> <ul style="list-style-type: none"> · Read MacRae Introduction p. 15-21 · Post to Discussion 1 · Read Syllabus
2	T, 1/31	<p>Continue Introductions</p> <p>Syllabus, Discussion 1</p> <p>Review Major Assignment 1: Professional Biography</p>	<p><u>Due Th, 2/2:</u></p> <ul style="list-style-type: none"> · Draft of Major Assignment 1 (10 points)
2	Th, 2/2	<p>Professional Biography.</p> <p>Syllabus.</p> <p>Business language.</p>	<p><u>Due T, 2/7:</u></p> <ul style="list-style-type: none"> · Read Chapter 1, Plain Language, p. 25-31, taking notes · Submit notes to Homework Assignment 2
3	T, 2/7	<p>Chapter 1, "Plain Language" discussion</p> <p>Edit Professional Biography</p> <p>Watch LinkedIn Video, taking notes</p>	<p><u>Due Th, 2/9</u></p> <ul style="list-style-type: none"> · Read Chapter 2, p. 33-59 · Submit notes to Homework Assignment 3
3	Th, 2/9	<p>Chapter 2, "The seven Cs", discussion</p> <p>Quiz on "The seven Cs"</p> <p>Professional Biography Peer Review</p>	<p><u>Due, T, 2/14:</u></p> <p>Complete final draft, Major Assignment 1: Professional Biography (100 points) and submit to assignment</p>

Week	Date	Topics & Assignments	Due Next Class
4	T, 2/14	<p>Reflection, Major Assignment 1: Professional Biography (5 pts.)</p> <p>Reflection discussion.</p> <p>Introduction to Major Assignment 2 – Professional Correspondence.</p>	<p><u>Due Th, 2/16:</u></p> <ul style="list-style-type: none"> · Read Chapter 7, Emails & Memos, p. 153-160 · Read Chapter 8, Letters: Good News, Neutral, and Bad News, p. 161-175 · Take notes on Chapters 7-8, Submit notes to Homework Assignment 4/5
4	Th, 2/16	<p>Chapters 7 and 8 discussion</p> <p>Major Assignment 2 – Professional Correspondence, questions/clarification.</p> <p>LinkedIn profiles.</p>	<p><u>Due T, 2/21:</u></p> <ul style="list-style-type: none"> · Read Chapter 6, Formatting for Correspondence, p. 135-148, taking notes · Submit notes to Homework Assignment 6 · Read Major Assignment 2- Professional Correspondence
5	T, 2/21	<p>Chapter 6 discussion</p> <p>Work on Major Assignment 2 drafts</p>	<p><u>Due, Th, 2/23:</u></p> <ul style="list-style-type: none"> · Draft of Major Assignment 2- Professional Correspondence (20 pts.)
5	Th, 2/23	<p>Peer Review Workshop, Major Assignment 2 - Professional Correspondence</p>	<p><u>Due T, 2/28:</u></p> <ul style="list-style-type: none"> · Final Draft, Major Assignment 2- Professional Correspondence, incorporating peer feedback (150 pts)

Week	Date	Topics & Assignments	Due Next Class
6	T, 2/28	<p>LinkedIn Assessment/editing (5 points)</p> <p>Introduction to Major Assignment 3: Job Documents</p> <p>In Class Assignment 3, Resumes</p>	<p>Due Th, 3/2:</p> <ul style="list-style-type: none"> · Read Chapter 11, "Resumes", p. 209-227, taking notes · Submit notes to Homework Assignment 7
6	Th, 3/2	<p>Career Center Resume Presentation</p>	<p><u>Due, T, 3/7:</u></p> <ul style="list-style-type: none"> · Read Chapter 10, "Cover Letters", taking notes · Submit notes to Homework Assignment 8 · Read Chapter 5, Basic Document Design, p. 109-133, taking notes · Submit notes to Homework Assignment 9 ·
7	T, 3/7	<p>Chapter 10 review/discussion</p> <p>Chapter 11 review/discussion</p> <p>Chapter 5, Resume design and</p> <p>Job Ad Analysis Review</p> <p>Review, Drafts Major Assignment 3</p>	<p><u>Due, Th, 3/9:</u></p> <ul style="list-style-type: none"> · Preliminary Drafts, Major Assignment 3: Job Documents (10 pts)
7	Th, 3/9	<p>Resume Design workshop</p> <p>Major Assignment 3: Job Documents, Rubric</p>	<p><u>Due, T, 3/14:</u></p> <ul style="list-style-type: none"> · Drafts for Peer Review, Major Assignment 3: Job Documents (see assignments in Module - 10 pts)

Week	Date	Topics & Assignments	Due Next Class
8	T, 3/14	Peer Review Workshop for Assignment 3	<u>Due, Th, 3/16:</u> <ul style="list-style-type: none"> Final Draft, Major Assignment 3
8	Th, 3/16	<p>SLO's Review</p> <p>Reflection on Major Assignment 3 – Job Documents</p> <p>Introduction to Major Assignment 4 - Promotional Materials: Assignments, Groups assigned</p> <p>In Class Exercise 4, Colors and Fonts in Marketing</p> <p>In Class Assignment 5 - Major Assignment 4 – Promotional Materials, Brainstorming</p> <p>Group Contract.</p>	<u>Due T, 3/21:</u> <ul style="list-style-type: none"> Reflection, Major Assignment 3 Read your assigned section of Chapter 3, The Eighth C: Learning Grammar Language, 61-95. Prepare presentation.
9	T, 3/21	Grammar Presentations	<u>Due Th, 3/23:</u> <ul style="list-style-type: none"> Read Chapter 13, Brochures, p. 243-250, taking notes Submit notes to Homework Assignment 10 Read Group Contract, Major Assignment 4

Week	Date	Topics & Assignments	Due Next Class
9	Th, 3/23	Linked In Profile Presentation	<u>Due T, 4/4:</u> <ul style="list-style-type: none"> · Read Chapter 14, Promotion on the Web, p. 251-258, taking notes · Submit notes to Homework Assignment 11
Week 10 Spring Recess	NO CLASS T, 3/28 or Th, 3/30		-
11	T, 4/4	Review Chapter 13 Review Chapter 14 Uniformity in Marketing Production Meeting 1, Major Assignment 4, submit group contract. Also brainstorm companies to promote	<u>Due Th, 4/6:</u> <ul style="list-style-type: none"> · Finalize company choice, promotion · Watch Infographics videos · Submit notes to Homework Assignment 12
11	Th, 4/6	Review Infographics Production Schedule Production Meeting 2, Major Assignment 4, Group name/company promoting Production Meeting 3, Major Assignment 4, Design Meeting and drafting a Production Schedule	<u>Due T, 4/11:</u> <ul style="list-style-type: none"> · Major Assignment 4, Production Schedule, DRAFT (5 pts)

Week	Date	Topics & Assignments	Due Next Class
12	T, 4/11	Major Assignment 4, Review of resources for the project. Production Meeting 4, Major Assignment 4, Drafting a transmittal memo.	<u>Due Th, 4/13:</u> · Production Schedule, Final (25 pts.) · Work on Major Assignment 4 materials
12	Th, 4/13	Review of Major Assignment 4. Major Assignment 4, Production Meeting 5 – Final Production Meeting	<u>Due, T, 4/18:</u> · Draft of Major Assignment 4: Promotional Materials for Peer Review (15 pts)
13	T, 4/18	Peer Review, Major Assignment 4	<u>Due Th, 4/20:</u> · Final Draft, Major Assignment 4: Promotional Materials (125 pts)
13	Th, 4/20	Reflection, Major Assignment 4 Intro to Major Assgt 5: Reports Informal Reports, Formal Reports LinkedIn Profile Assignment (10 pts.)	<u>Due T, 4/25:</u> · Read Chapter 17, Informal Reports, p. 285-308, taking notes · Submit notes to Homework Assignment 13 · Complete LinkedIn Profile video
14	T, 4/25	Review Chapter 17, Informal Reports. Recommendation reports. Brainstorm topics Form groups if applicable	<u>Due Th, 4/27:</u> · Read Chapter 18, Formal Reports, p. 309-345, taking notes · Submit notes to Homework Assignment 14

Week	Date	Topics & Assignments	Due Next Class
14	Th, 4/27	Review Chapter 18, Formal Reports In Class Assignment, Brainstorm/Finalize report topics	<u>Due T, 5/2:</u> · Read Chapter 19, Formal Report Example, p. 347-367
15	T, 5/2	Review Major Assignment 5, report sections, Chapter 19 Meet with teams (if applicable), begin outlining major report sections, begin drafting Brief Proposal	<u>Due Th, 5/4:</u> · Major Assignment 5: Brief Proposal for Recommendation reports, DRAFT (5 pts)
15	Th, 5/4	Meet with teams (if applicable), finish brief proposal. Work on report draft	<u>Due T, 5/9:</u> · Major Assignment 5: Brief Proposal for Recommendation report (10 points)
16	T, 5/9	Recommendation Reports APA style, research, citations In Class Assignment, Research and List of References	<u>Due Th, 5/11:</u> · Major Assignment 5: Recommendation Report, Draft (10 points) · Draft of Presentation on Report (5 points)
16	Th, 5/11	Peer Review, Major Assignment 5 Review and edits, Major Assignment 5 Reflection/Rubric check list, Major Assignment 5 (10 pts)	<u>Due T, 5/16 by 10 p.m. (day before Final):</u> · Final Draft, Major Assignment 5: Recommendation Report (100 pts) · Presentation on Report (slides) (50 points)

Week	Date	Topics & Assignments	Due Next Class
17 Final Exams	W, 5/17 12:15 – 2:30 p.m.	Final Presentations on Recommendation Reports	Grades due from faculty by F, 5/26 Grades available to students that have completed class evaluations by Sat., 5/27