SJSU SAN JOSÉ STATE UNIVERSITY

College of Science · Computer Science

Graduate Technical Writing Section 80

CS 200W

Spring 2024 3 Unit(s) 1/22/2024 to 5/13/2024

⍰ Contact Information

Your Instructor: Craig Jones

Email: craig.jones@sjsu.edu

Phone: N/A

Office Hours

Tuesdays/Thursdays, 2-4pm or at other times by appointment; Zoom

⍰ Course Description and Requisites

Graduate technical writing workshop to develop advanced communication skills that will meet the professional needs of computer scientists, along with research methodologies and proper documentation for the master's thesis project.

Prerequisite(s): Graduate standing. Allowed Declared Major: Bioinformatics, Computer Science, Data Science, Mathematics, or Statistics. Or instructor consent.

Note(s): This course satisfies graduate-level GWAR in this master's program. This course does NOT satisfy the undergraduate GE Area Z requirement.

Letter Graded

⍰ Classroom Protocols

Course Format

This course is online and synchronous; there are no scheduled meetings outside of a required individual conference at the end of the semester. You will complete your course work through a series of Canvas modules and will have tasks and assignments due on a regular basis throughout the semester. Dropboxes for all assignments will be made available in the "Assignments" section on Canvas.

Canvas Website

Go to one.sjsu.edu to begin your Canvas login.

I send group communications to my students through Canvas Announcements, so I suggest that you adjust your Canvas Notifications settings so announcements are forwarded to the device you check most frequently. To do this:

- Go to Canvas
- Click on your Account tab, and then on the Notifications tab
- Navigate to the Announcements bar and make the appropriate selections.

You may also use this procedure to have Canvas notify you of approaching assignment due dates. For Canvas help, call eCampus at (408) 924-2337 or go to the eCampus Canvas help page.

Textbook and Technology Requirements

There is no course textbook; however, the following text is recommended: J. Swales and C. Feak, *Academic Writing for Graduate Students: Essential Tasks and Skills,* 3rd ed. Ann Arbor, MI: University of Michigan Press. 2012. All readings and other materials will be found on Canvas.

Submitting Assignments to Canvas
- Assignments are considered to be submitted when they are fully uploaded to Canvas, so you should not wait until the last minute to submit, as uploads may take some time and you might miss the submission deadline.
- Also note that on Canvas, a due time of 11:5lit9 pm means 11:59:00 - any assignment submitted after that time will be marked late.

- Assignments are graded as uploaded to Canvas, and incorrect, blank, or unreadable files will receive no points. You can avoid this by clicking on the "View Submission" option after uploading your work to ensure you have submitted a correct and readable file. It is recommended that you do this every time you upload an assignment.

- If necessary, you can re-submit assignments as many times as you would like before a deadline; I will grade your last file you submit.

Late Policy
- Late work is accepted up to 48 hours after a due date, except where otherwise indicated (typically, the final assignments of the semester must be submitted by the specified due date/time and no late submissions are accepted).
- **Work submitted up to 24 hours late will receive a 10% penalty**, and **work submitted from 24 to 48 hours late will receive a 20% penalty**. These penalties are based on the total points possible. **After 48 hours, no late assignments are accepted.** Exceptions are
- made to this policy only in rare circumstances; for example, for a long illness. Please contact me regarding this.

Plagiarism and Cheating
I place a high value on the honest pursuit of knowledge and have zero tolerance for plagiarism and cheating. Submitting a writing assignment that contains text that is **not your original written work** is a violation of the SJSU policy on cheating and plagiarism, which reads as follows:

Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy (Academic Senate Policy S07-2), requires you to be honest in all your academic course work. Faculty members are required to report all alleged violations of the Academic Integrity Policy to Student Conduct and Ethical Development.

Plagiarism or cheating on a written assignment will result in a score of zero and administrative sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. **Also, note that all texts produced by an AI text generator fall under the definition of 'not your original work.'**

If you would like to reuse any written work that you have previously submitted or plan to submit for another class, please speak with me before doing so. Should you be tempted to cheat because you find an assignment challenging, the better course of action is to contact me for help.

All CS200W assignment submissions will be checked for plagiarism/AI generated content by Turnitin.com.

Writing in CS200W/Getting Help with Writing and Research

If you find writing a challenge, I encourage you to work with the SJSU Writing Center, which offers one-on-one tutoring services and workshops on a variety of writing topics. For more information, visit the Writing Center website: Visit the SJSU Writing Center. Note that the services provided by the Writing Center are **free** to all SJSU students.

To obtain help with the library research you will be conducting for this class, please contact the SJSU Computer Science Subject Librarian Anamika Megwalu via email: anamika.megwalu@sjsu.edu.

⍰ Program Information

Diversity Statement - At SJSU, it is important to create a safe learning environment where we can explore, learn, and grow together. We strive to build a diverse, equitable, inclusive culture that values, encourages, and supports students from all backgrounds and experiences.

⍰ Course Learning Outcomes (CLOs)

By the end of the course, students will be able to:

1. **Compose** with a clear focus on purpose, scope, and audience.
2. **Critically observe and discuss** the composing processes of self and peers.
3. **Write** using a variety of technical writing formats.
4. **Organize and produce** papers and documents according to discipline-based editorial and citation standards, using IEEE style.
5. **Create** appropriate graphics to accompany a report.
6. **Effectively use** library resources and electronic databases pertaining to their discipline to carry out research.
7. **Distinguish** between scholarly and non-scholarly published literature as well as **define** the characteristics of good scholarly writing in terms of content, format, and style.
8. **Organize, analyze and synthesize** information from various sources to **develop** a literature review.
9. **Determine** the difference between plagiarized and non-plagiarized text.
10. **Organize and deliver** an effective oral presentation for a professional audience.

⍰ Course Requirements and Assignments

Job-related correspondence: You will prepare a targeted résumé highlighting your education, accomplishments and relevant job experience, and will also practice writing job application materials (e.g. a cover letter or email) using the established conventions and protocol of professional communication.

Project proposal: At the beginning of the semester, you will select a research topic of interest and later will write a project proposal that includes a description of the project's importance, how the project will be implemented, a work plan for carrying out the project, and a description of possible challenges presented by the project. This assignment has two parts: first, you will write a one-page description of your topic and then you will write the full project proposal. You will submit one draft of the topic worksheet and two drafts of the proposal.

Literature review: Using the topic you selected for your proposal, you will write a literature review of scholarly sources (books, peer-reviewed journal articles, refereed professional conference proceedings) that describe work already completed in your research area. The review will be written following IEEE editorial standards and will include at a minimum a title page, an abstract, a table of contents, the review itself, and a list of references in IEEE format. You will submit two drafts of the literature review.

Oral presentation: During the semester you will present and record the topic of your project proposal in a 6-minute long presentation that includes a title slide and reference slide.

Knowledge checks: You will complete brief exercises throughout the semester focusing on various aspects of academic writing, including grammar, editorial style, and formatting.

Schedule of Assignments/Points Possible

Assignment/Learning Outcomes	Points
Orientation Activities	25
Writing Exercises (CLO 1-10)	150
Resume (CLO 1-3)	100
- Peer Review of Resume	25
Proposal Topic Worksheet (CLO 1-4, 6)	50
Project Proposal (CLO 1-4, 6)	200
- Peer Review of Proposal	25
Literature Review (CLO 1-6, 8)	300
- Peer Review of Literature Review	25
Presentation (CLO 5,10)	100
Extra Credit (multiple choice quiz)	(10)
Total	1,000

⍰ Grading Information

My goal is to make the grading process as clear to you as possible. Descriptions of how assignments and exams will be graded can be found in the assignment or exam instructions, or in the associated grading rubric. Here are some facts about how your grades will be determined in this course:

How your grade is calculated: Each assignment in this course is given a point value. Once the assignment is scored, the points you earn are applied to your final course grade, which is the percentage of the number of points that you earn out of the total points available.

Grading turnaround: My goal is to return your assignments to you as soon as possible after you submit them, and you can expect that I will grade your assignments within two weeks after they are submitted, although in most cases they will be returned to you sooner.

Final course grade: Your final course grade will be the letter grade equivalent of the percentage that is shown on Canvas after the final assignment of the semester is completed and graded (see the chart below). There will be no extra credit or extra work offered at the end of the semester to raise your grade, nor will your grade be rounded up.

Grade Chart:

97%+ = A+	93%<97% = A	90%<93% = A-	87%<90% = B+	83%<87% = B	80%<83% = B-
77%<80% = C+	73%<77% = C	70%<73% = C-	67%<70% = D+	63%<67% = D	60%<63% = D-
Below 60% = F					

CS200W Grading Rubrics

My goal is to assign grades to my students in as fair a manner as possible; for that reason, I use detailed grading rubrics for all assignments. The point levels on these rubrics are based on how well you fulfill the requirements of the assignment prompt and the needs of the readers of your documents.

Please use these grade descriptors to help you understand the CS200W grading rubrics.

An A-grade submission is an outstanding, publishable-quality work. The paper demonstrates a thorough understanding and fulfillment of the assignment guidelines and audience expectations. If research is involved, as in the case of the literature review, a wide range of sources have been read and incorporated into the work. Word choice and sentence and paragraph construction demonstrate a broad vocabulary, a strong understanding of grammar, and high-level coherence and cohesion ('flow'). The paper is meticulously formatted, follows IEEE citation guidelines, and has only insignificant errors in grammar, spelling, and punctuation. There is no plagiarism; all source material is skillfully paraphrased. A submission awarded this grade has usually been produced by students who fully engage in the writing process, producing and revising multiple drafts of an assignment before submission; often these students work with the instructor, a writing tutor, or with other student writers to refine their alreadycompetent work.

A B-grade submission is solid graduate-level work. The paper demonstrates an understanding of the assignment guidelines and audience expectations and suggests that a strong effort has been made to satisfy these requirements. If research is involved, as in the case of the literature review, an acceptable range of sources (at least the number specified in the assignment prompt) have been read and incorporated into the work. Word choice and sentence and paragraph construction demonstrate a good vocabulary, an understanding of grammar, and an effort to achieve coherence and cohesion ('flow'). The paper is well formatted and follows IEEE citation guidelines with perhaps only a few minor errors in these areas. There may also be a few errors in grammar, spelling, and punctuation but these are minor and do not interfere with the reader's understanding of the writer's text. There is no plagiarism; all source material is adequately paraphrased. A submission awarded this grade has usually been produced by students who fully engage in the writing process and who produce and revise at least two drafts (one original and one revised) of the assignment before submission. Students who are still developing their Academic English skills may work with the instructor, a writing tutor, or other student writers to achieve this grade level.

A C-grade submission is slightly below graduate-level work. The paper may fail to meet some of the assignment guidelines and/or audience expectations and suggests that further effort is needed to satisfy these requirements. If research is involved, as in the case of the literature review, more sources need to be read and incorporated into the work. Word choice and sentence and paragraph construction demonstrate minor gaps in vocabulary and understanding of grammar. Further effort is needed to achieve coherence and cohesion ('flow'). The paper demonstrates an attempt to follow IEEE formatting and citation guidelines but there are multiple minor errors in these areas. There may also be multiple errors in grammar, spelling, and punctuation but these do not interfere with the reader's understanding of the writer's text. There is no plagiarism; all source material is adequately paraphrased. A submission awarded this grade might have been produced by students who need to more fully engage in the writing process and who might have neglected to produce and revise at least two drafts (one original and one revised) of the assignment before submission. Some students, in particular those who are still developing their Academic English skills, may need to work with the instructor, a writing tutor, or other student writers to move beyond this grade level.

A D-grade submission is below college-level work. The paper may fail to meet most or all of the assignment guidelines and/or audience expectations and suggests that much further effort is needed to satisfy these requirements. If research is involved, as in the case of the literature review, many more sources need to be read and incorporated into the work. Word choice and sentence and paragraph construction demonstrate serious gaps in vocabulary and understanding of grammar. Further effort is needed to achieve coherence and cohesion ('flow'), which may be completely lacking. The paper demonstrates little attention to IEEE formatting and citation guidelines and there are multiple major errors in these areas. There may also be multiple errors in grammar, spelling, and punctuation and some of these may interfere with the reader's understanding of the writer's text. There may be an issue with plagiarism; some source material may be inadequately paraphrased. A submission awarded this grade might have been produced by students who have minimally engaged in the writing process and who might have neglected to spend enough time producing a complete draft of the assignment before submission. Some students, in particular those who are still developing their Academic English skills, will need to work with the instructor, a writing tutor, or other student writers (or perhaps all of these people) to move beyond this grade level.

⦿ University Policies

Per University Policy 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) web page. Make sure to visit this page to review and be aware of these university policies and resources.

⬜ Course Schedule

This course schedule is subject to change, with fair notice.

Date	Topics, Readings, Assignments, Deadlines
1/25	Introduction to the course
1/30	Orientation to technical writing **Assignment set: Who Are You? (Orientation Activity) (due on Canvas 2/6/24)**
2/1	Cover letters and resumes I **Assignment set: Writing Exercise #1 (cover letter) (due on Canvas 2/6/24)**
2/6	Cover letters and resumes II **Assignment set: Resume (first draft ready for peer review 2/8/24)**
2/8	Transferable skills I: Textual analysis **(Resumes to be peer-reviewed in this class)**
2/13	Transferable skills II: Logical fallacies/critical thinking **(Resumes due on Canvas on this day, 2/13/24)**
2/15	Presentations I: Do's and don'ts **Assignment set: Presentation (to be given on 3/5-7-12; to be submitted to Canvas, same day as presentation)**
2/20	Presentations II: Slide design, delivery, and questions
2/22	Research skills I: Finding what you want **Assignment set: Writing Exercise #2 (due on Canvas 2/29/24)**
2/27	Library skills and resources II: Going beyond Google
2/29	Capitalization, italicization, abbreviation
3/5	**Presentation sessions I Assignment set: Writing Exercise #3 (due on Canvas 3/12/24)**
3/7	**Presentation sessions II**
3/12	**Presentation sessions III**
3/14	Headings, organization, formatting **Assignment set: Proposal Topic Worksheet (first draft ready for peer review 3/21/24)**

3/19	How to write clearly and concisely (avoiding bias)
3/21	Paraphrasing & citation **(Proposal Topic Worksheets to be peer-reviewed in this class)**
3/26	Writing style I: Continuity, topic sentences, transition devices
3/28	Writing style II: Developing your thesis **(Topic Proposal Worksheets due on Canvas on this day, 3/28/24)**
4/2	NO LECTURE – SPRING RECESS
4/4	NO LECTURE – SPRING RECESS
4/9	Writing style III: Writing an introduction **Assignment set: Literature review (first draft ready for peer review (4/23/24)**
4/11	Reliability of sources I: Claims, and how to make them
4/16	Crafting a persuasive argument
4/18	Literature Review clinic **(Literature reviews to be peer-reviewed in this class)**
4/23	Claims and bias: Class exercise **Assignment set: Writing Exercise #4 (due on Canvas 4/30/24)**
4/25	References and citations II
4/30	Plagiarism, and how to avoid it **Assignment set: Writing Exercise #5 (due on Canvas 5/7/24)**
5/2	Writing correct and effective sentences
5/7	Organizing your information and emphasizing important information
5/9	Corresponding in print and online **(Literature review due on Canvas on this day, 5/9/24)**