

Writing in Labor Studies & Employment Relations

Rutgers, the State University of New Jersey

Class Meets Asynchronously Online

Instructor: Leslie Rapparlie

Online Help is available 24 hours a day, 7 days a week:

helpdesk@rutgersonline.net or call 1-877-7 RUTGER (1-877-778-8437)

MAIN COURSE OBJECTIVE:

The goal of this class is to enable students to produce well-argued, grammatically correct papers with the degree of sophistication required by college essay writing. Students will achieve this end through reading, writing, revision, and peer editing.

COURSE OVERVIEW:

Research has shown that the best way to improve one's writing skills is through reading, writing, and revising. Throughout the semester, students will be asked to provide written responses to assigned readings, both formal and informal. Reading topics will be on issues in labor studies. Students will also edit peer papers and excerpts. This course will focus on some of the major qualities of good writing:

LEARNING OBJECTIVES:

By the end of this course, you should be able to:

Core Curriculum: WCr and WCd

- Communicate complex ideas effectively, in standard written English, to a general audience. (Goal S1).
- Respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts and revision. (Goal S2).
- Communicate effectively in modes appropriate to a discipline or area of inquiry. (Goal t).
- Evaluate and critically assess sources and the use of conventions of attribution and citation correctly. (Goal u).
- Analyze and synthesize information and ideas from multiple sources to generate new insights. (Goal v).

Labor Studies and Employment Relations Department:

- Make an argument using contemporary or historical evidence. (Goal 4).
- Communicate complex ideas effectively, in standard written English, to a general audience. (Goal 9).
- Communicate effectively in modes appropriate to labor & employment relations. (Goal 10).

School of Management and Labor Relations:

- Communicate effectively at a level and in modes appropriate to an entry level professional. (Goal I).

CLASS MEETINGS:

Class begins Tuesday, May 26. Students should log in as soon as possible to familiarize themselves with the Canvas online platform. Most commonly, we will have regular due dates on Thursdays and Sundays of each week. Occasionally, due to breaks and other scheduling issues, these days may change. This document and any announcements or messages through Canvas will be your guide for due dates. It is your responsibility to keep up on these due dates and times and reach out to your peers or your instructor should you be unsure.

It is important to keep up with the assignments, which means **students should check their Canvas class and messages within Canvas at a minimum of four (4) times a week.**

COURSE COMMUNICATION:

Check that the notifications you'll be receiving in association with activities occurring in the course are delivered to the most appropriate email address. *Examples of when you'll receive a notification to your email address:* Uploading of a course announcement or release of points for an assignment.

Directions for updating your email address that will be used for Canvas notifications and making a change of address is available in the [Course Tools page](#).

There are a variety of notifications students could/will receive throughout the semester. Two examples of notifications were highlighted in point #4 above.

Review your notifications settings. You have choices to make on the frequency you'll receive notifications in relation to a list of types of notifications that could or will be sent. In this course it is particularly important that you set notifications preferences for:

1. **Course Activities**
Due Date
Announcements
2. **Grading Submissions**
3. **Discussion Posts**
4. **DO NOT** turn off notifications for due dates and announcements.

Editing notifications is intuitive, however, instructions are available on the [Course Tools page](#).

If you are having technology troubles, it is *your* responsibility to reach out to me as well as IT and figure out how to fix that. I will answer all messages within 24 hours on weekdays and within 48 hours on weekends.

Proper etiquette: When communicating with classmates, proper etiquette is required at all times. All comments and all interactions should be courteous. This is an online course, which means there is a great deal of writing, responding, and working together online. As such, your responses to your peers must be well thought out and carefully crafted. A response that repeats the words of another student is plagiarism and unacceptable—it may also result in failure of this course as well as disciplinary action from the college. A response that bullies, uses name calling, or directly attacks or threatens another student may have the same outcome as mentioned for plagiarism. Just because this course is online does not mean that you should treat your peers in any manner that you would not treat them in person. This is, above all else, a safe learning environment and must be treated as such.

COURSE COMPETENCIES:

At the conclusion of the course, students should demonstrate an increase in their knowledge and skills in writing/revising academic essays. Specifically, student should be able to

- enter into a dialogue with specialists in a particular field of study,
- read essays and extract and explain key points and terms,
- organize a paper from thesis, to topic sentence, to conclusion,
- interact with texts by using meaningful citations in their papers,
- use a range of sentence structures, and
- write meaningful, clear, and organized papers.
- thesis development
- logic and organization
- tone, vocabulary, and spelling

COURSE REQUIREMENTS AND SCHEDULE:

All assignments and due dates are listed week by week. All should be completed by 11:59pm on the date the assignment is due. Further details about each assignment are below and on Canvas. I reserve the right to update and/or change this schedule as needed, with proper notice to you.

	Week	What is due...
Module 1	1. May 26-31	Read the syllabus carefully and familiarize yourself with Canvas and how it works. Message me within Canvas with any questions that you may have regarding the course—now is the time to do this, not the end of the semester. Complete the assigned readings and watch assigned videos. Course Preparation Assignment- due Thursday 5/28 at

		11:59pm Journal 1 – due Sunday 5/31 at 11:59pm
	2. June 1-7	Complete the assigned readings. Paper 1, Draft 1 – due Thursday 6/4 at 11:59pm Discussion Board 1 & Plagiarism Quiz – due Sunday 6/7 at 11:59pm
	3. June 8-14	Watch assigned videos. Peer Review 1 – due Thursday 6/11 at 11:59pm Paper 1, Draft 2 – due Sunday 6/14 at 11:59pm
	4. June 15-21	Complete assigned readings. Journal 2 – due Thursday 6/18 at 11:59pm Paper 1, Final Draft —due Sunday 6/21 at 11:59pm
Module 2	5. June 22-28	Journal 3 – due Thursday 6/25 at 11:59pm Discussion Board 2 – due Sunday 6/28 at 11:59pm
	6. June 29- July 5	Journal 4 – due Thursday 7/2 at 11:59pm Paper 2, Draft 1 – due Monday 7/6 at 11:59pm *Note the different due date due to holiday weekend*
	7. July 6-12	Watch assigned videos. Paper 2, Draft 2 – due Thursday 7/9 at 11:59pm Peer Review 2 – due Sunday 7/12 at 11:59pm
	8. July 13-19	Paper 2, Final Draft —due Thursday 7/16 at 11:59pm Read assigned readings. Discussion Board 3 – due Sunday 7/19 at 11:59pm
Module 3	9. July 20-26	Paper 3, Draft 1 – due Thursday 7/23 at 11:59pm Peer Review 3 – due Sunday 7/26 at 11:59pm

	10. July 27- August 2	Journal 5 – due Sunday 8/2 at 11:59pm
	11. August 3- 9	Paper 3, Final Draft – due Sunday 8/9 at 11:59pm
	12. August 10-11	Discussion Board 4 – due Tuesday 8/12 at 11:59pm *Note the different due date due to the end of classes*

ASSIGNMENT CATEGORIES:

Discussion Boards: It is important to discuss course topics with each other to gain different perspectives, viewpoints, and ideas that might not otherwise be considered without discussion. Since this course takes place online, we will hold these types of conversations in threaded discussions we will call “Discussion Boards.” Though I may interact with you in the Discussion Boards, overall this venue will be for you and your peers—although I will check and grade every one of them.

There are several graded Discussion Boards throughout the semester. In order to receive maximum credit for the Discussion Board, you must **interact substantively** each time you enter the Discussion Board—just simply responding does not guarantee maximum points. Discussion Board responses should demonstrate critical thinking, ask questions, push your peers to be more engaged with the work, reference the texts where applicable, etc. This type of interaction is what I am looking for to demonstrate “engagement” with the subject at hand.

For each Discussion Board, you should follow directions in regards to the number of times you must interact and the minimum word count. Keep in mind that Discussion Boards are asynchronous, which means that within the given time frame—one week—you can respond to questions at any time during the day or night. Take advantage of the Discussion Board and interact with your classmates. If you miss a Discussion Board, you cannot make it up and you will lose valuable interaction with your classmates as well as grade points.

Journals: There are several graded journals that will take place throughout this semester. I will ALWAYS check that you completed your journal and addressed the topic. I will only respond to journal entries, however, once or twice throughout the semester. It will not be announced when I will respond so always treat your journal as if it is a direct piece of communication to me. Your peers cannot see any responses that you write within your journals. Like Discussion Boards, journals will be graded holistically in terms of the degree of your engagement with the assignment.

Peer Review: You will be required to critique the papers of two of your peers for each of our papers this semester—that is a total of six (6) peer reviews on three (3) occasions. Keep in mind that proofreading/editing is looking for grammatical and mechanical errors, while revision is making substantive suggestions for change that affect concepts, thesis,

organization, style, and so forth, along with error—this is where your focus should be as a peer reviewer. This is not just busy work, but rather by being able to recognize how another can improve their writing, you are learning where your strengths are and growing as a writer as well. Reviewing peer papers does train you in another way as a writer, so know that you will be gaining from this type of work as well as receiving comments from others with helpful suggestions as to how to improve your own work.

Each paper we write for this class will respond to an issue in a reading, and each paper will build on issues from the previous paper. The final papers should demonstrate substantive revisions from draft 1 and draft 2. You will receive comments on your final drafts from me and comments on either draft 1 or draft 2 from your peers—the other draft will take place during a week where we work on a writing skill that you can apply to improve your work. These will help you understand your strengths and weakness in writing and give you places to focus on growth as you move into the next paper.

SUBMITTING YOUR WORK:

Uploading Work: There is always a “submit” button on Canvas. For papers, it is usually toward the bottom of the page; for Discussion Boards and other work it is often at the top of the page. In general, it should be intuitive as to where to submit work. You can also access the “Course Tools” section of our “Course Essentials” for more information.

Formatting Your Papers:

Format your paper according to proper Chicago Manual of Style formatting requirements. Refer to the OWL at Purdue for how to do this:

<https://owl.english.purdue.edu/owl/resource/717/02/>

Response to Your Papers:

Since this is a 300-level course, I will not read or comment on your drafts, but will do so for the final paper you submit for a grade in the form of a rubric. Should you be interested in further explanation or discussion beyond the rubric, I would be more than willing to discuss your paper with you and use it as a way to consider improving on the next paper—just send me a Canvas message. If I do not receive a message from you, I will assume that the rubric was enough feedback.

Engage with my comments on journals and discussion boards as though we are actually talking to one another instead of as me just talking at you—you will learn more if it's less of me directing you and more of us working together. Think of my comments as the opening to a dialogue, since I am not in front of you. This works best if you ask me any questions you have after reviewing my comments. Again, respond to me via Canvas messages not within the text box on a particular assignment as I will not go back to check it.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to [Turnitin.com](https://www.turnitin.com) (directly or via learning management system, i.e. Sakai, Blackboard, Canvas, Moodle) for the detection of plagiarism. All submitted papers will be

included as source documents in the [Turnitin.com](https://www.turnitin.com) reference database solely for the purpose of detecting plagiarism of such papers. Use of the [Turnitin.com](https://www.turnitin.com) service is subject to the Usage Policy posted on the [Turnitin.com](https://www.turnitin.com) site. **Students who do not agree should contact the course instructor immediately.**

POLICY ON LATE PAPERS, DRAFTS, DISCUSSION BOARDS, AND JOURNALS

- ✓ Any grade-able item is considered late if it is submitted one minute after the due date and time. So please leave yourself enough time so even if there is a failed upload, it will not result in your paper being submitted late. I do not do this to be difficult, but simply because there needs to be a common and fair baseline for the entire class. Many of you live in different time zones, but due dates and times operate on the RU schedule, which is Eastern Standard Time.
- ✓ Any Discussion Board or journal submitted after the due date will receive a zero.
- ✓ Late drafts of major papers in this course will not receive credit or be placed in a peer review group (which is part of a following week's Discussion Board)—which basically means you will get no outside help in revising your paper as well as losing credit in two assignment areas, so be sure to get drafts in on time as this is a significant component of this course.
- ✓ If a draft is not submitted by the due date, no credit will be given (this factors into your overall percentage of your final semester grade). If it is short or otherwise does not meet requirements, it will receive partial credit.
- ✓ Late final papers receive 1 full letter grade off for each day late. This means if you would have gotten a B+ on a paper, but it was turned in 48 hours later, then it would get a D+. One third of a letter grade will be deducted from a final draft if it does not meet page requirements; so a B+ would be a B if it is 3.5 pages instead of 4. Papers will not be accepted if more than two (2) days late—those submissions will receive a zero (0).

RU Grading System:

GRADE	INTERPRETATION	POINTS
A	OUTSTANDING	90-100
B+	VERY GOOD	86-89
B	GOOD	80-85
C+	AVERAGE	76-79
C	SATISFACTORY	70-75
D		60-69
F		59 and below

GRADING RUBRIC FOR THIS COURSE:

I pull no punches here; this is the exact rubric that I will use to grade your papers. Read it,

become familiar with it and ask me any questions about it earlier in the semester rather than later so that I can clarify what these grade areas mean. Since essays increase in points, this rubric increases accordingly for the assignment.

A = (90-100 points)

An "A" paper provides a clear original thesis that has evolved from the writer's conversation with other experts in the field, along with his/her own experience/knowledge. The thesis is followed throughout the paper with original ideas and textual interaction in the form of a dialogue. The paper is well organized, with each topic sentence flowing from the thesis to creating meaningful paragraphs. Terms are well defined and lead the reader through the paper. Quotations are introduced, take the paper in different directions, are integrated into the body of a sentence, and are interpreted by the writer. Overall, the paper exhibits a clear, simple yet elegant style, demonstrating a point with direction and logic through the use of different types of sentence structures and rich vocabulary.

B+ (86-89 points)

The "B" paper, like the "A" paper shows, originality in the thesis. There is a dialogue between the writer of the paper and the writers of the texts, which is throughout the paper. Each paragraph will have a pretty clear topic statement that reflects the thesis statement. The student's paper may even go beyond his original thesis by introducing other possible outcomes. The student shows control in ideas, sophisticated sentence structure and vocabulary, though not to the extent of an "A" paper.

B (80-85 points)

The thesis is well articulated from the start of the paper, but it weakens as the paper progresses due to generalities or some disorganization. Overall, the paper is not as sophisticated or as complex as the A paper. The paper almost reaches complexity, but fails in areas of clear topic sentences, sustained originality, and use of causal relations. The paper demonstrates organization, some creative ideas, good use of quotations, but more for support rather than for pushing ideas forward. There are few errors and the paper demonstrates an ability to write clearly though perhaps not elegantly.

C+ (76-79 points)

The C+ paper may be well articulated at the thesis statement, but it noticeably breaks down in terms of organization and vague use of terms that confuse the issues at hand. Ideas are not carried through or developed through the paper; they are mostly simply touched upon. The topic sentences typically do not organize or deliver meaning for the ensuing paragraph. Some quoted material may be used too much for proof rather than taking the paper in different more complex directions. Sentences may be similar and need to be connected in order to show causal relations. While writing may not be filled with errors, it's somewhat repetitive and not complex.

C Satisfactory (70 to 75 points)

A "C" paper's thesis is typically too general, vague, and perhaps slightly confusing. The paragraphs that follow touch on the topic but are typically too vague or general because

they emanate from a thesis that is too vague or general. The quoted material is used for proof or to substitute for the student's own writing. Rather than lead the discussion in the paper, the student's voice is lost in the material, which is presented with little to no interpretation. Sentences are not sophisticated and do not display causal relations. Although error isn't overwhelming, there's enough to add to a reader's confusion

Point System:

ASSIGNMENT	Percentage
Weekly Work	25
Drafts of Papers	10
Peer Reviews	15
Final Paper 1	15
Final Paper 2	15
Final Paper 3	20
TOTAL	100

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.