WRITING IN EMPLOYMENT RELATIONS  
38:578:502:90 Fall 2014

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WELCOME TO CLASS
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: The following learning objectives of the course are based on Rutgers University’s “Permanent Core Curriculum Learning Outcome Goals” (May 2008) and relate to the overall objective of a liberal arts education. “A Rutgers SAS graduate will be able to:”

In the writing and communication area of the core:

S1: Communicate complex ideas effectively, in standard written English, to a general audience.
S2: provide and respond effectively to editorial feedback from peers and instructors/supervisors through successive drafts.
T: Communicate effectively in modes appropriate to a discipline or area of inquiry.
U: Evaluate and critically assess sources and use conventions of attribution and citation correctly.
V: Analyze and synthesize information and ideas from multiple sources to generate new insights.
CLASS MEETINGS

Class begins Tuesday, September 2. Students should log in as soon as possible to familiarize themselves with this online venue. It is important to keep up with the assignments, which means students should check their eCollege class at a minimum of twice a week and their Rutgers email account on a regular basis.

COURSE COMMUNICATION

All students are enrolled in the course shell by their Rutgers address. Each week, I will send students an announcement with updates and comments on the course. STUDENTS SHOULD CHECK THEIR RUTGERS EMAIL ON A REGULAR BASIS FOR THESE UPDATES. I will answer all emails within 24 hours during the week and on weekends. Any student who is not receiving an email from me on a weekly basis should contact me immediately. It may mean that there is a problem with email addresses.

Proper etiquette: When communicating with classmates, proper etiquette is required at all times. All comments and all interactions should be courteous.

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 midnight on the date the assignment is due. Further details about each assignment are below.
<table>
<thead>
<tr>
<th>Week</th>
<th>What</th>
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| 1. Sept. 2-8 | Student introduction (2 pages) -- due Monday, September 8 (end of the week)  
Journal 1 -- due end of the week                                                                                           |
| 2. Sept. 9-15 | Writing sample (1.5 pages) -- due Thursday, September 11  
Journal 2 -- due Monday, September 15 (end of week)  
Journal 3 -- due end of the week  
Journal 4 - complete throughout the course                                                                                      |
| 3. Sept. 16-22 | Paper 1, Draft 1 (3 pages) -- due Monday, September 22 (end of the week)  
Journal 5 -- due end of the week  
Journal 6 -- due end of the week  
Forum 1 -- participate over the course of the week                                                                                   |
| 4. Sept. 23-29 | Edits of two other student papers (see “Who edits whom”) -- due September 29 (end of the week)  
Journal 7 -- due end of week  
Forum 2 – participate over the course of the week                                                                                       |
| 5. Sept. 30-Oct. 6 | Paper 1, Draft 2 – due October 6 (end of the week)  
Journal 8 – due end of the week  
Forum 3 – participate over the course of the week.                                                                                  |
| 6. Oct. 7-13 | Paper 2, Draft 1(4 pages) -- due October 13 (end of the week)  
Journal 9 – due end of the week  
Forum 4 – participate over the course of the week.                                                                                   |
| 7. Oct. 14-20 | Edits of two other student papers (see “Who edits whom”) -- due October 20 (end of the week)  
Journal 10 – due end of the week  
Forum 5 – participate over the course of the week.                                                                                   |
| 8. Oct. 21-27 | Paper 2, Draft 2 – due October 27 (end of the week)  
Journal 11 – due end of the week  
Forum 6 – participate over the course of the week.                                                                                   |
| 9. Oct. 28-Nov. 3 | Catch up or take a break.                                                                                                                                                                           |
| 10. Nov. 4-10 | Paper 3, Draft 1 (4 pages) -- due November 10 (end of the week)  
Journal 12 – due end of the week  
Forum 7 – participate over the course of the week.                                                                                   |
| 11. Nov. 11-17 | Edits of two papers, one from another student and your own draft -- due November 17 (end of the week)  
Journal 13 – due end of the week  
Forum 8 – participate over the course of the week.                                                                                   |
Journal 14 – due end of the week  
Forum 9 – participate over the course of the week.                                                                                   |
| 13. Nov 25-Dec. 1 | Forum 10 -- participate over the course of the week  
Includes  
Thanksgiving                                                                                                           |
**FORUMS**

**Threaded Discussions:** Discussing course topics with each other is very important in the online classroom. In this class, students are required to communicate their insights and ideas pertaining to reading & writing assignments. Though I will occasionally interact with you in the forum, overall this venue will be for you and your peers.

There are 10 graded Forums throughout the semester, each one lasting a week. In order to receive maximum credit for the forum, you must **interact substantively** each time you enter the Forum. This interaction should demonstrate “engagement” with the subject at hand. For each forum, students should interact at a minimum of **two times**. Keep in mind that forums are asynchronous, which means that within the given time frame—one week— it is possible to respond to questions at any time during the day or night. Students should take advantage of the forums and interact with classmates. Once a Forum discussion is missed, it cannot be made up, and students will lose valuable interaction with classmates and grade points.

**JOURNALS**

A journal is an opportunity, a place to brainstorm and respond to readings, try out outlines, and make notes. Journals are a good resource for responding to readings and other assignments. Sometimes students will be asked in journals to respond to specific questions, keep track of certain types of errors, do exercises, or copy types of sentences from your readings. Overall, students will make a total of 15 journal entries. With the exception of the journals 1, 3, and 5, each will be graded holistically in terms of the degree of your engagement with the assignment. See comment below (“Journals 1, 3, and 4 and Supplemental Grammar Work”) for grading of Journals 1, 3, and 5.

**PEER EDITS OF STUDENT PAPERS**

Students will be required to edit two student papers for paper assignments one and two and 1 paper for paper assignment three. Keep in mind that proofreading is looking for errors, while editing is making substantive revisions that affect concepts, thesis, organization, and style, along with flagging errors in grammar and spelling. As peer editors, students will be doing both.
To edit, students should follow the instructions in the Peer Review Sheets.

PAPERS

Each paper 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. Each final paper will receive extensive comments from me and from your classmates. These will help you understand your strengths and weakness in writing.

Uploading papers:

Upload completed drafts and final papers in doc sharing in the folders provided.

Filenames for uploaded papers should follow one of these two formats:

Drafts
- P1D1 + your first and last name
- P2D1 + your first and last name
- P3D1 + your first and last name

Final revisions
- P1D2 + your first and last name
- P2D2 + your first and last name
- P3D2 + your first and last name

Format for papers:

This class will follow the MLA guide to papers. The font should be Times New Roman, 12pt. Double space all papers and use one-inch margins.

First paper:

Rough draft 1:P1D1 (3 pages) upload in doc sharing as P1D1 + your first and last name

Final draft 1:P1D2 (3 pages) upload in doc sharing as P1D2 + your first and last name
Required Readings

Beth Shulman, *The Betrayal of Work: How Low Wage Jobs Fail 30 Million Americans and Their Families*:
  b. “In the Heart of Our Economy and Our Lives,” pp. 45-68.

*NOTE: Additional short supplemental readings will be supplied on the course site.*

Second paper:

**Rough draft: P2D1 (4 pages)** upload in doc sharing as P2D1 + your first and last name

**Final draft: P2D2 (4 pages)** upload in doc sharing as P2D2 + your first and last name

Readings

1) Beth Shulman’s readings.
2) In “Human Resources from an Organizational Behavior Perspective: Some Paradoxes Explained,” Jeffrey Pfeffer, pp. 120-131.

*NOTE: Additional short supplemental readings will be supplied on the course site.*

Third paper:

**Rough draft: P3D1 (4 pages)** upload in doc sharing.

**Final draft: P3D2 (4 pages)** upload in doc sharing.

Readings

2) “Human Resources from an Organizational Behavior Perspective: Some Paradoxes Explained, “Jeffrey Pfeffer

*NOTE: Additional short supplemental readings will be supplied on the course site.*

Instructor’s Response to Papers
I will make extensive comments on all drafts and final papers. In many cases, I will also suggest edits and correct grammar errors (if there are any). Once I point errors, students should consider it their responsibility to find and correct similar types of errors in subsequent drafts. I will also cross out or delete entire phrases that I think are unnecessary or repetitive—much of the time this will be a suggestion or an example. Finally, at either the beginning or the end of each paper, I will sum up the paper’s strongest and weakest features, if any, and make recommendations on what to focus on in the revision or in the next paper.

The purpose of these extensive comments and edits is to demonstrate the process of rewriting that all writers need to learn. Students should use this course to try to internalize this process for us—along with the many other tools provided in this course—after the course ends.

JOURNALS 1, 3, AND 5 AND REQUIRED SUPPLEMENTAL GRAMMAR WORK

Three journals at the beginning of this course - Journals 1, 3, and 5 — provide a review of certain fundamental points of grammar. The review is structured around the most common problems that students taking this course have exhibited in the past. Because the points covered in these journals are so fundamental, the journals will be graded on a pass-fail basis: students will receive either a full six credits for the three journals or no credit. To get full credit, students do not have to be “perfect” in these journals. They simply need to demonstrate a basic understanding of the points covered. Students who receive no credit will be required to do an assignment on reserve in the library. The reserve assignment is aimed at providing the foundation these students need to be successful in this course. The credit for the reserve assignment will be equal to the full credit awarded for the three journals.

ABOUT GRADES

Most of the weight of the course is placed in the final paper P3Final. In addition, throughout the course, greater weight is placed on revisions than on first drafts. What this means is that grades can change significantly from the beginning to the end of the course, and the can improve substantially as writing improves.

RU Grading System:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>INTERPRETATION</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>OUTSTANDING</td>
<td>90-100</td>
</tr>
<tr>
<td>B+</td>
<td>VERY GOOD</td>
<td>86-89</td>
</tr>
<tr>
<td>B</td>
<td>GOOD</td>
<td>80-85</td>
</tr>
<tr>
<td>C+</td>
<td>AVERAGE</td>
<td>76-79</td>
</tr>
</tbody>
</table>
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 or 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:**

<table>
<thead>
<tr>
<th>ASSIGNMENT CATEGORY</th>
<th>NUMBER</th>
<th>POINTS EACH</th>
<th>TOTAL %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum</td>
<td>10 *</td>
<td>1.7</td>
<td>17</td>
</tr>
<tr>
<td>Journal</td>
<td>14</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>P1D2 (Final Paper 1)</td>
<td>1</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>P1D1 (First Draft of Paper 1) and Peer Edits</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>P2D2 (Final Paper 2)</td>
<td>1</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>P2D1 (First Draft of Paper 2) and Peer Edits</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>P3D2 (Final Paper 3)</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>P3D1 (First Draft of Paper 3) and Peer Edits</td>
<td>1</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Required Supplemental Grammar Work**</td>
<td>(1)</td>
<td>(6)</td>
<td>(6)</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>100</td>
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</tbody>
</table>

* One forum, Forum 4, Week 6 has no points assigned to it.

* *Supplemental grammar work required of (and only available to) students who receive no credit for Journals 1, 3, and 5. Points for this supplemental work equals the points for the original forums.