WRITING IN LABOR STUDIES & EMPLOYMENT RELATIONS
37:575:300:91

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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: 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.

These learning objectives will be assessed through the standard Core Curriculum rubrics applied
to the final paper for the course.

CLASS MEETINGS
Class begins Tuesday, January 21, 2014. Students should log in as soon as possible to
familiarize themselves with the eCollege 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 with their Rutgers address. Each week, I will send you an announcement or update you on new information. CHECK YOUR RUTGERS EMAIL on a regular basis. I will answer all emails within 24 hours during the week. If you are not receiving an email from me on a weekly basis, contact me immediately.

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

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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<tbody>
<tr>
<td>1. Jan 21-16</td>
<td>Student introduction – 2 pages due Friday, January 24 at 11:59pm</td>
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<td>2. Jan 27-Feb 2</td>
<td>Writing sample – 2 pages due Thursday, January 30 at 11:59pm</td>
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<td>Journal 1 – due Sunday, February 2 at 11:59pm</td>
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<td>Date</td>
<td>Assignment</td>
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<td>3. Feb 3-9</td>
<td><strong>Paper 1, Draft 1</strong> – 3 pages of first draft due Thursday, February 6 at 11:59pm</td>
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<td><strong>Forum 1</strong> – participate over the course of the week, but must be completed by Friday, February 7 at 11:59pm</td>
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<td><strong>Journal 2</strong> – due Sunday, February 9 at 11:59pm</td>
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<td>4. Feb 10-16</td>
<td><strong>Edits of 2 other student papers</strong> (see who edits whom)– due Thursday, February 13 at 11:59pm</td>
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<td><strong>Forum 2</strong> – participate over the course of the week, but must be completed by Friday, February 16 at 11:59pm</td>
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<td><strong>Journal 3</strong> – due Sunday, February 16 at 11:59pm</td>
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<td>5. Feb 17-23</td>
<td><strong>Paper 1, Draft 2</strong> – due Thursday, February 20 at 11:59pm</td>
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<td><strong>Forum 3</strong> – participate over the course of the week, but must be done by Friday, February 21 at 11:59pm</td>
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<td><strong>Journal 4</strong> – due Sunday, February 23 at 11:59pm</td>
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<td>6. Feb 24-March 2</td>
<td><strong>Paper 2, Draft 1</strong> – 4 pages due Thursday, February 27 at 11:59pm</td>
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<td><strong>Forum 4</strong> – participate over the course of the week, but must be done by Friday, February 28 at 11:59pm</td>
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<td><strong>Journal 5</strong> – due Sunday, February 23 at 11:59pm</td>
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<td>7. March 3-9</td>
<td><strong>Edits of 2 other student papers</strong> (see who edits whom)– Thursday, March 6 at 11:59pm</td>
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<td><strong>Forum 5</strong> – participate over the course of the week, but must be done by Friday, March 7 at 11:59pm</td>
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<td><strong>Journal 6</strong> – due Sunday, March 9 at 11:59pm</td>
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<td>8. March 10-14</td>
<td><strong>Paper 2, Draft 2</strong> – due Thursday, March 13 at 11:59pm</td>
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<td><strong>Forum 6</strong> – participate over the course of the week, but must be done by Friday, March 14 at 11:59pm</td>
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<td><strong>Journal 7</strong> – due Friday, March 14 at 11:59pm (PLEASE NOTE DIFFERENT DAY THAN USUAL DUE TO BREAK)</td>
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9. March 15-23 | SPRING BREAK

10. March 24-30 | Paper 3, Draft 1 – 4 pages due Thursday, March 27 at 11:59pm

  Forum 7 – participate over the course of the week, but must be done by Friday, March 28 at 11:59pm

  Journal 8 – due Sunday, March 30 at 11:59pm

11. March 31-Apr 6 | Edits of 2 papers – one from another student and your own draft, due Thursday, April 3 at 11:59pm

  Forum 8 – participate over the course of the week, but must be done by Friday, April 4 at 11:59pm

  Journal 9 – due Sunday, April 6 at 11:59pm

12. Apr 7-13 | Paper 3, Draft 2 – due Thursday, April 25 at 11:59pm

  Forum 9 – participate over the course of the week, but must be done by Friday, April 24 at 11:59pm

  Journal 10 – due Sunday, April 13 at 11:59pm

13. Apr 14-20 | Begin Final Writing Sample

  Final Forum—participate over the course of the week, but must be done by Friday, April 18 at 11:59pm

14. Apr 21-27 | Conferences (TBA)

15. Apr 28-May 4 | Final writing sample (2.5-3 pages) due Friday, May 4 at 11:59pm

**FORUMS**

**Threaded Discussions:** It is important to discuss course topics with each other. In this class, students are required to communicate their insights and ideas pertaining to reading & writing assignments. Though I will 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, you should interact at a minimum of **two times, writing at least 200 words combined**.
Keep in mind that forums 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 forum and interact with your classmates. If you miss a Forum discussion, you cannot make it up, and you will lose valuable interaction with your classmates and grade points.

**WRITING**

**Journals:**

A journal is an opportunity, a place where you can brainstorm and respond to readings, try out outlines, and make notes. Journals are a good resource for responding to your readings and other assignments. Sometimes you will be responding to specific questions, keeping track of types of errors, and copying types of sentences from your readings. Overall, you will make a total of ten journal entries, one each week. Each will be graded holistically in terms of the degree of your engagement with the assignment.

**Editing Student Papers:**

You will be required to edit two student papers for paper number 1, 2, and 1 paper for #3. Keep in mind that proofreading is looking for errors, while editing is making substantive revisions that affect concepts, thesis, organization, style, and so forth, along with error. As an editor, you will be doing both.

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 your classmates. These will help you understand your strengths and weakness in writing.

To edit, follow the instructions on the Peer Review Sheets, and answer the questions in detail directly onto the student papers. At the end of the students’ papers, write a summary of suggestions and changes that the student writer should make in his or her papers.

**Uploading papers:**

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

**Labeling Uploads:** label papers as follows:

**Drafts:** P1D1 Your name

**Final:** P1F Your name
PAPERS:

Format:

This class will follow the MLA guide to papers.

Papers: Times New Roman, 12pt, double space, 1 in margins.

PAPER #1:

Rough draft 1:P1D1 (3 pages) upload in doc sharing

Final Paper 1:P1F (3 pages) upload in doc sharing.

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.

PAPER #2:

Rough draft 1:P2D1 (4 pages) post in doc sharing

Final Paper 2:P2F (4 pages) upload in doc sharing.

Readings:

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

PAPER #3:

Rough draft 1:P3D1 (4 pages) upload in doc sharing.
Final Paper 1: P3F (4 pages) upload in doc sharing.

Readings:


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

Response to Your Papers

My response to your papers will mostly be in a question format. I will also make grammar suggestions and point out types of error (if there are any). Once I point considerations out to you, it will be your responsibility to find similar issues in your following drafts. I will also cross out entire phrases that I think are unnecessary or repetitive—much of the time this will be a suggestion or an example. At the end of your paper, I will pull together the points I’ve made in the margins and elsewhere, and I will sum up your paper’s strongest and weakest features, if any.

FINAL WRITING SAMPLE

You will be required to write a three-page writing sample, which will give you the opportunity to demonstrate your reading/writing skills. If you receive a 19 or above on final draft 3, you do not have to complete the final writing sample.

ABOUT GRADES

Most of the weight of the course is placed in the final paper P3Final and FINAL WRITING SAMPLE. Therefore, the grade that you are carrying in the beginning of the course may change significantly once you have completed your final paper and final writing sample. Since this is a writing workshop, you will be able to improve your writing as the course progresses. Therefore, you have the opportunity to improve without being penalized in the earlier part of the course.

RU Grading System:

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<tr>
<th>GRADE</th>
<th>INTERPRETATION</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>A</td>
<td>OUTSTANDING</td>
<td>90-100</td>
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<tr>
<td>B+</td>
<td>VERY GOOD</td>
<td>86-89</td>
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### 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.

WRITING Point System:

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<tr>
<th>ASSIGNMENT</th>
<th>AMOUNT</th>
<th>POINTS EACH</th>
<th>TOTAL %</th>
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<tr>
<td>Forum</td>
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<tr>
<td>Journal</td>
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<tr>
<td>Final Paper 1</td>
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<td>10</td>
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<tr>
<td>P1Draft 1 /Edits</td>
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<td>Final Paper 2</td>
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<td>Draft 1 of P2/Edits</td>
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