

**Department of Labor and Employment Relations**

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**Objectives**

This course offers students the opportunity to study and synthesize material on contemporary topics and perspectives. Upon completing this course, students can expect to:

- Identify Web 2.0 Technologies.
- Demonstrate an understanding of Social Media Ideology.
- Explain the concepts and issues surrounding Social Media in the workplace.
- Understand the risks and rewards for employees and employers in the use of Social Media in the workplace.
- Understand the use of Social Media in collective bargaining environments.
- Implement strategies to protect professional credibility in the workplace.
- Apply ethical use of Social Media tools.

**Association with LSER Objectives**

This course relates to specific Department of Labor and Employment Relations overall educational objectives. A Rutgers University SAS graduate will be able to:

Demonstrate an understanding of the perspectives, theories, and concepts in the field of labor and employment relations.

Make an argument about a matter in this field using contemporary and/or historical evidence.

Analyze and synthesize information and ideas from multiple sources to generate new insights.

Work productively in teams, in social networks, and on an individual basis.

**Getting Technical Help:**

- **Using Pearson Learning Studio (eCollege) platform:**  
Using course tools or addressing exam issues.  
**Call toll free 24 hours a day, 7 days a week: 877- 7RUTGER (877-778-8437)**  
**Email:** [help@ecollege.rutgers.edu](mailto:help@ecollege.rutgers.edu)  
Staff members are waiting to assist you
- **NetID or Rutgers email problems:** Call 732-445-HELP (4357)
- **Problems logging into the course:** Call Monday through Friday 9 am – 5 pm: 732-932-4702

## Course Policies

### Class Sessions

1. The course week begins on **MONDAYS**. See course and assignment calendar within course shell for semester-specific dates.
2. A weekly message will be sent to each student as well as uploaded into the announcements section of the course shell. Comments from your instructor and additional information about content or assignment procedures are available within the weekly message.
3. **Each course week is 7 days in length (Monday - Sunday)**. Students may enter the course and engage in coursework at any time 24 hours a day, 7 days a week.

### Grading

A final grade is based on a 330 point system. Each assignment is worth a specific number of points. Total points accumulated determines final course grade.

#### Outstanding

330 - 297 Points = A

#### Good

296 – 288 Points = B+

287 - 264 Points = B

#### Satisfactory

263 - 254 Points = C+

253 - 231 Points = C

#### Poor

230 – 198 Points = D

197 points and below = F

Item % of Grade	Assignment and Associated Points
<b>Writing Assignments</b> 42%	<b>Topic Investigation Writing Assignment Worth: 140</b> points
<b>Learning Community</b> <b>Comments</b> 14%	Discussion Forum Participation <b>Worth: 45 points (15 points each)</b>
<b>Assessments</b> 44%	<b>Exam 1</b> <b>Worth: 45 points</b> <b>Exam 2</b> <b>Worth 100 points</b>
	<b>TOTAL 330 points</b>

## Extra Credit

1. Participate in the Introductions Discussion Forum to earn 5 extra credit points.

## Course Requirements

The course involves:

### Reading, Audio/Video Assignments

Students read text chapter excerpts, journal articles and material on the Internet. Students are also required to watch video and listen to audio presentations. All required reading/audio/video is already uploaded into the course or an Internet link is provided.

Key texts and sites from which course content is presented include:

Wilson, David W.; Lin, Xiaolin; Longstreet, Phil; and Sarker, Saonee, "Web 2.0: A Definition, Literature Review, and Directions for Future Research" (2011). *AMCIS 2011 Proceedings - All Submissions*. Paper 368.

[http://aisel.aisnet.org/amcis2011\\_submissions/368](http://aisel.aisnet.org/amcis2011_submissions/368)

Treverton, Gregory F., Lempert, Robert J., and Kumar, Krishna B. "How Americans Will Live and Work in 2020: A Workshop Exploring Key Trends and Philanthropic Responses" (2011). *Sponsored by the Rockefeller Foundation, Conference Proceedings by The Rand Corporation*.

[http://www.rand.org/content/dam/rand/pubs/conf\\_proceedings/2012/RAND\\_CF299.pdf](http://www.rand.org/content/dam/rand/pubs/conf_proceedings/2012/RAND_CF299.pdf)

Greenhouse, Steven. "Even if It Enrages Your Boss, Social Net Speech Is Protected." *The New York Times*. (January 22, 2013 Tuesday ): 1334 words. LexisNexis Academic. Web.

Dutta, Soumitra. "What's Your Personal Social Media Strategy?." *Harvard Business Review* 88.11 (2010): 127-130. *Business Source Premier*. EBSCO. Web.

Pew Research Center, <http://www.pewinternet.org/Reports/2010/Reputation-Management.aspx>

NPR *All Tech Considered*

TED Talks on Social Media

Additional contemporary newspaper and journal articles are available in the course.

## Online Etiquette

Review and follow the Guidelines on Online Etiquette available within the course

## Exams on Required Material

There are two exams on required material (reading/audio/video). Exam questions involve true/false, and/or matching, and/or multiple choice answers.

Once a student begins an exam he/she must complete the assessment in the allotted time. Once the allotted time period passes, the student is locked out of the exam.

## Writing Assignment

Students choose a concept or a topic associated with material being addressed weeks 2 – 5.

- The political power of social media, as relates to the workplace
- Propose a social media policy for a company
- The use of social media to reverse the decline in union membership

Students reflect on material, locate material on the web to continue to support, expand upon, or provide an example of the concept/topic. You will write a 500 word (approximately one page) paper on a topic that relates to social media AND the workplace. The writing should cite **at least** one outside source (and that source MUST NOT be Wikipedia). The source also MUST NOT be an article that was required in the course. The source can be taken from the articles provided within the course shell under the Doc Share tab or through your own Library research.

The paper should have an introduction, body, and conclusion. Show your understanding of the topic through analysis of what we have learned in the course, what you have read outside of the course (the source(s)), and what you conclude is the answer. Check the grading rubric within the course to see how you will be graded.

### **Length, Frequency, Due Dates, Late Assignments:**

Maximum approximately one page (500 words) overview of topic. Writing must be available for instructor and learning community review no later than 9:59 pm the last day of week 5. Check course calendar for exact dates.

A deduction of 10% (one letter grade) will be applied if date and time is missed within 24 hours; a 50% penalty will be applied for 25 to 48 hours late. No assignments will be accepted after a 48 hour period.

### **Grading:**

Students are graded on:

Clarity in communicating reflection and critical thinking on topic/material selected to review; relevancy and accuracy of content; and acknowledgement of original concept

sources (must be at least 2 sources used as a base from which writing assignment is based). Knowledge of subject matter must be evident, not simply a student's opinion on a topic. Point deductions are associated when best practices criteria are not met.

**Criteria for context and mechanics – writing assignments:**

Students are required to pay attention to grammar, spelling, and sentence structure and as well as the manner in which ideas/thoughts are expressed and presented. Content must be appropriate for an academic assignment.

**Checking Email**

Instructor's Email Checking Policy Unless students receive advance notification, your instructor will check her email Monday - Friday. If a student sends a comment or question, the student will receive a response within 48 hours. This policy excludes Saturday/Sunday.

Students Email Checking Policy It is the responsibility of the student to check for incoming course related messages AT LEAST twice a week. Remember: Each student will receive a weekly message from his/her instructor on **Mondays**.

"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>."