

WRITING IN EMPLOYMENT RELATIONS
/TOPICS IN EMPLOYMENT RELATIONS
SPRING 2011
INSTRUTOR: KAY LYNCH

IMPORTANT INFORMATION

As a student in this class, it is your responsibility to read Tech FAQs at the beginning of the semester and to use the contact information in this document to solve technical problems. The instructor cannot assist students with technical problems; however, RutgersOnline offers several avenues for obtaining assistance. **Proper etiquette:** When communicating with classmates, proper etiquette is required at all times. All comments and all interactions should be helpful and courteous.

CLASS MEETINGS

Class begins Tuesday, January 18, 2011. Students should log in as soon as possible to familiarize themselves with this online venue. It is important that you keep up with the assignments, which means you should check your eCollege class at a minimum of twice a week.

COURSE CALENDAR

A calendar is provided in the course shell. I recommend printing and posting this course calendar where it can serve as a reminder of due dates. **It is the student's responsibility to adhere to due dates. NOTE: This calendar may be subject to change. If so, I will notify you.**

COURSE COMMUNICATION

All students are enrolled in the course shell by their Rutgers eden address. Each week, I will send you an announcement or update you on new information, or I may write to you to find out how you are doing in the course. **CHECK YOUR EMAIL** on a regular basis. I will answer all emails within 24 hours during the week and on weekends.

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.

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 in essay format, and informal through journal and forum assignments. The readings will be about issues in labor studies. Students will also be asked to edit peer papers and excerpts. This course will focus on some of the major qualities of good writing:

- thesis development
- organization
- grammar
- voice
- vocabulary
- spelling

COURSE REQUIREMENTS

All assignments and due dates are listed in your weekly unit and calendar and should be completed by midnight on the date the assignment is due.

FORUMS

Threaded Discussions: Of great importance in an online classroom is the opportunity for students to discuss course topics with each other. In this class, students are required to communicate their insights and ideas pertaining to reading & writing assignments to each other. 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 for a week. You are required to respond at a minimum of two times in each forum. 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. **If you miss a Forum discussion, you cannot make it up, and you will lose valuable interaction with your classmates and grade points.** Keep in mind that forums are asynchronous, which means that within the given time frame—one week--you can respond to the Forum questions at any time during the day or night.

READING:

The readings for this class consist of excerpted chapters from employment relation readings and a variety of texts. All of the readings are located in Doc Sharing and the Webliography.

WRITING:

Journals: TO UPLOAD COMPLETED **JOURNALS**, CLICK ON THE JOURNAL TAB LOCATED ON TOP OF PORTION OF THE CLASS SHELL.

A journal is an opportunity, a place where you can brainstorm and respond to readings, try out outlines, and make notes. Journals are a very 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**, which 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 each for Papers 1, 2, 3, totaling 6 substantive edits throughout the semester. 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.

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’ paper, you will write of summary of suggestions and changes that the student writer should make in his or her papers.

UPLOADING PAPERS: UPLOAD COMPLETED **DRAFTS** IN DOC SHARING IN THE FOLDERS PROVIDED FOR DRAFTS, AND UPLOAD **FINAL PAPERS** IN **DROPBOX**

You are required to write three papers and one draft for each of these papers. Each paper will respond to an issue in a reading/s. Each paper will build on issues from the previous paper. The final papers

themselves should demonstrate substantive revisions. Each final paper will receive extensive comments from me that will help you understand your strengths and weakness in writing. Peer and instructor comments will also help you with the paper that follows.

Labeling Uploads: Papers must be labeled as follows:

P1D1 Student name
P1F Student name

PAPER FORMAT

In this class, we will be following the APA guide to papers, which means you must write an abstract for each draft and final paper. The abstract should be no more than half a page. **Papers:** Times New Roman, 12pt, double space, 1 in margins.

Paper #1:

Reading: "Work Rules," *The Soul of Capitalism: Opening Paths to a Moral Economy*, William Greider. (19 pages).

Rough draft 1:P1D1 (3 pages) upload in Doc Sharing

Final Paper 1:P1F (includes abstract) (4 pages) upload in DropBox

Paper #2

Reading: "Selling in Minnesota," *Nickel and Dimed: On (Not) Getting By in America*, Barbara Ehrenreich (37 pages)

Your paper will use Greider's theories to analyze Ehrenreich's excerpt.

Rough draft 1:P2D1 (4 pages) post in Doc Sharing

Final Paper 2:P2F (includes abstract) (5 pages) upload in Drop Box.

Paper #3:

Reading: "Mapping the Contours of Work," *Changing the Contours of Work: Jobs and Opportunities in the New Economy*, Stephen Sweet and Peter Meiksins. (57 pages)

This final paper will use Sweet, Greider, and Ehrenreich

Rough draft 1:P3D1 (6 pages) upload in Doc Sharing

Final Paper 1: P3F (includes abstract) (5 pages) upload in Drop Box.

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 errors out to you, it will be your responsibility to find similar types of errors in your drafts. I will also cross out entire phrases that I think are unnecessary or repetitive. 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.

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.

ABOUT GRADES

Most of the weight of the course is placed in your final paper **P3Final 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:

| GRADE | INTERPRETATION | POINTS |
|-------|----------------|--------|
| A | OUTSTANDING | 90-100 |
| B+ | VERY GOOD | 86-89 |
| B | GOOD | 80-85 |
| C+ | AVERAGE | 79-79 |
| C | SATISFACTORY | 70-75 |

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 have a 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

PROFESSIONAL WRITING Point System:

| ASSIGNMENT | AMOUNT | POINTS EACH | TOTAL % |
|----------------------|---------------|--------------------|----------------|
| Forum | 10 | 2 | 20 |
| Journal | 10 | 2 | 20 |
| Final Paper 1 | 1 | 10 | 10 |
| P1Draft 1 /Edits | 1 | 5 | 5 |
| Final Paper 2 | 1 | 10 | 10 |
| Draft 1 of P2/Edits | 1 | 5 | 5 |
| Final Paper 3 | 1 | 20 | 20 |
| Draft 1 of P3/Edits | 1 | 5 | 5 |
| Final Writing Sample | 1 | 5 | 5 |
| TOTAL | | | 100 |