WRITING IN EMPLOYMENT RELATIONS
SYLLABUS, SPRING 2012

INSTRUCTOR: FRANCINE MOCCIO 37:575:300:92 OnLine
francine.moccio@scarletmail.rutgers.edu
Online Help is available 24 hours a day, 7 days a week:
helpdesk@rutgersonline.net or call 1-877-7RUTGER (1-877-778-8437)

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:

CLASS MEETINGS

Class begins Tuesday, Janaury 17, 2012. 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 eden email account on a regular basis.

COURSE CALENDAR

A calendar is provided in the course shell under Course Home. Print and post this calendar to serve as a reminder of due dates. NOTE: This calendar may be subject to change. If this occurs, 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. **CHECK YOUR EDEN EMAIL on a regular basis**. I will answer all emails within 24 hours during the week and on weekends.
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
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. If you have further questions, check your calendar.

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. 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, you 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--you can respond to the Forum questions at any time during the day or night. I urge all of you to 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, 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 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.

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, which 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 in Docsharing and final papers in Dropbox.

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 (4 pages) upload i**n DropBox**

Readings:
Beth Schulman , *The Betrayal of Work: How Low Wage Jobs Fail 30 Million Americans and Their Families:*

a. "Introduction," pp. 1-14
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 i**n Drop Box.**

Readings:
1) Beth Schulman, *The Betrayal of Work: How Low Wage Jobs Fail 30 Million Americans and Their Families:*

a. "Introduction," pp. 1-14.
b. "How Low Wage Jobs Damage Us All," pp. 81-100.

2) In "Human Resources from an Organizational Behavior Perspective: Some Paradoxes Explained," Jeffrey Pfeffer, pp. 120-131.

PAPER #3:
Rough draft 1:P3D1 (5 pages) upload in Doc Sharing
Final Paper 1: P3F (5 pages) upload i**n Drop Box.**

Readings:
1) "Who Knew Shopping Was So Important," Charles Fishman, pp. 1-22.

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 errors out to you, it will be your responsibility to find similar types of errors 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 two-two and a half 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 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:

GRADE	INTERPRETATION	POINTS
A	OUTSTANDING	90-100
B+	VERY GOOD	86-89
B	GOOD	80-85
C+	AVERAGE	76-79
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

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**