Writing in Labor Studies & Employment Relations
Spring 2025—Rutgers, the State University of New Jersey
Class Meets Asynchronously Online
Sections: 37:575:300:92
37:575:300:93
Instructor: Omar Montoya

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)

You can also contact me directly via the Canvas message tool or text me at: 575.405.2011. If you text me, please make sure to include your full name and section number, as I have multiple sections.

COURSE GOALS:

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. Students will be tasked with exploring a wide range of concepts and theories on labor studies and employment relations, which will better enable them to view the workplace from a more diverse, equitable, and inclusive perspective.

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:

COURSE LEARNING OBJECTIVES--GOALS:

The following learning objectives of the course are based on Rutgers University's "Permanent Core Curriculum Learning Outcome Goals" (May 2017) and relate to the overall objective of a liberal arts education. "A Rutgers SAS graduate will be able to:"

- Communicate complex ideas effectively, in standard written English, to a general audience and respond effectively to editorial feedback from peers, instructors, &/or supervisors, through success drafts and revision.
- Communicate effectively in modes appropriate to a discipline or area of inquiry; evaluate and critically assess sources and use conventions of attribution and citation correctly; and analyze and synthesize information and ideas from multiple sources to generate new insights.

Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions

- Analyze the degree to which forms of human difference shape a person's experience of and perspectives on work
- Analyze a contemporary global issue in their field from a multi-disciplinary and intersectional perspective
- Analyze issues related to business strategies, organizational structures, and work systems
- Analyze issues of social justice related to work across local and global contexts (LSER)
- Analyze issues related to the selection, motivation, and development of talent in a local and global context (HRM)

Professional Development – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations

- Develop effective presentation skills appropriate for different settings and audiences
- Develop career management skills to navigate one's career
- Develop capabilities to work and lead in a multicultural and diverse environment
- Work productively in teams, in social networks, and on an individual basis
- Develop cultural agility competencies
- Demonstrate lifelong personal and professional development skills

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

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
- write meaningful, clear, and organized papers.
- thesis development
- logic and organization
- tone, vocabulary, and spelling

CLASS MEETINGS:

Class begins January 16 , 2024--Students will want to log in as soon as possible to familiarize themselves with the Canvas online platform. We will have regular due dates on the Thursday, Friday*, or Sunday of each week (*part 1 of Discussions due on Friday). Occasionally, due to breaks and other scheduling issues, these dates may change. This document, along with a course schedule available on our Canvas course site, will be your guide for due dates. Please make sure to keep up with these due dates and times and reach out to your peers or your instructor should you be unsure.

It is important to keep up with the assignments, which means **students should check their Canvas at a minimum of three (3) times a week—once at beginning of each week; once at the midpoint; and once, at the end of the week. If you are ill from Covid-19, please ensure that you follow proper campus guidelines and protocols for isolation, if needed. If you are unable to perform class work, due to an illness, please contact me so we can determine an alternate working schedule.**

COURSE COMMUNICATION:

All students are enrolled in the course with their Rutgers address. Each week, I will message the class with an announcement about what you should accomplish for that given week and/or update you on new information. Additionally, there will be a weekly video created with full details of work for the week, assignments, and other class information. I also regularly create mid-week messages to class to remind them of impending due dates, to check in, or post information. **PLEASE CHECK Canvas regularly and message me, using the message tool on Canvas, if you have any questions.**

If you believe that you are not receiving messages from me, please reach out to me and we can determine if we need to contact IT.

If you contact me via email, Canvas message tool, or text, I will attempt to respond as quickly as possible, but please know that if you message me 'after hours' or during the weekend, there will be a delay in my response.

Proper communication 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, following rubric or assignment prompt guidelines. Please note, that a response that repeats the words of another student is plagiarism and unacceptable—it may also result in failure of this course as well as disciplinary action from the college. A response that bullies, uses name-calling, or directly attacks or threatens another student may have the same outcome as mentioned for plagiarism. Just because this course is online does not mean that you should treat your peers in

any manner that you would not treat them in person. This is, above all else, a safe learning environment and must be treated as such.

Students with Disabilities: 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

Dean of Students – Student Support: For additional information about services provided by the Office of the Dean of Students – Student Support, including Absence and Verification Notices and Temporary Conditions, please visit: https://studentsupport.rutgers.edu.

Learning Centers: Rutgers is committed to your success, and offers free academic services to all students. The Learning Centers provide tutoring, study groups, and review sessions for your courses. They also host workshops and provide individual academic coaching to help you further develop your study strategies and self-management skills. To learn more about how the LCs can help you succeed, visit rlc.rutgers.edu.

a. Student resources – this link directs students to the appropriate resources if they are in need of help in the areas of (a) mental health, (b) academic coaching, and (c) financial assistance: https://smlr.rutgers.edu/about-smlr/fall-2022-information-smlr-students
b. Scholarships – to ensure that all students are aware of SMLR's scholarship offerings, we encourage you to include a link to our scholarships on your syllabi: https://smlr.rutgers.edu/academic-programs/scholarships

COURSE REQUIREMENTS AND SCHEDULE:

All assignments and due dates are listed by category. All work should be completed by 11:59pm, eastern standard time, on the date the assignment is due. Further details about each assignment are available on Canvas, including a full schedule of weekly work, broken down by module

****The course schedule is subject to change, and I reserve the right to update and/or change this schedule as needed, but I will ensure to provide the class with proper notice before making any revisions or changes.****

ASSIGMENT CATEGORIES:

Discussions: It is important to discuss course topics with each other to gain different perspectives, viewpoints, and ideas that might not otherwise be considered without discussion. Discussions will cover a variety of topics and concepts, designed to engage students with diverse and inclusive perspectives on labor and employment relations. Since this course takes place online, we will hold these types of conversations in threaded discussions we will call "Discussions." Though I will interact with you in the discussions, overall this venue will be for you and your peers.

There are 6 graded Discussions throughout the semester. In order to receive maximum credit for the discussion you must **interact substantively** each time you enter the discussion—just simply responding does not guarantee maximum points. Discussion responses should demonstrate critical thinking, ask questions, and push your peers to be more engaged with the work and more. This type of interaction is what I am looking for to demonstrate "engagement" with the subject at hand.
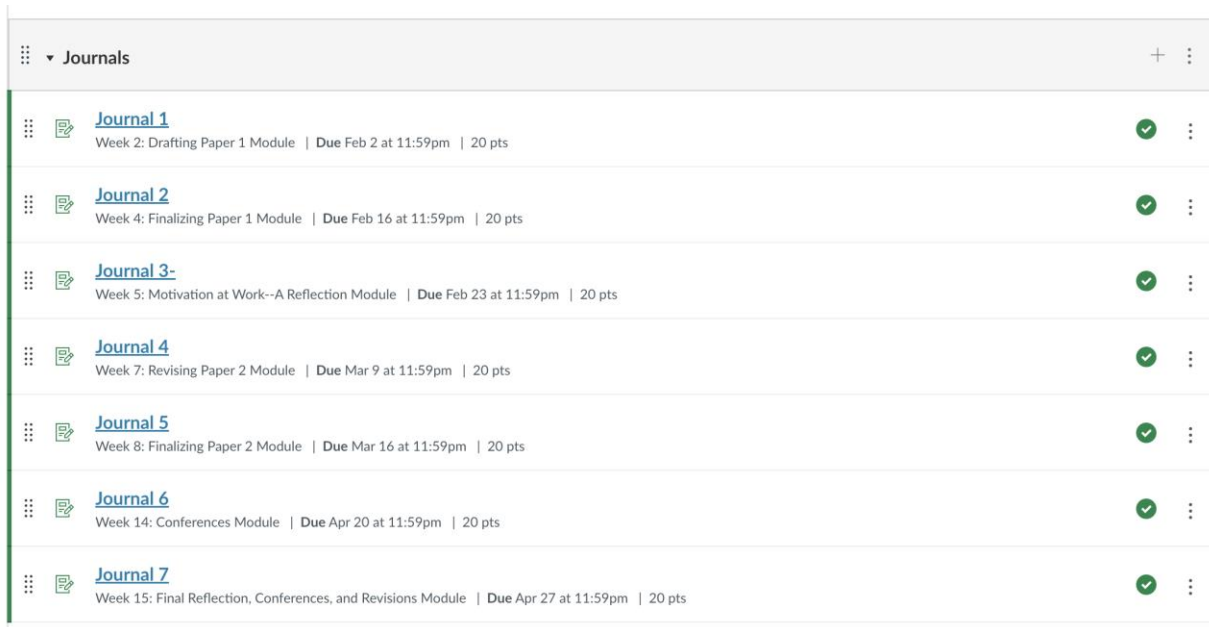
For each Discussion (6), you should follow directions as to the number of times you must interact and the minimum word counts.   Keep in mind that discussions are asynchronous, which means that within the given time frame—one week—you can respond to questions at any time during the day or night. Take advantage of the discussion and interact with your classmates. If you miss a full discussion, you cannot make it up and you will lose valuable interaction with your classmates as well as grade points. If you miss part 1 of your discussion (your response), you may still respond to peers for partial points.

⠿ ▾ Discussions		+ ⋮
⠿ 🗩 **Discussion 1** Week 1: Introduction Module | **Due** Jan 26 at 11:59pm | 30 pts		✅ ⋮
⠿ 🗩 **Discussion 2** Week 3: Revising Paper 1 Module | **Due** Feb 9 at 11:59pm | 30 pts		✅ ⋮
⠿ 🗩 **Discussion 3** Week 6: Paper 2 Drafting Module | **Due** Mar 2 at 11:59pm | 30 pts		✅ ⋮
⠿ 🗩 **Discussion 4** Week 10: Paper 2 Revisions and Reciprocity Module | **Due** Mar 30 at 11:59pm | 30 pts		✅ ⋮
⠿ 🗩 **Discussion 5 **FOR PEER REVIEW PAPER 3D1** Week 13: Drafting Module | **Due** Apr 13 at 11:59pm | 30 pts		✅ ⋮
⠿ 🗩 **Discussion 6: FOR PEER REVIEW PAPER 3D2** Week 15: Final Reflection, Conferences, and Revisions Module | **Due** Apr 27 at 11:59pm | 30 pts		✅ ⋮

Journals: There are (7) graded journals that will take place throughout this semester. Journals are designed to promote individual engagement with course topics and concepts and provide students the opportunity to reflect openly. Journal topics encourage students to openly discuss perspectives that reflect diverse, inclusive and equitable opinions, values, and beliefs. I will ALWAYS check that you completed your journal and addressed the topic. Your peers cannot see any responses that you write within your journals. Like discussions, journals will be graded holistically in terms of the degree of your engagement with the assignment.

	Journals	+ :
Journal 1	Week 2: Drafting Paper 1 Module | **Due** Feb 2 at 11:59pm | 20 pts	✓ :
Journal 2	Week 4: Finalizing Paper 1 Module | **Due** Feb 16 at 11:59pm | 20 pts	✓ :
Journal 3-	Week 5: Motivation at Work--A Reflection Module | **Due** Feb 23 at 11:59pm | 20 pts	✓ :
Journal 4	Week 7: Revising Paper 2 Module | **Due** Mar 9 at 11:59pm | 20 pts	✓ :
Journal 5	Week 8: Finalizing Paper 2 Module | **Due** Mar 16 at 11:59pm | 20 pts	✓ :
Journal 6	Week 14: Conferences Module | **Due** Apr 20 at 11:59pm | 20 pts	✓ :
Journal 7	Week 15: Final Reflection, Conferences, and Revisions Module | **Due** Apr 27 at 11:59pm | 20 pts	✓ :

Peer Review: You will be required to critique the papers of two of your peers for each of our papers this semester—that is a total of six (6) peer reviews sessions—per paper. Keep in mind that proofreading/editing is looking for grammatical and mechanical errors, while revision is making substantive suggestions for change that affect concepts, thesis, organization, style, and so forth, along with error—this is where your focus should be as a peer reviewer. This is not just busy work, but rather by being able to recognize how another can improve their writing, you are learning where your strengths are and growing as a writer as well. Reviewing peer papers does train you in another way as a writer, so know that you will be gaining from this type of work as well as receiving comments from others with helpful suggestions as to how to improve your own work.

Peer Reviews	+ ⋮
📝 **Peer Review Paper 1 Instructions and points** Week 3: Revising Paper 1 Module | 30 pts	✅ ⋮
📝 **Peer Review Paper 2 Instructions & Points** Week 7: Revising Paper 2 Module | 30 pts	✅ ⋮
📝 **Peer Review of Paper 3 Instructions & Points** Week 13: Drafting Module | 30 pts	✅ ⋮

Drafts: Each paper we write for this class 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 from draft 1 and draft 2. You will receive comments on your final drafts from me and comments on either draft 1 or draft 2 from your peers—the other draft will take place during a week where we work on a writing skill that you can apply to improve your work. These will help you understand your strengths and weakness in writing and give you places to focus on growth as you move into the next paper.

Papers are designed to provide students an opportunity to reflect formally on topics and concepts covered in class. These are scaffolded and will require students to build upon a theoretical framework, from one formal paper to the next. Topics for papers will cover a wide range of both local and global perspectives on labor studies and employment relations, and provide students an opportunity to engage with a variety of diverse viewpoints, theories, and more.

Drafts	+ ⋮
📝 **Paper 1 Draft 1** Week 2: Drafting Paper 1 Module | **Due** Jan 30 at 11:59pm | 5 pts	✅ ⋮
📝 **Paper 1 Draft 2** Week 3: Revising Paper 1 Module | **Due** Feb 9 at 11:59pm | 5 pts	✅ ⋮
📝 **Paper 2 Draft 1** Week 6: Paper 2 Drafting Module | **Due** Mar 2 at 11:59pm | 5 pts	✅ ⋮
📝 **Paper 2 Draft 2** Week 8: Finalizing Paper 2 Module | **Due** Mar 16 at 11:59pm | 5 pts	✅ ⋮
📝 **Paper 3 Draft 1** Week 12: Current Events and Conferences Module | **Due** Apr 6 at 11:59pm | 5 pts	✅ ⋮
📝 **Paper 3 Draft 2** Week 14: Conferences Module | **Due** Apr 20 at 11:59pm | 5 pts	✅ ⋮

		Final Papers		+ ⋮
⋮⋮	📝	**Paper 1 Final** Week 5: Motivation at Work--A Reflection Module | **Due** Feb 20 at 11:59pm | 140 pts	✓	⋮
⋮⋮	📝	**Paper 2 Final** Week 10: Paper 2 Revisions and Reciprocity Module | **Due** Mar 30 at 11:59pm | 175 pts	✓	⋮
⋮⋮	📝	**Paper 3 Final** Module 16: Finals Module | **Due** May 4 at 11:59pm | 240 pts	✓	⋮

Conferences: You will also have the opportunity to meet with me during a scheduled conference between papers 2 and 3 to discuss your previously submitted work as well as discuss suggestions for revision to the final paper. These conferences will be performed over the span of several weeks to ensure that all students can attend virtually. These conferences are optional and are worth extra credit points. Students who attend a conference are eligible to revise and resubmit a previous final essay—paper 1 or paper 2—for points (full details are on Canvas).

Uploading Final Papers/Drafts: Please Upload completed drafts and final papers to Canvas within the folders provided—named after the corresponding assignment. This is the **ONLY** place I will go to grade your papers so do not submit them elsewhere as you will not receive credit for them.

Formatting Your Papers:
Format your paper according to proper Chicago Manual of Style formatting requirements. Refer to the OWL at Purdue for how to do this:
https://owl.english.purdue.edu/owl/resource/717/02/

Response to Your Papers:
Since this is a 300-level writing course, feedback on your drafts will be primarily provided via peer reviews. I will use a rubric to provide all feedback for the course, including the evaluation of final papers. My end comments will be designed to help you improve on the next paper, so think about these as comments a way to improve on your next formal essay. If you have specific questions or need help as you are moving through the drafting process, please don't hesitate to reach out to me or set up a time to chat. I am happy to meet with students throughout the course, as needed.

COURSE POLICY ON AI USE
You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may NOT submit any work generated by an AI program as your own. Additionally, you may NOT submit/enter course rubrics to an AI program to generate any course work, including journal responses, discussions, papers, or other.

If you include material generated by an AI program, you MUST cite like any other reference material (with due consideration for the quality of the reference, which may be poor).

Any AI generated plagiarism or other form of cheating will be dealt with according to the Rutgers student code of conduct policy

POLICY ON LATE PAPERS, DRAFTS, DISCUSSIONS AND JOURNALS

- ✓ Any grade-able item is considered late if it is submitted after the due date and time. So please leave yourself enough time to upload work. I do not do this to be difficult, but simply because there needs to be a common and fair baseline for the entire class. Many of you live in different time zones, but due dates and times operate on the RU schedule, which is **Eastern Standard Time.**
- ✓ Any **discussion** or **journal** submitted after the due date **will receive a 10 percent deduction for up to 24 hours late; a 20 percent deduction for submissions 24-48 hours late; a zero for any work submitted after 48 hours.** For discussions, if the first entry is missed, students can still respond to peers to receive the partial credit.
- ✓ Late drafts of major papers in this course **will receive a 10 percent deduction for up to 24 hours late; a 20 percent deduction for submissions 24-48 hours late; a zero for any work submitted after 48 hours**. Late drafts will NOT be placed in a peer review group (which is part of revision process) so be sure to get drafts in on time as this is a significant component of the course grade.
- ✓ Late final papers receive **1 full letter grade off** for each day late. This means if you receive a B+ on a paper, but it was turned in 48 hours later, then it would get a C+. One third of a letter grade will be deducted from a final draft if it does not meet page requirements; a B+ would be a B if it were 3.5 pages instead of 4.
- ✓ If you are unable to complete any class work, due to an extenuating circumstance(s), please don't hesitate to message me.
- ✓ I routinely provide extensions for class work, i.e. extend a due date for a final paper due to busy times of the year. I will provide all students these extensions.

A	89.5-100
B+	84.5-89.49
B	79.5-84.49
C+	74.5-79.49
C	69.5-74.49
D	59.5-69.49
F	0-59.49

GRADING RUBRIC FOR THIS COURSE:
I use a rubric to grade your papers (available on Canvas). Review these, become familiar with them, and ask me any questions about these earlier in the semester rather than later so that I can clarify any concerns. Below is a breakdown of the general parameters for each paper grade range:

A = (90% - 100%)
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, i.e. the paper demonstrates purpose. The paper is well organized, with strong paragraph development—use of topic sentences, transition sentences and connects back to the thesis. Terms are also 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, demonstrates a point with direction and logic through the use of different types of sentence structures and uses a rich vocabulary.

B+ (86% - 89%)
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%)
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, and 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%)
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% - 75%)
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

**Maximum total points possible differs for each paper, so grades are calculated using percentages of the total maximum points possible, i.e. 70 out of 75 points, would result in a 93%, which according to the course rubric would warrant an "A" paper.

Assignments for class:

Point System: Total 1000 points possible—Converted to percentages for final course grades

Assignment	Amount	Total
Discussion	6@ 30	180
Journal Reflections	7@20	140
Paper 1:	1	140
Drafts	2@5	10
Peer Review		

	15* *15 points per paper	30
Paper 2: Drafts Peer Review	1 2@5 15* *15 points per paper	175 10 30
Paper 3: Drafts Peer Review	1 2@5 15* *Required response to peer papers and feedback from outside reviewer	245 10 30
Conference	1 @ 5 Extra Credit *Optional conference to discuss optional final revision, course progress, and recommendations for paper 3. Cannot revise paper 1 or 2, if conference is missed. Optional final revision—a maximum of 10 points will be added to revised paper 1 or 2.	Course Total: /1000