

**WRITING IN LABOR STUDIES & EMPLOYMENT RELATIONS**  
**37:575:300:90/91**

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**Online Help is available 24 hours a day, 7 days a week:**

**[helpdesk@rutgersonline.net](mailto: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 leaning 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, September 1, 2015.** Students should log in as soon as possible to familiarize themselves with the eCollege online venue. Most commonly, we will have

regular due dates on Thursdays and Sundays of each week. Occasionally, due to breaks and other scheduling issues, these days may change. This document and any email updates will be your guide for due dates.

Bookmark and visit regularly this website as it holds all of our course materials:

<http://onlinelearning.rutgers.edu/ruonline-login>

It is important to keep up with the assignments, which means students should check their eCollege class and email at a minimum of four times a week.

## **COURSE COMMUNICATION**

All students are enrolled in the course with their Rutgers address. Each week, I will place an announcement on eCollege about what you should accomplish that week and/or update you on new information. **You are responsible to CHECK eCOLLEGE and YOUR RUTGERS EMAIL on a regular basis and email me with questions.**

If you believe that you are not receiving emails from me, it is *your* responsibility to reach out to me and IT and figure out how to fix that. I will answer all emails within 24 hours on weekdays and within 48 hours on weekends.

**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 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.

## **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 and on eCollege. I reserve the right to update and/or change this schedule as needed, with proper notice to you.

<b>Week</b>	<b>What is due...</b>
1. Sept 1-6	<p>Read the syllabus carefully and familiarize yourself with eCollege and how it works. Email me directly with any questions that you may have regarding the course—now is the time to do this, not the end of the semester.</p> <p><b>Forum 1</b>– Student Introduction due Sunday 9/6 at 11:59pm</p>
2. Sept 7-13  *RU closed 9/7  *Last day to drop without a W 9/8	<p>Complete the assigned readings and watch assigned videos.</p> <p><b>Journal 1</b> – due Thursday 9/10 at 11:59pm</p>
3. Sept 14-20	<p>Complete the assigned readings.</p> <p><b>Paper 1, Draft 1</b> – 3 pages of first draft due Thursday 9/17 at 11:59pm</p> <p><b>Forum 2</b> – due Sunday 9/20 at 11:59pm</p>
4. Sept 21-27	<p>Watch assigned videos.</p> <p><b>Forum 3</b> – participate over the course of the week, but must be completed by Wednesday 9/23 at 11:59pm</p> <p><b>Journal 2</b> – due Thursday 9/24 at 11:59pm</p> <p><b>Paper 1, Draft 2</b> – due Sunday 9/27 at 11:59pm</p>
5. Sept 28-Oct 4	<p>Complete assigned readings.</p> <p><b>Paper 1, Final Draft</b>—due Friday 10/2 at 11:59pm</p> <p><b>Journal 3</b> – due Sunday 10/4 at 11:59pm</p>
6. Oct 5-11	<p><b>Forum 4</b> – participate over the course of the week, but must be done</p>

	by Thursday 10/8 at 11:59pm <b>Paper 2, Draft 1</b> – 2 pages due Sunday 10/11 at 11:59pm
7. Oct 12-18	<b>Journal 4</b> – due Thursday 10/15 at 11:59pm <b>Paper 2, Draft 2</b> – due Sunday 10/18 at 11:59pm
8. Oct 19-25  *Last week to Drop with a W	Watch assigned videos.  <b>Forum 5</b> – participate over the course of the week, but must be done by Thursday 10/22 at 11:59pm  <b>Paper 2, Final Draft</b> —due Sunday 10/25 at 11:59pm
9. Oct 26-Nov 1	Read assigned readings.  <b>Forum 6</b> – due Thursday 10/29 at 11:59pm
10. Nov 2-8	<b>Paper 3, Draft 1</b> – 3 pages due Sunday 11/8 at 11:59pm
11. Nov 9-15	<b>Forum 7</b> – participate over the course of the week, but must be done by Thursday 11/12 at 11:59pm
12. Nov 16-22	<b>Paper 3, Final Draft</b> – due Wednesday 11/18 at 11:59pm
13. Nov 23-29  *RU closed 11/26-11/27	<b>Forum 8</b> – due Wednesday 11/25 at 11:59pm
14. Nov 30-Dec 6	<b>Final</b> due Friday 12/4 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 8 graded Forums throughout the semester. 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 follow directions in regards to the number of times you must interact and the minimum word count. 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 as well as grade points.

## **WRITING**

### **Journals:**

There are 4 graded journals that will take place throughout this semester. I will ALWAYS check that you completed your journal and addressed the topic. I will only respond to journal entries, however, once or twice throughout the semester. It will not be announced when I will respond so always treat your journal as if it is a direct piece of communication to me.

A journal is an opportunity, a place where you can brainstorm and respond to readings, try out outlines, and make notes, ask me questions, etc. 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. Each will be graded holistically in terms of the degree of your engagement with the assignment.

### **Editing Student Papers :**

You will be required to critique two student drafts for each of our papers this semester. 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.

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. 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.

### **Uploading papers:**

Upload completed drafts and final papers in DROPBOX in the folders provided.

## **PAPERS:**

### **Format:**

This class will follow the MLA guide to papers.

### **Formatting Your Papers: ‘**

- Use either Times New Roman, Arial, Georgia, or Cambria font at 12pt
- double space
- 1 in margins
- Do NOT include a large header. Put your name at the top, the paper number and draft number, put a title centered (not bolded or underlined according to MLA style), and then start the paper. Refer to the OWL at Purdue for how to create an MLA style paper.

### **Response to Your Papers**

Since this is a 300-level course, I will not read or comment on your drafts, but will do so for the final paper you submit for a grade. My comments will be designed to help you improve on the next paper, so use the concepts therein and apply them to your next assignment. If, however, 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 in eCollege.

As often as possible, My response to your papers will mostly be in a question format in the hopes to push critical thinking about the content and writing further. Engage with my comments as though we are actually talking to one another instead of as me just talking at you. Think of them as a dialogue, since I am not in front of you. Ask me any questions you have after reviewing my comments.

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 PAPER**

You will be required to write a final paper, which will give you the opportunity to demonstrate your reading/writing skills. If you receive a 90 or above on your final draft of paper 3, you do not have to complete the final for this course.

### **POLICY ON LATE PAPERS, DRAFTS, FORUMS AND JOURNALS**

- ✓ Any grade-able item is considered late if it is submitted one minute after the due date and time. So please leave yourself enough time so even if there is a failed upload, it won't make your papers late. I don't do this to be annoying, 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 late journals or forums will receive up to 50% credit up to 24 hours after the due date. Any forum or journal submitted more than 24 hours late will receive a zero.
- ✓ Late drafts will receive no feedback from me and/or will not be placed in a peer review group—which basically means you will get no outside help in revising your paper, so be sure to get drafts in on time!
- ✓ If a draft is not submitted by the due date, no credit will be given (this factors into your overall percentage of your final semester grade). If it is short or otherwise does not meet requirements, it will receive partial credit.
- ✓ Late final papers receive 1/3 of a grade off for each day late. This means if you would have gotten a B+ on a paper, but it was turned in 48 hours later, then it would get a B-. The same applies to if a final draft is too short—be sure to meet the minimum page requirements.

### **RU Grading System:**

<b>GRADE</b>	<b>INTERPRETATION</b>	<b>POINTS</b>
A	OUTSTANDING	90-100
B+	VERY GOOD	86-89
B	GOOD	80-85
C+	AVERAGE	76-79
C	SATISFACTORY	70-75

### **GRADING RUBRIC FOR THIS COURSE:**

I pull no punches here; this is the exact rubric that I will use to grade your papers. Read it, become familiar with it and ask me any questions about it earlier in the semester rather than later so that I can clarify what these grade areas mean.

#### **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 of 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

**Point System:**

<b>ASSIGNMENT</b>	<b>AMOUNT</b>	<b>TOTAL %</b>
Forum	<b>8</b>	<b>16</b>
Journal	<b>4</b>	<b>8</b>
Final Paper 1	<b>1</b>	<b>14</b>
P1 Drafts	<b>2</b>	<b>4</b>
Final Paper 2	<b>1</b>	<b>17</b>
P2 Drafts	<b>2</b>	<b>4</b>
Final Paper 3	<b>1</b>	<b>20</b>
P3 Drafts	<b>1</b>	<b>2</b>
Final Writing Sample	<b>1</b>	<b>15</b>
<b>TOTAL</b>		<b>100</b>