

## **Writing in Employment Relations**

**Dr. Tisha Bender**

**37:575:300:01, Spring 2015**

**10.55 – 12.15 pm in Labor Education Center, room 115**

### **Contact Information:**

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Office hours: Thursday 12.15 – 1.15 pm

Office location: To Be Announced

### **Course Description and Goals:**

With a focus on Employment Relations, this course will specifically look at deep reading, critical thinking, and effective writing, and will employ peer review and revision as an essential component in creating eloquently written papers.

**This course meets core curriculum requirements in writing and communication (WCr, WCd). That means the associated core curriculum learning objectives will be assessed by the sustained level of writing competencies by the completion of this course. Specifically, students will meet the following goals:**

- Communicate complex ideas effectively, in standard written English, to a general audience.
- Respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts and revision.
- Evaluate and critically assess sources and use the conventions of attribution and citation correctly.
- Analyze and synthesize information and ideas from multiple sources to generate new insights.

### **Reading Materials:**

Information on all our Class Readings will be posted in our Sakai Course Site at [sakai.rutgers.edu](http://sakai.rutgers.edu)

### **Course Requirements:**

- Paper 1 (10%)
- Paper 2 (30%)
- Paper 3 (50%)
- Class Participation (10%)
- Online Journals
- Individual Student –Teacher Conference

- Please participate in online discussion in our Sakai Course Site at [sakai.rutgers.edu](http://sakai.rutgers.edu) *a minimum of three times per week* spread throughout the week.
- Since you are enrolled in Sakai with your Rutgers Net ID, please check your Rutgers e-mail for any announcements I might post through Sakai

#### Grading:

- You risk losing a letter grade for each week that your assignment is late.
- All assignments must be submitted in order to pass the course.

#### Policies:

- **Attendance** at all classes is expected. Four or more absences, for any reason, create a risk of failing the course. If you expect to miss class, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.
- **Online Participation:**
  - You should *participate in the online segment of the course a minimum of three times per per week*. If you do not participate online at all for an entire week, this is counted as having one absence.
  - You are required to *post responses in every Discussion Forum*, corresponding to each online learning activity. You must post a first response to the question asked, and then you need to post at least one response to a posting of one of your fellow students.
  - Participation in discussion counts for 10% of your final grade, and this will be *based on the quality of your response*, and not the quantity.
- **Timeliness of Responses:** Although the online segment is asynchronous, you should keep current by responding in each learning activity online in the same time period as your fellow students.
- **Integrity:** You are asked to review and abide by the University's Policy on Academic Integrity, which can be found online at <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>

#### Schedule: (There may be some flexibility in this schedule)

##### Week 1, Jan. 22:

- Introductions to each other and the course
- What do we mean by Work? What do we mean by Interpersonal Relationships?
- Assign Carrns, Ann, "Prying Times: Those Bawdy E-Mails Were Good for a Laugh -- Until the Ax Fell"

##### Week 2, Jan. 29:

- Discuss Carrns, Ann, "Prying Times"
- Discuss Williamson, Alistair D., "Is this the right time to come out?"
- Discuss the importance of Deep Reading, Critical Thinking and Original Interpretation

Week 3, Feb. 5:

- Meet with Julie Moscinski, Library Director of SMLR, at Douglass Library, who will discuss Information Literacy
- Discuss Shellenbarger, Sue, "Work Family Columns"
- Journal

Week 4, Feb. 12:

- Discuss Hochschild, Arlie Russell, "When Work Becomes Home and Home Becomes Work"
- Discuss Overcoming Writer's Block
- Discuss Steps of Writing Process - Brainstorming, Organizing, Writing
- Assign Paper 1

Week 5, Feb. 19:

- Peer Review Rough Draft, Paper 1
- Discuss Thesis Statements
- Discuss coherent, logical paper structure - Topic Sentences and Paragraph Structure
- Discuss the Importance of Proof Reading and Reading work Out Loud

Week 6, Feb. 26:

- Final Draft of Paper 1 Due
- Discuss Berfield, Susan, "Walmart vs. Walmart"
- Journal

Week 7, Mar. 5:

- Discuss Ehrenreich, Barbara, "Selling in Minnesota"
- Discuss MLA format, especially with regard to citation of quotations
- Assign Paper 2

Week 8, Mar. 12:

- Peer Review Paper 2
- Watch the film, *Is Walmart Good for America?*
- Discuss Writing Good Conclusions
- Journal

Week 9, Mar. 19: SPRING BREAK

Week 10, Mar. 26:

- Final Draft of Paper 2 due
- Discuss Writing Mechanics - Punctuation (with reference to Truss, Lynne, *Eats Shoots and Leaves*)
- Discuss Writing Mechanics - Pronoun Agreement

Week 11, Apr. 2:

- Discuss Writing Mechanics - Subject-Verb Agreement
- Individual Student Conferences to discuss progress with writing so far

Week 12, Apr. 9:

- Discuss Rifkin, Jeremy, “The end of work?”
- Journal

Week 13, Apr. 16:

- Discuss Rifkin, Jeremy, “A Radically Different World”
- Discuss Moving towards Eloquence and Elegance in your Writing
- Assign Paper 3

Week 14, Apr. 23:

- Peer Review of Paper 3
- Continue discussions on Rifkin's ideas about the “end of work”
- Recap on techniques for Effective Writing

Week 15, May 1: Last day of the semester

- Final Draft of Paper 3: