

**WRITING IN LABOR STUDIES & EMPLOYMENT RELATIONS**  
**37:575:300:92 Spring 2015**

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**Online Help is available 24 hours a day, 7 days a week:**  
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**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 the major qualities of good writing:

**Learning Objectives:** The following learning 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, January 20, 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 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. **You are responsible to check your Rutgers email on a regular basis and email me with questions.** I will respond to emails quickly. If you are not receiving emails from me on a regular basis, contact me immediately so we can correct the issue.

**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, above all else, is designed to be a safe learning environment for everyone in the class.

## **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.
  - With clear thesis development
  - With logic and organization
  - With appropriate tone and vocabulary
  - With accurate spelling and grammar.

## **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, unless you have made prior arrangements with the instructor. Further details about each assignment are below.

<b>Week</b>	<b>What is due...</b>
1. January 20-25	<b>Student introduction</b> – 2 pages due Friday, January 23 at 11:59pm
2. January 26-February 1	<b>Journal 1</b> – due Thursday, January 29 at 11:59pm <b>Writing sample</b> – 2 pages due Sunday, February 1 at 11:59pm

3. February 2-8	<p><b>Paper 1, Draft 1</b> – 3 pages of first draft due Thursday, February 5 at 11:59pm</p> <p><b>Forum 1</b> – participate over the course of the week, but must be completed by Friday, February 6 at 11:59pm</p> <p><b>Journal 2</b> – due Sunday, February 8 at 11:59pm</p>
4. February 9-15	<p><b>Forum 2</b> – participate over the course of the week, but must be completed by Tuesday, February 10 at 11:59pm</p> <p><b>Paper 1, Draft 2</b> – due Thursday, February 12 at 11:59pm</p> <p><b>Journal 3</b> – due Sunday, February 15 at 11:59pm</p>
5. February 16-22	<p><b>Paper 1, Final Draft</b>—due Thursday, February 19 at 11:59pm</p> <p><b>Journal 4</b> – due Sunday, February 22 at 11:59pm</p>
6. February 23 – March 1	<p><b>Journal 5</b> – due Tuesday, February 24 at 11:59pm</p> <p><b>Forum 3</b> – participate over the course of the week, but must be done by Thursday, February 26 at 11:59pm</p> <p><b>Paper 2, Draft 1</b> – 2 pages due Sunday, March 1 at 11:59pm</p>
7. March 2-8	<p><b>Forum 4</b> – participate over the course of the week, but must be done by Wednesday, March 4 at 11:59pm</p> <p><b>Journal 6</b> – due Thursday, March 5 at 11:59pm</p> <p><b>Paper 2, Draft 2</b> – due Sunday, March 8 at 11:59pm</p>
8. March 9-15	<p><b>Forum 5</b> – participate over the course of the week, but must be done by Wednesday, March 11 at 11:59pm</p> <p><b>Paper 2, Final Draft</b>—due Friday, March 13 at 11:59pm</p>
9. March 14-22	<p><b>SPRING BREAK</b></p>
10. March 23-29	<p><b>Forum 6</b>– due Thursday, March 26 at 11:59pm</p> <p><b>Paper 3, Draft 1</b> – 3 pages due Sunday, March 29 at 11:59pm</p>
11. March 30-April 5	<p><b>Forum 7</b> – participate over the course of the week, but must be done by Wednesday, April 1 at 11:59pm</p>

	<b>Journal 7</b> – due Thursday, April 2 at 11:59pm
12. April 6-12	<b>Paper 3, Final Draft</b> – due Sunday, April 12 at 11:59pm
13. April 13-19	<b>Final writing sample</b> (2.5-3 pages) due Sunday, April 19 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 participate with you in the forum, overall this venue will be for you and your peers.

There are 7 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 and grade points.

## WRITING

### Journals:

There are 7 graded journals that will take place throughout this semester. A journal is a place to 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 papers for all 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. 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 from draft 1 and draft 2. One draft of paper 1 and 2 and each final paper will receive extensive comments from me. 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 doc sharing in the folders provided.

**Labeling Uploads:** label your papers as follows:

Drafts: P1D1 Last Name, First Name  
Final: P1F Last Name, First Name

EX: P1D2 Ruttenberg, Ruth  
EX: P1F Ruttenberg, Ruth

## 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 inch 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.

### Response to Your Papers

I will make grammar suggestions and point out types of error (if there are any). Once I point out errors 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. I will raise questions and make comments throughout. 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 three-page writing sample, which will give you the opportunity to demonstrate your reading/writing skills. If you receive a 95 or above on final draft 3, you do not have to complete this final writing sample for the course.

### ABOUT GRADES

Most of the weight of the course is placed in **the journals, forums, 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 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 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:**

<b>ASSIGNMENT</b>	<b>AMOUNT</b>	<b>TOTAL %</b>
Forum	7	15
Journal	7	15
Final Paper 1	1	10
P1 Drafts	2	4
Final Paper 2	1	15
P2 Drafts	2	4
Final Paper 3	1	20
P3 Drafts	1	2
Final Writing Sample	1	15
<b>TOTAL</b>		<b>100</b>

Note: I'm here to help you be successful in this course. Please feel free to email me with any and all questions and comments. Ruth