

# Writing in Labor Studies & Employment Relations

Rutgers, the State University of New Jersey

Class Meets Asynchronously Online

Instructor: Leslie Rapparlie

**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:

By the end of this course, you should be able to:

### ***Core Curriculum: WCr or WCd***

- 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.
- Communicate effectively in modes appropriate to a discipline or area of inquiry.
- Evaluate and critically assess sources and the use of conventions of attribution and citation correctly.
- Analyze and synthesize information and ideas from multiple sources to generate new insights.

### ***Labor Studies and Employment Relations Department:***

- Make an argument using contemporary or historical evidence. (Goal 4).
- Communicate complex ideas effectively, in standard written English, to a general audience. (Goal 9).
- Communicate effectively in modes appropriate to labor & employment relations. (Goal 10).

### ***School of Management and Labor Relations:***

- Communicate effectively at a level and in modes appropriate to an entry level professional. (Goal I).

## 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,
- consider various stakeholders and viewpoints (class, gender, race, etc.) in the American workforce,
- 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

## CLASS MEETINGS:

**Class begins Tuesday, January 17.** Students should log in as soon as possible to familiarize themselves with the Canvas online platform. Most commonly, we will have regular due dates on Fridays of each week. Occasionally, due to breaks and other scheduling issues, these days may change. This document and any announcements or messages through Canvas will be your guide for due dates. It is your responsibility to keep up on 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 class and messages within Canvas at a minimum of four (4) times a week.

## COURSE COMMUNICATION:

Check that the notifications you'll be receiving in association with activities occurring in the course are delivered to the most appropriate email address.

**Review your notifications settings.** You have choices to make on the frequency you'll receive notifications in relation to a list of types of notifications that could or will be sent. In this course it is particularly important that you set notifications preferences for:

1. **Course Activities**  
Due Date  
Announcements
2. **Grading**  
**Submissions**
3. **Discussion Posts**

4. **DO NOT** turn off notifications for due dates and announcements.

Editing notifications is intuitive, however, instructions are available on the [Course Tools page](#).

If you are having technology troubles, it is *your* responsibility to reach out to me as well as IT and figure out how to fix that. I will answer all messages 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.

#### **ASSIGNMENT REQUIREMENTS AND CATEGORIES:**

**Discussion Boards (part of weekly work):** 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. Since this course takes place online, we will hold these types of conversations in threaded discussions we will call “Discussion Boards.” Though I may interact with you in the Discussion Boards, overall this venue will be for you and your peers—although I will check and grade every one of them.

There are several graded Discussion Boards throughout the semester. In order to earn maximum credit for the Discussion Board, you must **interact substantively** each time you enter the Discussion Board—just simply responding does not guarantee earning maximum points. Discussion Board responses should demonstrate critical thinking, ask questions, push your peers to be more engaged with the work, reference the texts where applicable, etc. This type of interaction is what I am looking for to demonstrate “engagement” with the subject at hand.

For each Discussion Board, you should follow directions in regards to the number of times you must interact and the minimum word count. Keep in mind that Discussion Boards 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 Board and interact with your classmates. If you miss a Discussion Board, you cannot make it up and you will lose valuable interaction with your classmates as well as grade points.

**Journals (part of weekly work):** There are several graded journals that will take place throughout this semester. Unlike discussion boards, these are private between me and you—your classmates cannot and will not see your posts. I will always check that you completed your journal and addressed the topic. I will only respond to journal entries, however, a few times 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. Again, your peers cannot see any responses that you write within your journals. Like Discussion Boards, journals will be graded holistically in terms of the degree of your engagement with the assignment.

**Peer Review:** You will be required to critique the papers of two of your peers for each of the drafts of our papers this semester—that is a total of two (2) peer reviews on two (2) occasions. 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 to the final version. You will receive comments on your final drafts from me and comments on draft 1 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.

**Drafts:** Every assigned paper will require a draft to be developed.

**Final Papers:** You will submit two final papers this semester. You will revise these papers from their draft state using feedback from your peers on your draft and, where applicable, feedback from me on your previous paper. You can meet with me anytime to discuss your draft but I will not put precise or thorough comments into Canvas—I have found over the years that one-on-one work on a paper is much better than lengthy written feedback. Additionally, there will be course work on writing skills and processing readings in each module; these are designed to also help you develop your paper.

**Point System:**

ASSIGNMENT	Percentage
Weekly Work	20
Drafts of Papers	10
Peer Reviews	10
Final Paper 1	30

Final Paper 2	30
TOTAL	100

### Rubrics in Canvas:

I pull no punches here; review the rubrics in Canvas for assignments as you draft and create your work. Then after assignment is graded, review the rubric and consider it as you complete future work.

### Late Work Policies:

- ✓ 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 will not result in your paper being submitted late. 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 Board or journal submitted after the due date will receive a zero.
- ✓ Late drafts of papers in this course will not receive credit or be placed in a peer review group (which is part of a following week's Discussion Board)—which basically means you will get no outside help in revising your paper as well as losing credit in two assignment areas, so be sure to get drafts in on time as this is a significant component of this course. Since it also requires group work and being put in a group based on a piece of software, there is just simply no room to accommodate late drafts.
- ✓ 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 full letter 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 D+. One third of a letter grade will be deducted from a final draft if it does not meet page requirements; so a B+ would be a B if it is 3.5 pages instead of 4. Papers will not be accepted if more than three (3) days late—those submissions will receive a zero (0).

### RU Grading System:

GRADE	INTERPRETATION	PERCENTAGE
A	OUTSTANDING	90-100
B+	VERY GOOD	86-89
B	GOOD	80-85
C+	AVERAGE	76-79
C	SATISFACTORY	70-75
D		60-69
F		59 and below

## SUBMITTING YOUR WORK:

**Uploading Work:** There is always a “submit” button on Canvas. For papers, it is usually toward the bottom of the page; for Discussion Boards and other work it is often at the top of the page. In general, it should be intuitive as to where to submit work. You can also access the “Course Tools” section of our “Course Essentials” for more information.

## 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 course, I will not read or comment on your drafts, but will do so for the final paper you submit for a grade in the form of a rubric. Should you be interested in further explanation or discussion beyond the rubric, I would be more than willing to discuss your paper with you and use it as a way to consider improving on the next paper—just send me a Canvas message. If I do not receive a message from you, I will assume that the rubric was enough feedback.

*Students agree that by taking this course all required papers may be subject to submission for textual similarity review to [Turnitin.com](https://www.turnitin.com) (directly or via learning management system, i.e. Sakai, Blackboard, Canvas, Moodle) for the detection of plagiarism. All submitted papers will be included as source documents in the [Turnitin.com](https://www.turnitin.com) reference database solely for the purpose of detecting plagiarism of such papers. Use of the [Turnitin.com](https://www.turnitin.com) service is subject to the Usage Policy posted on the [Turnitin.com](https://www.turnitin.com) site. **Students who do not agree should contact the course instructor immediately.***

## Accommodations:

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>.

## Important Student Resources:

If you are in need of help in the areas of (a) mental health, (b) academic coaching, and/or (c) financial assistance, please visit this website: <https://smlr.rutgers.edu/about-smlr/fall-2022-information-smlr-students>

SMLR offers several scholarship offerings, please review the opportunities at: <https://smlr.rutgers.edu/academic-programs/scholarships>

**\*\*This syllabus is a contract between instructor and student. By continuing in this course, we are both agreeing to the policies herein. Now, not later in the semester, is the time to decide if you can abide by the policies of this course.**

## COURSE SCHEDULE:

All assignments and due dates are listed week by week. All should be completed by 11:59pm on the date the assignment is due. Further details about each assignment are below and on Canvas. 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>
<b>Module 1</b>	Week 1 1/17-1/22	Read "Course Essentials" and the "Syllabus" on Canvas.  <b>Course Preparation Assignment</b> - due Friday 1/20 at 11:59pm
	Week 2 1/23-1/29	Read Chapter 1: "The Rise and Fall of Motivation 2.0" by Dan Pink Read "'Find Your Passion' is Awful Advice" by Olga Khazan Watch course videos  <b>Discussion Board 1: Identity and Purpose and Journal 1: Academic Integrity</b> - due Friday 1/27 at 11:59pm
	Week 3 1/30-2/5	Read Chapter 6: "Purpose" by Dan Pink Read "Workism is Making Americans Miserable" Watch course videos  <b>Discussion Board 2: Thinking about the Course Materials</b> - due Friday 2/3 at 11:59pm
	Week 4 2/6-2/12	Review Course materials and videos  <b>Paper 1, Draft 1</b> - due Friday 2/10 at 11:59pm
	Week 5 2/13-2/19	Review Course materials and videos  <b>Peer Review 1</b> - due Friday 2/17 at 11:59pm
	Week 6 2/20-2/26	Review Course materials and videos  <b>Journal 2: Reflection</b> - due Friday 2/24 at 11:59pm
	Week 7 2/27-3/5	Review Course materials and videos  <b>Paper 1 Final</b> - due Friday 3/3 at 11:59pm
<b>Module 2</b>	Week 8	Watch <i>Waging Change</i> by Abby Ginzberg Review course materials and videos

	3/6-3/12	<b>Discussion Board 3: Expanding the View</b> – due Friday 3/10 at 11:59pm
3/13-3/19: NO ASSIGNMENTS DUE—SPRING BREAK		
	Week 9 3/20-3/26	Review Course materials and videos  <b>Paper 2, Draft 1</b> – due Friday 3/24 at 11:59pm
	Week 10 3/27-4/2	Review Course materials and videos  <b>Peer Review 2</b> – due Friday 3/31 at 11:59pm
	Week 11 4/3-4/9	Review Course materials and videos  <b>Paper 2, Final Draft</b> – due Friday 4/7 at 11:59pm
	Week 12 4/10-4/16	<b>Discussion Board 4: Resonance</b> – due Friday 4/14 at 11:59pm
	Week 13 4/17-4/23	<b>Journal 3: Reflection</b> – due Friday 4/21 at 11:59pm
	Week 14 4/24-4/29	<b>Last Assignment</b> – due <b>WEDNESDAY</b> 4/26 at 11:59pm