

Writing in Labor Studies & Employment Relations

Rutgers, the State University of New Jersey
Class Meets Asynchronously Online

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)

Instructor Information:

Leslie Rapparlie

*Please contact me using the Inbox on Canvas to ask questions or set up Zoom meetings by appointment.

Required Materials:

- Access to our Canvas Course Shell and the course materials therein.
- Dan Pink's book *Drive: The Surprising Thing About What Motivates Us* is recommended for purchase but can also be checked out at the school or local library.

What is this Course About?

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. The course will focus on topics related to current and relevant issues in the labor studies and employment disciplines.

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 demonstrate that you've mastered the following learning outcomes:

Core Curriculum: (this course fulfills either 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, you should demonstrate an increase in their knowledge and skills in writing/revising academic essays. Specifically, you need to 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 papers and submissions,
- Use a range of sentence structures,
- Write meaningful, clear, and organized papers using strong logic
- Develop complex and complete thesis statements and revise them throughout the writing process
- Develop various writing skills such as tone, vocabulary, and spelling

Class Attendance

Since this is an online course, you are able to complete the work on your own time as long as you meet deadlines so there is no required attendance. I do know, though, that life inevitably presents you with tough choices between school commitments and personal or job-related issues. I assume you will make the choices that are best for your personal and academic situation. I also assume you want to learn and will be participating as much as you can (even if it's outside your normal set of interests); why else would you pay thousands of dollars for one course?

There are no in-person or synchronous components required to this course. All course information, lectures, readings, and associated materials can be completed on a student's schedule and as a student desires as long as specified due dates and times are met. All materials for this course can be located on Canvas.

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.

Accommodations for RU-sponsored events, military obligations, religious observances, hospitalizations, or the death of an immediate family member might be provided if you contact me immediately. For the first three situations in the above list, you must inform me of your plans and make arrangements for make-up work prior to a due date, not after it. Athletes should submit a letter from the Athletic Department outlining plans for travel prior to the date of missed work. There are no other reasons that any accommodations will be excused.

Campus closures due to weather or other issues do not impact asynchronous online courses so will have no impact on due dates or submissions. Part of being in an online class is having reliable access to the internet so all work can still be submitted on schedule, even if campus closes due to weather. Should you rely on access to campus computers to complete your work, please inform me of this at the start of the semester so we can be on the same page of what that means for you.

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.

Communication with me is best performed by sending messages using the Inbox in Canvas. This is where I look the most frequently for student communication and it separates your important inquiries from my other messages in my email so that I can reply to them sooner. Please send me messages using the Inbox. Even replies to Assignment Comments are best sent via the Inbox.

I make every effort to answer all messages within 24 hours on weekdays and within 48 hours on weekends.

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. Setting these at the start of the semester in a way that will serve you best, can set you up for success so think about this carefully.

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.

Online 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.

Coursework

Assignments for this course fall into the following categories and are weighted at the below percentages:

<u>Weekly Work</u>	20%
<u>Peer Reviews</u>	10%
<u>Draft of Papers</u>	10%
<u>Final Paper 1</u>	30%
<u>Final Paper 2</u>	30%

Evaluation

	B+	86-89	C+	76-79	D	60-69	
A	90-100	B	80-86	C	70-76	F	50-59

Explanation of Assignment 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 a draft 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.

Coursework Submission & Grading Policies

Rubrics

I pull no punches here; review the rubrics in Canvas for assignments as you draft and create your work. These are designed to tell you what is being evaluated in your submission. Please contact me if you'd like any clarity of the rubric itself. After an assignment is graded, return to the rubric and consider it as you complete future work in order to increase your knowledge and points earned.

For Weekly Work

Weekly work assignments will not be accepted late, no exceptions. I do understand, though, that life can happen and sometimes we miss an assignment and this should not negatively impact our overall course grades substantially. However, it is unreasonable for me to be the judge and jury of whose excuse for late weekly work merits an extension and whose does not. If I make choices like that, it is inevitable that someone feels like they are being treated unfairly and the classroom becomes an unwelcome place to them. In an effort to avoid this, I have a blanket policy to not accept late weekly work. As a result, the assignment will close online at the exact due date and time. It is your job to be sure you leave enough time to submit the work, even one minute late will be a zero.

Also as a blanket policy, I will offer everyone in class equal opportunity to earn back missed points near the end of the semester by submitting any of several extra credit opportunities. This is the way that any and every student will be able to earn back points for a missed assignment. Please do not email me with requests to accept late weekly work; I will just refer you back to this page of the syllabus.

For Drafts and Peer Review

Due to the nature of a peer review, no drafts papers can be submitted late. Your classmates and myself rely on receiving your work at the time you are assigned to submit in order to balance reading and providing feedback on your paper along with our other responsibilities at work and school. You must turn your work in on time. If you do not submit your draft on time, you will receive a zero and you may not receive feedback on your draft to help you revise. If you miss the submission of your draft, you should contact me as soon as possible.

For Final Papers

Final Papers will be accepted up to 72 hours late with a 10% deduction in the overall grade and will receive a zero after that time.

Assignment sheets with the requirements of each assignment throughout the term will be provided on Canvas. All work will be submitted to Canvas and not to the professor's email. Try to avoid submitting your work minutes before the due time so that you leave yourself enough time to deal with technology issues. If there is an issue with submission, you need to email me your paper and a screenshot of what you see before the due date and time in order to receive

credit—do not just email me a question of what to do, include your assignment so I can see that it was submitted on time. If you email me after the due date and time, your assignment may not be accepted and may be subject to the course submission policies.

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.

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](#) (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](#) reference database solely for the purpose of detecting plagiarism of such papers. Use of the [Turnitin.com](#) service is subject to the Usage Policy posted on the [Turnitin.com](#) site. **Students who do not agree should contact the course instructor immediately.***

Course Policy on the Use of Artificial Intelligence (AI)

As you know, Academic Integrity is incredibly important. In the world of academia, what most people have to offer are their ideas and attributing their ideas to them is important in the work that you do. If you do not do this, you are essentially stealing their work and there are serious consequences to doing this.

AI is a tool available to us all but, like any tool, you must indicate the use of it in the creation of your work, or that too is an Honor Code Violation likely under the category of cheating or fabrication or possibly plagiarism.

If you use it, cite it. Here [are some resources](#) for doing so in the citation Style for our Discipline.

To be clear, the assignments in this course and the course rubrics are my (the Professor's) Intellectual property. Uploading them into AI is not permitted and will be considered a violation of Academic Integrity.

Accommodations & Resources

Disability 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](#). 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.

Mental Health, Academic Coaching, and Financial Assistance

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](#).

SMLR offers several [scholarship offerings, please review the opportunities](#).

I am firmly committed to diversity and equality in all areas of campus life, including specifically for members of the LGBTQ community. In this class, I will work to promote an anti-discriminatory environment where everyone feels safe and welcome and that affirms people of all gender expressions and gender identities. If your name is different than what is on the class roster, please let me know. Feel free to let me know your gender pronouns over email, in class, or in office hours—whatever you prefer. I am including links below to resources that can help you with this or other issues, but if you have any questions or concerns, please do not hesitate to contact me or to reach out to Rutgers Student Affairs.

- [Scarlet Hub Name Change Page](#)
- [Trans@RU \(New Brunswick Student Affairs page\)](#)

Exceptions to Course Policies

Exceptions to the above course policies will be made at my discretion and only for **verifiable** emergencies outside of your scope of control. If for whatever reason, you are experiencing difficulty meeting the expectations of this course, you should come to me sooner rather than later to discuss your progress.

Academic Freedom

Faculty and students alike are free to express their viewpoints at appropriate times in class, including perspectives that differ from most in the Rutgers University community. Students may be exposed to views they find challenging, uncomfortable, or distressing. But, since Rutgers is a public institution, First Amendment speech protections apply. Legally, feelings of discomfort are not sufficient to restrict speech. Pedagogically, exposing people to different ideas—even challenging their most deeply held beliefs—is a feature, not a flaw, of academic life. Free inquiry is essential to a robust learning environment. Students and professors are at our best—and best able to contribute to society—when we are exposed to a wide range of challenging ideas.

Our Agreement

This syllabus is a contract between me and you. By continuing in this class, we are both agreeing to the policies and assignments laid out. The beginning of the semester, not the end, is the time to decide if you can adhere to these policies. By including this statement here, I am agreeing to this as well and will not surprise you with additional policies unless the University requires it.

As a reminder, it's important to think about class as how many points you earn, not how many points are lost. You start the class with a zero, not a one hundred. The final outcome of the course is about what you put into it, not what was taken away from you.

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.

	Week	What is due...
MODULE 1: ATTITUDES TOWARDS WORK		
Module 1	Week 1 1/20-1/23	Read “Course Essentials” and the “Syllabus” on Canvas. Course Preparation Assignment – due Friday 1/23 at 11:59pm
	Week 2 1/24-1/30	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 Discussion Board 1: Identity and Purpose and Journal 1: Academic Integrity – due Friday 1/30 at 11:59pm
	Week 3 1/31-2/6	Read Chapter 6: “Purpose” by Dan Pink Read “Workism is Making Americans Miserable” Watch course videos Discussion Board 2: Thinking about the Course Materials – due Friday 2/6 at 11:59pm
	Week 4 2/7-2/13	Paper 1, Draft 1 – due Friday 2/13 at 11:59pm
	Week 5 2/14-2/20	Review Course materials and videos Peer Review 1 – due Friday 2/20 at 11:59pm
	Week 6 2/21-2/27	Review Course materials and videos Journal 2: Reflection – due Friday 2/27 at 11:59pm
	Week 7 2/28-3/6	Paper 1 Final – due Friday 3/6 at 11:59pm
MODULE 2: IS THERE EQUALITY?		
Module	Week 8	Review Course materials and videos

2	3/7-3/13	Watch <i>Waging Change</i> by Abby Ginzberg Discussion Board 3: Expanding the View – due Friday 3/13 at 11:59pm
SPRING BREAK 3/16-3/20		
	Week 9 3/21-3/27	Review Course materials and videos Paper 2, Draft 1 – due Friday 3/27 at 11:59pm
	Week 10 3/28-4/3	Review course materials and videos Peer Review 2 – due Friday 4/3 at 11:59pm
	Week 11 4/4-4/10	Review Course materials and videos Paper 2, Final Draft – due Friday 4/10 at 11:59pm
MODULE 3: RESONANCE AND REFLECTION		
Module 3	Week 12 4/11-4/17	Discussion Board 4: Course Resonance and Business Memos – due Friday 4/17 at 11:59pm
	Week 13 4/18-4/24	Journal 3: Reflection, Part 1 – due Friday 4/24 at 11:59pm
	Week 14 4/25-5/1	Journal 4: Reflection, Part 2 – due Friday 5/1 at 11:59pm