

# **Writing in Labor Studies & Employment Relations**

Rutgers, the State University of New Jersey

Class Meets Asynchronously Online

Instructor: Hajer Hussein

Email: Message me directly on canvas

## **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:

## **COVID:**

We are all being affected by the pandemic; minor illnesses should not affect your ability to participate in an online course. If you have a serious illness that affects your ability to participate on-time, be sure to let the instructor know so accommodation can be made. The Dean of Student's office may need to be involved.

## **LEARNING OBJECTIVES:**

### ***Core Curriculum: WCR and WCD***

Communicate complex ideas effectively, in standard written English, to a general audience, and respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts and revision. (WCR)

Communicate effectively in modes appropriate to a discipline or area of inquiry; evaluate and critically assess sources and use the conventions of attribution and citation correctly; and analyze and synthesize information and ideas from multiple sources to generate new insights. (WCD)

### ***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,
- 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, January 20, 2026.** 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 Sundays 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. If you need to reach me, please send a message on canvas.

**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, is a safe learning environment and must be treated as such.

## **ASSIGNMENT REQUIREMENTS AND CATEGORIES:**

**Discussions:** 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.

**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. You will create two drafts of your work throughout the semester.

**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.

### **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 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. This 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 affects your overall percentage and your final semester grade). If it is short or otherwise does not meet requirements, it will receive partial credit.
- **Final papers will have the grade reduced at the discretion of the instructor – typically 5% (half a full grade) for each day late.**

### Course Breakdown:

Assignment	Point Value
4 Discussions At 50 Points Each	<b>200 Points</b>
2 First Drafts At 50 Points Each	<b>100 Points</b>
2 Peer Reviews At 50 Points Each	<b>100 Points</b>
2 Final Drafts At 250 Points Each	<b>500 Points</b>
1 Reflection Essay	<b>80 Points</b>
Plagiarism Material & Quiz	<b>20 Points</b>
<b>Total</b>	<b>1000 Points</b>

At the end, the final translation of points into grades depends on the judgment of the instructor – typically a B+ is 88%-89.9%, for instance, but this may vary.

### 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 unless I decide you have major writing issues that require additional drafts in order to pass the course.

*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.*

## **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>.

## **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.

### **MODULE 1**

**Week 1 (Jan. 20–25)** – Welcome to the course and Academic Integrity Quiz

Watch the academic integrity video posted in canvas.

**Complete the Academic integrity quiz in canvas, due: 1/25/26 at 11:59 pm. You will have 30 minutes to complete the quiz.**

**Week 2: Week 2 (Jan. 26 – Feb 1) – Introduction to course materials. Writing resources and paraphrasing.**

1. Watch the video: Inside Amazon's Warehouse (posted in canvas Module 1, week 2).

#### **Required Reading:**

- Kantor, Jodi, Karen Weise, Grace Ashford, and Alexander Villegas. 2021. "The Amazon That Customers Don't See. (Cover Story)." New York Times, June 15. <https://search-ebscohost-com.proxy.libraries.rutgers.edu/login.aspx?direct=true&db=aph&AN=150899804&site=ehost-live>

**Videos:** uploaded in canvas.

- PBS Frontline Video 1
- PBS Frontline Video 2

#### **Assignments:**

**Discussion 1: Getting to know one another, due 1/31/26**

**Week 3: (Feb. 2–8) – Thinking about your thesis statement. Writing introductions and Thesis Statements. Discussion 2: Thinking about the course Materials.**

**Required Readings:**

Streitfeld, David. 2021. “How Amazon Crushes Unions.” New York Times, March 21.

<https://search-ebscohost-com.proxy.libraries.rutgers.edu/login.aspx?direct=true&db=aph&AN=149403822&site=ehost-live>.

**Videos:**

- Watch the first 25 minutes of [Brothers on the Line](#).
- Watch Robert Reich video

**Optional Reading:**

- Tammy Kim, E. 2021. “Amazon Workers Are Taking Back Seattle.” New York Times, July 7. <https://search-ebscohost-com.proxy.libraries.rutgers.edu/login.aspx?direct=true&db=aph&AN=151273741&site=ehost-live>.
- 1.
- Scheiber N. Amazon Is Cracking Down on Union Organizing, Workers Say. *New York Times (Online)*. 2023. - [https://global-factiva-com.proxy.libraries.rutgers.edu/ha/default.aspx#./!/?&\\_suid=172520675172505373084715451224](https://global-factiva-com.proxy.libraries.rutgers.edu/ha/default.aspx#./!/?&_suid=172520675172505373084715451224)

**Assignments:**

**Discussion 2, due 2/7/26**

**Week 4: (Feb. 9-15) – Chicago Style Citations.**

**Required Readings:**

[OWL at Purdue page](#) retrieved from: <https://owl.purdue.edu/>

**Videos:**

Watch the Citations video uploaded in canvas: Module 1, week 4.

Assignments:

**Initial Draft for paper 1, due 2/15/26**

**Week 5: (Feb. 16-22) – Peer Review**

Videos:

Watch Student Feedback Overview video in canvas (Module 1, Week 4).

Assignments:

**Peer review 1 due, 2/22/26**

**Week 6: (Feb. 23-March 1) Writing conclusions – Finalizing paper one**

Recommended Readings:

- Conclusions article, Writing Center, University of North Carolina at Chapel Hill. Retrieved from: <https://writingcenter.unc.edu/tips-and-tools/conclusions/>
- Thesis, Topic, and Conclusion Handout (in canvas).
- Ending a Paper Handout (in canvas).

Videos:

- Watch two tutorials by Instructor Rapparlie.

Assignments:

**Paper 1 final draft due 3/1/26**

**\*\*\*Take a Break (3/2-3/8)\*\*\***

## MODULE 2

**Week 7: (March 9-15) Begin Module Two. Improving sentences and discussion 3.**

**Required Readings:**

- Read ChatGPT and Beyond: Exploring the Responsible Use of Generative AI in the Workplace (article is available for you in canvas)

Assignments:

**Discussion 3: Due 3/14/26**

**\*\*\* Spring Break: March 16-22\*\*\***

**Week 8 (March 23–29) Thinking about race, diversity & inclusion**

- **Intersectionality in Organizations: Why ‘Bringing Your Whole Self to Work’ is Not Sufficient** (Retrieved from <https://dalberg.com/our-ideas/intersectionality-in-organizations-why-bringing-your-whole-self-to-work-is-not-sufficient/>)
- Five Ways Intersectionality affects Diversity and inclusion at work. *World Economic Forum*. Retrieved from: <https://www.weforum.org/agenda/2020/07/diversity-inclusion-equality-intersectionality/>
- Hawkins, Stacy. “What the Supreme Court’s Diversity Doctrine Means for Workplace Diversity Efforts.” *ABA Journal of Labor & Employment Law* 33, no. 2 (2018): 139–62. <https://www.jstor.org/stable/26732839>. - <https://www.jstor-org.proxy.libraries.rutgers.edu/stable/26732839?sid=primo?sid=primo>

Videos

- Watch Dr. Camara Jones Ted Talk: “Allegories on race and racism.” <https://youtu.be/GNhcY6fTyBM>
- Watch Introduction to Theory of Literature Lecture by Professor Paul Fry, Yale Professor, watch only from: 13:20 to 14:50.
- Watch Instructor Rapparlie’s tutorial on Quoting, Paraphrasing, and Summarizing.

## **Week 9 (March 30–April 5) – expanding our ideas and discussion 4**

Required Readings:

- Read Guide to integrating quotations.
- Read Quoting, Paraphrasing, and Summarizing.
- Read Race, ethnicity, and the American labor market: What's at work? RM Spalter-Roth, TA Lowenthal - 2005 – ASA.
- Colorblind Diversity Efforts Don't Work. J. Emerson-Harvard Business Review, 9/2017.
- Read: Doane, Ashley (“Woody”). 2017. “Beyond Color-Blindness: (Re) Theorizing Racial Ideology.” Sociological Perspectives 60 (5): 975–91.  
doi:10.1177/0731121417719697

Assignments:

**Discussion 4, due 4/4/26**

## **Week 10 (April 6–12) – The Writing Process: drafting paper 2**

Required Readings:

- How to write and Argument Infographic.

Videos:

- Watch Instructor Rapparlie’s Video about the Writing Process.
- Listen to audio about infographic.

Assignments:

**Paper 2, Draft 1, due 4/12/26**

## **Week 11: (April 13-19) Revising Paper 2 & Peer Review**

Required Readings:

- Read Student Guide to Peer Assessment Infographic.

Videos:

- Listen to Audio from Instructor Rapparlie.

Assignments:

**Peer Review 2, due 4/19/26**

## **Week 12: (April 20-26) Finalizing Paper 2**

Assignments:

**Paper 2 final draft, due 4/26/26**

## **Week 13: (April 27–May 3) Reflecting on Writing**

Assignments:

**Reflection Post, due 5/3/26**