COURSE DESCRIPTION

This course provides the framework for students to understand the decision making processes and related strategies followed by any organization seeking growth AFTER they have been in operations for some time. Major objectives are for students to learn how to assess current conditions and develop a path of realistic growth in young ventures.

To achieve its objective, this course includes an overview of growing a small business including a discussion of leadership, strategy, marketing, finance, operations, human resources, supplier management, facilities, banking, legal, and regulatory considerations. These topics are integrated and presented in the context of a small business environment. We will use concepts from a book titled **PATTERNS OF ENTREPRENEURSHIP MANAGEMENT**.

Although many topics in this course are similar to the intro to entrepreneur class taught in the Rutgers Business School the emphasis is different. For example, all intro students typically have a legal session that is focused around business organization including IP protection, and initial incorporation. In Managing Growing Ventures (MGV), a legal session is also held but the topics are focused on areas such as transaction terms and conditions, and reviewing mistakes that young companies always seem to make such as classification of contractors vs full time employees, or hiring and firing dos and don’ts.

COURSE MATERIALS

**PATTERNS OF ENTREPRENEURSHIP MANAGEMENT**

4th edition, paperback or eText

By Jack M. Kaplan & Anthony C. Warren

Wiley editors

Additional Articles, Chapters and Case Studies will be provided by Professor Osorio as needed

In addition to the ‘official’ textbook for this class, reading materials for the course will be available as an electronic reading via the class website and or email. You will also be expected to read a newspaper of your choice regularly and be prepared to discuss current events in class. Many newspapers can be accessed on-line so there is no need to subscribe to any particular paper.
CLASS OBJECTIVES

By the end of the course
1. You will understand what growth is, and how it is different from achieving efficiency.
2. You will be able to act upon growth
   - identify situations/opportunities for growth
   - write a growth plan to address opportunities/situation through a doable path
   - execute growth.
3. You will have a better understand of the role of the Manager of a Growing Venture.
4. You will acquire basic skills to work as part of a team.

This course is for students who exhibit a high degree of self-direction and significant interest in entrepreneurship, and/or economic development. Students will be challenged to work individually and in teams on projects, reports, and research at the intersection of business, community development, urban policy, and socioeconomic development always taking the role of the manager on the ground sizing opportunities to achieve growth.

General Objectives
The purpose of this course is to explore the many dimensions venture growth (e.g., new products, new markets, new consumers) through

1. the exploration of a venture capabilities,
2. the use of action research methods, and
3. the development and completion of a growth plan

The location of the course as an immerse case study provides a unique opportunity to have the venture become a laboratory for student education in the areas of socioeconomic growth. Students in this course will develop plans for venture to growth suited to leverage current capabilities of the venture and to develop new ones.

Practical Objectives

- To become familiar with techniques and frameworks to assess growth opportunities.
- To develop the skills to craft action plans to achieve growth.
- To enable participants to identify topics and areas of interest for their future life as professionals.
- To learn to use technology (i.e. web-search, databases) to “see” the world from multiple “perspectives” in multiple ways (e.g., citizen, customer, manager, owner, vendor).
- To provide an opportunity for participants to develop effective managerial skills:
  - written communications skills (i.e. memos, proposals, reports).
  - presentation skills (i.e. presentations, discussions, interviews).
  - team work skills (i.e., team member, team leader).

Class Driven Objectives

- Identify plausible growth ideas and to learn to express them o Distinguish between efficiencies (i.e., doing it better) and growth (i.e., doing more).
  - Asses current venture’s status
  - Plan for growth (e.g., scale, new products, new markets, new territories)
- Learn to use financial tools to achieve growth o Financial Statements o Pricing Strategies o Financing methods
- Learn to use Technology to plan and execute growth o Research plans o Social media o Marketing analytics
- Learn to identify the venture’s current and future markets
- Learn the basic legal issues associated with growth
Learn to identify and manage the resources needed to achieve growth: o Financial o Social Capital o Knowledge
Learn to write a basic growth plan including all elements – e.g., brief description of the idea, vision, mission, purpose, goals, legal structure, organizational structure, brief description of operations, basic business model, and necessary attachments
Learn to present a growth plan to possible partners and investors
Learn to evaluate if a growth plan was developed thru substantive due diligent work.

CLASS ORGANIZATION & ADMINISTRATION

Course Framework:
Running a small business requires managing a diverse set of activities with limited resources and support. This course will provide an overview of these activities in the context of growth strategies. We review basic, key elements of the various business functions (e.g., marketing, HR, legal). We also review business practices and business plans to evaluate what steps to take to grow a venture. You hopefully have taken Intro to Entrepreneurship prior to this course. Nevertheless there will be one review session, at the beginning of the semester, to cover the basic concepts of Entrepreneurship so to provide a minimum foundation for everyone in class. Please DO NOT assume this quick review can serve as a substitute for the Intro to Entrepreneurship course outside of this class.

Methods of Instruction:
The main method of instruction in this course is an immerse case study. An immerse case study is case study where participants are “immersed/injected” into a real organization so they can study and solve, from the inside, concrete real life problems using the tools discussed in class. In Managing Growing Ventures (MGV), the immerse case study focus on the growth related issues of a small venture. The goals of MGV’s immerse case study are not to be confused with the goals of the entrepreneurship practicum offered in the Rutgers Business School as the practicum focuses on regular business operations (i.e., business practices and business optimization), and not business growth. The immerse case study in the MGV course will be complemented with several other methods of instruction including: lectures, videos, discussions of real world examples, business cases, guest speakers, and small practice projects. Students are also expected to do independent in-depth research to help them solve the problems.

All the business details in the immerse case study are confidential. Material distributed as part of the class in this course is intended for use solely within the course, and is not for distribution outside the course.

Guess Speakers
All guest speakers are in the process of being confirmed. Most of them have spoken previously in prior sessions and have indicated their desire to continuing their support to this class, however business responsibilities or similar might necessitate changing of speaking dates or in some select cases use of an alternative speaker.

Guest speakers can range from small business owners, operators of divisions for large companies, and industry experts. Please ask them questions that relate to topics we discuss in class.

Guest speakers typically participate for the length of the session and may remain after class to network with the students. Some of these speakers are other members of the Rutgers community who have expertise on select topics and others are invited from local business ventures.
Interaction with these external speakers is important not only to the students and the program but to the image of the University. Some students in prior sessions and related entrepreneurship courses have secured mentors or job assistance from these volunteers. Students are strongly encouraged to leverage the opportunity.

Class Discussions
This is an interactive course and there will be as much learning from each other, especially those with work experience, as the instructor. The tone of Lectures will not only insure that key points of weekly assignments are understood, but also to share opinions, real world examples, and open discussion led by lecturer and contributed to by students and guest speakers. Students should expect that they will be asked to participate interactively and participation will be an integral part of their grade. Students need to be prepared to comment on readings each session.

_The instructor will be a devil’s advocate throughout the semester._ In the business world there are frequently no one size fits all answers, no absolute right or wrong solutions, and healthy debate of contrarian opinions will be common. Respect for others, and the ability to articulate and justify ones position will be closely observed. In particular, as students present their proposed business, historically, there has been no shortage of opinions from student peers. Such discussion is an important component of the course. As to weekly reading, the lecturer’s personal view is that he is present to supplement the readings, clarify questions but not repeat what the student was asked to read and absorb.

During the semester, you will be asked to support your comments with strong solid data from reputable sources. In the business world, a wrong decision may mean the loss of the livelihood of many –or at least yours! Hence, you need to learn how to do research to make informed arguments and decisions –and to accept the outcome of the research even when your personal guess may suggests otherwise.

Presentations
This course has presentations and a semester end project or report. Students should expect that they or a representative from their team will be presenting numerous times during the semester. In prior sessions, the ability to present in a constructive environment and practice that skill has proven to be a benefit for many students.

Since students frequently present, their efforts are open for all to see. Arguments might be challenged by the Professor, the Class, and Guests. Students need to be accepting of both praise and constructive criticism in a public setting. Also, be ready to have evidence on hand to support your ideas.

Disclaimer
Neither I nor the University are responsible for changes on external websites. Also, neither I nor the University endorse any products, concepts, or commercial ads on the external links which are used as part of the class. Thus, if at any time you find that a website has published any inappropriate materials, please notify me immediately. This is also true about any product or service discussed by any of the speakers as well as any information provided as part of their presentation.

**COURSE FORMAT**

- _The class is writing intensive_
- The class will be conducted in a laboratory format, with participants expected to play an active role in discussing the assigned readings.
- Course meets twice per week for 1.5 hours each time in seminar format
- Early in the semester there are more individual reading and discussion to provide foundation for addressing entrepreneurial issues. Later in the semester there is less reading and more
involvement in tasks related to team’s final project: a venture implementation plan (e.g., business proposal).

- Textbook, article, or case study required readings are to be done before arriving at the class. Required readings are essential for understanding the topic for each week.

IMMERSE CASE STUDY
The class participants will be divided in teams to work as external consultants to a real local venture. You MUST be professional and responsible for your recommendations. You also need to be responsive in your dealings with your teammates as well as to the business owner. **Material used as part of the class is intended for use solely within the course, and is not for distribution outside the course.**

CLASS GUIDELINES
You are responsible for your own learning.

You can expect me to be prepared and ready to work each class. I will expect you to be prepared and ready to work each class including being prepared to be called upon to discuss assignments and comment on assigned readings. You are responsible for all assignments and class discussions even if you are absent.

Quality class participation is a significant part of the class’s learning process. Asking good and thought provoking questions is one way of quality participation. You should never hesitate to comment because you are concerned that you are wrong or unsure of your opinion. We all are wrong sometimes. Many of the questions that will be posed in class will be based upon the readings, the cases and the pre-work. Be prepared to comment upon your writings.

Please agree to listen to each other, not necessarily agree, but listen. Try not to interrupt. My role is somewhat different than yours. I will listen, but I also take responsibility for moving the process and the class along. Therefore, I might interrupt a discussion in order to move the class on.

Your attendance affects my evaluation of your class participation (See Attendance & Participation Policy). Any student may, subsequent to Week 10, request –via email– an informal review of my evaluation of their class participation

ATTENDANCE
Each student is expected to attend *every* class. Many of the benefits will be obtained in the materials presented and discussed in class as well as the conversation with your colleagues and project team. Although lecture materials will be posted, this is not a substitute for attendance. Failure to attend class will impact grades. Please notify the instructor in advance if you will not attend.

I will regularly circulate an attendance sheet at the beginning of class, which you should sign. If you are more than 15 minutes late to class, you will be marked absent for the day. Signing the attendance sheet for others is considered academic dishonesty. You are allowed two (2) unexcused absences without any penalty. After that, you lose ½ point from your Attendance & Participation grade for each unexcused absence. To excuse an absence you will need to present solid and valid documentation (e.g., doctor’s note, jury duty summon, supervisor note). **Absence or tardiness due to parking issues is NOT a valid justification.**

The following actions are also considered as an absence and you will be marked as missing class, even if you are in the room:

a) If you are in the classroom but you are texting, or on Facebook, or Tweeting, or sleeping or alike you will be marked as absent.
b) If you are in the classroom at the beginning of the session but leave earlier without a good reason and not letting me know about it ahead of the class you will be recorded as absent and with no participation –even if you make a point of participating before leaving the room.

c) If you are in the room but you continue to enter and leave repeatedly without notifying me ahead and a good reason for doing you will be marked as absent and with no participation -even if you make a point to participate every time that you come into the room.

d) If you are to work in team projects and there is not 1-single copy of the material for the team to work EVERYONE in the team will be marked as absent, even if one of the team members runs out to make copies or print outs.

e) If there is a reading assigned, and are asked a question about the reading and you did not read it you will be marked as absent.

**Missing class on speaker’s day counts as a DOUBLE absence.**

**PARTICIPATION**

Since, if you are not in class, you are not participating Attendance & Participation, together, will constitute 10% of your grade. This is, you may not have one without the other. Thus you may not “catch on” on participation by participating more if you missed classes.

Many of the benefits of the class will be obtained in the classroom discussions that take place. A student’s absence not only deprives them of the benefits of class discussion, but it also deprives the rest of the class of their participation.

**HOMEWORK POLICY**

Homework is due on the appointed date as per the class schedule. **Missing class is not justification to miss homework.** If there is a homework assigned on a day that you will be absent the homework will still be due on that day regardless. Late submissions will be accepted but 1 point will be discounted for every day that the homework is late. If the homework is late more than 1 week the homework will no-longer be graded YET must be submitted otherwise there will be negative points penalty.

**All homework must be submitted via Blackboard BEFORE the class when it is due.** Submissions after the class has been started, or after the class –even when submissions are done on the due date- will be considered as submitted 1 day late and will have 1 point deduction. It is your responsibility to ensure that homework is on time. The official submission time will be the Blackboard time stamp.

**Individuals Assignments**

Each student will work individually in each one of the individual assignments. All the work is expected to be done by the students him/herself. Each assignment has its own due date and will run into the late policies as described above after if submitted after the corresponding due date. If you know that you are going to miss a class where an assignment is due, you must submit the assignment ahead of the class. It is the responsibility of the student to ensure that the assignment is submitted on time, in the right format, and trough the correct channel. **Student MUST complete all individual assignments to fulfill the individual assignments requirement.**

**Team Assignments**

One of the goals of the class is for you to learn to work in teams thus I will help you to do so. To aid you to achieve this objective, the class is framed around your work in a team developing plan to implement your own venture.

Each student will work as part of a team of colleagues. Each team will consist of 4-5 members –this may be modified depending on the course enrollment and proposed project by each team. The project will be presented at the end of the term. **Projects are real venture owners pursuing growth. Teams MUST**
complete all assignments to fulfill the team assignments requirement. Assignments are sequential; teams MAY NOT proceed to the next assignment unless they have completed—and get the ok—on the preceding task. Students must work diligently to be on time to ensure a successful semester.

**Team assignments will be submitted only one per team via Blackboard.** It is the full team responsibility to be sure that there is one submission on time. Multiple submissions by several team members indicate your lack of teamwork and as such will be penalized with 1 point for every unnecessary extra copy that it is submitted. **In addition to the digital submission every team member must have in class one paper copy of the assignment so you can work.** If you do not have your copy then you are not participating in class and you will have an absence for that day.

The teamwork requires you to be prepared and ready to have a constructive conversation every week with the rest of the members of your team. As this is a learning process, you will have feedback to help you improve from your team members. How you learn to use this feedback, and how you provide feedback, is part of your class evaluation. Your progress will be part of your “Attendance, Class Participation, Class Discussion, Teamwork.” You will fill a team evaluation form at the end of the semester. This form will serve me to assess your final team performance will be used to determine your contribution to your final proposal. Nevertheless, do not let this to be your only feedback to me and your teammates about the teamwork. Talk to each other during the semester and let me know as soon as there is a problem so we can avoid a crisis.

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**FINAL GRADE ASSIGNMENT**

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<thead>
<tr>
<th>Description</th>
<th>Ind</th>
<th>Team</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Ind Hw-1: Essay – Start up vs Growth (Mandatory)</td>
<td></td>
<td>20-Pts</td>
<td></td>
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<tr>
<td>Ind Hw-2: Essay – Choose one of the two (Choose 1)</td>
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<td></td>
<td></td>
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<tr>
<td>a) Financial Tools</td>
<td></td>
<td>10-Pts</td>
<td></td>
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<tr>
<td>b) Funding Options</td>
<td></td>
<td></td>
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<tr>
<td>Ind Hw-3: Essay – Growth Plan (Mandatory)</td>
<td></td>
<td>10-Pts</td>
<td></td>
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<tr>
<td>Ind Hw-4: Survey – Team Performance (Mandatory) P/F</td>
<td></td>
<td>0-Pts</td>
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<tr>
<td>Attendance &amp; Class Participation</td>
<td></td>
<td>10-Pts</td>
<td></td>
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<tr>
<td>Team Hw-1: Report – Diagnostic Growth Needs (Mandatory)</td>
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<tr>
<td>Team Hw-2: Report – Team’s Report Structure &amp; Considerations (Mandatory) P/F</td>
<td></td>
<td>0-Pts</td>
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<tr>
<td>Team Hw-3: Report – Growth Plan Draft (Mandatory)</td>
<td></td>
<td>10-Pts</td>
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<td>Team Hw-4: Presentation # 1 – Initial Findings &amp; Growth Ideas (Mandatory)</td>
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<td>5-Pts</td>
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<td>Team Hw-5: Report – Growth Plan Final (Mandatory)</td>
<td></td>
<td>20-Pts</td>
<td></td>
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<tr>
<td>Team Hw-6: Presentation # 2 – Final Report</td>
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<td>5 Pts</td>
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<tr>
<td>Sub Total</td>
<td>50-Pts</td>
<td>50-Pts</td>
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<tr>
<td>Total</td>
<td></td>
<td>100-Pts</td>
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<tr>
<td>Extra Credit</td>
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<td>5-Pts</td>
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There is no curve in this class nor a “pre-set” grade distribution. Grades are assigned based on the total number of points that each student earns during the semester. Grading for the term is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Points</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92</td>
<td>100</td>
</tr>
<tr>
<td>B+</td>
<td>90</td>
<td>&lt;92</td>
</tr>
<tr>
<td>B</td>
<td>82</td>
<td>&lt;90</td>
</tr>
<tr>
<td>C+</td>
<td>80</td>
<td>&lt;82</td>
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<tr>
<td>C</td>
<td>72</td>
<td>&lt;80</td>
</tr>
<tr>
<td>D</td>
<td>60</td>
<td>&lt;72</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

Take advantage of all the extra-credits as those are your only way to get extra-points to raise your grade. I do not do extra-work, special projects or alike. I also do not do “round ups.” If the grade is “92.9” the final grade is still “92” (i.e., B+) and not “93” (A). Likewise if your final grade is “59.9” you are still at “59” (F) and not “60” (D).

Assignments

There are two kinds of assignments during the semester; individual and team assignments. Both types of assignments evaluate individual learning. Individual assignments are design to assess your individual learning of theory. Team assignments are set to help your ability to do collaborative learning. Thus, team assignments also require the theory plus your ability to work with others to use that theory in practical ways.

Individual assignments include:

- Ind Hw-1: Essay – Start up vs Growth (Mandatory) 20-Pts
- Ind Hw-2: Essay – Choose one of the two (Choice 1) 10-Pts o Financial Tools o Funding Options
- Ind Hw-3: Essay – Growth Plan (Mandatory) 10-Pts
- Ind Hw-4: Survey – Team Performance (Mandatory) P/F

Team assignments are:

- Team Hw-1: Report – Diagnostic Growth Needs (Mandatory) 10-Pts
- Team Hw-2: Report – Team’s Report Structure & Considerations (Mandatory) P/F
- Team Hw-3: Report – Growth Plan Draft (Mandatory) 10-Pts
- Team Hw-4: Presentation # 1 – Initial Findings & Growth Ideas (Mandatory) 5-Pts
- Team Hw-5: Report – Growth Plan Final (Mandatory) 20-Pts
- Team Hw-6: Presentation # 2 – Final Report 5 Pts

Pass/Fail assignments will be re-submitted until passed. **You may not move forward until you pass that assignment.** Assignments with points will only be submitted once for grading. See Schedule for details and dates on the assignments.

All assignments are due as marked on the assignment description and instructions. If there is confusion on dates the earliest date will prevail.
Quizzes
At this time there are no quizzes schedule for this class. **Yet if a substantial number of students is not doing the readings and/or participating in class I reserve the right to have quizzes or a final exam.**

If quizzes are implemented, then quizzes will count either as class participation and/or extra credits. If you are not in class at the time of the quiz you will automatically core zero points and there will be NO makeovers.

Your careful reading of the assigned cases or articles should be ample preparation for each quiz.

Revision of Grades
I do understand that there is a chance that I may not have graded you properly. If you need me to review your work I will re-grade the whole assignment. Thus your grade may go down, (if I over graded you), stay the same (if in overall I grade you properly) or may go up (if I under-grade you). Please take this into account if asking for a revision as I cannot guarantee that grades will go up or stay the same as a result of the re-grading. Arguments such as “So-and-so wrote the
Same and got more points” will require showing the other person’s original work as evidence. If I made a mistake and under-grade you I will correct your points. Likewise, if I over-graded the other person I will use that opportunity to correct that work to its proper grade also.

**Extra Credit Assignment(s)**

This class has 5% of extra credits (5-Pts). Extra credits will be announced in class without warning. You will need to be in class the day of the announcement to be eligible to do it. The assignment(s) needs to be submitted on due time to be accepted. I will NOT accept any late submissions for extra credit assignments nor will I accept substitutions if the extra credit assignment is missed. Missing the assignment deadlines may result on missing the whole extra credit assignment. I STRONGLY advise you to take the extra credits as their appear as there are no end of the semester last minute extra-credit opportunities.
Entrepreneurship (29:382:303)

COURSE SCHEDULE

Venture’s growth is a story of purposefully combining and managing different forms of capital with opportunities, innovation, and networks to take advantage of social and economic opportunities. In this course, I will be your guide to exploring these aspects of the most interesting part of this topic; the socioeconomic processes that sustain ventures. Together we will explore the following topic areas:

PART ONE: START UP DECISIONS (Week # 1-2)
• Startup process
• Startup Decisions

PART TWO: WHAT IS GROWTH / GROWING? (Week # 3-4)
• Efficiency vs Growth
• Operations Management
• Diagnostic of Growth

PART THREE: FINANCING GROWTH (Week # 5-7)
• Financial Tools
• Pricing
• Financing

PART FOUR: COORDINATING GROWTH (Week # 9-12)
• Organizational Development
• Growth plan
• HR
• Marketing & Social Media

PART FIVE MAKING A PLAN, PRESENTING A PLAN (Week # 14-16)
□Growth Plan Analysis

Academic Integrity

All students are expected to know, understand and live up to the standards of academic integrity explained at http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers

At Rutgers Business School, we must ensure that our students have a solid foundation that is grounded in integrity and respect for basic ethical principles. Rutgers University, in conjunction with RBS, has established an Honor Code that includes this pledge:

“I pledge, on my honor, that I have neither received nor given any unauthorized assistance on this examination (assignment).”

In the future, students may be required to write and sign the Honor Pledge on every major paper, examination and assignment. This Honor Pledge will not displace, modify or amend the standards and procedures set forth in the Rutgers University Code of Student Conduct,
http://judicialaffairs.rutgers.edu/university-code-of-student-conduct, but simply suggest a higher set of standards to which RBS students adhere.

Plagiarism
Please cite all your sources and be sure that the presented work is your own work. The university policies on plagiarism are very strict and will be enforced in this class. See link above in academic integrity. All submitted work is expected to be your own original work – I do not tolerate plagiarisms. If you use material from other sources you must use the proper cites – fabrication of cites is a violation of academic integrity.

Also, if you deny others access to information or material it is a breach of academic integrity too.

Disabilities & Special 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

Bottom line, if you require any kind of special accommodations you must contact your disabilities coordinator to provide documentation of your disability and to complete the appropriate paperwork. The Coordinator will generate a Letter of Accommodation (LOA) which documents what accommodations have been granted. It is your responsibility to promptly collect this letter and to present it to me. Without this letter there is not much that I can do to accommodate you as I am not qualified to assess your needs.

GUIDELINES FOR COMMUNICATIONS
If you need to reach me outside the classroom E-mail or a posting are a quick and efficient ways to communicate with me whether is about feedback you have received on an assignment, or to ask a question about an ongoing exercise. I also do office hours as schedule or if needed we can set a different time to meet. Just stopping by my office outside of office hours, even if I am in, it is not a guarantee of getting a chance to talk as I may have other appointments or issues to deal at that time.

Email
If you need to reach me outside the classroom email is the prefer method of communication with me. It can be used to ask clarifications, exchange files, request appointments, follow up topics from class, etc. I sent all class communications via Blackboard email system. It is your responsibility to make sure that you can access those communications. I have as a policy to answers emails within 24 hours or sooner. I take exception to this response time over the weekends and holidays. While I am often online at night working do not always expect an immediate answer as I often turn of my email to concentrate.
Clean Out Your Rutgers Inbox. If you have your Rutgers e-mail forwarded to another e-mail address, make sure to periodically clean out your Rutgers e-mail inbox. After a short while, email messages will continue to pile up in your inbox, and anyone sending you an e-mail will receive a “User Quota Exceeded” message in return.

**I only use blackboard email account**

If you do not have a Rutgers account, you should visit the website at [https://netid.rutgers.edu/](https://netid.rutgers.edu/).

If you prefer to use another account instead of your Rutgers account is your responsibility to arrange for all your Rutgers email to be forwarded to the appropriate address. Instructions are at [https://netid.rutgers.edu/](https://netid.rutgers.edu/).

As a net-etiquette, keep in mind the following points:

- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission –10 Mb is the maximum that the system can hold. Try to do less –much less- than that.
- Respect the privacy of other class members

**Discussion Groups**

During the semester you will be engaged as a participant in many discussions which are part of your learning experience and your final grade. While participating in these forums, please keep in mind the following etiquette:

- Read all the material before coming to class. Be sure to be an informed conversant before entering the discussion. Be a lurker then a discussant.
- Try to maintain threads rather starting a new topic. This is; keep the track of the conversation.
- Do not make insulting or inflammatory statements to other members. Be respectful of other’s ideas.
- Be patient and listen the comments of other group members thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

**Blackboard**

Blackboard (Bb) will be used for class announcements, written assignments and group discussions. Please follow instructions for using Blackboard on the last page this syllabus. The blackboard site is [https://blackboard.newark.rutgers.edu/webapps/portal/frameset.jsp](https://blackboard.newark.rutgers.edu/webapps/portal/frameset.jsp)

In order to access Blackboard, you must have a NetID and be officially registered for classes. If you have not created a NetID yet, you can do so online at [http://oit.rutgers.edu/accounts](http://oit.rutgers.edu/accounts) by selecting your campus (Pegasus-students, Andromeda-faculty and staff).

If you have forgotten your password, you will need to contact the Help Desk

Camden: 856-225-6274 or [help@camden.rutgers.edu](mailto:help@camden.rutgers.edu)
Newark: 973-353-5083 or help@newark.rutgers.edu

New Brunswick: 732-445-HELP or help@nbcs.rutgers.edu

Additionally an Online Students' Guide is available from within your course by first selecting Tools from the left navigation menu and then selecting Manual. Blackboard also provides additional resources at https://support.blackboard.com/s/student/as/as.htm

NOTE: Student access to courses in Blackboard is pulled from existing University systems such as the Registrar or Business Office. The primary Blackboard support for students is provided by Newark Computing Services (Hill Hall 109), (973) 353 – 5083 help@newark.rutgers.edu) If a recent change has been made to your account (recently paid or registered) it may take 24-48 hours for these systems to update before access will be available to you in Blackboard. If you have contacted these three offices and you are still having trouble, you should contact the RBS helpdesk for guidance helpdesk@business.rutgers.edu.