

International Business
Course Number: 22:553:621
Course Title: Global Management Strategy

COURSE DESCRIPTION

This course aims to prepare students to manage firms in an ever-changing global business environment. Changes in the business environment tend to surface on a variety of fronts – political, economic, technological, cultural, and industry-specific. For example, on the technological front, the rise of platforms and artificial intelligence is creating new strategic challenges and opportunities for business managers. Similarly, changes in the political domain require managers to restructure and realign their global value chain activities. For example, the US-China trade war has major implications for firms in the US and China.

Britain's exit from the European Union affects the strategies of numerous firms in Europe and around the world that have supply chain activities spread out globally. In other words, as firms increasingly engage in an ever-changing global business environment, they confront an array of decisions regarding entry into or exit from geographic markets, location of manufacturing or marketing facilities, organization of supply-chain activities globally, creation of competitive advantage, harnessing innovation for growth, and leadership in the global arena. The purpose of this course is to prepare students for managing firms effectively in today's interconnected, ever- changing global business environment.

COURSE MATERIALS

- (1) Classroom Lectures and Discussions
- (2) Articles, Cases and Selected Textbook Pages (some posted on Canvas)
- (3) Textbook *International management: Culture, Strategy and Behavior* by Charles Fred Luthans & Jonathan Doh, McGraw Hill, 11th edition, 2021. ISBN10: 126026047X
ISBN13: 9781260260472

Other Recommended Readings (for keeping up with relevant current affairs): The Economist, Wall Street Journal, World News, Financial Times, New York Times, Foreign Affairs Magazine.

TECHNOLOGY

CANVAS Access: Check CANVAS (canvas.rutgers.edu) and your official Rutgers email account regularly. Announcements, assignments, and class slides will be posted on the course CANVAS site. We will use CANVAS ZOOM for synchronous online class sessions. All students are responsible for obtaining a suitable computer/laptop with adequate software/microphone/video camera to attend and participate in all classes, take online exams, as well as deliver group presentations. A student can contact the Canvas Help Desk directly at help@canvas.rutgers.edu or by phone at (877) 361-1134.

Student Expectations:

In this course you will be expected to complete a number of tasks including:

- downloading and uploading documents to the LMS
- accessing documents online
- viewing online videos
- completing quizzes/proctored tests online
- participating in synchronous online discussions
- using Grammarly prior to submissions

LEARNING GOALS AND OBJECTIVES

This course is designed to help students develop the skills and knowledge necessary to succeed in a global and diverse business environment. Students who successfully complete this course will demonstrate:

- (1) An understanding of the diversity of economic, legal, political, and social structures.
- (2) An understanding of the impact of cultural and demographic diversity on business interactions.
- (3) An understanding of the skills and practices used by leaders/managers to effectively lead and manage in a global business environment.
- (4) An understanding of the skills and practices used by leaders/managers to foster ethical, diverse, inclusive, and socially responsible organizations.
- (5) An ability to construct clear, concise, and convincing written business communication.
- (6) An ability to construct and deliver clear, concise, and convincing oral communication

Students develop the above-mentioned skills and acquire the knowledge necessary to succeed in a global and diverse business environment through carefully designed course activities and assignments. The course textbook and lectures help students gain an understanding of the diversity of economic, legal, political and social systems around the globe and the implications on business. The readings and lectures also help develop an understanding of the skills and practices used by managers to build and run socially responsible organizations. The final case project topics have been chosen to allow students to develop an understanding of the problems that managers face in a global business environment. These assignments allow students to apply the concepts learned throughout the course to solve problems facing firms in a global environment. Case

studies in textbook help students in developing an ability to construct clear, concise and convincing written business communication. Lastly, students develop an ability to construct and deliver clear, concise, and convincing oral communication through class discussions and a final project presentation.

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>).

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

COURSE PERFORMANCE EVALUATION

Your performance for this class will be based on the following elements:

Class Participation	15%
Case Analysis	25%
Midterm Exam	25%
In Class Article/Case Presentations	15%
Group Project	20%
Total	100%

There are no extra credit points available in this course.

Class Participation (15% of grade):

Students are expected to come prepared to contribute to every class. Preparation includes reading the assigned material and preparing required assignments. Participation requires timely attendance for all classes, preparing for class by carefully doing required reading, and contributing to class discussion in a constructive, relevant, and respectful manner. Students may be randomly called upon to discuss an assigned topic during class. Also, before each class, I will randomly pick students and ask questions from previous class. I will challenge your answers, views and comments. I will do this in order to build strength in the students’ thinking and reinforce the practices of a learning organization such as challenging assumptions and identifying mental models. At times, students may feel attacked, but please realize that there is logic to the methodology and this process will create confidence in the student in preparation for exercising global leadership.

Class participation will be graded at the end of the semester.

In-class Article (15% of grade):

This assignment is designed to expose students to material beyond the required readings, particularly empirical work in Global Business (GB), and to support development of skill in critically analyzing and effectively communicating recent GB research and its implications. The objectives of this assignment are: 1) to encourage students to develop skill in summarizing issues in theory and research, 2) to foster interdependent learning in the course, 3) to cover additional material, in particular empirical research in GB related to the weekly themes, while keeping the reading load manageable, 4) to match the manner in which much learning occurs in organizations and the consulting world, and 5) to encourage active learning.

On separate weeks to be assigned in advance, each student should 1) read one empirical article (or case) from those on the list of suggested readings (to be distributed via CANVAS), 2) prepare 5-15 min presentation with comments. The presentation should focus both on the content of the article and on its implications and connections to the themes and assigned readings for that week, including any implications for today's business. For each article – also to be pre-assigned – students will give a briefing to the class of approximately 5-15 minutes summarizing the topic, and implications of the research described in the article, especially in connection to the week's theme. Number of weeks and number of articles may change based on the class size.

Midterm Exam (Total 25% of grade):

The midterm exams will cover material reviewed and discussed in class, including in lecture and articles. Exam will include a combination of multiple-choice questions and relatively short essay type questions.

Agreement to reschedule a student's exam is generally only given when authorized in accordance with the University's exam policy. Make-up exams are given at the sole discretion of the instructor and generally are more difficult in order to compensate for the additional preparation time. In some cases, students may not be able to take the final exam make-up test until the following academic session. In these circumstances, the student will receive a temporary grade until the make-up exam is taken and graded and a final grade is posted. Temporary grades are not a part of the student's permanent academic record unless the student does not complete the make-up exam in a timely fashion.

Individual Case Analysis (Total 25% of grade):

Case analysis: There is no one way to prepare a case for discussion. Study questions are provided for each case. Refer to these questions before, during and after you read the case. In addition, you should try to understand the gestalt of the case – who and why the firm and/or the manager has or has not prospered, the nature of the external environment and its expected impact on the firm, and critical issues facing management. Here are some specific pointers that have been helpful to students in the past:

- Skim the case quickly, preferably several days in advance, just to get the feel of it. Set it aside and let questions about it begin to form in your mind.
- Read the case slowly, carefully noting key issues, critical facts and assumptions. Pay attention to who the players in the case are. Place pointer-notes on the case so you can find things in it. Don't assume that the manager is asking the right questions or focusing on the right issues.
- Think about how the case relates to past readings or in-class discussions. Does the case illustrate concepts we have discussed? Is it a good example or a bad example of something? Do you have frameworks that you could use to sort through options facing the protagonists in the case?
- Select a framework for analysis (pros and cons, alternative A vs. B, etc.) and extract notes for the framework. Look for ways to apply different global business frameworks to the case.
- Before you finalize your analysis or recommendations, consider them from several angles. What resources will be required to implement your recommendation (does the firm have them or can they get them?) What changes to business processes will be required? What are the financial implications? What reactions will the changes you're recommending provoke in competitors, customers, suppliers, employees or other stakeholders?
- Make sure you answered all case questions properly, explicitly, and avoided vagueness while doing so.

Group Project (20% of grade):

Student teams will choose 2 multinational companies competing in the same industry and write a paper and prepare a presentation comparing and contrasting their competitive strategies. Further information on the specifics of the assignment will be provided in class. The paper should be a minimum of 15 pages.

More instructions will be given during each class.

GRADE DISTRIBUTION

I will use the standard Rutgers letter grading system (http://catalogs.rutgers.edu/generated/nwk-ug_0608/pg23019.html).

The professor retains the right to use a curve, at his sole discretion, if necessary to properly reflect the performance of the class overall. The average grade for this course is generally between a “B+” and an “A-” (3.5 GPA level) but can vary from 3.0 to 3.75 depending on the overall performance of the students in this section. If the class average for the overall course grade is too low to achieve a normal distribution.

Most assignments are graded on a 0-100 scale which is roughly translated into Rutgers’s 4.0 scale. Your grade points will be converted to a letter grade as follows:

A	90.00 – 100.00 points
B+	87.00 – 89.99
B	80.00 – 86.99
C+	77.00 – 79.99
C	70.00 – 76.99
D	60.00 – 69.99
F<	59.99 – 0

ATTENDANCE AND PREPARATION POLICY

Expect me to attend all class sessions. I expect the same of you. If I am to be absent, my department chair or I will send you notice via email and Canvas as far in advance as possible. If you are to be absent, report your absence in advance at <https://sims.rutgers.edu/ssra/>. If your absence is due to religious observance, a Rutgers-approved activity, serious illness, or family emergency/death and you seek makeup work, also send me an email with full details and supporting documentation. You will not be penalized with a reduction in class participation points for legitimate absences that meet the exceptions outlined in the Rutgers attendance policy. In such circumstances, you are responsible to discuss with your classmates what you missed. Each student is allowed one unexcused absence without penalty. No explanation required. This unexcused absence cannot be used on examination dates and students who miss an exam due to an unexcused absence should not expect to pass the class. There is a three-point deduction in your class participation grade for any unexcused absence in excess of the one allowed.

Expect me to arrive on time for each class session. I expect the same of you. Expect me to remain for the entirety of each class session. I expect the same of you. Any combination of two late arrivals and/or early departures is considered the same as one absence and points will be deducted from your class participation grade accordingly.

CLASSROOM CONDUCT

Please:

- **Turn your camera on always.**
- **Do not drive and call into the class.**
- **Choose a quiet location to join the class.**
- **Do not call in from a bed, restaurant, bar, and coffee shop.**
- **Do not use any other electronics during the class, especially the mobile phone.**
- **Mute yourself if you are not talking.**

Rubric for Case Study

	<i>Beginning</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
<i>Analysis, Depth, Evidence</i>	<p>2 point</p> <p>No, or weak, evidence of issues provided. Limited use of strategic “tools”</p>	<p>6 points</p> <p>Some evidence of issues, with use of strategic tools/ frameworks covered in class. Evidence of limited relevance, and/or key points are overlooked.</p>	<p>8 points</p> <p>Good presentation of evidence, but with some overlooked evidence or inaccurate analysis. May not clearly describe relevant, insightful points that could be obtained by complete, effortful analysis.</p>	<p>10 points</p> <p>Accurate and thorough analysis of evidence, with identification of relevant and significant factors. Use of strategic tools and frameworks covered in class. Commentary is provided to help reader understand the key points of analysis without including extraneous details.</p>
<i>Issues Identification</i>	<p>0 point</p> <p>There is no mention of key issues</p>	<p>1 point</p> <p>Issues are mentioned but not connected to analysis and evidence OR not logical OR not clearly expressed</p>	<p>2 points</p> <p>Issues are clearly identified, but may have a weak connection to analysis and evidence OR may not be logical</p>	<p>3 points</p> <p>Issues are clearly identified and described AND are logical and very directly related to analysis and evidence. A summary opinion or statement is presented</p>

				that makes clear the author’s point of view.
Recommendations	<p>0 point</p> <p>There are no recommendations OR there are superficial recommendations</p>	<p>1 point</p> <p>Recommendations are provided but do not completely address issues. Risk analysis / alternatives not provided.</p>	<p>2 points</p> <p>Recommendations are relevant and clearly address issues. Limited risk analysis OR alternatives. Recommendations may be relatively minor or limited given the magnitude of the issues.</p>	<p>3 points</p> <p>Recommendations are connected to analysis and very clearly address issues. A brief “why” is presented. Risks and alternatives to recommendations are provided in a clear way. Recommendations focus on the most significant issues and do not constitute “minor fixes” or “band aids”.</p>
Organization, Writing Quality and Adherence to Requirements	<p>1 point</p> <p>Paper is poorly presented with multiple grammatical and spelling errors. Formatting or deadline not achieved</p>	<p>2 point</p> <p>Paper is jumbled (ideas do not flow) with some grammatical and spelling errors. Formatting or deadline not achieved.</p>	<p>3 points</p> <p>Paper is good, but somewhat unstructured, with minor spelling or grammatical errors. Formatting AND deadline achieved.</p>	<p>4 points</p> <p>Paper is excellent with very clear organization and flow of ideas. Attention to detail resulting in limited grammatical and spelling errors. Formatting AND deadline achieved.</p>

DETAILED COURSE SCHEDULE

Week 1:

Introductions, Course Overview, Globalization and Impact of COVID-19

Required Readings:

Chapter 1, International Management: *Culture, Strategy and Behavior* by Charles Fred Luthans & Jonathan Doh, McGraw Hill, 11th edition, 2021

Suggested Readings:

- Van Assche, A., & Lundan, S. (2020). From the editor: *COVID-19 and international business policy*.
- Carlsson-Szlezak, P., Reeves, M., & Swartz, P. (2020). *What coronavirus could mean for the global economy*. Harvard Business Review, 3, 1-10.

Week 2:

External Environment Analysis, Digital Transformation and Strategy

Required Readings:

Chapter 2, International Management: *Culture, Strategy and Behavior* by Charles Fred Luthans & Jonathan Doh, McGraw Hill, 11th edition, 2021

Suggested Readings:

- Matt, C., Hess, T., & Benlian, A. (2015). *Digital transformation strategies*. Business & Information Systems Engineering, 57(5), 339-343.

- Bloomberg, J. (2018). *Digitization, digitalization, and digital transformation: confuse them at your peril*. Forbes. Retrieved on August, 28, 2019.
- Pedersen, C. L., & Ritter, T. (2020). **Preparing your business for a postpandemic world**. Harvard Business Review. Recuperado de: <https://hbr.org/2020/04/preparing-your-business-for-a-post-pandemic-world>.
- Almeida, F., Santos, J. D., & Monteiro, J. A. (2020). *The Challenges and Opportunities in the Digitalization of Companies in a Post-COVID-19 World*. IEEE Engineering Management Review, 48(3), 97-103.
- Ritter, T., & Pedersen, C. L. (2020). *Digitization capability and the digitalization of business models in business-to-business firms: Past, present, and future*. Industrial Marketing Management, 86, 180-190.

Week 3:

Ethics, Social Responsibility and Sustainability

Required Readings:

Chapter 3, International Management: Culture, Strategy and Behavior by Charles Fred Luthans & Jonathan Doh, McGraw Hill, 11th edition, 2021

Suggested Readings:

- Egels-Zandén, N., & Rosén, M. (2015). *Sustainable strategy formation at a Swedish industrial company: bridging the strategy-as-practice and sustainability gap*. Journal of Cleaner Production, 96, 139-147.
- Nooyi, I. K., & Govindarajan, V. (2020). **Becoming a better corporate citizen**. Harvard Business Review, 98(2), 94-103.
- Ioannou, I., & Serafeim, G. (2019). *Corporate sustainability: A strategy?*. Harvard Business School Accounting & Management Unit Working Paper, (19-065).

- Epley, N., & Kumar, A. (2019). *How to design an ethical organization*. Harvard Business Review, 97(3), 144-150.

Week 4:

National Culture and Cultural Dimensions

Required Readings:

Chapters 4-5, International Management: Culture, Strategy and Behavior by Charles Fred Luthans & Jonathan Doh, McGraw Hill, 11th edition, 2021

Suggested Readings:

- Dorfman, P., Javidan, M., Hanges, P., Dastmalchian, A., & House, R. (2012). **GLOBE: A twenty year journey into the intriguing world of culture and leadership**. Journal of World Business, 47(4), 504-518.
- Earley, P. C., & Mosakowski, E. (2004). **Cultural intelligence**. Harvard business review, 82(10), 139-146.
- Hofstede, G. (1993). **Cultural constraints in management theories**. Academy of Management Perspectives, 7(1), 81-94.
- Smith, P. B. (2006). **When elephants fight, the grass gets trampled: The GLOBE and Hofstede projects**. Journal of international business studies, 37(6), 915-921.

Week 5:

Organizational/ Corporate Culture

Required Readings:

Chapter 6, International Management: *Culture, Strategy and Behavior* by Charles Fred Luthans & Jonathan Doh, McGraw Hill, 11th edition, 2021

Suggested Readings:

- Graham, J. R., Grennan, J., Harvey, C. R., & Rajgopal, S. (2016). *Corporate culture: The interview evidence*. Duke I&E Research Paper, (2016-42), 16-70.
- Zheng, W., Yang, B., & McLean, G. N. (2010). *Linking organizational culture, structure, strategy, and organizational effectiveness: Mediating role of knowledge management*. Journal of Business research, 63(7), 763-771.

Week 6:

Leadership and Global Strategy

Chapter 13, International Management: *Culture, Strategy and Behavior* by Charles Fred Luthans & Jonathan Doh, McGraw Hill, 11th edition, 2021

- House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (Eds.). (2004). *Culture, leadership, and organizations: The GLOBE study of 62 societies*. Sage publications.
- Koopman, P. L., Den Hartog, D. N., & Konrad, E. (1999). *National culture and leadership profiles in Europe: Some results from the GLOBE study*. European journal of work and organizational psychology, 8(4), 503-520.
- Peterson, M. F. (2004). *Culture, leadership and organizations: The GLOBE study of 62 societies*.

Week 7:

Midterm Exam

Week 8:

Strategy Formulation and Implementation

Required Readings:

Chapter 8, International Management: *Culture, Strategy and Behavior* by Charles Fred Luthans & Jonathan Doh, McGraw Hill, 11th edition, 2021

Suggested Readings:

- Verbeke, A., & Yuan, W. (2021). *A few implications of the covid-19 pandemic for international business strategy research*. Journal of Management Studies, 58(2), 597-601.

Week 9:

International Entry Strategies and Organizational Structures

Chapter 9, International Management: *Culture, Strategy and Behavior* by Charles Fred Luthans & Jonathan Doh, McGraw Hill, 11th edition, 2021

Suggested Readings:

- Walczak, S. (2005). *Organizational knowledge management structure*. The Learning Organization.

Week 10:

Decision Making as Global Strategy

Chapters 11, International Management: *Culture, Strategy and Behavior* by Charles Fred Luthans & Jonathan Doh, McGraw Hill, 11th edition, 2021

Suggested Readings:

- Janssen, M., van der Voort, H., & Wahyudi, A. (2017). *Factors influencing big data decision-making quality*. Journal of Business Research, 70, 338-345.

- Jarrahi, M. H. (2018). **Artificial intelligence and the future of work: Human-AI symbiosis in organizational decision making**. *Business Horizons*, 61(4), 577-586.
- Elgendy, N., & Elragal, A. (2016). **Big data analytics in support of the decision making process**. *Procedia Computer Science*, 100, 1071-1084.

Week 11:

Human Resource Management , HR Analytics across Cultures

Chapter 14, International Management: Culture, Strategy and Behavior by Charles Fred Luthans & Jonathan Doh, McGraw Hill, 11th edition, 2021

Suggested Readings:

- Caligiuri, P., De Cieri, H., Minbaeva, D., Verbeke, A., & Zimmermann, A. (2020). **International HRM insights for navigating the COVID-19 pandemic: Implications for future research and practice**. *Journal of International Business Studies*, 1.
- Manuti, A., Giancaspro, M. L., Molino, M., Ingusci, E., Russo, V., Signore, F., ... & Cortese, C. G. (2020). **“Everything Will Be Fine”: A Study on the Relationship between Employees’ Perception of Sustainable HRM Practices and Positive Organizational Behavior during COVID19**. *Sustainability*, 12(23), 10216.
- Feitosa, J., & Salas, E. (2020). **Today's virtual teams: Adapting lessons learned to the pandemic context**. *Organizational Dynamics*.
- Unsworth, K. (2020). **Human Relations virtual special issue: Virtual Working**. *Human Relations*, 0018726720926457.
- Dalton, C. M. (2005). **Human resource management in a global environment: Keys for personal and organizational success: An interview with Eliza Hermann**. *Business Horizons*, 3(48), 193-198.

Week 12:

Cross Cultural Motivation

Chapter 12, International Management: *Culture, Strategy and Behavior* by Charles Fred Luthans & Jonathan Doh, McGraw Hill, 11th edition, 2021

Suggested Readings:

- DeVoe, S. E., & Iyengar, S. S. (2004). *Managers' theories of subordinates: A cross-cultural examination of manager perceptions of motivation and appraisal of performance*. *Organizational Behavior and Human Decision Processes*, 93(1), 47-61.
- Walczak, S. (2005). *Organizational knowledge management structure*. *The Learning Organization*.

Week 13:

Case Presentations, Article Presentations, Extra Content Digitalization and Transformation

Week 14:

Final Project Presentations

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek **religious accommodations**, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of **gender or sex-based discrimination or harassment**, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu> .

If you are a military **veteran** or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of **mental health** services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of *physical health* services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of *legal* services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]