

Management
Course Number: 29:620:302
Course Title: Management Skills

COURSE DESCRIPTION

Welcome to Management Skills! This course focuses on specific concepts and critical skills that individuals need to know and have in order to work more effectively with others in organizations, work well in teams, and lead teams and organizations successfully.

This course will explore traditional and contemporary challenges, practices, and/or events faced by individuals, teams, and leaders in today's organizations through in-class discussion of fundamental concepts and theories of organizational behavior and related disciplines, analysis and application of concepts and theories to real business issues, and participation in skill-building activities designed to enhance individual proficiencies in these areas.

Skill-building is a focal objective of this course and therefore, serves as one of its foundational cornerstones. The course is organized so that you will have ample opportunity to learn and practice those skills that are deemed by scholars, business leaders, recruiters, and human resource professionals to be critical for success in today's workplace. All readings, assignments, exercises, and activities have been carefully selected and designed for this purpose.

This course is designed to complement Management 301 (Introduction to Management). Management is about getting the "right work" "done well." In today's world, organizations are continuously challenged to innovate and create competitive advantages in the global marketplace. To do so, employees must utilize an array of leadership skills to work effectively with others and to take initiative and deal with problems and opportunities that arise, often unexpectedly. Moreover, leaders must implement processes and practices to develop and deliver competitive advantage and superior performance. In Management 302, we will focus on getting the right work *done well* by exploring essential personal and interpersonal skills that include: self-awareness, appreciation and mobilization of others, problem-solving, and reaching agreement. In Management 301, students will explore the *right work* to be done, with a focus on: strategic management, managing organizational design, and the creation of a positive and productive work environment. *Management 302 can be taken either prior or subsequent to Management 301.*

COURSE MATERIALS

1) Course Packet (CP) – We will be using a customized course packet that consists of a set of readings designed specifically for this course. The course packet is \$154.95 and is available for purchase from University Publishing (www.upublishing.com). You can purchase the course packet directly and

have it shipped to you via the following link. Alternatively, you can purchase and pick up the course packet directly from their location

For questions regarding the purchasing of the course packet or course exercises, please contact University Publishing directly at info@upublishing.com or at (732)-220-1211.

2) Assessments – You will be required to complete three on-line assessments during the semester: a) an Emotional Intelligence Assessment (EQ-I 2.0); b) Myers Briggs Personality Assessment (MBTI) and c) the Thomas-Kilmann Conflict Mode Instrument (TKI). You can also find the link for assessment under assignment-canvas.

The Emotional Intelligence assessment must be completed on-line by () of Week 1. The electronic link to access and complete this assessment is: <http://s.mhs.com/m8PNj6>

The MBTI assessment must be completed on-line by () of Week 2. The electronic link to access and complete this assessment is:

<https://Elevate.themyersbriggs.com/Respondent/ReturningUser?tokenId=7394f556-bc30-ea11-a601-000d3a32474d>

The TKI assessment must be completed on-line by () of Week 11. The electronic link to access and complete this assessment is:

<https://Elevate.themyersbriggs.com/Respondent/ReturningUser?tokenId=7394f556-bc30-ea11-a601-000d3a32474d>

3) Additional Readings and Assignments - To be handed out in class or posted on Canvas.

4) Canvas:

Canvas is the primary course management tool for this course. Therefore, please make sure that you have proper access to Canvas. Canvas will contain course announcements, documents, assignments, readings that are not included in the course packet, and other important information. In addition, you will be required to submit individual assignments and team deliverables through Canvas. Finally, I will be using Canvas as one avenue of communication with the class; therefore, it is important that the e-mail address you are using for Canvas is correct and is one that you check frequently.

LEARNING GOALS AND OBJECTIVES

This course is designed to help students develop skills and knowledge in the following areas, consistent with the learning objectives for Undergraduate Programs in Rutgers Business School:

1. Knowledge. Students will obtain an understanding of management concepts and critical skills that individuals need to know and utilize effectively in order to work well with others in organizations.

Students who complete this course successfully will demonstrate the following:

- a) Understanding of the essential personal and interpersonal skills of successful managers.
- b) Understanding of how to work more effectively with others and as part of a team.
- c) Understanding of the key roles of team members, factors that contribute to team effectiveness, and group dynamics and decision making.
- d) Awareness and appreciation of one's own interpersonal traits and skills, in order to apply them to be effective team members and leaders.

2. Ethical Judgement. Students will use reasoned and ethical judgment when analyzing problems and making decisions.

Students who complete this course successfully will demonstrate the following:

- a) Awareness of one's values and under which situations one's values may be challenged
- b) Articulating and communicating one's values to effectively promote fairness and justice in organizations

3. Global Perspective. Students will have the breadth of perspective necessary to succeed in a global and diverse business environment

Students who complete this course successfully will demonstrate the following:

- a) Understanding of the impact of diversity in personality traits when working with others in organizations
- b) Understanding of the impact of demographic diversity when working with others in organizations
- c) Understanding of the impact of cultural diversity when working with others in organizations

4. Effective communication. Students will be effective communicators.

Students who complete this course will demonstrate the following:

- a) Ability to construct clear, concise, and convincing written business communication.
- b) Ability to construct and deliver clear, concise, and convincing oral communication.
- c) Ability to leverage skills practices in this course to facilitate academic performance in other courses, to enhance future work performance, and to achieve professional and personal success.

Students develop these skills and knowledge through the following course activities and assignments:

- 1. In-Class Presentation and Skill-Building Activities.** Each class is comprised of both formal lecture and in-class activities. Classes are interactive in nature, requiring attention and participation by the students, as facilitated by the instructor. Instructors use PowerPoint presentations of the course material to transfer the conceptual knowledge to the students, and then students engage in interactive skill-building cases, role-plays, and other individual and team exercises to help ensure thorough comprehension of the material and acquisition of skills.
 - 2. Reading and Individual Assignments.** Reading and individual assignments are required in order to reinforce concepts and skills presented in the course. Readings complement the course lectures and cover individual, interpersonal, and team concepts. Individual assignments allow students to reflect on their personal values, their effectiveness as a team leader, and the effectiveness of their team's performance.
 - 3. Group Project Assignments / Group Presentation.** Students are assigned to a group of approximately 5 students for a team project that spans the duration of the course. Groups work together as a team in evaluating issues and recommending solutions for an outside organization, applying the concepts learned in the course. The culmination of the project is a final report and poster presentation in class, where each member of the team is required to present the key elements of the project. Throughout the semester, each team member evaluates and provides feedback on the team's effectiveness, focusing on areas of effectiveness and areas for improvement.
 - 4. Assessments:** Students will take three assessments/inventories focusing on Emotional Intelligence, Personality, and Conflict Management. Students will receive individualized results and feedback for each assessment.
 - 5. Tests.** The course includes two tests to formally assess students' knowledge and comprehension.
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PREREQUISITES

There are no prerequisites for this course.

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.

ATTENDANCE AND PREPARATION POLICY

Equally important is your own involvement and participation in the course. Individual and team learning in this course hinge on the quality of the interactive discussions that occur amongst yourselves and between you and me during class time. **It is expected that you will spend 2-3 hours per week outside of class completing homework, projects, and studying.**

Class participation and preparation will count heavily (15%) in the determination of your final course grade and consists of the following components: Attending class is considered a minimum requirement and does not guarantee your receiving all possible points in this category. During our weekly sessions, it is expected that you will be a thoughtful, consistent, and active contributor in ways that reflect your knowledge of course concepts, assigned readings and cases, and that demonstrate your engagement in, and ability to add value to, our class activities and discussions. This grade includes the 6 case studies (see Class Participation and Preparation section below).

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, illness, or family emergency/death and you seek makeup work, also send an email with full details and supporting documentation [within 2 days of your first absence]. **If you miss an in class extra credit point assignment, you cannot make up for that.**

For weather emergencies, consult the campus home page. If the campus is open, class will be held.

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.

Expect me to prepare properly for each class session. I expect the same of you. Complete all background reading and assignments. You cannot learn if you are not prepared.

Expect me to participate fully in each class session. I expect the same of you. Stay focused and involved. You cannot learn if you are not paying attention.

TEACHING PHILOSOPHY

Individuals learn through a variety of means and mediums. Therefore, we will explore course topics and foster skill-building through a variety of teaching methods, including lectures, case analyses, group work, video analyses, simulation, role plays, and other experiential exercises. In so doing, we fully expect that learning will occur at both the individual and group levels of analysis.

CLASSROOM CONDUCT

It is expected that all students will conduct themselves in a professional manner. This means:

- Treating all classmates and the course instructor with respect.
- Attending class.
- **NO use of cell phones, laptops, tablets, or other electronic instruments or recording devices during class, unless approved by the instructor.**
- Arriving on time and avoiding early departures.

Note: Instructor reserves the right to lower your Class Participation and Preparation component of your grade as follows:

- For disrespectful treatment of classmates and/or course instructor: 10-point deduction
 - For each absence beyond a total of 2 excused absences: 2-point deduction
 - For each use of phone, laptop, tablet, or other electronic device in class without approval: 2-point deduction
 - For every late arrival or early leave beyond a total of 3 late arrivals and/or early leaves: 1-point deduction
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EXAM DATES AND POLICIES

There are 2 exams in this course:

Midterm Exam (closed book, multiple choice): You will be responsible for all assigned readings (whether covered in class or not) and all material covered in class, including cases, readings, assignments, activities, and exercises. **The midterm is worth 20% of your final course grade.**

Final Exam (closed book, multiple choice): The final exam will be **non-cumulative**. It will focus primarily on all assigned readings (whether covered in class or not) and all material covered in class following the Midterm, as well as key concepts of material covered since the beginning of the course. **The final is worth 25% of your final course grade.**

No make-up examinations will be given for missed examinations. Failure to show up for an examination will result in a “0” and will be factored into the final course grade as calculated above. Extenuating circumstances (which are very few) must fall under the definition of an “acceptable and authenticated absence,” as described in Section 60.14f of the University Regulations manual.

If you have a disability that influences testing procedures, provide me an official letter from the Office of Disability Services at the start of the semester.

Class Participation and Preparation

Class participation and preparation is worth 15% towards the determination of your final course grade. It consists of the following components:

1. Attendance/participation (10%). You are to attend every class. Attendance will be monitored from weeks 3 to 14 due to the add/drop period. Missing more than two classes will result in a lower attendance grade.

Let me be explicitly clear – if we have 10 points for each week, these 10 points are awarded for class engagement and participation, not physical attendance. If you generally attend class and are engaged in the activities and small group discussions it is worth about 5 point- as you are about halfway there. If you attend class and are consistently engaging in non-course related activities (e.g., Facebook, Tetris, sleeping, online shopping, email, etc.) it is worth about 1 point. Full points for class contribution require consistent, meaningful verbal participation in the general class forum (e.g., responding to and asking insightful questions, sharing relevant work experiences).

Equally important is your own involvement and participation in the course. Individual and team learning in this course hinge on the quality of the interactive discussions that occur between you and your peers, as well as between you and me during class time.

Write if you can't say: Because in a class of 30, I can't give everyone a chance to speak, if you do not have a chance to speak, please write down what you would say to me during the class if you had a chance. Please write it literally by hand.

2. Demonstration of your knowledge of course content (5%). You are to demonstrate a strong understanding of the literature and add value to class activities and discussions. This grade includes answering the preparation questions for the six case studies and participating in the class discussions. You are required to submit a hard copy of your typed responses to the questions below at the beginning of class. Each set of preparation questions is worth 10 points. Late submissions will receive 0 point. Additionally, you are strongly discouraged from using external sources to answer case questions. However, if you do use any sources, they must be properly cited. Otherwise, your responses will be considered plagiarized.

Below is a list of the cases and corresponding case study questions. Your responses should be limited to one page.

a. **(Week 2) Case #1: *Harry and the Learning Team*.** What norms have been established within the group without directly being communicated? Do you think it's the team's responsibility to assist Harry with his challenges (please explain your answer)? Understanding the dynamics of the team and Harry's challenges, how would you have managed the situation?

b. **(Week 3) Case #2: *Bob's Meltdown*.** What should the CEO have done to prevent Bob's

meltdown? What could Annette have done differently as a new employee who was given the power to “shake things up”? What consequences should Bob face as a result of his behavior?

c. (Week 6) Case #3: *A Zero Wage Increase Again?* If you were in Mark’s position, how would you manage the zero-wage issue? What other incentives can Mark employ to show appreciation for his hard-working employees? How would you deal with underperforming employees?

d. (Week 10) Case #4: *Best of Intentions*: What is the primary issue in this case? How can Steve go about making his decision? What should the company do to ensure that Steve succeeds if he accepts the job?

e. (Week 11) Case #5: *Cardiotronics*: What is the root problem in this case and what are its symptoms? If you were the new manager, how could you use your current resources to assess the problem? What assumptions have the potential to bias your decision-making process?

f. (Week 12) Case #6: *Karen Leary*: What are some of the underlying issues between Karen and Ted’s relationship? If you were Karen, what would you have done differently in managing your relationship with Ted? Given that there are clear cultural differences in this case, do you think Ted’s behavior towards Karen is appropriate? Why or why not?

3. **Completion of three on-line assessments.** You are to complete three online assessments during the semester that includes an Emotional Intelligence Assessment (EQ-i), Myers Briggs Personality Assessment (MBTI), and Thomas-Kilmann Conflict Mode Instrument (TKI). See links on page two to access these assessments. Fail to complete the assessments on time will influence your participation scores.

Individual Values Assignment (10%). Due **Week 5.** Please read Friedman’s Chapter “*Clarifying Your Values*” (in the course packet). Then complete the individual Values Assignment, which is two-three-page, double-spaced paper. The paper should identify three to five values that are most important to you and explain how each of these values has influenced key decisions you have made in your life. Additionally, describe two ethically challenging situations in which you did and did not speak out. Specific instructions and submission requirements are posted on Canvas, under *Assignments*.

NOTE: For this and all written assignments, you can use Grammarly, a platform that checks for hundreds of grammar issues in documents and emails. RBS students can run their papers through the online Grammarly premium editor (<https://app.grammarly.com/>) and address any issues. The platform is user-friendly. However, numerous videos are also available on the YouTube Grammarly channel. If you have any issues signing up, you can contact support@grammarly.com. Registration information for Grammarly can be found on the Course Documents section on Canvas.

Team Project:

This project is designed to promote your analytic and critical thinking skills; to encourage application of our course concepts to real-world organizations; and to develop your interpersonal abilities to work in a team. To accomplish the deliverables comprising this project, you will be randomly assigned to work in a project team of 4-5 students.

Detailed instructions for the team project, including a description of all deliverables and their respective due dates are included as an attachment to this syllabus (see “Team Project Instructions”). **The Team Project is worth 30% of your final course grade.**

Note: Failure to contribute significantly to the team project as determined by the course instructor (with consideration of input provided by team members) will result in a full one grade deduction to your final course grade.

Recorded Team Meeting:

One of the required deliverables of the Team Project involves analyzing the effectiveness of a team meeting to be held on a date and time agreed to by all team members and during which all team members are in attendance. You will be asked to record a portion of this meeting, the recording of which will be viewed only by the course instructor and your fellow team members.

Please sign the attached Video/Audio Release form that grants permission to record your image and/or voice solely for the educational purposes of this course assignment and return to Instructor in Week 1 (see “Video/Audio Release Form).

GRADING POLICY

Your course grade will be comprised of five (5) elements, each of which is described in greater detail below:

1. Midterm (Week 7, in class, closed book): 20%
2. Class Participation and Preparation: 15%
3. Individual Values Assignment: 10%
4. Team Project: 30%
5. Final Exam (closed book): 25%

Grading Scale

A	91.00 - 100
B+	86.50 - 90.99
B	80.00 - 86.49
C+	75.50 – 79.99
C	70.00 – 75.49
D	65.00 – 69.99
F	Below 65

Your final grade is not subject to negotiation. Grades will not be rounded up. If you feel I have made an error, submit your written argument to me within 2 days of receiving your final grade. Clarify the precise error I made and provide all due supporting documentation. If I have made an error, I will gladly correct it. But I will adjust grades only if I have made an error. I cannot and will not adjust grades based on consequences, such as hurt pride, lost scholarships, lost tuition reimbursement, lost job opportunities, or dismissals. Do not ask me to do so. It is dishonest to attempt to influence faculty in an effort to obtain a grade that you did not earn, and it will not work.

COURSE SCHEDULE

Week/Date	Topics/Skills	In-Class Activity	Required Readings	Assignments Due
Course Overview and Orientation				
Week 1	Building a Better Boss	Introductory Exercise		*Emotional Intelligence Online Assessment


	Overview of Individual, Interpersonal/ Team & Leadership Skills			*Video/Audio Release Form (signed) * Building a Better Boss
Theme #1: Building Effective Teams				
Week 2	Building and Managing Teams; Establishing Norms; Identifying Roles; Creating Organizational Structure	*Case Study #1	Chapter: Understanding Work Teams Team Handbook: Making Teams Work (C15-C30) Case Study #1: Harry & Learning Team 28	*MBTI Online Assessment
Theme #2: Understanding Self and Others				
Week 3	Increasing Emotional Intelligence (EQ):Self-Awareness and Self-Regulation; Understanding EQ in the context of Individual Differences, Personality	*MBTI *Case Study #2	Article: What Makes a Leader Chapter: Personality Case Study #2: Bob's Meltdown	

Theme #2: Understanding Self and Others (continued)

<p align="center">Week 4</p>	<p align="center">Understanding Differences Across Cultures & Managing Intra-Group Diversity</p>	<p>*Island of Deirdre *Multicultural Team Video</p>	<p>Chapter: Managing Diversity Article: Managing Cultural Diversity</p>	<p align="center">Team Project (T1): Norms Contract</p>
<p align="center">Week 5</p>	<p align="center">Identifying and Acting Consistently with One's Values, Promoting Fairness</p>	<p>*Small Group Exercise *Missed Promotion Role Play</p>	<p>Chapter: Clarifying What's Important to You Article: Ethical Breakdowns</p>	<p align="center">Individual Assignment: Values Team Project (T2): Company Access, Output Problem & Data Collection Plans</p>

Theme #3: Mobilizing the Self and Others

<p align="center">Week 6</p>	<p align="center">Motivating Yourself and Others; Providing and Receiving Feedback</p>	<p>*FISH! *Case Study #3</p>	<p>Chapter: Motivation Concepts Team Handbook: Making Teams Work (C31-C33) Team Process Observation Guide (C6-C13) Case Study #3: A Zero Wage Increase Again?</p>	<p align="center">Team Project (T3) Part 1 (Individual): Analyze team meeting recording, prepare feedback, & individually complete team assessment survey</p>
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Week 7	MIDTERM EXAM	<i>After Midterm:</i> *Midpoint Team Feedback, Team Completion of Assessment Survey & Write-Up of Analysis		Team Project (T3): Part 2 (Team): Exchange feedback, complete survey & write-up midpoint analysis of team performance
Week 8	Team meetings in class			Team Project (T4): Background Information, Interview Data, Survey Draft & Identification of Course Concepts
				
Week 9	Practicing Interpersonal and Intragroup Influence Tactics; Managing Group Dynamics	*12 Angry Men *Vanatin Role Play	Article: Harnessing the Science of Persuasion Chapter: Social Influence, Persuasion, and Group Decision-Making	
Theme #4: Problem-Solving				
Week 10	Practicing Individual Problem-Solving; Identifying potential obstacles; Practicing problem-solving under	*Discussion of Decision-Making Worksheet *Case Study #4	Chapter: Individual and Group Decision Making Case Study #4: Best of Intentions	

	conditions of uncertainty			
Week 11	Practicing Group Problem-Solving through Collaborative Problem Identification; Idea Generation; and Decision-Making Techniques	*Decision-Making Tools *Case Study #5	Chapter: Problem-Solving Article: Decision-Making in Organizations Case Study #5: Cardiotronics	
Theme #5: Reaching Agreement				
Week 12	Managing Interpersonal & Intragroup Conflict; Differentiating Conflict Type; Managing Reactions	*Case Study #6 *Thomas Kilmann Conflict Modes *Role Play	Article: Conflict: An Important Dimension... Case Study #6: Karen Leary	*TKI Online Assessment
Week 13	Practicing and Preparing for Interpersonal Negotiations; Employing Distributive and Integrative Negotiation Tactics	*Movie Deal	Chapter: Negotiations Exercise: Movie Deal	Team Project (T6): Updated/ revised T2 & T4 PLUS Analysis, Recommendations & Bibliography

Course Conclusion				
Week 14	Course Review	* Presentations *Final Team Feedback, Assessment Survey & Analysis *Review for Final Exam		Team Project (T7): <i>Individual</i> (prior to class): Prepare feedback and complete survey <i>Team</i> (in class): Exchange feedback, complete survey and write up final analysis Team Project (T8): Presentation Team Project (T9): Peer Evaluation
Date TBD	FINAL EXAM			

Additional Notes:

(1) Team Leader Self-Analysis Assignment (T5) – Due one week after you assume team lead role for the 2nd time

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.]