

Management
Course Number: 33:620:330
Course Title: Women Leading in Business

COURSE DESCRIPTION

Course Overview
The purpose of this course is to provide a foundation for students to develop the skills necessary to become effective leaders. The course will emphasize the ways gender impacts perceptions and behavior in setting and accomplishing organizational and career goals. Leadership includes three levels of capability: self-transformation; working with and through others; and doing things to improve the present and create a better future. In that regard, leadership is personal, relational, and action-oriented.
The course will use a compilation of articles from <i>Harvard Business Review</i> that was recently made available in book form. The compilation includes some of the most popular pieces on women and leadership. The instructor will provide additional materials to supplement what is not covered by the HBR compilation. The course will include “living case studies,” by inviting guest speakers who have achieved significant career success in different business sectors.
Please check Canvas (canvas.rutgers.edu) and your official Rutgers email account regularly. Course materials, assignments, and announcements will be posted to Canvas. You will also receive e-mails regarding course information through Canvas, and you will need to upload your assignments to Canvas as well as bring a hard copy on the due date..
Note that the MGB course, Executive Leadership, provides a more in depth introduction to concepts and theories of leadership. This course is focused on skill development and the special challenges created by the effects of gender in organizations.

COURSE MATERIALS

Book, Harvard Business Press:
<i>On Women and Leadership: HBR's 10 Must Reads</i> , 2019, Boston, MA: Harvard Business School Publishing Corporation. ISBN-13: 978-1-63369-672-3
Currently available only as an e-book for \$24.95, but paper only copy also for \$24.95 may be available soon: https://store.hbr.org/product/hbr-s-10-must-reads-on-women-and-leadership-with-bonus-article-sheryl-sandberg-the-hbr-interview/10231?sku=10231E-KND-ENG
A bundled package with both the paper book and e-book combined should be available soon for \$34.95 if you follow the link.
Posted to Canvas Site:
Chamorro-Premuzic, Tomas, 2019, If Women Are Better Leaders, Why Aren't More of Them Leaders, <i>Psychology Today</i> , April 19. https://www.psychologytoday.com/us/blog/mr-personality/201904/if-women-are-better-leaders-why-arent-more-them-leaders

Correll, Shelley J., 2017, Reducing Gender Bias In Modern Workplaces: A Small Wins Approach to Organizational Change. <i>Gender & Society</i> , 31(6): 725-750.
Ibarra, Hermina, 2016. 5 Misconceptions about Networking. HBR.blog 4/18/2016
Ibarra, Hermina, 2017. Why Strategic Networks Are Important for Women and How to Build Them. <i>Women & Work</i> , The Eve Program. 9/27/2017.
Ridgeway, Cecilia L. and Tamar Kricheli-Katz, 2013. Intersecting Cultural Beliefs in Social Relations: Gender, Race, and Class Binds and Freedoms. <i>Gender & Society</i> , 27(3): 294-318.
Rose, Stephen J. and Heidi I. Hartmann. 2018. Still a Man's Labor Market: The Slowly Narrowing Gender Wage Gap. Washington, D. C.: Institute for Women's Policy Research.

LEARNING GOALS AND OBJECTIVES

Course Learning Goals
1. To help students understand both gender identity and gender relations in the context of work and organizations
2. To help students understand the alternative frameworks by which gender inequality has been addressed within work and organizations
3. To help students understand the mechanisms through which gender inequality is reproduced and identify levers for change
4. To provide students with strategies for developing their own career goals and leadership capabilities so that they can be effective working with people and accomplishing things within an organizational context
5. To provide students with skills that will aid their leadership effectiveness as they are practiced and further developed
6. To provide a foundation for lifelong learning and self-development so that students can meet the challenges of constantly changing and complex environments

RBS and MGB Learning Goals and Objectives
This course is designed to help students develop skills and knowledge consistent with the learning goals outlined for undergraduate students. Those who successfully complete the course will be able to demonstrate:
1. Knowledge:
a. knowledge of current basic concepts in the functional areas of business.
b. knowledge of current advanced concepts within their major field and an ability to integrate and apply these concepts to practical business problems, as defined for Management majors.
2. Ethical judgment:
a. ability to critically evaluate unstructured business decision-making scenarios and develop innovative and ethical solutions.
b. recognition of ethical dilemmas in unstructured business decision-making scenarios.
3. Global perspective:
b. understanding of the impact of cultural and demographic diversity on business interactions.
4. Effective Communication:
a. ability to construct clear, concise, and convincing written business communication.
b. ability to construct and deliver clear, concise, and convincing oral communication.
Students develop these skills and knowledge through the following <u>course activities and assignments</u> :
<ul style="list-style-type: none"> • Knowledge: lectures, videos, guest speakers, assignments

• Ethical judgment: discussion, exercises, cases, group work
• Global perspective: lectures, videos, guest speakers, cases
• Effective Communication: discussion, exercises, group work, assignments

PREREQUISITES

Open to School 33 students, excluding first year. All RBS students must complete the following courses prior to taking this course: 33:620:300 (Principles of Management) or 33:620:301 (Introduction to Management).

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.

A Word About Plagiarism
It is important that when you use material from a specific source that you reference it properly and that if you use words that were written by someone else that you properly cite the source and use quotation marks when exact words are taken from elsewhere. This includes material from the internet, from assigned reading, and any other material that you may use for your written projects. NOTE WELL: It is not acceptable to write by taking sentences (even slightly modified sentences) from the works of other authors without referencing the source, including the page number. All material that is used or cited should be in a list of references at the end of your paper and in the body of your paper cited using the standard format (last name of author, date of publication: page number if relevant). If you use material from the internet, you should include the complete path that would get me to the same material that you saw and used. That is, it is not acceptable only to use the home page address, if the material that you used came from several additional screens within the website.
How to Put Together a Reference List for Your Papers
At the end of your paper, you should provide a reference list with a heading that says, “References.”
The list should be flush left, in alphabetical order, by the last name of the first author. The reference should include last name, first name (for each author), publication date, title, publication information (e.g., place of publication and publisher name), and page numbers if relevant. See the course materials list for examples of the correct way to do references.
In the body of the paper, when a reference is needed, you should indicate it by putting the author’s last name, the date, and the page number if relevant in parentheses, such as (Eagly and Carli, 2007: 10). Note that the Harvard Business Review articles in the compilation that we are using in this class were published separately, so you can reference the individual article rather than the book, but use the page number from the book.

For convenience, put books and articles in a section separate from website references that do not have an author (i.e., references that begin with www).

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, please 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 or death and you seek makeup work, also send me an email with full details and supporting documentation within 3 days of your absence. Attendance will be taken at each class session after the break. Students who miss more than 2 class sessions during the semester can expect their absences to count against their final course grade.

For weather emergencies, consult the Rutgers New Brunswick home page. If the campus is open, class will be held. Information on campus status can be found at: <https://newbrunswick.rutgers.edu/status>. Note that you need to look specifically at the status for Rutgers New Brunswick, because the campus status may vary from one campus to the other.

Expect me to arrive on time for each class session. I expect the same of you. I would especially appreciate that you arrive on time when we have guest speakers.

Expect me to remain for the entirety of each class session as is required by RBS guidelines. I expect the same of you. If you need to leave early for a legitimate reason, please let me know before the class or at the break. Attendance will be taken after the break in order to give credit to those who stay for the whole class.

Expect me to prepare properly for each class session. I expect the same of you. Complete all background readings and assignments before the class session for which it is assigned. Your learning will be affected negatively if you come to class unprepared. The minimum expectation is that for each 3-hour class session, you have prepared by spending at least twice as many hours on studying and on class assignments.

Expect me to participate fully in each class session. I expect the same of you. Stay focused and involved. It will be difficult for you to learn and to contribute fully to the learning of others, if you are not paying attention.

COURSE ASSIGNMENTS

Course Requirements and Evaluation (See details in sections below)

This course depends on your regular attendance and active participation. Students should come to class prepared to participate in every session. Attendance and participation will count for part of your course grade. In addition, there are three written assignments and a final exam. Assignments should be submitted by the due date electronically on Canvas, but please also bring a paper copy on the due date.

Although each assignment will count for 100 points each, the assignments will be weighted as follows:	%
Attendance and participation, including preparation for guest speakers	15
Analysis of article by Chamorro-Premuzic, Due () , 3 pages	15
Your Leadership Story, Due () , 5-7 pages	25

Group Project: Analysis of patterns among women CEOs of Fortune 500 firms and lessons learned, Due () , 20 pages or less, including references, charts, tables, and appendices, plus Powerpoint presentation	25
Final exam (Cumulative, major themes), Scheduled on ()	20

1. Attendance, participation, and preparation for class work and guest speakers	
15 points	<p>Class attendance will be taken at every session. Because of the importance of participation and attendance in this class, everyone is expected to be in class on time on a regular basis and to stay for the whole class period. Learning will take place in this class through lectures, class discussions, experiential exercises, group work, and “living case studies” (guest speakers). Students are expected to read the assignments in advance of the class and are expected to participate actively in the class discussions and exercises. Students should prepare for guest speakers so they can ask knowledgeable and well informed questions. Students can miss 2 classes for any reason before the grade for Attendance and Participation will be affected. Otherwise, there are no excused absences. The instructor is the final arbiter of the points given for class participation. The evaluation will be based on attendance, classroom behavior, the quality of class participation, and the contributions in the class to student learning overall.</p>

2. Analysis of Chamorro-Premuzic article, 3 double-spaced pages; Due ()	
15 Points	<p>Read the article by Chamorro-Premuzic, “If Women Are Better Leaders, Why Aren’t More of Them Leaders?” posted on Canvas.</p>
	<p>Drawing on reading and lecture material, analyze the article by Chamorro-Premuzic and answer the following questions; (a) Do you agree that leaders should be chosen more on technical expertise, intelligence, people-skills, and integrity than on confidence, political astuteness, and charisma? Why or why not? (b) Chamorro-Premuzic argues that research shows either no difference or that women are more effective leaders than men, but despite that, women are under-chosen and men are over-chosen for leadership roles. Evaluate that claim. (c) Essentially Chamorro-Premuzic argues that we confuse confidence for competence when choosing leaders and that this gives men an advantage. At the same time, women are often encouraged to be more confident in order to be seen as leaders. What is your assessment of that advice for women?</p>
	<p>Please properly cite any material you use, both from the assigned material in the course, both reading and lectures, or from additional sources. Use quotation marks where needed,</p>

	and include author last name, date, and page number in parentheses in the text, with a list of references by author’s last name at the end of your paper.
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<u>3. Your Leadership Story (5-7 double-spaced, pages), Due ()</u>	
<u>25 points</u>	Effective leaders know themselves, are able to influence others, and can get things done that improve upon the present. Each of these aspects of leadership require being able to tell good stories. Effective stories draw from self-awareness and make emotional connections with others through a compelling and relatable narrative. Good stories get the attention of others and elicit their participation, cooperation, and enthusiasm to join you on the journey. To be effective, good stories should capture the imagination of others such that they envision themselves in the story you are trying to tell especially about the future. For this assignment, I would like for you to write your leadership story.
	Each of us have foundational stories about how we came to be who we are, how we are unique, and what we value. We also have heritage stories that discuss the experiences, the turning points, and lessons learned that have led us to our current situation. Stories usually include drama, uncertainty, challenge, and open-endedness. We also have stories of purpose and meaning that put us in the midst of a journey toward a sought after goal or accomplishment, for which there may be obstacles, but also joy and anticipation. A good story is told in your own voice, in a way that meets the needs of your audiences, and tells what you know in a way that shows what you can do. Ultimately, stories have power and can move others to action. Although you are the central character of your leadership story, you need to create connections with others through your narrative. Your story should reveal the kind of leader you want to be by showing how you became the person who you are.
	Specifically, (1) tell your foundational story about who you are, your values, and your mission in life, (2) tell your heritage story about your background and experiences that have shaped you as a person, including any turning points or challenges that you faced, as well as significant accomplishments that have helped you understand and develop your capabilities, (3) explain the journey that you are on in terms of what you want to accomplish in your career after you finish your education, in both the near term and the longer term, and explain your plans for how you will get to where you want to go, (4) discuss how your story incorporates relationships with others who have affected your life’s journey in good ways or otherwise, and (5) especially in reflecting on your experiences and lessons learned, draw from the material in the course in ways that elaborate the application of some of the concepts and issues that we have discussed throughout the course.
	Please properly cite any material you use, both from the assigned material in the course, both reading and lectures, or from additional sources. Use quotation marks where needed, and include author last name, date, and page number in parentheses in the text, with a list of references alphabetically by author’s last name at the end of your paper.

<u>4. Group Project: Lessons from US Fortune 500 Women CEOs (Prepare a paper of about 20 double-spaced pages or less, including tables, charts, appendices, and references, plus a Powerpoint presentation), Due ()</u>	
25 Points	Students will be divided into groups of about 5-6 students to prepare a major group project as described below. Part of the assignment is not only doing the report, but also working effectively with your group. Your report should reflect what you learned from each other in the development of the project. It should not be just a compilation of

	individual parts written by one group member. In addition to the report, each group will present what they learned to the rest of the class, using Powerpoint slides, during the last class period.
	As of the end of 2019, there were 33 women who served as CEO of a US-based Fortune 500 firm. This constitutes 6.6% of the Fortune 500. A year ago, only 24 such firms had a woman CEO. Each group should: (1) Gather information on the backgrounds and career histories of each of these women and the companies they lead, including such factors as their educational backgrounds and career pathways, including whether they had international experience. You may need to infer the answers by gathering information from the company websites or the internet, including press information about these leaders. Look as well for personal information such as whether the woman is married, has children, and other details about her interests beyond the firm. (2) Further, gather information on each company that is now being led by a woman in terms of the firm's recent, current, and projected financial performance, as well as how the firm portrays its responsibilities beyond financial outcomes. (3) What proportion of women are on the company boards of directors, in senior management, in the workforce as a whole, and among customers? (4) What patterns, if any, do you see in the data you gather on these women and their firms? (5) What lessons do you draw from your analysis of this information that might provide useful recommendations for women just starting their careers who aspire to become leaders in their organizations? (6) Are there lessons as well for men who are just starting their careers?
	Please properly cite any material you use, both from the assigned material in the course, both reading and lectures, or from additional sources. Use quotation marks where needed, and include author last name, date, and page number in parentheses in the text, with a list of references by author's last name at the end of your paper.
	Note that each team member will be asked to evaluate the contributions of other team members. These peer evaluations will then be used to adjust the individual grades on the team assignment after a team grade has been assigned.

<u>5. Final exam, ()</u>	
<u>20 points</u>	A final exam on both reading and lecture material will be given to determine whether you have learned the appropriate course material. Expect the exam to include short answer essays and one longer essay. To be successful on the exam, students will need to understand the main concepts addressed in the course, their appropriate application and implications, and to be able to give examples. The main purpose of the exam is to ensure that you have both done the reading and understood the concepts. Performance on the exam will be assessed based on understanding more than memorization. The exam will test for knowledge of broad themes rather than details. It will be cumulative and may include questions that draw broadly from course materials. No notes or materials may be used during the exam. The exam will be given at the assigned day and time.
	If you need to miss the exam at the scheduled time, I will arrange an alternative exam for you, but it will have a different format and different questions than the exam given in class.

Rules for the Final Exam:	
•	No cell phones or other electronics are allowed during exams
•	No notes, lectures, and reading materials can be used during the exam
•	You must show a valid Rutgers photo ID if requested to enter the room and to turn in the exam

•	Please spread out as much as possible in the room during the exam so that you are not unnecessarily close to another student.
•	Use the bathroom prior to the exam start so that you do not have to leave the room during the exam.

CLASSROOM CONDUCT

Guidelines For Class Participation	
•	Focus on what you feel; do not try to speak for others
•	Suspend judgment; allow other people to air their views
•	Remember there will be differences of opinion
•	Share your thoughts, observations, and opinions: most people cannot "read" what is meant by silence
•	Maintain confidentiality: what people say during the class is to be respected as confidential
•	Help others to learn, and accept help from others in your own learning
•	One person speaks at a time
•	It's okay to have fun

OTHER CLASSROOM GUIDELINES

•	Because learning in this class depends on active participation, I reserve the right to call on students to encourage participation. An effort will be made to include as many students in the discussions as possible, with the invitation to students who have not had a chance to speak before others are allowed to speak more than once.
•	Cell phones, laptops, and other electronic devices are permitted during class only if used to enhance learning in this class. It is not appropriate for students to use such devices for extraneous activities or for doing assignments for other classes.
•	If you bring food and drink into the classroom, I ask that you be respectful of other students, clean up after yourself, and refrain from eating and drinking in the class when we have guest speakers until after they have left.
•	Students should refrain from side conversations that would disrupt the overall learning in the class.
•	We will use name cards in the class so that I can get to know your names and you can get to know each other. I will distribute the cards in class and collect them after every class , so that they do not get lost and so that I can use them for assisting in keeping track of attendance.

COURSE CONTENT

The course will interweave the themes of gender and leadership through lectures, discussion, exercises, "living cases" (guest speakers), videos, group work, and assignments. The course will address many of the following topics which are important for understanding women's leadership.	
a.	Four frameworks for understanding the effects of gender in work and organizations
b.	Leadership style and preferred ways of interacting, women's ways of leading, and the "female advantage"

c.	Getting ahead despite discrimination: micro-inequities and micro-advantages and effective ways of addressing identity abrasions
d.	Getting credit for what we contribute: effect of implicit bias on double standards, extra scrutiny, shifting criteria, and the double bind
e.	Sponsors, mentors, coaches, networks, and other forms of social capital
f.	Gender, authority, and the gender composition of jobs
g.	Marriage, motherhood, and careers
h.	Sexuality and romance in organizations
i.	Gender, risk taking, and confidence
j.	Power and influence in organizations
k.	Developing one's own leadership capabilities, including self-assessment of leadership practices and the development of emotional intelligence
l.	Using leadership to work effectively with others through lateral, adaptive, and ethical leadership
m.	Developing your leadership story
n.	Using leadership to create sustained competitive success through change and innovation in organizations

GRADING POLICY

Grades will be calculated as follows:	
•	Each assignment will be graded on a 100 point scale but will be weighted in the final course grade based on the points to be given for the assignment
•	The grades will be based on a curve using the best performance in the class as the standard. I do not have a predetermined grade distribution, but in most classes, student performance is differentiated with regard to demonstrated knowledge of the course material.
•	Letter grades for individual assignments are tentative until the calculation of the course grade at the end of the course. The numerical grades will be averaged and weighted to determine the course grade, not the letter grades given on individual assignments.
•	The points given for each assignment will be posted with feedback on Canvas
•	I will not pre-grade assignments, because I need to evaluate all of the papers together. For the same reason, I will not re-grade assignments. If you have questions, of course, I will be happy to answer them. I will adjust grades only if I have made an error in calculation.
•	If you miss the final exam for any reason, any make-up exam will be composed of separate content and format than the exam that was given to the rest of the class.
•	Extra credit assignments will not be an option in this class, because in my past experience, students perform similarly on extra assignments as they do on the original assignments.

Writing will be considered in the evaluation of assignments:	
•	Quality of writing: sentence structure, grammar, punctuation, paragraphing, readability, flow of document, style (should be professional and interesting), and consistency will be considered.
•	Analysis: What are the key points or issues that are being made?
•	Synthesis: Quality of the conclusions drawn. They should fit together into a cohesive analysis and reflect the key issues that are identified in class and the readings.
•	Persuasiveness of argumentation throughout the document. Does the evidence lead to the conclusions?
•	Depth of insight and thoughtfulness of the analysis in the preparation of each assignment.

COURSE SCHEDULE

PLEASE NOTE: THE SCHEDULE MAY CHANGE AS GUEST SPEAKERS ARE ADDED, SO LOOK FOR UPDATES. STUDENTS WILL BE RESPONSIBLE FOR ALL LISTED READINGS AND ASSIGNMENTS EVEN IF NOT COVERED IN CLASS.

Date	Session Content	Assignment
<i>Session 1</i>		
	Gender and Leadership	Correll article
	Exercise: Leadership Values	
	Video: Shelley Correll CLPF Short	
<i>Session 2</i>		
	Four Frameworks: Fix the Woman and Celebrate Differences	Eagli & Carli in HBR book
	Video: Alice Eagly on Getting Beyond the Glass Ceiling	
	Exercise: Youtube Karaoke	
<i>Session 3</i>		
	Four Frameworks: Provide Opportunities, and Change the Culture	Ibarra, Ely & Kolb in HBR book, and Ridgeway and Kricheli-Katz article
	Video: Kimberle Crenshaw, Urgency of Intersectionality	
	Group Discussion: Intersectionality of Gender, Race, and Class	
<i>Session 4</i>		
	Implicit Biases, Micro-inequities, and Micro-advantages	Reardon article in HBR book
	Video: INSEAD interview of Robin Ely by Herminia Ibarra	
	Group Discussion: Second Generation Gender Bias	
<i>Session 5</i>		
	Confidence and Risk-taking	Fels article in HBR book
	Video: Carla Ann Harris	
	Analysis of Chamorro-Premuzic article ASSIGNMENT DUE	
<i>Session 6</i>		
	Sponsors, Mentors, Networks, and Other Social Capital	Ibarra & Obadura in HBR book, and two selections by Ibarra on networking
	Video: Sylvia Ann Hewlett at Google	
	Exercise: Interview T-Shirt	

Date	Session Content	Assignment
<i>Session 7</i>		
	Gender and Communication	Tannen article in HBR book
	Video: Deborah Tannen, Gender-specific language rituals	
Week of		
<i>Session 8</i>		
	Gender Composition of Jobs: Job Segregation	Rose and Hartmann report
	Video: ANZ: Pocket Money	
<i>Session 9</i>		
	Marriage, Family, and Work-family Issues	Hewlett and Luce article in HBR book; Ignatius Interview with Sandberg in HBR book
	Video: Aspen Institute, Conversation with PepsiCo CEO Indra Nooyi and David Bradley	
<i>Session 10</i>		
	Romance and Sexual Harassment at Work	Williams and Lebsack article in HBR book
	Video: John Oliver Last Week Tonight on Workplace Sexual Harassment, interview with Anita Hill	
	ASSIGNMENT DUE	
<i>Session 11</i>		
	Lateral Leadership	Dobbin and Kalev article in HBR book
	Video: Barry Posner, I Make a Difference, but I Can't Do It Alone	
<i>Session 12</i>		
	Women and Global Leadership	Hewlett and Rashid article in HBR book
	Video: Women's Global Leadership Forum: Measuring Progress	
<i>Session 13</i>		
	An Informal Overview of Personal Finance Issues	
	Exam Review	

Date	Session Content	Assignment
<i>Session 14</i>		
	Group Presentations	
	FINAL EXAM:	

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.]

Grammarly Registration Instructions:	
Setting up a Grammarly@edu account is extremely easy: just use your institutional (...rutgers.edu) email when registering your new account at www.grammarly.com/edu/signup . You will be asked to confirm your email and will be redirected to your Grammarly account. Use “gorutgers” for the institutional code when prompted.	
•	To make sure students get the most out of Grammarly, there are some additional features that allow students to use Grammarly when writing in Microsoft Word, in Internet browsers, in emails, and on the desktop!
•	MS Office plug-in: grammarly.com/office-addin
•	The MS Office plug-in conveniently adds Grammarly to Microsoft Word and Microsoft Outlook. When creating a document, Grammarly will appear on the right-hand side and provide suggestions, similar to the online editor
•	Desktop App: https://www.grammarly.com/native/ The desktop app can be placed on your computer as a shortcut on your desktop to provide a quick and easy way to access Grammarly. Its usage is identical to the online editor.
•	Browser extensions:
•	Chrome Extension: http://bit.ly/1vMojEh
•	Safari Extension: http://apple.co/1XuN2Hh
•	Firefox Extension: https://addons.mozilla.org/en-us/firefox/user/grammarly/
•	The browser extensions allow Grammarly to check writing entered in text boxes within a web browser, including the Gmail compose box.
•	Note: The desktop client is not available for iOS right now, however all systems can use the online editor.