

Management
Course Number: 33:620:350
Course Title: Negotiations

COURSE DESCRIPTION

The purpose of this course is to help you understand the theory and processes of negotiation in a variety of settings. This course helps develop negotiation skills by addressing a variety of negotiation topics experientially by 1) preparing for and simulating a range of negotiation situations and 2) analyzing students' negotiation outcomes and strategies. Experiences and negotiation theory are integrated in a weekly debrief. Readings complement the classroom experience and reinforce key messages.

COURSE MATERIALS

1. A required **course packet** of readings can be obtained as an e-rental or in hard copy directly from University Publishing Solutions or (hard copy only) through the bookstore (ISBN# 978-1-59271-094-2).

If you choose to buy it directly from the publishers, use the information here:

Jon and Jody Hansen, University Publishing Solutions, LLC

302 Ryders Lane, East Brunswick, NJ 08816

Tel 732-220-1211 Fax 732-418-1921

www.upublishing.com

2. A required **textbook**: Getting to Yes: Negotiating Agreement without Giving In by Fisher and Ury (referred to in the Course Outline as GTY). It can be found in the bookstore or elsewhere, and any edition is fine. ISBN# (for the edition I have): 0-14-015735-2.

LEARNING GOALS AND OBJECTIVES

You should develop the following skills from this course:

Business knowledge:

- Learn to analyze negotiation situations, including assessing the bargaining zone and understanding the motivations and interests of both sides.
- Know how to develop a strategic plan for effective negotiations, including a thorough understanding of how to create a bottom-line walk-away point (reservation price), knowledge of BATNA (best alternative to a negotiated agreement), and how to set a target.
- Understand the difference between creating and claiming value, and develop skills in both areas.
- Understand common tactics used in negotiations.
- Better understand yourself through repeated exposure to negotiation situations.
- Build confidence as a negotiator.

Ethical judgment:

- Understand how to wisely and ethically select—as well as defend against—strategic maneuvers.

Persuasive communication:

- Learn to frame arguments effectively and analyze other people’s motivations and interests, to be more convincing and reach better deals.

The bottom line: You should come out of this course as an analytically and intuitively savvy negotiator.

PREREQUISITES

Students are required to have taken both Management core courses (301 and 302) prior to taking this course, to ensure a foundation of basic principles.

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

You are expected to attend, on time, and participate in all negotiation exercises and class discussions. You are expected to be prepared for the negotiation each week. You may miss only two negotiation exercises in the semester without penalty if you notify me in advance (48 hours, ideally). Lack of preparation for an exercise will be treated like an absence for that exercise. Please note that there is a negotiation exercise on the first day of class. If you miss more than the two allotted negotiations, or if you miss class without prior notice or are unprepared to negotiate, your grade will suffer. Fulfilling these requirements will get you a “3” on class participation. Movement to “4” and “5” grades is based on the quality and quantity of your participation in our class discussions. Please see Canvas and the campus home page for announcements about weather emergencies.

- You are expected to be prepared and on time for all negotiation exercises (see the attendance policy below).
- During our discussion / lecture each week, there is a **NO TECHNOLOGY POLICY**. This means that no laptops, tablets, phones, or any other device may be visible during our class discussions, even for taking notes (though you may use them during negotiations if you find them helpful). There’s lots of science behind the idea that you learn better without them (including “The Pen is Mightier than the Keyboard” from the journal *Psychological Science*, June 2014). Points will immediately be deducted from your final grade if I see you looking down into your lap at a device instead of being engaged with the class.
- Barring true emergencies, please remain in your seats during lecture—you can take a break between lecture and negotiation each week. (Once one person gets up, ten more follow...)
- You may not ask your partner to reschedule a negotiation outside of class-time. Doing this creates an unfair burden on your peers.

- You may not show your confidential role information to the other parties, though you may tell the other side whatever you like about your confidential information.
- You may use any strategy, short of physical violence, to reach an agreement, including misrepresentation. However, in selecting a strategy it is wise to consider that using it may have ramifications far beyond the particular negotiation.
- You may not make up facts or information that materially change the power distribution of the exercise, e.g. your family has just bought the company you are currently negotiating with for a job.
- You may not borrow notes, discuss cases, or share your work with others. This includes web searches on the names of the cases, reading both sides of the roles ahead of time, reading the debrief slides ahead of the negotiations, or posting / using any documents related to the class online (such as through CourseHero). Of course you can find information about both side's priorities in the negotiation and may feel like you "won" the negotiation in class, but you will effectively learn nothing by conducting the course this way—there are no "roles" to look at in the real world! Negotiated outcomes aren't graded for just this reason—challenge yourself, and be willing to fail in order to learn. Similarly, someone else's analysis does not allow you to engage with the material for yourself.
- Lastly, DO NOT agree to any deal you are not willing to defend to the rest of the class. "I never would have said yes in the real world" does not exhibit integrity in this setting.

A note on research: Our class is possible because of the findings from research programs at this and all other major universities, which generate knowledge about negotiation effectiveness. By the same token, we may have the opportunity in this class to participate in ongoing research. This would mean that outcomes from some exercises are collected and analyzed (all without names, of course), for the purposes of gathering information about negotiation processes. If this raises concerns for you, please see me.

FORMAT

1. You will negotiate a case in class each week. In each class, you will choose partners and roles for the following week's case. You must record the name(s) of your partner(s) and who will play which role. Advanced preparation is required, so you must download **only YOUR SIDE/ROLE** of the negotiation from Canvas and read and prepare ahead of time; sometimes this will be done in teams. (Anything labeled "General Info" can be read by everyone.)
2. You can go anywhere you like to negotiate but you cannot put off the negotiation for another time. When finished, as a group (i.e., buyer's and seller's sides together) you will click on the Google Form link provided on Canvas for that case and report on the details of your agreement (or the fact that no agreement was reached), as prompted by the form. Also jot down notes for yourself on any noteworthy features of the negotiation to help you share your experiences with the class during the discussion.
 - You can only enter your outcomes once, so be sure your deal is finalized before you submit the form.
 - If the form won't accept information where it should, feel free to enter it in a different field or email me separately, as needed.
3. If you are absent, the burden is on YOU to be in touch with me in order to know which role to prepare for the following week's class (listed on the last page of this syllabus). Absence requires two actions on your part: (a) notify me via email right before the class-to-be-missed to ask me to find you a partner for the following week when the pairings occur during class (this email cannot be sent far ahead of time—within one week of the to-be-missed class only please), and (b) send a

second message right after the class you've missed to find out about your role and partner. If you don't do this and come in the next week unprepared, "I was out last week and so didn't know what to prepare" is not sufficient: you will now be considered absent for a second week. I will not contact you spontaneously. This may sound burdensome, but the system works. It is your job to make sure you have what you need so that you can fully participate in the next class. Please also note that if there are no partners available, you will be doubled up with another person in the same role.

4. FYI: There are several "skills building" topics in which we cover some of the biggest negotiation situations most of us will face in our lives: job negotiations, house-buying negotiations, and car-buying negotiations, as well as conducting negotiations electronically.

COURSE REQUIREMENTS

- 5% Attendance and Class Participation
- 25% Midterm Exam: in-class, closed-book, and generally really hard! The exam will cover material from the readings and class discussions (in-class discussions are typically more heavily weighted). The format is a mix of short-answer and multiple-choice, and takes 90 minutes of class time. The exam is designed to make sure you have the basic concepts at your fingertips, can identify tactics when you see them, and can provide reasonable examples of each of the parts of negotiations that we have discussed in class.
- Course assignments, numbered A1-A9. *Notes:*
 - *Assignments A1, A3, A4, and A9 are homework assignments and are thus graded pass-fail.*
 - *Assignments A6, A7, and A8 comprise the final exam in this class and there is no second in-class exam at the end of the semester.*

A1: Goal Statement #1 (2%, PASS-FAIL)

A2: Individual Take-home Quiz: Moms.com Planning Document (12%)

A3: Collecting No's (5%, PASS-FAIL)

A4: Feedback Journal (5%, PASS-FAIL)

A5: (Team Project) ABC-Local 190 Round 1 Prep (9%)

A6: Real World Negotiation Part 1: Analyze the Tactics in a Real Negotiation (12%)

A7: Real World Negotiation Part 2: Go Out and Negotiate! (15%)

A8: (Team Project) ABC Case Analysis (8%)

A9: Goal Statement #2 (2%, PASS-FAIL)

(see below for details on each of these assignments)

SPECIFIC ASSIGNMENT DETAILS

(many of these instructions spill onto the following page; please always turn the page to make sure you've seen it all):

A1 and A9: Goal Statements (2% each, PASS-FAIL)

- GOAL STATEMENT #1: In a 1-2 page memo, please state your goals and expectations for this class. Discuss your negotiation strengths and weaknesses and set some specific goals. Due (). Keep a copy for reference for Goal Statement #2.
- GOAL STATEMENT #2: In a follow-up memo (also 1-2 pages), review your Week 1 goal statement, and comment on your current status (what have you achieved?) and your goals for the continued improvement of your negotiation skills (what do you still have left to work on?). Due the ().

A2: Individual Take-Home Quiz: Planning Document (12%)

Though you are required to complete a planning document each week to help you prepare fully for your role in each negotiation, only one planning document will be collected and graded. (The rest are for your own personal use and are not collected). Thus, the quiz is a check to see that you can adequately plan for a complex negotiation: the Moms.Com case. Please complete this individually—that is, do not work with another student (and of course, do not read the posted debrief slides for this case—this would both constitute cheating on the assignment as well as ruin the negotiation for you). The planning document form is posted on Canvas.

Planning documents **must** include:

- A thorough analysis of your own needs, priorities, alternatives, and cutoff points.
- As much as possible on the same items for your counterpart(s). You don't always have all the information on the other side, of course. So, when necessary, you should make the best guesses you can, and make sure you note that the information is just a guess.
- A well-developed and complete strategy for how to approach the negotiations, how to get the information you need, and how to get your wishes established in the conversation.

A3: Collecting No's Assignment (5%, PASS-FAIL)

The purpose of this exercise is to give you experience in making requests and feeling out the line between YES and NO. *Note: Some of you may not enjoy this exercise, but bear with me—many who have done this have later reflected on its high value as a learning tool. If you're reluctant to do this **at work**, then by all means, don't! Find situations with strangers in stores, for example, or with friends, and later explain things to avoid damaging any relationships.*

- Your task in this exercise is to collect the answer “no” to requests that you pose (not information questions, such as, “Is the sky green?”)
- People may say “no” directly or may say something else you understand to mean “no.”
- Pose requests SPECIFICALLY DESIGNED FOR THIS ASSIGNMENT ONLY. Don't simply record all the questions you needed to ask anyway that got no's (or worse, things that happened entirely in the past). Go ahead and push the envelope—see what it takes to make people say no to you!

Here are the rules:

1. Requests must be legal, and something the person really could do, even though it might be unreasonable.
2. You cannot announce that your request as part of a class assignment until after an answer has been given. Then, please do share this information if you can, even to strangers—it would be awful to make hundreds of others think that people have gotten so selfish just because of this assignment! 😊
3. You must ask a **minimum of 10 different people**.
4. You must ask **each person a different question** / request.
5. **Continue** to make requests until you have collected 10 no's. Thus, you need a minimum of 10 people and a minimum of 10 different questions, but you may need more.

Turn your work in using the following format for each question asked (whether the answer was yes or no in the end):

PART A: Record three details for each question: (a) What did you request? (b) What response did you receive? and (c) What was your reaction to the response?

For at least two “no's,” follow up with the same person:

PART B: Pick one of the requests for which you received a no and make that same request of the same person a second time. If you receive another no, wait until later and make the same request yet a third time. Record what the person says each time.

PART C: Pick at least one of the requests for which you received a no and ask the person who said no, “Under what circumstances would you say yes to my request?” Record the answer.

A4: Feedback Journal (5%, PASS-FAIL)

Once during the semester, you will have a chance to formally give feedback to some classmates on their negotiation performance. This will be done in the Viking case, which is a two-on-two format. Here what you need to do:

1. DURING the Viking negotiation, pay attention to what the other side is doing, both as individuals and as a partnership. Note for yourself what's working and what isn't, what was helpful and what might have derailed the conversation.
2. AFTER the negotiation, record all of the observations you made in writing, and think about how you will want to most constructively present this information to the other side the next week. Remember to note both things that were effective as well as give suggestions for how to improve on areas of potential weakness.
3. FOLLOW UP your actual feedback session with a written **two-page** memo to me: one page on what you observed and told the other side, and one reflecting on what you heard about yourself, and most importantly, what you learned from the feedback session to improve your own negotiation skills.

A5: ABC-Local 190 Pre-Round 1 Preparation (9%)—Turn in one per team (your side of the negotiation is your team)

Complex negotiations covering many issues can benefit from having a system of points available. Using the Tradeoffs and Concessions reading in the course packet to help you, design a scoring system for this negotiation. A scoring system must make it obvious to someone not on your team what tradeoffs would be acceptable to you, what packages you would approve or reject, and what are the appropriate cutoff points for both minimum and target levels.

Please turn in the following three sections (must have all three to receive credit):

1. A completed planning document for your side of the negotiation, including integration with the quantitative scoring system below.
2. A scoring system whereby you demonstrate that you can evaluate package offers on a quantitative basis.
 - a. For example, allocate 100 points among the relevant issues in the negotiation based on your own prioritized weightings, making clear within each issue how many points you would get for each level of agreement—such as, if I were in a negotiation where Vacation Time were a negotiable issue, and I decided that the issue overall were worth 25 points, I would want to note that getting 4 weeks got me all 25 points, getting 3 weeks would get me only 20 of those points, 2 weeks would get me 15, but 1 week would get me only 5 points in the system.)
 - b. You must list enough issues to give yourselves a chance to have a thorough and complex negotiation at the table.
 - c. Scoring systems must have a reservation point and a target amount set on the whole-package level.
3. Scoring systems must include MULTIPLE sample packages—not just the best and worst ones but several in-between, including several worth the same amount to demonstrate equivalencies and flexibility across issues. Packages must also demonstrate the reasonable nature of the target and reservation point values.

A6: Real World Negotiation 1 (RWN1): Analyze the Tactics in a Real Negotiation (12%)

The purpose of this assignment is to give you experience in recognizing the negotiations that are happening around you all the time, and in identifying the tactics and strategies used. For this reason, you will need to find an outside negotiation situation to describe (BUT NOT ONE THAT YOU WERE INVOLVED IN personally—that will come in the next assignment!). The situation you select may be from real life (current events, or from an interview with someone else who has experienced a complex

negotiation), or from a fictional narrative (movie, book, etc.). Try to find a single situation complex enough to contain multiple tactics, but if necessary, you may use several different situations to display different tactics.

Situation:

State what happened in the situation, very briefly (executive summary format—keeping to just a few sentences). Just set the context here—this is not an essay.

Persuasion / Tactics: Please present FOUR (4) separate tactics: (*bullet points or short paragraphs—3 points each*)

For each tactic that you use, describe (a) what the tactic is and how it should work, (b) how it was used in this situation, and (c) whether it was helpful or harmful here. Use the list below for examples, and hints on commonly misunderstood/misused terms.

- Anchoring (saying numbers first with direct effect on the outcome; highball/lowball)
- Agenda Setting (laying out the process for how negotiations will proceed)
- Bogey (strategically pretending something is important when it isn't)
- Chicken (exchange of threats / reference to power)
- Commitment and Consistency (the **other** side agrees to parts first, then the whole)
- Contingent Contracts (must be based on the outcome of a FUTURE event)
- Contrast Effects (such as Foot in Door, Door in Face, or That's Not All)
- Expertise / Authority (not just *having* expertise, but referring to it as a persuasion tool)
- External Standards
- Fairness (must specify what type—equity, equality, need)
- Flattery / Good Mood
- Good Cop / Bad Cop
- Intimidation / Aggressive Behavior
- Nibble
- Power of Multiple Offers (Reminder: this is *not* BATNA, it's options for getting *this* deal done, such as presenting three offers at once)
- Priming
- Reactance
- Reciprocity (this is *not* proposing an exchange, it's mimicking behaviors or making one side beholden to the other through favors or gifts of any kind)
- Reinforcement
- Scarcity (of something other than time—that goes under Time Pressure)
- Show Small Flaws (in yourself, not in the other side's case)
- Similarity
- Snow Job
- Social Proof
- Timing issues / Time Pressure (including “assume the close”)

A7: Real World Negotiation 2 (RWN2): Go Out and Negotiate! (15%)

Now it's your turn! You have been negotiating for years, perhaps without even thinking about the exchanges as negotiations. Likewise, in the past, you have probably overlooked many opportunities for potential negotiations. This assignment is a chance for you to demonstrate your skills in each of three areas: Planning, Executing, and Analyzing. (Note: for this assignment, do not analyze a negotiation you were involved in previously, but conduct a new negotiation armed with the knowledge you've gained in the course thus far.)

- You can negotiate for anything you would like. Examples include goods or services, a situation at work, the terms of a relationship, settling a dispute, making plans, or just about anything else. There are no boundaries here.

- Make sure the negotiation is complex enough to show off your skills. **Examples of too-simple negotiations include:**
 - You bring in a competitor’s price to an electronics store (or car dealer even) and get a lower price.
 - You call your phone or cable company with threats to switch providers.
 - You ask your cleaning service (or other service provider or seller) for a discount, and get it, just for having asked.

Yes, these are effective negotiations. But no, they don’t make for a good paper.
- After negotiating, write a two-to-three-page paper (12-pt font, 1.15 or greater for line spacing but please don’t single-space). You may include attachments / appendices if necessary. Divide your paper into sections:
 - **Planning:** How did you prepare for the negotiation before it actually got started?
 - **Executing:** This is the negotiation itself. What happened? This part should be description only, and should be the shortest of the three segments.
 - **Analysis:** Explicitly label the elements of the course that appear in your negotiation. What worked and what didn’t, and why? What would you do differently next time? This should be the longest / most detailed part.

A8: Hormel & Baxter Case Analysis (8%)—Turn in one per team

DO NOT PROCEED TO READ THIS SECTION UNTIL AFTER ALL THREE ROUNDS OF THE NEGOTIATION HAVE BEEN COMPLETED.

The ABC-Local 190 negotiation was based on an actual negotiation between the George Hormel Company and Local P-9 of the United Food and Commercial Workers Union. You will see a film, “American Dream” which depicts these situations, and the case in your course-packet (The Hormel Strike at Austin, MN) also describes the situation surrounding these negotiations in detail, as supplemental information. Your team will analyze the Hormel negotiations and compare and contrast the actual negotiations to those you were involved in between ABC and Local 190. Please answer BOTH of the following questions in no more than two pages total (12 pt font, use labels and sections).

- 1) **1.5 pages—for this question, you will analyze the actual HORMEL/P-9 negotiation, and not your own experiences within the ABC-Local 190 simulation:** What were TWO key strategic *negotiating* errors made by EACH side in the Hormel case (so, four errors total)? For each, explain the error in terms of negotiating effectively, and what you would have suggested they do differently, based on our course. (For example, “P-9 decided to hire Ray Rogers who claimed he would ‘bring the company to its knees’” is not enough, but “Ray’s use of hardball tactics such as aggressive behavior set the tone for the negotiation and inspired the other side to respond with rights and power instead of an interests-based approach” would be a better answer—*of course, you now can’t use this one in your paper!* Remember that this is your last chance to demonstrate mastery of our course concepts, and not just mastery of what happened in Austin, MN.)

AND

- 2) **0.5 page:** It is easy to imagine that your negotiations were quite different from the real Hormel ones—your livelihoods weren’t on the line, for one thing, you were working with classmates for another, and you are all now trained negotiators! But it is likely that your experiences did overlap in some regards. Discuss **one** aspect of your multi-round negotiation experience that was similar to that experienced by Hormel/P-9 as described in the movie and the article about Hormel. Your answer should focus, of course, on the negotiation aspects of the experience. What, if anything, would you do differently if you could do ABC-Local 190 all over again?

GUIDELINES FOR WRITTEN WORK AND GRADING POLICY

1. Please use 12-pt font, **even in tables**. Line Spacing: 1.15 or greater.
 2. Page limits are enforced (within reason—an extra sentence is fine, an extra page is not).
 3. Hard copies of all assignments are due in class on the assigned dates; double-sided printing is fine. **I WILL NOT** accept emailed assignments, unless you have gotten my prior permission. (“I forgot to print it out” or “the lab ran out of paper” do not qualify).
 4. Of course grammar matters. Please proof-read papers carefully or use Grammarly to ensure that the work you turn in is polished.
 5. Notes on my grading policy:
 - a. I am not permitted to give a large number of A-grades in any one section. Therefore, my assignment and exam grading schemes must be quite stringent. You can learn a LOT in this class and improve your skills tremendously (and have worked very hard) and still fall in the B or C range of grades. My assignments and grading systems are thus designed to do two things: (1) make sure each student has a solid understanding and learns a great deal relative to the first day of class, and (2) allows me to cull the 8-12 students (on average) whose understanding of the material is consistently superb and clearly above and beyond the standards set by the more than 2,000 students to whom I have taught negotiations previously. I will fail students who fall below the bar of reasonable performance.
 - b. The nitty-gritty: I typically only give around 20% A-grades in any one section. Thus, there is a forced curve in the class and your standing in the class is ranked relative to every other student at the end of the semester. Extra credit is not typically offered, but should the opportunity arise, it is “extra” in the sense that you do not need to complete it to pass the class, but is factored in before the awarding of final grades, making it unlikely that you will fall into the “A” group if you do not choose to complete it.
 - c. For each assignment, there are specific elements for you to explain / demonstrate. Thus, grades are not arbitrary but instead, works submitted are all graded by identical standards.
 6. Note that unless there is a problem (in which case you will hear from me), I do not give back assignments that are graded as pass-fail. If you turned it in and did not hear from me, you can assume you received full points on that assignment. If necessary, you may follow up with me to make sure I have received and checked your work.
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COURSE SCHEDULE

Date	Topic	Readings	In-Class	Download
Class 1	Intro	--	Evergreen-Flexfacturing (given in class)	Texoil materials
Class 2	Cars	(CP) Prepare, Prepare	**Turn in A1 (goal) SKILLS: Cars Texoil neg	Federated Science
Class 3	Info Exch 1	(CP) Org. Questions	Texoil debrief, Federated Science neg	Moms.Com materials
Class 4	Coalitions	(CP) Strategy-Tactic Dist (CP) Getting things done...coalitions	Fed Sci debrief, **Turn in A2 (PD) Moms.com neg	Viking Materials
Class 5	Integrative Neg.	GTY Chapters 1-2-3 (CP) Rational Strategies	Moms.com debrief; Viking neg	

		(CP) Post Settlements		
Class 6	Interests Rights & Power	(CP) Three approaches GTY Chapters 4-5 (CP) Third Party Interven.	**Turn in A3 (No's) Viking debrief; Viking Feedbk Session	Bullard Houses
Class 7	Midterm	GTY Chapters 6-7-8	**Turn in A4 (fdbk) <u>Midterm</u> Bullard Neg	ABC Round 1 Materials
Class 8	Conflict	(CP) Tradeoffs-Concession	Bullard Debrief ABC Prep sessions	Virtual Victorian (bring outcomes to class on ())
NO CLASS	--	--	--	--
Class 9	Info Exch 2		**Turn in A5 (scoring) Performance Interview (in-class case) ABC Round 1 neg	International Lodging materials
Class 10	Agents & Tech		** Turn in A6 (RWN1) SKILLS: Houses / Tech Int'l Lodge neg	ABC Round 2 Materials
Class 11	Culture	(optional reading) (CP) Negot. w foreigners	Int'l Lodge debrief ABC Round 2 neg	ABC Round 3 materials
Class 12	Guest		**Turn in A7 (RWN2) Guest Lecturer	
Class 13	Jobs		SKILLS: Jobs ABC Round 3	Watch Film for case analysis via Canvas
Class 13	Wrap-up day		FMI (in-class case) **Turn in A8 (case) **Turn in A9 (goal) ABC debrief	

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.]