

**Marketing**  
**Course Number: 22:630:630**  
**Course Title: Consumer Behavior in a Digital World MS**

## **COURSE DESCRIPTION**

An essential component of marketing is understanding consumer behavior. This course provides an overview of fundamental concepts of Consumer Behavior from the point-of-view of consumers living in a digital world. The course examines the decisions consumers make, the processes underlying these decisions, and the psychological and sociological factors that influence buying behavior. More specifically, students will learn about various external and internal influences affecting the field of consumer behavior considering the impact of social media, online communities, and always-on mobile connectivity. Such influences include social groups, online research and communication, social class, culture, perception, motivation, attitude, and self-concept, among others. The course also examines the impact of digital marketing on society, both domestic and global.

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## **COURSE MATERIALS**

### **Required Software:**

Mimic Consumer Behavior, Stukent. The simulation can be accessed and purchased via the following link: <https://home.stukent.com/join/25E-F65> (the link will take you to the course registration page).

More information will be provided. For Technical Support, email [support@stukent.com](mailto:support@stukent.com) or call (855) 788- 5368.

### **Optional Textbook:**

Solomon, Michael R. (2017). *Consumer Behavior: Buying, Having, and Being* (12th Edition). ISBN-13: 978-0134129938 (*Suggested Chapter readings on the course schedule are from this textbook*)

### **Other Course Materials:**

This course is taught using Canvas. Additional readings/articles/online videos will be available in the content area of Canvas. Throughout the semester I may assign articles from recent magazines, newspapers, or journals to supplement the text and the classroom discussion. They will be made available on Canvas. It is your responsibility to ensure that you can log onto and access the course in Canvas. **You will need to check Canvas and your official Rutgers email account regularly.**

- Hardware & Software Requirements:

- Student systems should capably support a full Windows10 Professional environment with Office365, RBS course-specific applications and virtual computing environments. Minimum recommended requirements include:
    - ✦ I5 Processor
    - ✦ Windows 10 Professional
    - ✦ 8gb of RAM
    - ✦ 256gb hard drive
    - ✦ 720p webcam
    - ✦ Internal mic
  
  - Students should be able to download most needed software from RU software portal:  
<https://it.rutgers.edu/software-portal/>
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## **LEARNING GOALS AND OBJECTIVES**

At the close of the semester, students should display the following competencies:

1. Clear understanding of the consumer decision making process in a digital world.
2. Ability to identify external and internal factors affecting consumer behavior in a digital world.
3. Developing basic analytical skills, conceptual abilities and substantive knowledge in the field of consumer behavior from digital perspective.
4. Developing an understanding of the impact of digital marketing on individuals and the society.
5. Developing an understanding of peoples' consumption related behaviors and how marketing strategies can be used to influence those behaviors in a digital world.

More specifically, upon successful completion of this course, students will:

1. Learn to communicate effectively with different types of audiences. This course will require online written assignments and will afford opportunities for online interaction and sharing of ideas with the class as a whole.
2. Learn to think critically with respect to a full range of organizational situations in the digital world. Marketing situations and strategies for generating consumer response will be discussed and critically evaluated by students. Also, simulation game will help students to think critically with respect to a full range of organizational situations in the digital world.
3. Learn to analyze and explain the interaction of marketing mix variables with the online environment and the resulting outcomes. Our study of the consumer decision process will emphasize consumer evaluation of and response to integrated marketing strategies in a digital world.
4. Learn to assess the impact of digital marketing on society, in both domestic and global markets. In this course students should gain specific understanding of how individuals, groups, and organizations seek to influence each other's behavior and the societal impact of such efforts.
5. Become acquainted with many of the conceptual and theoretical bases underlying studies of consumer behavior related to digital world. Relevant concepts from the social sciences are introduced within a marketing framework and studied within the digital environment of marketing and consumption.

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

- Viewing class lectures and reading textbook chapters and articles.
  - Online discussions (including relevant cases)
  - Weekly assignments, simulations, and/or writing response exercises.
  - Quizzes.
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## **COURSE DELIVERY MODE**

This is a fully online, asynchronous, class-paced course taught on the Canvas learning management system. To access the course, please visit <https://canvas.rutgers.edu/>. All live, scheduled events for the course, including my office hours, are optional.

For more information about course access or support, contact the Online Learning Help Desk via email at [help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu) or call 848-932-4702.

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## **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](http://business.rutgers.edu/ai) for more details.

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## **ATTENDANCE AND PREPARATION POLICY**

- This course is an online, facilitator-led, asynchronous course. This means there are no required online meeting times. The course assessments and activities, however, have firm deadlines. This course is not purely self-paced; you will be expected to interact with the rest of the class each week and complete activities in a timely manner.
- Be sure you are logging into the course in Canvas each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times). If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.
- Expect me to prepare properly for each online module. I expect the same of you. Complete all background reading and written assignments. To be successful in this course, you should plan to dedicate approximately 8-10 hours per week.
- All live sessions, including instructor office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you need to discuss an assignment with me but cannot attend my scheduled office hours, please contact me to schedule another time to talk.

**Late Assignments:** You are expected to **submit your assignments on the specified due dates** and to complete the course according to the published class schedule. Refer to your Canvas classroom for each week's assignment and/or projects due dates. Late assignments grading policy is as follows:

- 1 day late – 50% will be deducted from your total grade
- 2 days late – 75% will be deducted from your total grade

Assignments more than 2 days late will NOT be accepted, and your grade for that specific assignment will be zero. As adults and working professionals, I understand you must manage competing demands on your time. Submission of late assignments without prior approval (in case of emergencies, medical issues, etc.) is unacceptable and will result in the awarding of zero point for the assignment.

If you know you will be late with your assignments ahead of time, please contact me to discuss alternative dates.

**Instructions for Written Assignments:** The purpose of written assignments in this course is to provide you with an opportunity to present your ideas and analyses in written form. One of the most important skills that employers and graduate school programs look for is the ability of that individual to write effectively. Demonstrated competence in written form enables you to convey positive impressions of your abilities and a strong sense of professionalism. It is, therefore, important that you write your papers and reports well. The following is a list of guidelines for you to use in preparing your papers:

1. All written work must be typed and double-spaced. The margins of the papers should be set at 1" on right and left, and 1.5" from the top and 1" from the bottom of the page.
2. Paragraphs are to be indented 5 spaces; no extra lines between paragraphs. Double space your work.
3. Proper spelling, grammar and punctuation are essential. Do not use slang words or phrases. The APA

Guidelines can assist you in proper usage (you can find this resource in the library or by going to the Purdue Owl Writing Center – <http://owl.english.purdue.edu/oldindex.html>). Make sure you use grammar and spell check to check your work before submitting it. I suggest using APA format.

4. Any direct quotations require quotation marks with the proper citation. If you quote someone else's work and do not cite it properly, it is PLAGARISM! If you take someone else's ideas and use them as your own, give them the proper credit (i.e., cite it).
5. All written work will require: Assignment title, your (or team members') name, the course name, and the date
6. All written assignments must be submitted on time according to the given deadlines.

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## **COURSE ORGANIZATION & TEACHING METHODOLOGY**

This course will consist primarily of

- (1) Online lecture presentations on key topics,
- (2) Demonstrations of consumer behavior through simulation (3) case studies, reports, assignments, and online discussions and

(4) testing to reinforce learning.

A class schedule of topics, assignments, and exams is attached. It is my prerogative to change this schedule as the need warrants during the semester. The course syllabus, articles, and other relevant course-related materials will be posted on Canvas. You may download these materials for your own use. You will also be responsible with submitting assigned cases and exercises **via Canvas by the due dates.**

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## CLASSROOM CONDUCT

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful. I try to foster an interactive environment, where we can all learn from each other.

- Writing style: This course requires participation in online discussion boards with your instructor and classmates. While you don't need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics. Please also refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting.
  - Tone and civility: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Treat your instructor and fellow students with respect at all times, and in all communications.
  - Citing your sources: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
  - Backing up your work: Consider composing your academic posts and assignments in a Word document, where you can save your work, and then copying and pasting onto the Canvas platform, as needed.
  - I will reply to e-mails within 24 hours on weekdays. Please include the Course Number in the subject line of your email and **cc your email to [Q](#).**
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## GRADING POLICY

Your grade in this course is determined as follows:

Exams	
Quiz I	20%
Quiz II	20%
Simulation Score (Average of 7 Rounds)	20%

Subject Analysis	20%
Assignments	10%
Class Content Engagement & Discussion Participation	10%

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**100%**

**Quiz I & II (20% of final grade - each):** There will be two quizzes which will be based on online lectures, textbook, and reading assignments (including the simulation chapter) for the weeks before the exams. They will focus on your understanding of the important concepts and your ability to apply them. The quizzes will be based on multiple choice questions and include everything covered in the course in addition to the relevant sections from the simulation game. Thus, assigned readings from the textbook, periodicals, and other references, as well as materials from cases, articles, and class online discussions are appropriate for testing. There will be no make-up exams except for legitimate and prior-approved reasons. *Make-up exam will be given only if I receive a note from your physician and/or the university advising that you be allowed to take a make-up exam.*

**Simulation Score (20% of final grade):** Each student will compete in a Consumer Behavior Simulation Activity throughout the term. Through participation in the game, you will gain tremendous business experience by making real business decisions. The Mimic Consumer Behavior Simulation is a transformational experience. You will learn what it will be like to compete in the fast-paced, competitive market where customers are demanding and the competition is working hard to take away your business.

Mimic Consumer Behavior provides hands-on educational experiences with important elements of consumer behavior in a fictitious scenario in which you take on the role of a brand marketer at a company called *Buhi Supply Co.* The simulation is organized with an introductory section followed by seven rounds of work for you to complete. To enhance your learning and success, each round of the simulation is weighted equally. If you perform poorly in one round, it will not inhibit you from successfully completing other rounds and potentially improving your overall score. A total score will be computed by the simulation at the end of the game.

**Subject Analysis (20% of final grade):** Each student will be assigned a subject on Consumer Behavior in a Digital World and will be required to submit a video presentation that covers the analysis of the educational article, personal experience, or the case on the assigned topic before their assigned submission date. Each presentation should be 8-10 min. long and submitted via Canvas. Each presenter should also share his/her accompanying Power Point slides (~10) with the class. Appropriate references should be listed on the last slide. Each student will be randomly assigned to a different theme (see the last page of the syllabus). All the submissions will be posted on Canvas and every student will be responsible for listening/reading everyone's subject analysis. More information will be provided.

**Assignments (10% of final grade):** Over the course of the semester, you will have a number of online assignments, in which you will need to read the relevant articles, chapters, notes, cases or other materials and submit your completed work for grading.

**Grade Determination:** The points earned from the tests and assignments outlined above will be totaled and compared to the following standard to determine the final grade:

**Grading Scale:**

A	93.0+
A-	90.0 - < 93.0
B+	87.0 - < 90.0
B	83.0 - < 87.0
B-	80.0 - < 83.0
C+	77.0 - < 80.0
C	73.0 - < 77.0
C-	70.0 - < 73.0
D	60.0 - < 70.0
F	< 60.0

Note that your final grade is not subject to negotiation. If you feel I have made an error, submit your written argument to me (along with supporting documentation) within one week of receiving your final grade. 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 give you a grade that you did not earn, and it is dishonest to attempt to influence me to do so.

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**COURSE SCHEDULE**

<b>PART</b>	<b>WEEK ENDING</b>	<b>TOPIC</b>	<b>ASSIGNMENTS</b>
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1 FOUNDATIONS OF CONSUMER BEHAVIOR IN A DIGITAL WORLD	<b>Week 1</b>	<p>Course Introductions</p> <p><i>Chapter 1:</i> Introduction to Consumer Behavior &amp; Customer Value</p>	<p><b>Suggested Pre-Reading:</b> Chapter 1</p> <p><b>Intro Assignment</b> Due</p>
	<b>Week 2</b>	<p><i>Chapter 1:</i> Introduction to Consumer Behavior &amp; Customer Value</p> <p>- Technology and digital culture create a new “always-on” consumer</p>	<p><b>Suggested Pre-Reading:</b> Chapter 1</p> <p><b>Assignment</b> Due</p>
	<b>Week 3</b>	<p><i>Chapter 2:</i> Consumer &amp; Social Well-Being</p> <p>- Digital’s impact on: business ethics, consumer rights, policy issues, and access to products &amp; services</p> <p>- <u>Individual Subject Assignments</u></p>	<p><b>Suggested Pre-Reading:</b> Chapter 2</p> <p><b>Assignment</b> Due</p>

<p>2</p> <p>INTERNAL INFLUENCES ON CONSUMER BEHAVIOR IN A DIGITAL WORLD</p>	<p><b>Week 4</b></p>	<p><i>Chapter 3: Perception</i></p> <ul style="list-style-type: none"> <li>- Digital's impact on: the stages of perception and shaping perception (e.g. getting attention &amp; appealing to the senses)</li> </ul> <p><i>Overview of Game Scenario: Directions to Signup &amp; Introduction</i></p> <p><i>Information on Round 1</i></p> <ul style="list-style-type: none"> <li>- <u>Subject Analysis (Students 1, 2 &amp; 3)</u></li> </ul>	<p><b>Suggested Pre-Reading:</b> Chapter 3</p> <p><b>Assignment</b> Due</p> <p><u>Subject Analysis 1-3 submissions are due</u></p> <p><u>Subject Analysis 1-3 Discussions, last post is due by _____</u></p> <p><i>Round 1 Decisions are due</i></p>
	<p><b>Week 5</b></p>	<p><i>Chapter 4: Learning &amp; Memory (in the Digital Context)</i></p> <ul style="list-style-type: none"> <li>- The impact of online research, reviews, YouTube demo's, social posts.</li> </ul> <p><i>Information on Simulation Round 2</i></p> <p><u>Subject Analysis (Students 4, 5 &amp; 6)</u></p>	<p><b>Suggested Pre-Reading:</b> Chapter 4</p> <p><b>Assignment</b> Due</p> <p><u>Subject Analysis 4-6 are due</u></p> <p><u>Subject Analysis 4-6 Discussions, last post is due by _____</u></p> <p><i>Round 2 Decisions are due</i></p>

	<p><b>Week 6</b></p>	<p><i>Chapter 5: Motivation and Affect</i></p> <ul style="list-style-type: none"> <li>- Digital's impact on consumer needs, affect, and involvement with products &amp; messages. Access to consumer data allows marketers to tap into wants &amp; needs to drive product &amp; marketing strategy.</li> <li>- <u>Subject Analysis 7, 8 &amp; 9</u></li> </ul>	<p><b>Suggested Pre-Reading:</b> Chapter 5</p> <p><b>Assignment</b> Due</p> <p><u>Subject Analysis 7, 8 &amp; 9 are due</u></p> <p><u>Subject Analysis 7, 8 &amp; 9 Discussions, last post is due</u></p>
<p>3</p> <p>SELF IDENTITY, INDIVIDUAL TRAITS, AND VALUES OF DIGITAL CONSUMERS</p>	<p><b>Week 7</b></p>	<p><i>Chapter 6: The Self: Mind, Gender, and Body</i></p> <p>The role of social media, 24/7 access, and online communities in self-concept, gender identity, and definitions of beauty</p> <p><i>Information on Round 3</i></p> <p><u>Subject Analysis 10, 11 &amp; 12</u></p>	<p><b>Suggested Pre-Reading:</b> Chapter 6</p> <p>- <u>Subject Analysis 10, 11 &amp; 12 are due</u></p> <p>- <u>Subject Analysis 10, 11 &amp; 12 Discussions, last post is due by</u></p> <p><i>Round 3 Decisions are due ()</i></p>
	<p><b>Week 8</b></p>	<p><i>Chapter 7: Personality, Lifestyles, and Values</i></p> <ul style="list-style-type: none"> <li>- The impact of and access to digital consumer data in identifying consumer personalities, and how brands leverage digital marketing to show their own personalities.</li> </ul>	<p><b>Suggested Pre-Reading:</b> Chapters 7</p> <p>- <u>Subject Analysis 13, 14 are due</u></p>

		- <u>Subject Analysis 13 &amp; 14</u>	- <u>Subject Analysis 13, 14 Discussions, last post is due by</u>
		<b>QUIZ 1</b>	
4  CHOOSING AND USING PRODUCTS IN A DIGITAL WORLD	<b>Week 9</b>	<p><i>Chapter 8: Attitudes and Persuasive Communications</i></p> <ul style="list-style-type: none"> <li>- leveraging digital marketing to shape attitudes and persuade consumers (social sharing, online reviews, influencers, “friend” associations etc.)</li> </ul> <p><u>Subject Analysis 15 &amp; 16</u></p>	<p><b>Suggested Pre- Reading:</b> Chapter 8</p> <p><b>Assignment</b> Simulation &amp; Brand/Product Personality Assignment is due</p> <p>- <u>Subject Analysis 15 &amp; 16 are due</u></p> <p>- <u>Subject Analysis 15 &amp; 16 Discussions, last post is due by</u></p> <p><i>Round 4 Decisions are due</i></p>
	<b>Week 10</b>	<p><i>Chapter 9: Decision Making</i></p> <ul style="list-style-type: none"> <li>- Non-linear journey in a digital world. Digital impacts every “stage” considering online access to info/search, “showrooming”, peer reviews, and post-sale engagement &amp; loyalty</li> </ul> <p>- <u>Subject Analysis 17 &amp; 18</u></p>	<p><b>Suggested Pre- Reading:</b> Chapter 9</p> <p>- <u>Subject Analysis 17, 18 are due</u></p> <p>- <u>Subject Analysis 17, 18 Discussions, last post is due</u></p> <p><i>Round 5 Decisions are due</i></p>

	<p><b>Week 11</b></p>	<p><i>Chapter 10: Buying, Using, and Disposing</i>  - How the digital world impacts consumption situations and segmentation, shopping experiences, in-store decision making, and post purchase behavior</p> <p>- <u>Subject Analysis 19 &amp; 20</u></p>	<p><b>Suggested Pre-Reading:</b>  Chapter 10</p> <p><b>Assignment</b>  Due</p> <p><u>Subject Analysis 19 &amp; 20 submissions are due</u></p> <p>- <u>Subject Analysis 19 &amp; 20 Discussions, last post is due</u></p> <p><i>Round 6 Decisions are due</i></p>
<p>5</p> <p>DIGITAL CONSUMERS IN THEIR SOCIAL &amp; CULTURAL SETTINGS</p>	<p><b>Week 12</b></p>	<p><i>Chapter 11: Groups and Social Media</i></p> <p>The power of online communities in influencing consumer opinions</p> <p><u>Subject Analysis 21 &amp; 22</u></p>	<p><b>Suggested Pre-Reading:</b>  Chapter 11</p> <p>- <u>Subject Analysis 21 &amp; 22 submissions are due</u></p> <p>- <u>Subject Analysis 20 &amp; 21 Discussions, last post is due</u></p> <p><i>Round 7 Decisions are due</i></p>

<p><b>Week 13</b></p>	<p><i>Chapter 12: Subcultures &amp; Culture</i>  - The impact of social groups, forums and “always-on” mobile access on subcultures and marketing to them directly.</p>	<p><b>Suggested Pre-Reading:</b>  Chapter 13 (from the textbook)</p> <p><b>No Submission, Break</b></p>
<p><b>Week 14</b></p>	<p><i>Chapter 12: Subcultures &amp; Culture</i>  - The impact of social groups, forums and “always-on” mobile access on subcultures and marketing to them directly.  - The impact of digital on global vs local marketing strategies.</p> <p><u>Subject Analysis 23, 24 &amp; 25</u></p>	<p><b>Suggested PreReading:</b>  Chapter 13</p> <p>= <u>Subject Analysis - Subject Analysis 22, 23&amp;24 submissions are due</u></p> <p>= <u>Subject Analysis - Subject Analysis 22, 23&amp;24 Discussions, last post is due</u></p>
<p><b>Week 15</b></p>	<p><i>Simulation Consumer Behavior Reflection Submission ()</i></p> <p><b>QUIZ II</b></p>	

*Individual Presentations*

<p><i>Subject Analysis Report #</i></p>	<p><i>Theme &amp; Related Chapter</i></p>
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1, 2, 3	Perception
4, 5, 6	Learning and Memory
7, 8, 9	Motivation and Affect
10, 11, 12	The Self: Mind, Gender, and Body
13, 14	Personality, Lifestyles and Values
15, 16	Attitudes & Persuasive Communications
17, 18	Decision Making
19, 20	Buying, Using, and Disposing
21, 22	Groups and Social Media
23, 24, 25	Subcultures & Culture

*\* The instructor reserves the right to make changes on the syllabus during the semester, such as rescheduling dates for assignments and simulation decision submissions.*

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## 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](http://ods.rutgers.edu).

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

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

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

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

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