**Management
Course Number: 29:620:410
Course Title: Executive Leadership**

COURSE DESCRIPTION

To be successful in today's complex business environment, leaders need to have: a thorough understanding of different leadership processes; the critical thinking skills to assess and determine how to address different leadership situations; and the capability to effectively influence individuals and groups to meet organizational goals. The purpose of this course is to assist students in developing their leadership capabilities and to create a framework for developing these capabilities in the future. Leadership is needed at every level and in every position in an organization because of the challenges of the 21st century in which organizations face constant change, the need for innovation that is both frame-breaking and competence destroying, and the need to manage across organizational, cultural, and functional boundaries. Only when all employees are leaders can organizations succeed over the long term. The goal for this course is to help each student in the class learn and develop his or her leadership capabilities.

COURSE MATERIALS

Required Text: Leadership Theory and Practice, Leadership Theory and Practice, 8th Edition, Peter G. Northouse, Sage Publications, Inc., 2019. ISBN 978-1-5063-6231-1.
(Please note that we are using the new 8th Edition, and it has different material from prior editions.)
Please check **Canvas** (canvas.rutgers.edu) and your Rutgers email account frequently each week. You should check Canvas before leaving for class in the event there is a last-minute change or cancellation.

LEARNING GOALS AND OBJECTIVES

This course is designed to help students develop skills and knowledge in the following area(s):

- Applying different leadership theories and concepts to leaders from different generations and cultures.

- Understanding the relationship between individual leadership factors (motivations, traits, skills, styles) and organizational factors (challenges, opportunities, etc.) in delivering performance outcomes.
- Building and applying critical thinking skills and ethical judgment to different leadership situations.

Students who complete this course will demonstrate the following:

- The ability to assess the effectiveness of different leadership behaviors in different situations.
- A personal leadership brand; and identification of strengths, development needs, and development plan.
- The ability to give and receive constructive feedback.
- Strengthened leadership, team and presentation skills through team and individual assignments.

Students develop these skills and knowledge through individual and team activities and assignments.

PREREQUISITES

This course is open to Juniors and Seniors and is required for students majoring in Leadership and Management. The prerequisites are Introduction to Management 29:620:301 and Management Skills 29:620:302.

ACADEMIC INTEGRITY

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

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

COURSE POLICIES

- **Academic Integrity:** I do not tolerate cheating. Students are responsible for understanding and abiding by the Rutgers 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 written assignments through available plagiarism detection services that compare the work against a large database of past work.

- **You earn your grade** on a level playing field with your other classmates. Please do not: o Ask me raise to your grade because it is "close" to the next higher grade.
  - o Ask for preferential treatment (e.g. requesting an "extra credit" project,
  - etc.) o Plagiarize or modify others' work and submit it as your own work.

- **Assignments:** The assignments are in the Syllabus and on Canvas. **Credit for Assignments:** For credit, assignments must be complete and posted by the due date to Canvas on the DB team thread (for team assignments) or in its Canvas Assignment (for individual assignments).
  Late/Incomplete Assignments: There is no partial credit for incomplete or late assignments. Plan ahead. You have the assignments and due dates on the first day of class (Syllabus). Late or incomplete assignments will receive a "0" for those assignments.
  Naming Assignments: Please name the document (Leader's name: Organization - Team's last names in alphabetical order). Post it on the DB under its thread (for some shared team assignments) or in its Canvas Assignment (for individual and team assignments).

- **Course Communications:** All communications with the professor and other students are to be professional and courteous. For email communications with me, please use
  (), and put the class and your name (Leadership – Course# - NB or NW

  - Your Name) in the Subject Line. Copy all team members on team-related emails. I will generally respond within 48 hours. If your email does not have Leadership in its Subject Line, it will get re-prioritized with other email or go into spam, and you may not get a response nor credit for whatever you sent to me.

- **Cell Phones, Laptops, Textbook, etc.**: Please turn off cell phones and disconnect laptops from the network before class begins. If you prefer to use a laptop for notetaking ONLY during lecture-discussion sessions, you may do so (network disconnected). I will generally provide power-point which you can download for note taking before class. Failure to limit laptop use to note-taking will result in a loss of this privilege for the class at large. **You must bring your textbook to class**. It is small, light and contains cases and questionnaires we will often refer to.

- **Responsibility for Learning:** You are responsible for your learning in this course. I will introduce you to new material, ask questions, provide examples to facilitate understanding, and help you with both the content and processes explored during the class. It is your responsibility to master the material, apply critical thinking, actively participate and deliver assignments on time.

- **Syllabus:** While every attempt is made to include all course information on this syllabus, some changes may be necessary during the semester, and those changes will be announced

in class/on Canvas. Students are responsible for abiding by the terms contained in this syllabus/on Canvas/in class.

ASSIGNMENTS AND GRADING

1. Participation & Attendance (P&A)   10%
2. Individual Leadership Development Plans   25% o End-of-Chapter Questionnaires/Learnings/Applications (EOCs - 10%) o LDP paper including data integration, analysis, insights, plan (15%) o LDP mini-presentation / discussion (P&A Credit for the day)
3. Team Leadership Case Presentations and Reports (4)*   30%
4. Midterm Exam   15%
5. Final Exam (including MGB Major Assessment Exam)   20%
       TOTAL   100%

*As part of these assignments, see **Critiques, Rankings and Team Member Evaluations**

GRADING SCALE:

A	91.00 and up
B+	86.00 - 90.99
B	81.00 - 85.99
C+	76.00 _ 80.99
C	71.00 _ 75.99
D	65.00 _ 70.99
F	Below 65

PARTICIPATION & ATTENDANCE (P&A - 10%)

You only earn this **P&A** grade by attending and participating. Attendance will be taken in every class. You are expected to **attend and constructively participate in all class sessions** and a portion of your grade will be based on it. You are expected to be on time and stay for the duration of the class. Preparation of readings, mini-case assignments, and chapter questionnaires before class will greatly increase your opportunities to participate.

I will use the following daily scoring rubric for participation and attendance:

- 75% - Sign-in on time, listen and attend
- 85% - Sign-in with one substantive verbal contribution during class,
- 95% - Sign-in with two or more substantive verbal contribution(s),
- 100% - Presentations / SIRS participation (retroactive)

- 70% - <u>Pre-excused</u> absence (e-mail me before class), only two will be allowed without special circumstances. Work with your team to assure this does not impact your collective work.
- 0% - No shows
- Your two lowest P&A scores will be dropped at the end of the semester. Use this "credit" frugally and wisely.
- Team presentation days also count as P&A days.
- If you miss a class on a class day your team presents, it must be pre-excused with the full awareness of your team. You will need to schedule and present the entire case to me as soon as possible to get credit for the assignment.
- Keep a log of your contributions each week.
- **Complete the short individual P&A assignments on Canvas for both classes that week by ().** Indicate the percentage points you believe you earned, and make brief note of your verbal contribution(s) / activities. You must manage this in a timely fashion on a weekly basis to get credit.

<u>LEADERSHIP - TEAM CASE PRESENTATION / REPORTS (30%)*:</u>

The purpose of the team assignments (4) is to research, analyze and present a specific Baby Boomer leader (b. 1947-1964), Gen X leader (b. 1965-1980), Millennial leader (b. 1981-1996) and Global leader; and to elicit and respond to Q&A on that leader with the class. I will form teams (modified random assignment), and each team will move quickly to select a leader. Teams will be changed at the half-way point (for Presentations 3 and 4). Upon formation, each team will:

- Select a leader from a larger public company where data on the leader, the company and the industry are readily available for analysis.
- <u>Communicate your choices early with me</u> by email. As a class, we will do a distinct set of leaders, SO, "first come…first served" on team leader selections.
- Include a cover slide identifying leader and company, your team number, names, class and section. (1 cover slide)
- Select and do an in-depth analysis of the leader's background (1 slide), style (1 slide), challenges faced (environmental, industry, and / or firm level) and leader response and associated outcomes (2 slides).
- Select and include a short (max 2 minutes) video of the leader (1 placeholder slide).
- Provide comparative financial performance charts on revenues (1 slide), earnings (1 slide), and stock performance (1 slide) over the last 3-5 years, that contribute to a comparison of the leader's results with 3 other industry-related leaders' on each chart. Select and use the financial data wisely to assure it is informative and meaningful.
- Provide 3 specific, actionable recommendations on how this leader might be more effective (1 slide).
- Present 3 questions to the class for discussion (1 slide). Make sure they are open ended and solicit thought and discussion. Select a team member to moderate this discussion.
- Manage your time carefully. If you are running long, you need to "pull back" on question / discussion time.
- All team members should know all team case material.

- The team leader (or delegate) posts the PPT to the team's DB thread on Canvas by the due date/time.
- Deliver a **15-minute (TBD) PPT presentation (11 slides total, 9 content)** to the class, allowing 5 minutes for Q&A and discussion (a P&A opportunity for your classmates).
- Teams provide a professional, stapled, colored hard copy to the professor in class.

Presentations should be developed in PowerPoint using a "notes format". A "notes format" hardcopy should include a slide copy (top half of page), and related discussion (bottom half of page). The written portion (10 pt. times new roman single space) should provide meaningful insight beyond a simple rehash of the slide bullets above. **Think of the notes section as a report.** Target length to the bottom half of page with limited spillover. All team members should have a role in the presentation and / or class discussion.

***Critiques, Rankings and Team Member Evaluations**

To enhance our collective leadership skill at providing critical feedback, every team will develop a **substantive**, critical analysis of the content (as opposed to presentation style), for **each** of the other cases presented and posted that:

- Summarizes your teams' interpretation of the leader identified, role, environment and approach to leadership (target 1 paragraph).
- Identifies at least 3 clear and concise bullet points on the Strengths of the presented case
- Identifies at least 3 clear, concise bullet points on the Weaknesses of the presented case,
- Summarizes with a key point or two your team learned from this leader's experience as presented (target 1 paragraph).
- Each team critique is merged into a single word document. Each team critique should not exceed 1 double spaced page per team.

One team member posts the Team Case Critiques to the <u>Discussion Board</u> on Canvas.

- Each team will also rank team presentations first to last, not including your own, ensuring that the critical analysis above supports the team's case ranking.

One team member posts the Team Case Rankings to the respective <u>Assignment</u> in Canvas. **Rankings are not to be shared or posted.**

The quality of your critical feedback and your earned team rankings will contribute to a portion of your presentation/report grade.

Team Member Contribution: Every team member will:

- Manually prepare a **hardcopy peer review** of your own teammates work for each of the 4 team case assignments. A copy of the provided peer review form may be found in Bb Course Documents. Print it, and following directions, fill it out, fold it and turn it in before class on the day your team presents.

Team member peer reviews indicating a lack of contribution of any member with consensus among the team will be factored into the identified members grade for that assignment as appropriate. **There is no partial credit for incomplete or late assignments.**

LEADERSHIP DEVELOPMENT PLAN ASSIGNMENT (LDP) (25%):

The purpose of this individual assignment is to analyze and integrate your course learning, and to formulate and demonstrate your leadership development plan. There are a few major parts to this assignment:

- **15 End-of-Chapter Questionnaires (10%):** An actual scan or screen shot (not a table of data) of the 15 completed end-of-chapter questionnaires, and the submission of your analysis of the results, and how you plan to apply that learning – is to be posted on Canvas EOC assignments by the due dates on the Syllabus.
  I will use the following scoring rubric for EOC submissions:

- 75% - A submitted scan of your EOC-Q self-assessment
- 85% - A submitted scan of your EOC-Q with a brief analysis (e.g.< paragraph)
- 95% - A submitted scan of your EOC-Q with extended analysis (e,g. 2 or more paragraphs)
- 100% - Extended analysis with 3 or more survey scans capturing peer inputs
- **LDP Paper (data integration, analysis, insights, plan) (15%):** All 15 end-of-chapter questionnaires need to be completed to develop this. Each student will write a 3 ½ to 5-page paper (12 pt. Times New Roman Double Spaced) addressing:
- Your leadership "brand", short-term (12-18 months) and long-term (3+ years) goals.
- 3 Key Strengths, with each Strength supported by 3-5 specific and comprehensive data points from your end-of-chapter questionnaire results.
- 3 Development Needs, with each Need supported by 3-5 specific and comprehensive data points from your end-of-chapter questionnaire results.
- Your specific, actionable and time-framed plan for building your leadership capabilities and skills.
- Attach an appendix neatly summarizing each Questionnaire (Ch. 2 – 16) by Chapter, Title of Questionnaire, and Scores, and bold the scores you used to support your Strengths and Development Needs.
- **LDP Mini presentation (100% P&A Credit)**. Prepare a very brief **single slide** overview of your LDP Assessment and Plan. Highlight your evolving brand, an observed strength and weakness, and key action item you have adopted. Time allowing seek one or two thoughts or comments from the class. **Hard stop at 5 minutes!** ALL LDP papers and mini presentations are to be posted to Canvas Assignment by the syllabus due date.

MIDTERM (15%) and FINAL EXAM (including MGB Major Assessment Exam) (20%):

Two 50-question multiple choice exams will be delivered, the Final Exam occurring at the university scheduled time during final exam week (date and time to be announced).

The goal of both exams is to ensure that you have absorbed the concepts and frameworks covered in the text, lectures, and class discussions.

A multiple choice MGB Major Assessment Exam will be administered during the Final Exam sitting (format and credit to be determined).

Make sure you attend the combined examinations at this time, because there will be no make-ups, excluding extraordinary circumstances.

COURSE SCHEDULE

MGT 410 EXECUTIVE LEADERSHIP

DATE	TOPICS	ASSIGNMENTS (DUE BEFORE CLASS)
Day 1	Class Introductions Course Overview, Syllabus, Introduction to Leadership	Read Ch. 1, Prepare brief introduction Print and bring this syllabus Bring your book!
Day 2	Trait Approach Assigned mini-case (Bring book)	Read Ch. 2. Complete questionnaire(Q) for Ch. 2 (p.37)**.** Attach Q-scan to EOC-2 assignment; write submission describing what you learned; how you plan to apply it.
Day 3	Skills Approach Assigned mini-case (Bring book)	Read Ch. 3. Complete questionnaire(Q) for Ch. 3 (p.67)**.** Attach Q-scan to EOC-3 assignment; write submission describing what you learned; how you plan to apply it.
Day 4	Behavioral Approach Assigned mini-case (Bring book)	Read Ch. 4. Complete questionnaire(Q) for Ch. 4 (p.89)**.** Attach Q-scan to EOC-4 assignment; write submission describing what you learned; plan to apply. *() –Week's Participation in Canvas – P&A 1&2*
Day 5	Situational Approach Assigned mini-case (Bring book)	Read Ch. 5. Complete questionnaire(Q) for Ch. 5 (p.111)**.** Attach Q-scan to EOC-5 assignment; write submission describing what you learned; plan to apply.
Day 6	Path-Goal Theory Team Prep Time	Read Ch. 6. Complete questionnaire(Q) for Ch. 6 (p.134)**.** Attach Q-scan to EOC-6 assignment; write submission describing what you learned; plan to apply. *() –Week's Participation in Canvas – P&A 3&4*
Day 7	Day 1 - BB Leader Team Cases Presentations/Discussions Critiques/Ranking/Assessments	Post BB Team Case on Discussion Board before class. Complete, bring peer review. Post team critiques to discussion board and submit team rankings to Canvas by ().

Day 8	Day 2 - BB Leader Team Cases Presentations/Discussions Critiques/Ranking/Assessments	Post BB Team Case on Discussion Board before class. Complete, bring peer review. Post team critiques to discussion board and submit team rankings to Canvas by (). *() –Week's Participation in Canvas – P&A 5&6*
Day 9	Leader-Member Exchange Assigned mini-case (Bring book)	Read Ch. 7. Complete questionnaire(Q) for Ch. 7 (p.157)**.** Attach Q-scan to EOC-7 assignment; write submission describing what you learned; plan to apply.
Day 10	Transformational Leadership Exam Review	Read Ch. 8. Complete questionnaire(Q) for Ch. 8 (p.191)**.** Attach Q-scan to EOC-8 assignment; write submission describing what you learned; plan to apply. *() –Week's Participation in Canvas – P&A 7&8*
Day 11	Midterm Exam	Chapters 1 through 8 and supporting slides

DATE	TOPICS	ASSIGNMENTS (DUE BEFORE CLASS)
Day 12	Authentic Leadership Team Prep Time	Read Ch. 9. Complete questionnaire(Q) for Ch. 9 (p.220)**.** Attach Q-scan to EOC-9 assignment; write submission describing what you learned; plan to apply. *() –Week's Participation in Canvas – P&A 9&10*
Day 13	Day 1 – Gen X Leader Team Cases Presentations/Discussions/ Critiques/Ranking/Assessments	Post Gen X Team Case on Discussion Board before class. Complete, bring peer review. Post team critiques to discussion board and submit team rankings to Canvas by ().
Day 14	Day 2 - Gen X Leader Team Cases Presentations/Discussions/ Critiques/Ranking/Assessments	Post Gen X Team Case on Discussion Board before class. Complete, bring peer review. Post team critiques to discussion board and submit team rankings to Canvas by (). *() –Week's Participation in Canvas – P&A 11&12*
Day 15	Servant Leadership Assigned mini-case (Bring book)	Read Ch. 10. Complete questionnaires(Q) for Ch. 10 (p.251)**.** Attach Q-scans to EOC-10 assignment; write submission describing what you learned; plan to apply.
Day 16	Adaptive Leadership Assigned mini-case (Bring book)	Read Ch. 11. Complete questionnaire(Q) for Ch.11 (p.285)**.** Attach Q-scans to EOC-11 assignment; write submission describing what you learned; plan to apply. *() –Week's Participation in Canvas – P&A 13&14*
	NO CLASS	
Day 17	Followership Assigned mini-case (Bring book)	Read Ch. 12. Complete questionnaires(Q) for Ch. 12 (p.326)**.** Attach Q-scans to EOC-12 assignment; write submission describing what you learned; plan to apply.

Day 18	Leadership Ethics Team Prep Time	Read Ch. 13. Complete questionnaire(Q) for Ch.13 (p.360)**.** Attach Q-scans to EOC-13 assignment; write submission describing what you learned; plan to apply. *() –Week's Participation in Canvas – P&A 15&16*
Day 19	Day 1 - Millennials Leader Team Cases Presentations/Discussions/ Critiques/Ranking/Assessments	Post Millennials Team Case on Discussion Board before class. Complete, bring peer review. Post team critiques to discussion board and submit team rankings to Canvas by ().
Day 20	Day 2 - Millennials Leader Team Cases Presentations/Discussions/ Critiques/Ranking/Assessments	Post Millennials Team Case on Discussion Board before class. Complete, bring peer review. Post team critiques to discussion board and submit team rankings to Canvas by (). *() –Week's Participation in Canvas– P&A 17&18*
Day 21	Team Leadership Assigned mini-case (Bring book)	Read Ch. 14. Complete questionnaires(Q) for Ch. 14 (p.397)**.** Attach Q-scans to EOC-14 assignment; write submission describing what you learned; plan to apply.
Day 22	Gender and Leadership Assigned mini-case (Bring book)	Read Ch. 15. Complete questionnaire(Q) for Ch.15 (p.421)**.** Attach Q-scans to EOC-15 assignment; write submission describing what you learned; plan to apply. () *–Week's Participation in Canvas – P&A 19&20*
DATE	**TOPICS**	**ASSIGNMENTS (DUE BEFORE CLASS)**
Day 23	Culture and Leadership Team Prep Time	Read Ch. 16. Complete questionnaires(Q) for Ch. 16 (p.464)**.** Attach Q-scans to EOC-16 assignment; write submission describing what you learned; plan to apply.
Day 24	Day 1 - Global Leaders Team Cases Presentations/Discussions	Post Global Leaders Team Case on Discussion Board before class. Complete, bring peer review. Post team critiques to discussion board and submit team rankings to Canvas by (). *() –Week's Participation in Canvas – P&A 21&22*
Day 25	Day 2 - Global Leaders Team Cases Presentations/Discussions	Post Global Leaders Team Case on Discussion Board before class. Complete, bring peer review. Post team critiques to discussion board and submit team rankings to Canvas by ().
Day 26	Day 1 - Leadership Development Plan Presentations	**Submit ALL individual LDP single slide presentations to Canvas assignment by ().** *() –Week's Participation in Canvas – P&A 23&24*
Day 27	Day 2 - Leadership Development Plan Presentations	
Day 28	Day 3 - Leadership Development Plan Presentations	Last Day of Class **Submit LDP Papers to Canvas Assignment before class.** *() –Week's Participation in Canvas – P&A 25&26*

Day 29	Final Exam	() *() –Week's Participation in Canvas – P&A 27*

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.]