RUTGERS – CAMDEN, SCHOOL OF BUSINESS

SPRING 2016

Tuesday, January 19, 2016 – Monday, May 2, 2016
Meets: Tues/Thursday 9:30am to 10:50am, CCC-North Conference Room

Course: 52:135:250:03 Business Communications (Index #12824)
Lecturer: Jennifer Araten-Castillo: former director of marketing for Vonage; former TV broadcast journalist for Comcast, WHYY, NBC & FOX affiliates; Print journalist; Public Speaking & Business professor.

Contact: Email with questions/concerns anytime: jaraten@camden.rutgers.edu

Course Objectives: This course is perhaps the most practical course you will have during your college career. Much of what you take and learn from this class will be applied in many different ways over the course of your career. Our focus is to zero in on how to best communicate with others in your career through:

- Creating well-planned, thought-out emails, reports, letters and other written business communications such as texts.

- Working in teams to research, draft, write, revise and proof-read written reports/assignments and prepare and present oral presentations and PowerPoint decks.

- Learning best practices on revising and proof-reading business communications.

- Preparing and learning how to best carry out an oral presentation and learning to combat fear and anxiety as you approach a presentation.

- Sharing and trouble-shooting real business world experiences.
Since there are many ‘moving parts’ and assignments in this class, this syllabus is a guideline. There will be schedule updates along the way. You will be notified via email.

**Testbook + Aplia – known as the “Bundle:”**

*REQUIRED*- Fall 2014 was the first Rutgers-Camden semester using this 8th edition textbook and Aplia; do not use/purchase/rent any other edition of the textbook. You need at least the digital textbook + Aplia.

To find out the most cost-effective way to purchase the bundle- please read carefully:

**Bundle:** Guffey, M. E., *Business Communication: Process & Product, 8th Edition* + APLIA (online homework program that aligns with textbook chapters)

DO NOT buy a used textbook- **BOOK BUYER/RENTER BEWARE:** Every semester, students try to save money and end up wasting money when they find out their Guffey textbook does NOT include an Aplia registration card or correct Aplia course key. Then they have to spend more to register for Aplia.

**NOTE:** You may wait until the first week of class to purchase your book and/or sign up for APLIA; you will have online access to the textbook while your hard copy is delivered. **You WILL be responsible for all class material and reading starting with the first day of class!** A hard copy of the textbook is available in RESERVES at the Rutgers-Camden library.

**The most cost-effective way is to purchase the bundle directly from Cengage, the publisher, where a SPECIAL discounted price has been arranged for Aplia alone (with e-textbook) or Aplia with e-book and a hard copy.**

**Follow these directions:**

Go to:  
http://www.cengagebrain.com/course/1181498
Make your choice:

a. $122.57 = ePack: (hardcover) Business Communication: Process and Product (with Student Premium Website Printed Access Card), 8th + Aplia with Student Premium Website Instant Access

   AUTHORS: Guffey/Loewy
   ISBN-10: 1-305-23978-4

b. $117.95 = ePack: (loose-leaf) Business Communication: Process and Product, 8th + Aplia with meguffey.com Student Premium Website Instant Access

   AUTHORS: Guffey/Loewy

c. $94.00 = Aplia™, 1 term Instant Access for Guffey/Loewy’s Business Communication: Process and Product, 8th Edition (NO hardcopy of textbook)

   AUTHORS: Guffey/Loewy


   (Your NEW textbook will include an APLIA registration card with an access code; you also need the course key # below to register online for APLIA – www.cengage.com or www.Aplia.com)
Then use this link:  http://login.cengagebrain.com/course/LKM7-3EKY-X4ZN
or COURSE KEY needed for Aplia registration for THIS class: LKM7-3EKY-X4ZN

When your 'grace period' for payment ends 11:59 PM on 02/08/2016, be sure you PAY for APLIA – ONLY - via the special Rutgers-Camden link above.

*Note: Special support URL for Rutgers-Camden students: http://support.cengage.com/magellan/ClassLandingPage.aspx?OptyId=1-20RPN0T

What is APLIA?

Online assignment/assessment program: In just 10 years, more than one billion answers have been submitted through Aplia, the premier online assignment solution. Millions of students use Aplia to better prepare for class and for their exams.

Aplia™ is an online learning solution that ensures you study and understand course concepts through interactive, automatically graded assignments, as well as giving you the opportunity to review grammar and writing fundamentals. Founded by a professor to enhance his own courses, Aplia provides automatically graded homework with detailed, immediate feedback on every question, and innovative teaching materials. The Aplia assignments match the language, style, and structure of your textbook, allowing you to apply what you learn in the text directly to your homework.
On-Going Online Homework Assignments:

- **Aplia** assignments are completed & graded online and are due **on or before the due dates**. You have the advantage of being able to **work ahead of schedule**—though assignments correlate with textbook chapters. Take advantage of that – READ ahead–WORK ahead! WITH **RARE** EXCEPTIONS, there will be NO APLIA DEADLINE EXTENSIONS.

- **Aplia deadlines:** You should schedule your Aplia assignments and textbook reading so you stay up-to-date; Aplia assignments are geared to the chapter that is being studied. Some Aplia assignments take longer than others. In most cases, Aplia deadlines are consistent; assignments are due the same day of week and at 11:45 p.m. on that day. Whether an assignment is complete or not, be sure you submit your work before logging out – or you risk losing your work. You may submit your work or log out of Aplia and return to the assignment as long as the due date/time has not passed.

- Any technical problems YOU have with Aplia should be directed to Aplia support (available online). The instructor cannot “fix” Aplia! Do not expect to come to class and ask for an extension because you had a technical problem with Aplia.

- ****APLIA WebEx training for students:** to help you get acquainted with Aplia, Aplia offers 30-minute WebEx trainings. You will receive an overview of how to create your account and complete assignments in addition to learning other useful tips. Find out about session times and register: [www.cengage.com/training/students/aplia](http://www.cengage.com/training/students/aplia)

**Note on Aplia grades:** each assignment shows a “raw” score and an “assignment” score; the “assignment average score” earned will determine your Aplia average for the semester, which is figured into your final grade as listed below. **(In-class tests given online in Aplia will be excluded from your Aplia homework average. Test/long-form answers will be graded subjectively and recorded by the instructor.)**

**Teaching Style and Student Participation:**

*This course is perhaps the most practical course you will have during your college career.* Much of what you take and learn from this class will be applied in many different ways over the course of your career. Therefore, while the course is instructor-facilitated, both the instructor and students share business and other real-world experiences in relation to the course
material. Students are required to contribute to these discussions by sharing information gained from assigned readings/exercises as well as from business experiences. (discussion threads=20% of final grade)

This class is an engaging learning experience. You will be actively involved in class discussions, team activities, and a team-generated project. Accordingly, you must prepare for each class by reviewing/doing all assigned work. Your participation each week is critical.

Course Work is FRONTLOADED: Textbook, online homework and writing/presentation assignments come fast and furious during the first weeks of this class. This material will help you do the best possible work on tests as well as your team project and final writing assignment. Stay on TOP of your assignments and the class schedule!

Writing/presentation assignments; NOT Aplia: **please upload WORD documents ONLY in the correct assignment in eCollege.**

Since this is a business communications class, much of the focus is on the written word. You can expect at least one writing assignment per week; some assignments may be done individually or in teams. Writing/presentation assignments will be individually critiqued by me where possible to enhance your progress and improvement. You should follow all assignment instructions and then upload/submit assignments in the proper ASSIGNMENT listing in the Business Communications eCollege site. If you have any doubt as to whether you were successful in submitting your assignment, attach your assignment to an email and send it to me (jaraten@camden.rutgers.edu).

*Hard deadlines will be given allowing you to complete most writing assignments submitted in eCollege; no extensions will be granted. If you must miss class, you can still do the individual at-home writing assignments; in-class or team writing assignments cannot be made up. There is no extra credit. Tests are not scored on a curve.*

**Special note: eCollege** is used in managing class material, announcements/updates, assignments, team projects, resources, etc. Whenever anything is added to the Business Communications eCollege site, you are notified by email. It is your responsibility to check your email regularly for any updates you may receive. NOTE: The email you have supplied to Rutgers-Camden is the email where you will receive notifications about this class.
How You Earn Your Final Grade:

- Test #1 + Test #2 = 20% (10% each - NOT averaged)
- Writing/Exercises/Presentation Assignments - 20%
- Aplia: 15% - average overall score.
- Team oral presentation + team PPT/documents: 30% Total
  - present as a team: 15% of your project grade
  - PPT + required team documents: 15% of your project grade. Team grade includes assessment of PPT and documents.
- Final writing assignment (mandatory) 15%.

Grading Methodology: [100-90 = A; 89-86 = B+; 85-80 = B; etc.]

The following rubric is used to determine your oral presentation grade for your group project

<table>
<thead>
<tr>
<th>Trait</th>
<th>Below expectations (1 Point)</th>
<th>Meet expectations (2 Points)</th>
<th>Exceeds expectations (3 Points)</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness</td>
<td>Trouble with responding to most questions even with notes at hand.</td>
<td>Can address most questions with correct information and some use of notes.</td>
<td>Fully prepared presentations with complete knowledge of material, minimal use of notes and ability to answer impromptu questions.</td>
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<tr>
<td>Confidence</td>
<td>Lack of confidence as evidenced by excessive nervousness</td>
<td>Makes minor errors but recovers quickly from them with little</td>
<td>Exudes confidence when presenting. Shows</td>
<td></td>
</tr>
<tr>
<td>Appearance</td>
<td>Does not meet minimum standards for business attire.</td>
<td>Meets minimally acceptable dress standards.</td>
<td>Appropriate dress relative to quality, style, and color choice for a working professional.</td>
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<td>-----------------------------------------------------</td>
<td>-------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
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<tr>
<td>Eye contact</td>
<td>Makes little or no eye contact.</td>
<td>Maintains eye contact most of the time with part of the audience.</td>
<td>Maintains eye contact with everyone in the audience.</td>
<td></td>
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<tr>
<td>Tone, Pace, and Enunciation</td>
<td>Noticeable amount of the following: hard to understand, monotone, erratic pace, little excitement or enthusiasm projected, mumbling, too fast, too slow, too loud, too soft.</td>
<td>Maintains an understandable and appropriate pace and volume. Mostly clear and natural in presentation style.</td>
<td>Excellent delivery. Conversational where appropriate, modulates voice and projects enthusiasm and interest.</td>
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</tr>
<tr>
<td>Completeness relative to supporting materials</td>
<td>Sloppy and/or unprofessional visual aids. May be difficult to read or interpret. Noticeable lapses in</td>
<td>Adequate use of supporting materials with minimal inconsistencies or relevance in their use and application.</td>
<td>Uses resources and visual aids effectively while focusing on audience and not the visual aids themselves.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation content and focus on audience.</td>
<td>Transition and Organization</td>
<td>Presence in front of an audience</td>
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</tr>
<tr>
<td><strong>No opening statement or one that is irrelevant. Choppy and uncertain switching from point to point. Questionable organization.</strong></td>
<td>Offers opening statement with adequate outline of intentions. Mostly logical sequencing of material. A few minor points may be confusing.</td>
<td>Unprofessional in word choice and interactive style with audience.</td>
<td>Content and/or style are occasionally inappropriate.</td>
<td></td>
</tr>
<tr>
<td><strong>Clear opening statement with overview and total focus. Smooth, logical and interesting transitions from point to point (and to the next speaker- if applicable).</strong></td>
<td><strong>TOTAL:</strong></td>
<td>Maintains a professional relationship with the audience regarding style and content of presentation.</td>
<td><strong>TOTAL:</strong></td>
<td></td>
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</tbody>
</table>

**Comments**
<table>
<thead>
<tr>
<th>Trait</th>
<th>Below expectations (1 Point)</th>
<th>Meets expectations (2 Points)</th>
<th>Exceeds expectations (3 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Unclear, uneven, or missing Introduction/overview of paper; Unclear or missing objectives and/or Conclusions. Uneven and ineffective overall organization.</td>
<td>Adequate introduction/overview and statement of objectives with minor weaknesses. Mostly organized and coherent ideas, but with possible illogical and/or unrelated aspects of the paper presentation. Adequate conclusions and summary with minor shortcomings.</td>
<td>Clear, effective introduction/overview of paper, clearly stated objectives; consistent and thoughtful conclusions and summary.</td>
</tr>
<tr>
<td><strong>Development Of Ideas</strong></td>
<td>Most ideas are presented without the application of theoretical concepts or other forms of documented evidence.</td>
<td>Support of ideas with some use of theoretical concepts, as well as mostly effective use of examples and details. May have some inconsistencies in presenting support for ideas or reasoning.</td>
<td>Explores ideas thoroughly; supports points with accurate application and balance of theoretical concepts and subjective and objective evidence.</td>
</tr>
<tr>
<td><strong>Spelling &amp; Grammar</strong></td>
<td>Numerous errors in spelling and grammar which interfere with comprehension. Lack of editing throughout paper.</td>
<td>Some errors, mostly minor in nature may present. There is evidence of attempts at proofreading.</td>
<td>The writing is essentially error free in terms of spelling and grammar.</td>
</tr>
<tr>
<td><strong>Documentation &amp; Formatting</strong></td>
<td>Fewer sources than required are utilized. Variety of</td>
<td>Includes and integrates the number and type</td>
<td>Includes and integrates more sources and a</td>
</tr>
<tr>
<td>COMMENTS</td>
<td>TOTAL:</td>
<td></td>
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<tr>
<td>sources is lacking. Bibliographic references are missing or not completed in acceptable style. Writing lacks necessary documentation. Formatting is consistent or absent.</td>
<td></td>
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<tr>
<td>of sources required for the assignment. Bibliographic references are mostly correctly presented. Content within the paper is mostly cited correctly and adequately. Formatting is logical and consistent in most places in the paper.</td>
<td></td>
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</tr>
<tr>
<td>greater variety of sources than is required. Bibliographic references are correctly presented. Content within the paper is cited correctly and adequately. Formatting is consistent and logical throughout the paper.</td>
<td></td>
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</tbody>
</table>
# Course Calendar:

<table>
<thead>
<tr>
<th>Week/DATE</th>
<th>GUFFEY 8th edition CHAPTER</th>
<th>TOPIC/Chapter Title (read BEFORE class)</th>
<th>Critical Thinking – Guffey for discussion</th>
<th>PROPOSED ACTIVITIES (subject to change)</th>
<th>Writing/Oral Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Tues, Jan. 19&lt;br&gt;Thurs., Jan. 21</td>
<td>1</td>
<td>Syllabus Overview Business Communication in the Digital Age</td>
<td>#1,3</td>
<td>• Business Communication in the Digital Age&lt;br&gt;• Intro. To Aplia&lt;br&gt;• Grammar Tutorial&lt;br&gt;• Writing Tutorial</td>
<td>Writing assignment: Who are you? Guffey Pg. 34- Activity 1.5</td>
</tr>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;Tues., Jan. 26&lt;br&gt;Thurs., Jan. 28</td>
<td>2</td>
<td>Professionalism: Team, Meeting, Listening, Nonverbal &amp; Etiquette Skills</td>
<td>#3</td>
<td>Professionalism: Team, Meeting, Listening, Nonverbal &amp; Etiquette Skills</td>
<td>Teams assigned Team exercise - NASA</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Intercultural Communication</td>
<td>#1</td>
<td>Intercultural Communication</td>
<td></td>
</tr>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;Tues., Feb. 02&lt;br&gt;Thurs., Feb. 04</td>
<td>4</td>
<td>Planning Business Messages Organizing &amp; Drafting Business Messages</td>
<td>#2,4</td>
<td>• Planning Business Messages&lt;br&gt;• Organizing &amp; Drafting Business Messages&lt;br&gt;• 2/09 FINAL DUE DATE for Aplia Grammar and Writing Tutorials</td>
<td>Assignment - Brainstorming Writing assignment in eCollege– YOU View</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
<td>#2,4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

APLIA grace period ends: Monday, February 08, 2016 @ 11:59 p.m. - deadline to pay for APLIA! Aplia will shut you down if you have not paid by this date/time!
### Week 4
**Tues., Feb. 09**
6. Revising Business Messages

**Thurs., Feb. 11**
Team project proposal due Mon., Feb. 15

- Revising Business Messages

Writing assignment
In eCollege – Revising Sentences
Ex. 6.1 & 6.2, p. 197

Team project guidelines issued; teams formed; **written** project proposal
Due Mon., Feb. 15

### Week 5
**Tues., Feb. 16**

**Thurs., Feb. 18**

**Review for Test #1- Chapters 1-6**

**Test #1 – Guffey Chapters 1-6 in Aplia**

*Monday February 29th – Friday, March 11th: Grade warnings distributed individually as warranted based on participation & class performance*

### Week 6
**Tues., Feb. 23**
11. Reporting in the Digital Age Workplace

**Thurs., Feb. 25**
12. Informal Business Reports

- Reporting in the Digital Age Workplace

- Informal Business Reports

Writing assignment in eCollege
Problem and Purpose Statement
Ex. 11.5, p. 412

Writing Assignment in eCollege
Periodic Report
Ex. 12.9, p. 454

### Week 7
**Tues., Mar. 1**
7. Short Workplace Messages & Digital Media

**Thurs., Mar. 3**
8. Positive Messages

Teams encouraged to send drafts/outlines of PPT oral presentation to instructor

- Short Workplace Messages & Digital Media

- Positive Messages

Writing assignment in eCollege – Writing Instructions
8.2 See eCollege for details
Ch. 8 – (Obj. 2)

**90-sec individual presentation assignment due Thurs., April 7.**

Weekly Team Updates
| Week 8 | Tues., Mar. 8 | 9 | Negative Messages | #2 | Negative Messages | Writing activity 10.31: Micromessages – Twitter Feeds/AIDA (Objs. 1,2, & 5) |
| Thurs., Mar. 10 | 10 | Persuasive and Sales Messages | #2 | Persuasive and Sales Messages |
| Team project docs due Mon., April 18 |

**Weekly Team Updates**

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| Week 9: Spring Break (NO CLASSES) – March 15 & 17 2016 |

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| Week 10 | Tues., Mar. 22 |
| Team project docs due Mon., April 18 |
| Mandatory final writing assessment (15% of grade); Due Thurs., May 5 |

**Weekly Team Updates**

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| Week 11 | Tues., Mar. 29 |
| Review for Test #2-Chaps. 7-11 View PowerPoint deck |

**Weekly Team Updates**

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90-sec individual presentation assignment due Thurs., April 7. View details on eCollege
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs., Mar. 31</td>
<td>Team project docs due Mon., April 18</td>
<td></td>
<td>Mandatory final writing assessment (15% of grade); Due Thurs., May 5</td>
</tr>
<tr>
<td>Thurs., Apr. 7</td>
<td>Team project docs due Mon., April 18</td>
<td></td>
<td>Mandatory final writing assessment (15% of grade); Due Thurs., May 5</td>
</tr>
<tr>
<td>Thurs., Nov. 14</td>
<td>Test #2 (Guffey Chapters 7-11) In Aplia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>14 Business Presentations</td>
<td>1, 3, 4</td>
<td>Business Presentations</td>
</tr>
<tr>
<td>Tues., April 5</td>
<td>90-sec individual presentation assignment due Thurs. April 7</td>
<td></td>
<td>90 second – Best Advice Speech Due</td>
</tr>
<tr>
<td>Week 13</td>
<td>15 The Job Search and Resumes in the Digital Age</td>
<td>1, 3, 4</td>
<td>Job Search and Resumes, in the Digital Age</td>
</tr>
<tr>
<td>Tues., April 12</td>
<td>Team project docs due Mon., April 18</td>
<td></td>
<td>Note- chapters 15-16 are for your information: career, resume, cover letter guidance; You are responsible for the APLIA assignments</td>
</tr>
</tbody>
</table>

Note: View details on eCollege.
| Week 14 | 16 | **Interviewing and Following Up** | **Critical Thinking** Q.2  
**Chapter Review** Q.4 | - Interviewing and Following Up |
|---------|----|---------------------------------|--------------------------|-----------------------------|
| Tues., April 19 | Thurs., April 21 | Mandatory final writing assessment  
(15% of grade);  
**Due Thurs., May 5** | | Complete Mock Interview Exercise: The Interview Guide  
In-class Discussion Questions  
Presentation rehearsal –  
Team Meeting Time  
Instructor Assistance |
| You are responsible for  
APLIA assignments |
| Week 15 |  | **Group Final Presentations Due** - Teams will be scheduled |
| Tues., April 26 | Thurs., April 28 | **Group Final Presentations Due** - Teams will be scheduled |

**Guidelines on Oral Presentations** | Network with at least 5 Classmates |
Miscellaneous Information:

The following are items that need to be explicitly stated so everyone knows up front what my policies are and there is no confusion. Other points relate to university information you need to have on hand for reference.

**KEY DATES FALL Semester 2015:**
- Tuesday, January 19th – First day of semester
- Wednesday, January 27th – Last day to drop without a “W”
- Monday February 29th – Friday, March 11th – **Academic warning grades submitted**
- Saturday, March 12th to Sunday, March 20th – Spring Break (no classes)
- Monday, April 4th – last day for a student to withdraw from a class or all classes with a “W” grade
- Monday, May 2nd – Regular classes end
- Tuesday, May 3rd and Wednesday, May 4th – reading days. No classes or exams during these two days.
- Thursday, May 5th – Wednesday, May 11th – Final Exam period (No Final Exam in this Class)

Since this class does not cover basic writing skills, students who need one-on-one assistance can receive – at no charge – tutoring through the Rutgers Camden Learning Center (RCLC); information and online appointments available; some VIRTUAL tutoring is also available for writing skills: [http://learn.camden.rutgers.edu/](http://learn.camden.rutgers.edu/)

**Location:**

231 Armitage Hall (The RCLC is inside of the Center for Learning and Student Success which is to the right as you face the second floor elevators.)

- As business professionals, you are expected to conduct yourself with professional courtesy to your classmates and to your instructor. Rutgers classroom behavior policies can be found at: [https://tmac.camden.rutgers.edu/resources/classroom-management/rutgers-policy-on-classroom-conduct/](https://tmac.camden.rutgers.edu/resources/classroom-management/rutgers-policy-on-classroom-conduct/)
E-mail Contact: The registrar's office has an e-mail address on file for you (typically the "____@rutgers.edu" that has been set up for you as a student here). This is the address that is automatically supplied to each instructor from which you take a course. If you would rather receive course-related e-mail at a different address you have two options: (1) you can set it up so that your Rutgers e-mail automatically forwards to another account, or (2) you can change the e-mail account listed in the registrar's records, by going to http://www.acs.rutgers.edu/directory and using the on-line change form. Whatever email you are using as your contact information for this class, check your email daily. The excuse, "I didn't check my email," will not be accepted.

UPDATE- Rutgers-Camden email for students:
On July 1, 2014 the university mandated that all campus-based email services for students must be permanently shut off. Between July 1, 2013 and July 1, 2014 all students were notified multiple times to migrate their official Rutgers mail accounts to the ScarletMail service *and* to update their official Rutgers email addresses to use the @rutgers.edu naming convention.

As of July 1, 2014 **students cannot be reached via email addresses that end in @clam.rutgers.edu or @camden.rutgers.edu.** There are now only two valid naming conventions for student email across the entire university - @rutgers.edu or @scarletmail.rutgers.edu.

Students who report not receiving messages from your class mailing list should visit https://netid.rutgers.edu, click on "Manage Email Addresses", and make sure that they have their ScarletMail account set as a delivery address and a <some name>@rutgers.edu address set as their officially advertised Rutgers email address.

**Academic Integrity:**

Throughout this course you are encouraged to study together and assist each other in many ways. However, the individual writing assignments and exams must clearly demonstrate individual achievement. Rutgers affirms that: "Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld.... Individual faculty members are...responsible for informing students of the particular expectations regarding academic integrity within individual courses.... Students are responsible for understanding the
principles of academic integrity fully and abiding by them in all their work at the University." ([http://academicintegrity.rutgers.edu/](http://academicintegrity.rutgers.edu/)). Cheating, plagiarism, or any other violation of academic integrity will result in a zero on the assignment and could result in a failing grade in the course. Instances of academic dishonesty will be reported to the University and also could result in suspension. The University’s policies regarding academic integrity are available at: [http://academicintegrity.rutgers.edu/](http://academicintegrity.rutgers.edu/).

Please note that Sakai uses the functions of turnitin.com, which checks for inappropriate "overlap" with other materials including the content from the Internet. So, for example, do not “cut and paste” material for your team project or any writing assignment that requires research. That is one example of a violation of academic integrity. In addition, please provide citations/references according to the instructions given for the team report and presentation.

Exam Make-up Policy:

If for a university approved reason, you cannot take an exam at the scheduled time, you must provide written notice at least one week in advance so other arrangements can be made. If the situation does not allow for advance notice (e.g. sudden illness), notice must be provided soon as possible before or after a missed exam. Make-up exams for non-university approved reasons are not guaranteed. The instructor reserves the right to request written documentation to support your absence (such as a doctor’s note, an obituary, military orders, supervisor's letter indicating you had to work overtime, etc.).

Military Activation of Students:

Rutgers has a specific policy for handling situations in which students are called up for duty in support of military activities both at home and overseas. It is not up to the discretion of the instructor and there are multiple options available, depending on how much of the semester has transpired when the situation arises. If you are faced with this (or see impending likelihood), please check on the policy and complete a "military activation election statement."

Disabilities Services:

*Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially*
enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines.

If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

Rutgers-Camden Disability Services:
Rutgers-Camden Learning Center
Armitage Hall, Room 240
311 North Fifth Street
Camden, NJ 08102-1405
Web page: http://learn.camden.rutgers.edu/disability-services
Phone: 856.225.6442
Fax: 856.225.6443
E-mail: tpure@camden.rutgers.edu