

MUSIC IN FILM

Rutgers University online

Semester/Year: Spring 2021

Sections: 07:700:230:90 and 91

TAs: TBD

Modality: Online

Instructor: Joseph Turrin

Email: Use course email (inbox icon in red navigation bar to the left)

Course Description:

This course examines music created for film from both historical and analytical perspectives. The objective is to establish an appreciation for the art of film music, to understand its nature and requirements, and to study the composers and directors who work in the medium. Topics studied will include the functions of the film score, aesthetics, the film industry, synchronization, the early sound film, the rise of the symphonic film score, and composers from the 1930s to the present.

The class will consist of lecture presentations, viewing film excerpts, discussion forums, two 1500-word essays, two exams (mid-term and final), and one student presentation. No prior knowledge of music is required.

Course Goal:

Students will cultivate musical perception—developing the ability to discern the function of music in film, the relationship of composers and directors as they work together, as well as, the particular musical characteristics of preeminent film composers past and present. Students will identify various film composers, musical styles, historical relationships, film genres, narrative structure, use of musico-cinematic devices such as motives, etc. Students will gain an understanding of the operational aspects of the industry and the resulting development of music written for the movies over the past 100 years.

Course Objectives:

Learning Outcomes

By the end of the semester, the student should be able to:

1. Develop a musical perception—with the ability to discern the function of music in film.
2. Acquire an understanding of the operational aspects of the industry and the resulting development of music written for the movies over the past 100 years.
3. Students would be able to critically evaluate the relationship between the visual and aural dimensions of film.

Goals will be assessed through tests, threaded discussions, one final project, essays and analytical papers.

Course Materials:

No Text Required. Equivalent of course readings will be provided in the course as media files and excerpts of relevant films and music scores which may be used to teach or elicit critical analysis from the student.

Course Assignments

List and describe each assignment below.

1. Discussion Forum (2 points per Unit) = 28 points
2. Essays (2) = 15 points each.
3. Final presentation (1)= 12 points.
4. Exams (2): Mid Term= 15 points, Final Exam= 15 points

Course Grading

Grading is based on the assignments [

Final Grade Calculation

Points/Percentage	Type
Discussion Forum (2 points per Unit) = 28 points	28 points
Essays (2) = 15 points each.	30 points
Final presentation (1)= 12 points.	12 points
Exams (2): Mid Term= 15 points, Final Exam= 15 points	30 points
TOTAL	100 points

Rutgers Grading Scale

Points	Grade	Description
90-100	A	Excellent, superior achievement
85-89	B+	
80-84	B	Good, exceeding all requirements
75-79	C+	
70-74	C	Average, satisfactorily meeting all requirements
60-69	D	Poor , unsatisfactory
59 or lower	F	Failing or withdrawal while doing failing work

This course follows all Rutgers grade regulations, policies, and standards as stated in the student handbook. Review the catalog for conditions under which an incomplete may be granted <http://nbgistrar.rutgers.edu/facstaff/regis.htm> and <http://www.rutgers.edu/academics/catalogs>.

Course Schedule:

Start Date 12:01 AM	Unit	Assignment	Due Date @ 11:59 PM	Points and percentage value
Week 1: 1/17	UNIT 1: MUSIC IN FILM	Explore the functions of film music & discuss the various sample clips.	Discussion Forum Due: 1/23 by 11:59 PM	2 points
Week 2 (1/24)	UNIT 2: THE SILENT FILM	Origins and history of early film development. The silent film.	Discussion Forum Due: 1/30 by 11:59 PM	2 points
Week 3 (1/31)	UNIT 3: SOUND & FILM	Early experiments with synchronization, vitaphone, sound recording, Thomas Edison and others.	Discussion Forum Due: 2/6 by 11:59 PM	2 points
Week 4 (2/7)	UNIT 4: THE DRAMATIC FILM SCORE	Max Steiner (father of the film score), Korngold, Waxman, and Newman. King Kong (1933). Assignment: 1000 word paper on the early evolution of the Dramatic Film Score	Discussion Forum Due: 2/13 by 11:59 PM Paper Due: 2/16 by 11:59 PM (minus 2 points for every day late)	2 points 15 pts.
Week 5 (2/14)	UNIT 5: VIENNA & HOLLYWOOD	The Leitmotif, Tone Poem, the orchestra	Discussion Forum Due: 2/20 by 11:59 PM	2 points

Week 6 (2/21)	UNIT 6: THE GOLDEN AGE OF HOLLYWOOD	The studio system, composers, directors & actors. Gone with the Wind, Casablanca, The Wizard of Oz	Discussion Forum Due: 2/27 by 11:59 PM	2 points
Week 7 (2/28)	UNIT 7: THE MOVIE BUSINESS	Terms and job descriptions in the industry, the movie deal, spotting sessions, Temp scores, click tracks, SMPTE code, etc. Exam: Mid-term on material covered till now.	Discussion Forum Due:3/6 by 11:59 PM Mid-term: 3/10 (online) Test open from 12:01 AM to 11:59 PM	2 points 15 pts.
Week 8 (3/7)	UNIT 8: SONGS & FILM	The song and its use in film. Toy Story, The Graduate, Once, The Wizard of Oz, etc.	Discussion Forum Due:3/10 by 11:59 PM	2 points
Week 9 (3/21)	UNIT 9: COMPOSERS OF YESTERDAY	Leonard Bernstein, Bernard Herrmann, Aaron Copland, Alfred Newman & others.	Discussion Forum Due: 3/27 by 11:59 PM	2 points
Week 10 (3/28)	UNIT 10: COMPOSERS TODAY	Williams, Horner, Zimmer, Desplat, Elfman, and others. Assignment: 1000-word paper on any contemporary film composer.	Discussion Forum Due: 4/3 by 11:59 PM Paper Due: 4/13 by 11:59 PM (minus 2 points for every day late)	2 points 15 pts.
Week 11 (4/4)	UNIT 11: MODERN TECHNIQUES IN FILM MUSIC	The synthesized score, atonality, minimalism, computer generated scores.	Discussion Forum Due: 4/10 by 11:59 PM	2 points
Week 12 (4/11)	UNIT 12: REEMERGENCE OF THE ROMANTIC SCORE	John Williams (Jaws, Star Wars, ET)	Discussion Forum Due: 4/17 by 11:59 PM	2 points
Week 13 (4/18)	UNIT 13: HORROR & SIFI FILMS	Exploring the music of horror & science fiction film. Nightmare on Elm St. The Day the Earth Stood Still, Avatar and The Matrix.	Discussion Forum Due: 4/24 by 11:59 PM	2 points
Week 14 (4/25)	Unit 14: COMPOSING WITH SOFTWARE & COMPUTERS	Orchestra mock-ups, Midi, samples, and music software Final Project: Final submitted project analyzing the music of	Discussion Forum Due: 4/30 by 11:59 PM Finale Project Due: 5/8 by 11:59 PM(minus 2 points	2 points 12 points

		one complete feature film of your choice. Exam: Final Exam on material covered in this course.	for every day late) Final Exam Due: Online 5/4. Test open from 12:01AM till 11:59 PM.	15 points
			TOTAL	100 points

Assessment Measures:

Grading Rubrics

Discussion Forums (1 per week/unit)

Learning Objective/Goal: Students participate in online discussions based on topics posted by the professor in reference to the current Unit.

Assessment Method: Discussion Forum: (“Lets talk about it”) 2 points per Unit = 28 points.

The discussion forums will be graded on the following criteria. See discussion forum rubric below.

- C Contribute the equivalent of three (2) medium sized paragraphs (at least 150 words) to the discussion per week/unit based upon specific topics or question(s) posted by the instructor or alternately developed by the student. Students must also participate by responding to at least one (1) post of another student.
- Submissions must pertain to the material in the unit, be clearly stated, and cover the materials comprehensively.
 - Online decorum at all times – be polite and mature.

Assessment Rubrics: Discussion Forums (1 per week/unit)

Criteria	Outstanding	Good	Satisfactory	Unsatisfactory
	A	B+ B	C+ C	D F
Participation	Required number of posts and responses within each week/ unit. Good online decorum observed always.	Required number of posts and responses within each week/unit. Good online decorum observed always.	Required number of posts and responses within each week/unit. Good online decorum observed always.	Limited or no participation within each week/unit. Online decorum not always observed.
	Content focused strongly on unit materials; posts	Content mostly focused on unit materials; posts are	Focus on unit materials shows some lack of	Content not aligned with unit materials or

Criteria	Outstanding A	Good B+ B	Satisfactory C+ C	Unsatisfactory D F
	comprehensive, clearly stated, and meet the length requirement.	somewhat comprehensive, not entirely clearly stated, but meet the length requirement.	understanding and or clarity; barely meets length requirement.	lacking understanding of concepts; posts do not meet length requirement.

Essay: 1000 word paper on the early evolution of the Dramatic Film Score.

Learning Objective/Goal:

Students required to understand the origin and development of the symphonic film score from 1925 to 1933

Assessment Method:

Essay: 1000 word paper on the early evolution of the Dramatic Film Score (15 points).

The following items must be included in this paper - the paper will be graded on the comprehension and completeness of these items. See essay and final presentation rubric below.

1. Students understanding of the historical development of the early film score.
 - a. Composers who worked in early Hollywood and their musical backgrounds.
 - b. The concept, origin and relation between late European musical romanticism and the dramatic film score.
 - c. The use of music in the “silent era”
 - d. The early development of sound in relation to film.

2. 2. Analysis of the particulars, which contribute to the dramatic film score.
 - a. Understanding the musical motif.
 - b. The relationship between the “Tone Poem” and the use of the musical motif.
 - c. The concept of “mickey mousing,” synchronization of image and music.
 - d. How does the use of the motif influence our interpretation of the image?

3. 3. Students understanding how early film music influences today's film music.
 - a. Give examples of dramatic film scoring today.
 - b. If any what differences are apparent between the early film scores and today's scores.
 - c. In particular what influence the scores of Steiner and Korngold have on today's film scores and composers.

4. 4. Mechanics of writing.
 - a. Free of typos, spelling errors, and grammatical errors.
 - b. All sources properly cited.

Essay: 1000 word paper on any contemporary film composer (15 points).

Learning Objective/Goal: Students focus on one current film composer, reasons for the choice and how this composer relates to the contemporary film industry.

Assessment Method: 1000 word paper on any contemporary film composer (15 points).

The following item must be contained in this paper and will be graded accordingly. See essay and final presentation rubric below.

1. 1. Paper should on one living film composer
 - a. Biographical and career information including important dates.
 - b. Listing of films projects and the directors he or she has worked with.

2. 2. The composer's significant contribution to film music.
 - a. Is there anything about this composer that is unique in some way.
 - b. The reasons for your choice.
 - c. Your personal, aesthetic and appreciative connection with this composer and his or her work.
 - d. Other films by this composer that you have seen.

3. 3. Give examples in detail to reinforce your choice from both a musical and aesthetic prospective.

a. Giving specific examples to reinforce your choice of this composer.

b. Sections or scenes from a film by this composer that stand out in importance.

4. Mechanics of writing.

a. Free of typos, spelling errors, and grammatical errors.

b. All sources properly cited.

Final presentation project/paper (12 points)

Learning Objective/Goal: Using all the information in this course and applying it to one specific film and its score.

Assessment Method: 1000 word analyzing the music of one complete feature film of your choice (12 points).

This paper will be graded on the following items. See essay and final presentation rubric below.

1. 1. Choose a film of your choice - past or present.

a. Discuss the genre.

b. Explain in detail how the overall music reinforces the content and concept.

c. Information on the composer.

d. Reason for choosing this movie.

2. 2. Give descriptive examples in detail of how various music cues throughout relate to the items in Unit 1.

a. Opening credit music – if any, use of music in transitions, parallel scoring, use of music under dialogue, etc.

b. Source music – if any and how it's used.

c. Identification and use of thematic material throughout the film.

d. Discuss the various scenes in the film where music serves as a subtext expressing what is not obvious on screen.

3. 3. Tell how this course has influenced your appreciation of film and film music.

- a. Give a brief summary of why music is so important in film.
- b. How has this course changed the way you view film

4. Mechanics of writing.

- a. Free of typos, spelling errors, and grammatical errors
- b. All sources properly cited.

Assessment Rubrics: Essays (2) and Final Presentation (1)

Criteria	Outstanding A	Good B+ B	Satisfactory C+ C	Unsatisfactory D F
Organization/Mechanics- presentation of ideas are clear and purposeful. Punctuation, grammar, spelling are appropriate.	Organization shows command of topic; introduction and main idea well supported; examples well chosen; strong conclusion that brings ideas together. Free of punctuation, grammar, and spelling errors.	Organization shows clear structure; most points contribute to goal of paper; conclusion is good a summary of points made in paper. Mostly free of punctuation, grammar, and spelling errors.	Organization shows some structure but lacks a sense of clarity; may not include major points and details; Conclusion lacks relevance or clear development. Multiple punctuation, grammar, and spelling errors.	Disorganized, incomplete or inadequate understanding of points. Unacceptable number of punctuation, grammar, and spelling errors.
Criteria Responds to all assignment specific criteria.	Successfully responds to all assignment specific criteria.	Most assignment specific criteria identified.	Some criteria is identified, but lacks clarity.	Criteria are incomplete or inadequate to address topic.
Analysis- Analysis and evaluation are effective; clear connections between ideas are made. Independent/creative thinking is evident.	Sophisticated evaluation of the topic; clear connection between ideas and significance of those ideas; creative observations are reflected in analysis.	Mostly good discussion and evaluation of the topic, with some discussion of significance of those ideas; some creative observations are reflected in analysis.	Some evaluation evident, but lacks developed analysis of topic and creative observations/analysis.	Incomplete or inadequate evaluation; lacks or misses critical ideas.

Citation- Sources and evidence is accurate, supported, and properly cited.	All sources are accurate, supported and cited. Shows sophisticated distinction between independent ideas and those of others.	Most sources are properly cited; good evidence of independent ideas and those of others.	Multiple citation errors evident. Shows lack of independent ideas and clarity between independent ideas and those of others.	Incomplete or inadequate citation; lack of proper citation; evidence of plagiarism.
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Exam: Mid-term (15 points).

Learning Objective/Goal: Knowledgeable comprehension of material contained in Unit 1 through 7.

Assessment Method: Mid term Exam

The Mid-term exam will be graded on the following items:

1. 1. Knowledgeable comprehension of material contained in Unit 1 through 7.
 - a. The important functions of film music.
 - b. The origin of early silent film and the introduction of sound.
 - c. The concept of the Dramatic Film Score
 - d. The connection of early film music and the “Tone Poem”
 - e. Familiarity with video examples in units 1 through 7.

2. 2. Knowledgeable history of The Golden Age of Hollywood.
 - a. The origin of the studio system.
 - b. Historic developments that influenced the Golden Age.
 - c. Studios, actors, composers and directors from this time period.
 - d. Familiar with some of the films that dominated this time period.
 - e. Reasons that contributed to the demise of the Golden Age of Hollywood.

3. 3. The business of making movies and the movie industry.
 - a. Familiar with aspects of preproduction and postproduction.
 - b. Terms and job descriptions in the industry.
 - c. Getting a movie made and the “package deal”
 - d. Budgets and financing a film project.
 - e. Composers, orchestrators, music editors, recording a film score, etc.
 - f. The procedure of spotting a film and the working relationship between the composer and the director.

Final Exam (15 points)

Learning Objective/Goal: Comprehension of material contained in Unit 1 through 14.

Assessment Method: Final Exam

The final exam will be graded on the following items:

1. 1. Knowledgeable comprehension of material contained in Unit 1 through 14.
 - a. The important functions of film music.
 - b. Familiarity with video examples in units 1 through 14.
 - c. The concept of the Dramatic Film Score
 - d. The connection of early film music and the “Tone Poem”
 - e. Songs in Film.

2. 2. Industry terms, composers and historic dates of importance
 - a. Composers of yesterday and today.
 - b. Historic developments that influenced the Golden Age.
 - c. Modern techniques in film music.
 - d. The romantic film score.
 - e. Using software and computers in film music.

3. 3. Comprehension of the various styles of film music and the films associated with these styles
 - a. Identifying musical styles in different genres of film.
 - b. Composers identified by various styles in film music.
 - c. Identifying significant film composers and films that influenced and changed the direction of film scoring

Assessment Rubrics: Midterm (1) and Final Exam (1)

Criteria	Outstanding A	Good B+ B	Satisfactory C+ C	Unsatisfactory D F
Learning Outcomes	Mastery of historical information including style, genre, and changing impact of available technology; recognition of devices and structures within the art form; demonstration of analytical capabilities in understanding artistic merit of work within its milieu.	Proficient understanding of historical information including style, genre, and changing impact of available technology; proficient recognition of devices and structures within the art form; proficient demonstration of analytical capabilities in understanding artistic merit of work within its milieu.	Demonstrates rudimentary understanding of historical information including style, genre, and changing impact of available technology; rudimentary recognition of devices and structures within the art form; rudimentary demonstration of analytical capabilities in understanding artistic merit of work within its milieu.	Failure to master the basic historical information including style, genre, and changing impact of available technology; does not recognize devices and structures within the art form; lacks demonstration of analytical capabilities in understanding artistic merit of work within its milieu.
Test Directions and Authentication Software	Successfully follows all examination directions; authenticates successfully; proctors with high integrity score.	Successfully follows all examination directions; authenticates successfully; proctors with high integrity score.	Satisfactorily follows all examination directions; authenticates successfully; proctors with high integrity score.	Failure to follow examination directions; proctors with failing integrity score.

Rutgers University Disability Policy:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In accordance with 504/ADA guidelines and 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>.

Academic Honesty:

“Academic dishonesty” means employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by Rutgers or a course instructor to fulfill academic requirements.

Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity. The student should review Rutgers guidelines at <http://academicintegrity.rutgers.edu/>

Rutgers Arts Online courses may use Turnitin and Proctortrack software to authenticate student work.

Self-Reporting Absence Application:

Students are responsible for knowing and adhering to all university and college dates and deadlines. Such dates and deadlines include those for enrollment (registration), adding and dropping of courses, academic holidays, payment and refunds, and applying for graduation. Visit the following website for specific dates: <https://scheduling.rutgers.edu/scheduling/academic-calendar>.

In a case of emergency, it is the student's responsibility to keep posted on all official University alerts or closures by visiting: <http://newbrunswick.rutgers.edu/about/operating-status>.

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to the instructor.

Self-reporting will not be accepted as an excuse in the case of missed submission deadlines for assignments. In this case, you must contact the instructor.

Student Responsibility:

A responsible student is a successful student. At Rutgers, students are expected to conduct themselves in a mature and responsible manner, respect the opinions, rights, and personal property of others, and meet their financial obligations. Students are responsible for seeking help and guidance from all of the resources that the university makes available to them. They are expected to be proactive and remain informed about university dates and deadlines, and understand academic and disciplinary policies. They are responsible for communication with their instructors, advisors, and university staff, and the commitment to being organized and prepared to learn. Above all, our students are expected to strive for honesty and academic integrity throughout their period of study at Rutgers, the State University of New Jersey <http://www.rutgers.edu/academics/catalogs>.

Requirements

Online courses require students to be motivated, self-directed learners who manage time efficiently. Students should expect to invest three to five hours per week reading, listening to music, engaging in threaded discussions, sharing with peers and instructors online, and completing assignments. To do so, students must have access to the internet and a functional email account they can access frequently.

Because this is an online course, there is no equivalent to in-class absence. Students are expected to login regularly and may do so twenty-four hours a day. There is no requirement to be online at specific times except during exam periods, and then the student may take the exam any time within the prescribed window. Coursework must be completed by the dates listed; there are no exceptions. Students should plan their weekly schedules accordingly to accommodate the workload.

To succeed in this course the student must:

- Assignments are expected to be turned in by the assigned due date. The instructor reserves the right to accept or not accept any late submission. Late submissions, if they are accepted, will be penalized ____ points per day late.
- Technology failures may not be accepted as a reason for missed assignment due dates. Therefore, do not leave anything to the last minute. Back up files frequently and in various locations so work is not lost. It is the student's responsibility to alert the instructor of a technology issue immediately so that the instructor can identify alternative ways to complete or submit an assignment.
- If there is an emergency which prevents the timely submission of an assignment, the student should contact the instructor directly, preferably before the due date. Do not include information of a private, personal nature. The instructor will provide instructions how to get documentation supporting the event.
- To prepare for the assessments and written assignments, the student must complete all of the readings. The student must listen to/view all of the media materials if media materials are included as part of the content of the course.
- The content of presentations must adhere to the specific questions and guidelines posed by the instructor or to the thesis developed by the student and approved by the instructor. Written assignments/presentations must utilize media materials (graphic, audio, and video) if required by the instructor.

Students are responsible for all information included in the course. Failure to read all the course documents Academic Honesty Guidelines, Technical Requirements, the Rutgers Disability Policy, and Schedule of

Assessment Due Dates, will not excuse anyone from requirements or policies related to the completion of the course.

Rutgers Distance Education:

At Rutgers, The State University of New Jersey, a course delivered through Distance Education is defined according to the Middle States Commission on Higher Education definition. Standard 13 of Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation defines a Distance Education course as an “educational process in which all or the majority of the instruction occurs with the instructor and student in different locations.”

A course is considered to be offered by Distance Education (DE) if students receive more than ½ of the instruction (50%) at a different location than the instructor. A Distance Education course can be delivered synchronously or asynchronously to any single or multiple location(s) through electronic, correspondence, or other means. At Rutgers Arts Online, our distance education courses are offered outside the traditional classroom setting on campus and asynchronously online. Students receive all of their instruction (100%) online. <https://www.msche.org/>

Technology Requirements:

This course uses a learning management system called Canvas to post assignment details, announcements, and provide collaborative opportunities. This course is best viewed through the use of a full desktop or laptop computer. Although Canvas supports the use of mobile devices, the student should intermittently log on to the course using a desktop or laptop computer to be sure that course materials are properly displaying and/or working.

General information for Canvas can be found by visiting the [Rutgers Help Desk Support Center](#)

Net ID retrieval/activation at <http://NetID.rutgers.edu>

Support Services:

Student assistance and general information for Canvas can be found by visiting the [Rutgers Help Desk Support Center](#) or the addresses given below

Website: [Canvas Support Center](#)

Email: help@canvas.rutgers.edu

Phone: 877-361-1134 (Available 24/7)

Live Chat: [Live Chat](#)

If you cannot purchase or download the suggested software programs, utilize the Rutgers Computing Labs for available computers <https://oit-nb.rutgers.edu/labs>. There are multiple Computing Labs at Rutgers, for locations and times visit <https://oit-nb.rutgers.edu/labs>. Software or hardware can be purchased at through the University Software Portal website <https://oit-nb.rutgers.edu/service/university-software-portal>.

Technology Competencies/Skills:

Students enrolled in the course must be prepared to perform the basic tasks below.

1. Send and receive email;
2. Attach files to an email message;
3. Locate system information (e.g. browser version, operating system, etc.) for trouble shooting;
4. Recognize, use, and create hyperlinks;
5. Use of basic Microsoft Office programs;
6. Download and install software (including utilities, plug-ins, and/or apps);
7. Copy and paste text using a computer;
8. Scan and remove computer viruses;
9. Plug in external devices to a computer ;
10. Save files to an external device (e.g. flash drive, CD, or DVD);
11. Use an internet search engine to locate online credible resources;
12. Post and reply to discussion forums or chat via instant messaging tool;
13. Send computer screenshot for technical assistance.

Tutorials may be found at:

PC/Windows tutorial: <http://www.wikihow.com/Take-a-Screenshot-in-Microsoft-Windows>

MAC/Apple tutorial: <http://www.wikihow.com/Take-a-Screenshot-in-Mac-OS-X>

Online Student Etiquette:

This course may host synchronous or asynchronous online meetings. During those meetings consider the following:

- Keep chats on topic. Avoid inappropriate conversions that may distract others from the course topic or objective.
- Avoid strong/loud language. Be polite. Language can easily be misinterpreted in written communication. Before sending an email or chat message make sure it clearly conveys the intended feeling.
- Respect privacy of peers. Do not post someone's personal information online without their expressed permission.
- Use appropriate dress code on camera. During a video conference dress as if attending a face-to-face class. Avoid offensive clothing.
- Be mindful of background noise and scene/location. Take advantage of quiet areas to avoid distractions to fellow classmates. Avoid offensive décor or noise.
- Be helpful. Assist fellow classmates in understanding course materials.

Student Wellness Services:

Just In Case Web App

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

17 Senior Street, New Brunswick, NJ 08901

(848) 932-7884

www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901

www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

Lucy Stone Hall, Suite A145, Livingston Campus,

54 Joyce Kilmer Avenue,

Piscataway, NJ 08854 Tel (848) 445-6800

<https://ods.rutgers.edu/>

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>.

Scarlet Listeners

(732) 247-5555

<http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space