Course Syllabus

I. Course Information

Negotiating and Conflict Resolution, Distance Learning
RPJM-113-2DL
Spring 2018
Distance Learning Course Week: Wednesday through Tuesday

Instructor: Simon Cleveland, Ph.D.
Office hours arranged via the Private Forum as necessary.
You can contact me through the private forum. If a phone conversation is necessary, the arrangements will be made via the Private Forum. Correspondence via email is not permitted.

Syllabus Overview
This syllabus contains all relevant information about the course: its objectives and outcomes, the grading criteria, the texts and other materials of instruction, and of weekly topics, outcomes, assignments, and due dates.

Consider this your roadmap for the course. Please read through the syllabus carefully and feel free to share any questions that you may have. Please print a copy of this syllabus for reference.

Course Description
Conflicts of interest are common in project and program management, business environments, and daily life. This course provides a framework to understand the basis of conflict, to select an appropriate conflict resolution strategy, and to employ tactics that optimize results for both individuals and organizations. Characteristics of negotiation explored include the two fundamental strategies of negotiation; frames of reference; value creation; value claiming; and the impact of both tangible and intangible factors on the negotiation process.

With globalization of project management and the implementation of virtual teams, the challenges to successfully resolve conflicts become increasingly complex. Approaches to conflict resolution differ among collocated and virtual teams, and cultural differences, interests, and values influence negotiation strategy and tactics. As each element of the conflict resolution process is explored, the course highlights special considerations for virtual team members.

By participating in this course you will come to recognize the pervasiveness and importance of negotiation. You will acquire a new repertoire of negotiating skills. You will develop a systematic and positive approach to negotiating with colleagues, bosses, clients, other stakeholders, and external groups of all kinds—in ways that equip you to deal also with all kinds of conditions and circumstances.

We have tried to make the procedures that we will use clear to everyone through this syllabus and through the materials posted in Latte. Please familiarize yourself with these materials and feel free to ask any questions that you may have. We will work with you all to help you learn and apply these new skills, and encourage you to ask questions when you are unsure and answer questions of others when you have the responses; in explaining how to approach problems, we learn more ourselves. We can all learn from each other, and hope that we’ll have open and enriching discussions as we move forward!
Prerequisites
Students do not need to have any negotiations experience. Those with previous experience will develop a deeper understanding and effective negotiation techniques.

Related Programs: Negotiations is a core graduate-level course for MS in Virtual Management and Communication and a core graduate-level course in MS in Management of Projects and Programs.

Materials of Instruction

A. Required Texts
- Additional readings will be provided for Case Studies/Role Plays (available from instructor during the course). Class cost will be around $25.00.

B. Recommended Resources
- Will be provided during course within Latte.

C. Online Course Content
- This course will be conducted completely online using Brandeis’ LATTE site, available at http://latte.brandeis.edu. The site contains the course syllabus, assignments, our discussion forums, links/resources to course-related professional organizations and sites, and weekly checklists, objectives, outcomes, topic notes, self-tests, and discussion questions. Access information is emailed to enrolled participants before the start of the course.
- The course will use Zoom software to conduct, record and review negotiation role plays.
- **To begin participating in the course, review the Welcoming Message and the Week 1 Checklist.**

D. Required Computer Tools
- **Zoom** – Available at no cost to all Brandeis students at http://brandeis.zoom.us.
- **WebCAM** - Either an external WebCAM or a WebCAM installed on your computer.
- **Microphone** – installed to your computer.
**Overall Course Outcomes**

At the end of the course, students will be able to:

**Week 1**
- Analyze characteristics of a negotiation situation
- Analyze strategies for conflict management

**Week 2**
- Execute fundamental strategies of distributive bargaining, as positions, commitment, and closing the negotiation
- Analyze positions taken during a negotiation and handle hardball negotiation tactics.

**Week 3**
- Execute an integrative negotiation process, determining the factors that will facilitate a successful integrative negotiation
- Analyze strategies for integrative negotiations

**Week 4**
- Analyze strategies for integrative negotiations (continued)
- Develop a strategy to achieve one’s goals, negotiation strategy, BATNA

**Week 5**
- Prepare for communications in the negotiations and analyze the opponent’s communication tactics

**Week 6**
- Identify frames in negotiation, managing emotions and perspectives, and identifying cognitive bias

**Week 7**
- Apply power to strengthen negotiation and manage influence (leverage) during a negotiation process
- Evaluate ethical and unethical tactics

**Week 8**
- Execute culturally responsive negotiation strategies

**Week 9**
- Negotiate a full-disclosure and competitive situation
- Apply negotiation best practices

**Week 10**
- Identify negotiation best practices
**Course Grading Criteria**

<table>
<thead>
<tr>
<th>Percent</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 %</td>
<td>Weekly Discussions/Online participation</td>
</tr>
<tr>
<td></td>
<td>30% individual (3% per week, 10 weeks)</td>
</tr>
<tr>
<td>45 %</td>
<td>Role Plays – Virtual Group Negotiations (8)</td>
</tr>
<tr>
<td>10 %</td>
<td>Assignment</td>
</tr>
<tr>
<td>15 %</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**Description of Grading Components**

1. **Weekly Discussions / Online Participation (30%, 3% per week, 10 weeks)**
   All student participation will be done online via LATTE. Each weekly block has a page that includes "Discussion Questions". This page describes the topics for discussion related to the course materials posted that week. Each topic description includes a series of discussion questions or other directions for providing a response.

   When responding to discussion questions, if there are multiple parts to the question, please indicate to which part of the question you are responding to by repeating the question before your response.

   To earn full credit for the Participation component of the grade, students will be expected to complete the following during weeks 1 through 10 of the course:
   - Respond to at least 2 discussion topics each week. Post an original response to one topic by end of day Saturday, midnight EST, and to another by end of day Monday, midnight EST.
   - Post at least 2 other substantive replies to the discussions each week by end of day Tuesday, midnight EST. These messages are replies to the original response messages of others, or replies to someone else's reply message. The assumption is that you will read through the posts of your classmates to enhance your learning; reply to those of your choice, based upon your own experiences and insights.
   - Post messages on three different days of the course week. While you may post all the required original responses and replies before the due dates, it is important for you to be involved in the discussions throughout the week.

   During some weeks, responses to specific topics are due on certain dates. Please review the discussion topic requirements carefully. These discussion requirements are described within the **Discussion Questions** page within each weekly block on the course home page; they are also listed in the **Checklist** page for each week.
Each of the two required original response messages contributes 30% of the weekly participation grade. Maximum grade is given for each of these if the posted message:

- Answers all questions asked and follows all directions specified in the topic description.
- Includes shared industry experiences and/or relates concepts to the topic notes and readings as appropriate.
- Uses good grammar/spelling/format and cites sources as appropriate.
- Provides sufficient detail; original responses should normally include between 200 and 300 words. Some topics require lengthier responses in order to answer all of the questions.

Each of the two required substantive reply messages contributes 15% of the weekly participation grade. See Grading Rubric below for criteria.

Posting of discussion messages needs to be done in a timely manner so that others in the class have sufficient opportunity to review these and provide replies.

- Half credit is deducted for an original response that is one day late.
- No credit is earned for original responses that are posted more than one day late.
- No credit is earned for substantive replies that are posted late.

Additionally, 10% of the weekly participation grade is based on your participation in the discussions throughout the week.

- Maximum grade is given for those that post messages to the weekly discussions forum on three (or more) days during the course week.
- Two percentage points are given for participation on two days of the course week and one percentage point for one day of the course week.
- The online participation grade for each week is based on your contribution to the weekly discussion forum, for example “Week 1 Discussions”. Posts to the forums set up for discussion of general questions and comments, exercises, or assignments are not considered in the weekly participation grade.

To summarize, the online participation grade for each week is based on the following requirements:

<table>
<thead>
<tr>
<th>Weekly Requirement</th>
<th>Portion of Weekly Participation Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Original response #1 by Saturday Night</td>
<td>30%</td>
</tr>
<tr>
<td>Post Original response #2 by Monday Night</td>
<td>30%</td>
</tr>
<tr>
<td>Post Substantive reply #1 by Tuesday Night</td>
<td>15%</td>
</tr>
<tr>
<td>Post Substantive reply #2 by Tuesday Night</td>
<td>15%</td>
</tr>
<tr>
<td>Post messages to the weekly discussions forum on three different days</td>
<td>10%</td>
</tr>
</tbody>
</table>

Each week, the online participation in these discussions contributes 3% to the overall course grade. Over ten weeks, this amounts to 30% of the overall course grade.
### Grading Rubric for Discussions

Your discussion grades will be based on the following criteria:

<table>
<thead>
<tr>
<th>Original Posts</th>
<th>A, A- (90-100)</th>
<th>B+, B, B- (80-89)</th>
<th>C+, C, C- (70-79)</th>
<th>D+, D, D-, F (69 or below)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answers Question</strong></td>
<td>Provides specific and substantive answers to the question.</td>
<td>Provides general and substantive answers to the question.</td>
<td>Response to the question is sparse.</td>
<td>Response to the question is brief.</td>
</tr>
<tr>
<td><strong>Critical thinking</strong></td>
<td>Responses contain insight and analysis</td>
<td>Some insight and analysis have taken place</td>
<td>Thoughts expressed are planned but not insightful</td>
<td>No evidence of insight or analysis</td>
</tr>
<tr>
<td><strong>Connections to readings and experience</strong></td>
<td>Clear connections to readings and experience. Evidence of having completed the required readings.</td>
<td>Connections to readings are made but may not be clear or are too obvious</td>
<td>Limited or no connections to readings have been made, and may be in general terms only</td>
<td>No connections to readings or experience</td>
</tr>
<tr>
<td><strong>New ideas/external resources</strong></td>
<td>Contains relevant and fully developed new ideas. Utilizes external resources to highlight points.</td>
<td>Contains rich and fully developed new ideas/brings in outside material but lacks depth or detail</td>
<td>Contains few, if any, new ideas or outside material; often a rehashing or summary of other comments</td>
<td>No new ideas</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>No grammar or spelling errors</td>
<td>Few grammar errors, no spelling errors</td>
<td>Some grammar and/or spelling errors</td>
<td>Many grammar and/or spelling errors</td>
</tr>
<tr>
<td><strong>Substantive Replies</strong></td>
<td>A, A- (90-100)</td>
<td>B+, B, B- (80-89)</td>
<td>C+, C, C- (70-79)</td>
<td>D+, D, D-, F (69 or below)</td>
</tr>
<tr>
<td><strong>New ideas/external resources</strong></td>
<td>Contains relevant and fully developed new ideas. Utilizes external resources to highlight points.</td>
<td>Contains rich and fully developed new ideas/brings in outside material but lacks depth or detail</td>
<td>Contains few, if any, new ideas or outside material; often a rehashing or summary of other comments</td>
<td>No new ideas</td>
</tr>
<tr>
<td><strong>Connections to readings and experience</strong></td>
<td>Clear connections to readings and/or experience.</td>
<td>Connections to readings and/or experience are made but are not clear</td>
<td>Limited connections to readings and/or experience are made, and may be in general terms only</td>
<td>No connections to readings and/or experience</td>
</tr>
<tr>
<td><strong>Substance</strong></td>
<td>Additional insight; clarifying points; perceptive questions or responses. Provides sufficient detail; between 200 and 300 words.</td>
<td>Additional insight; clarifying points; perceptive questions or responses. Provides limited detail; less than 200 words.</td>
<td>Limited additional insight; clarifying points; perceptive questions or responses.</td>
<td>No additional insight; clarifying points; perceptive questions or responses.</td>
</tr>
</tbody>
</table>
2. **Role Plays - Virtual Group Negotiations (45%).**

**Discussion of role play is required activity on Discussion Forum**

Negotiation is a soft skill that benefits from the practice of the concepts in addition to learning the theory. We will provide the opportunity for you to practice. We have developed an environment for you to practice online via Blackboard Collaborative. The cases will be provided by the instructor.

Students will be divided into groups where each participant may be provided with a different viewpoint of the case. Most weeks, groups will have the opportunity to conduct a negotiation.

Students will work in groups to conduct negotiations and record the video and audio of the sessions. The assigned negotiators will collaborate to negotiate and record the session.

The virtual sessions using online collaboration tools will enable real-time practice on key negotiation skills. The instructor will review and evaluate the weekly negotiation recordings.

Students are responsible for completing assigned negotiations by the deadline defined in the course. There will be a 50 point penalty deduction for being late one day and zero points will be earned for being late more than one day. This penalty will be assessed to all students assigned to the role play group, unless the student who caused the delay admits guilt or it can be determined who caused the delay.

Here is the corresponding role play rubric.

<table>
<thead>
<tr>
<th>Category</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>preparation</td>
<td>10</td>
</tr>
<tr>
<td>information gathered/concealed</td>
<td>10</td>
</tr>
<tr>
<td>emphasized/downplayed value/position</td>
<td>10</td>
</tr>
<tr>
<td>logical offers with adequate negotiation room</td>
<td>10</td>
</tr>
<tr>
<td>reached an agreement</td>
<td>30</td>
</tr>
<tr>
<td>achieved goal</td>
<td>25</td>
</tr>
<tr>
<td>completed in time guideline</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
3. **Assignment (10%)**

The Assignment, focused on preparation, will be presented as homework within the course. No collaboration will be permitted on the Assignment.

Here is the assignments rubric for reference

<table>
<thead>
<tr>
<th>Category</th>
<th>Possible</th>
<th>Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Assessment elements</td>
<td>35</td>
<td>0</td>
</tr>
<tr>
<td>Other party assessment elements</td>
<td>35</td>
<td>0</td>
</tr>
<tr>
<td>Situational assessment elements</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

The Assignment will not be accepted beyond the deadline.

4. **Final Exam (15%)**

The final exam will be assigned at the beginning of Week 10 and is due on the last day of Week 10. The final exam will include multiple choice, short answer, and analysis covering the material presented in weeks 1-10 of the course. No collaboration will be permitted for the Final Exam.

**The final exam will not be accepted past the deadline.**

II. **Weekly Information**

On the course site, the course homepage contains 10 sections, or blocks, one for each week of the course. On each weekly block, you will find:

- Week [n] Checklist – readings, discussion questions, assignments, due dates
- Week [n] Objectives and Outcomes
- Week [n] Learning Resources
- Week [n] Topic Notes and / or Lecture Slides
- Week [n] Additional Readings
- Week [n] Discussions Forum
- Week [n] Assignments & Assessments: Role Play and Case Analysis assignments
As appropriate, you will find assignment related materials in the corresponding weekly blocks, once their availability dates have passed.

### Week 1

| Objectives | At the end of the week, students will have an understanding of:  
|            | • Characteristics of the negotiation situation  
|            | • Conflict and conflict management  
|            | • Value claiming versus value creation (overview) |
| Outcomes   | At the end of the week, students will be able to:  
|            | • Analyze characteristics of a negotiation situation  
|            | • Analyze strategies for conflict management |
| Readings   | • Welcoming Message  
|           | • Orientation Materials  
|           | • Syllabus  
|           | • Week 1 Topic Notes and Lecture Notes  
|           | • Lewicki, Negotiation Chapter 1 |
| Discussion | • Week 1 Posts - see Week 1 Discussion Details for full requirements |
| Assignments| • N/A |
| Role Play  | • No Role Play. Test your Zoom access. |
| Self-Assessments | • Week 1 Self-Test (optional) |

### Week 2

| Objectives | At the end of the week, students will have an understanding of:  
|            | • Strategies and tactics of distributive bargaining  
|            | • Tactics with the bargaining range  
|            | • Tactics in commitments |
| Outcomes   | At the end of the week, students will be able to:  
|            | • Execute fundamental strategies of distributive bargaining, as positions, commitment, and closing the negotiation  
|            | • Execute typical hardball negotiation tactics |
| Readings   | • Week 2 Topic Notes and Lecture Notes  
|           | • Lewicki, Negotiation. Chapter 2 |
| Discussion | • Week 2 Posts - see Week 2 Discussion Details for full requirements |
| Assignments| • Assignment. Due Week 2. |
| Role Play  | • Role Play assigned. Refer to Negotiation schedule.  
|           | **Negotiators:** Prepare negotiation strategy and conduct negotiation session (by Sunday). |
| Self-Assessments | • Week 2 Self-Test (optional) |
### Week 3

**Objectives**
At the end of the week, students will have an understanding of:
- Strategies and tactics of Integrative negotiations
- Key steps and factors in the integrative negotiation
- Distributive bargaining versus Integrative negotiations
- Relationships and impact to negotiations

**Outcomes**
At the end of the week, students will be able to:
- Execute an integrative negotiation process, determining the factors that will facilitate a successful integrative negotiation
- Analyze strategies for integrative negotiations (continued week 4)

**Readings**
- Week 3 Topic Notes and Lecture Notes
- Lewicki, *Negotiation*. Chapters 3 and 10
- Fisher and Ury, *Getting to Yes*. Chapters 1 and 2 (pages 2-41)

**Discussions**
- Week 3 Posts - see Week 3 Discussion Details for full requirements

**Assignments**
- N/A

**Role Play**
- Role Play assigned. Refer to Negotiation schedule.
  **Negotiators:** Prepare negotiation strategy and conduct negotiation session (by Sunday).

**Self-Assessments**
- Week 3 Self-Test (optional)

### Week 4

**Objectives**
At the end of the week, students will have an understanding of:
- Setting goals and strategies
- Flow of negotiations: stages and phases
- Negotiation strategy and components

**Outcomes**
At the end of the week, students will be able to:
- Develop a strategy to achieve one's goals, negotiation strategy, BATNA
- Analyze strategies for integrative negotiations (completed week 4)

**Readings**
- Week 4 Topic Notes and Lecture Notes
- Lewicki, *Negotiation*. Chapter 4
- Fisher and Ury, *Getting to Yes*. Chapters 6, 7 and 8 (pages 95-145); Section V. Questions 1, 2 and 3 (pages151-159).

**Discussions**
- Week 4 Posts - see Week 4 Discussion Details for full requirements

**Assignments**
- Using your template from the Assignment, prepare for your negotiation and post your work prior to conducting your role play.

**Role Play**
- Role Play assigned. Refer to Negotiation schedule. **Using your work in Assignment 1, complete and submit your checklist prior to your negotiation.** Conduct negotiation session (by Monday).

**Self-Assessments**
- Week 4 Self-Test (optional)
## Week 5

| Objectives                                      | At the end of the week, students will have an understanding of:  
|                                               | - Communication in negotiation situations  
|                                               | - Improvement guidelines to negotiation communication  
|                                               | - Avoidance of fatal communication mistakes  |
| Outcomes                                       | At the end of the week, students will be able to:  
|                                               | - Prepare for communications in the negotiations and analyze the opponent’s communication tactics  |
| Readings                                       | - Week 5 Topic Notes and Lecture Notes  
|                                               | - Lewicki, *Negotiation*. Chapter 6  
|                                               | - Fisher and Ury, *Getting to Yes*. Chapters 3, 4 and 5 (pages 42-95).  |
| Discussion                                     | - Week 5 Posts - see Week 5 Discussion Details for full requirements  |
| Assignments                                    | - Using your template from the Assignment, prepare for your negotiation and post your work prior to conducting your role play.  |
| Role Play                                      | - Role Play assigned. Refer to Negotiation schedule.  
|                                               |   **Negotiators**: Prepare negotiation strategy and conduct negotiation session (by Sunday).  |
| Self-Assessments                               | - Week 5 Self-Test (optional)  |

## Week 6

| Objectives                                      | At the end of the week, students will have an understanding of:  
|                                               | - Cognitive biases in negotiation  
|                                               | - Misperception and cognitive biases in negotiation  
|                                               | - Framing of a Negotiation  
|                                               | - Emotions and perspectives influence on negotiations  |
| Outcomes                                       | At the end of the week, students will be able to:  
|                                               | - Identify frames in negotiation, managing emotions and perspectives, and identifying cognitive bias  |
| Readings                                       | - Week 6 Topic Notes and Lecture Notes  
|                                               | - Lewicki, *Negotiation*. Chapter 5  
|                                               | - Fisher and Ury, *Getting to Yes*. Section V. Questions 4 – 10 (pages 159-194)  |
| Discussion                                     | - Week 6 Posts - see Week 6 Discussion Details for full requirements  |
| Assignments                                    | - Using your template from the Assignment, prepare for your negotiation and post your work prior to conducting your role play.  |
| Role Play                                      | - Role Play assigned. Refer to Negotiation schedule.  
|                                               |   **Negotiators**: Prepare negotiation strategy and conduct negotiation session (by Sunday).  |
| Self-Assessments                               | - Week 6 Self-Test (optional)  |
## Week 7

**Objectives** At the end of the week, students will have an understanding of:
- Sources of “power” and dealing with negotiators with greater power
- Three major sources of power that exist: information and expertise, control over resources, and one’s position in an organization or network.
- Ethics in negotiations
- Emotions and perspectives influence on negotiations

**Outcomes** At the end of the week, students will be able to:
- Apply power to strengthen negotiation and manage influence (leverage) during a negotiation process
- Evaluate ethical and unethical tactics

**Readings**
- Week 7 Topic Notes and Lecture Notes
- Lewicki, *Negotiation*. Chapters 7, 8 and 9
- Ury, *Getting Past No*. Overview, Prologue, Chapters 1 and 2 (pages 3-75).

**Discussion**
- Week 7 Posts - see Week 7 Discussion Details for full requirements

**Assignments**
- Using your template from the Assignment, prepare for your negotiation and post your work prior to conducting your role play.

**Role Play**
- Role Play assigned. Refer to Negotiation schedule. **Negotiators:** Prepare negotiation strategy and conduct negotiation session (by Sunday).

**Self-Assessments**
- Week 7 Self-Test (optional)

## Week 8

**Objectives** At the end of the week, students will have an understanding of:
- Evaluate the American negotiating style
- Determine cultural differences that influence negotiations

**Outcomes** At the end of the week, students will be able to:
- Execute culturally responsive negotiation strategies

**Readings**
- Week 8 Topic Notes and Lecture Notes
- Lewicki, *Negotiation*. Chapter 16

**Discussion**
- Week 8 Posts - see Week 8 Discussion Details for full requirements

**Assignments**
- Using your template from the Assignment, prepare for your negotiation and post your work prior to conducting your role play.

**Role Play**
- Role Play assigned. Refer to Negotiation schedule. **Negotiators:** Prepare negotiation strategy and conduct negotiation session (by Sunday).

**Self-Assessments**
- Week 8 Self-Test (optional)

## Week 9
### Objectives
At the end of the week, students will have an understanding of:
- Differences between individual negotiations and team negotiations
- Characteristics between non-effective and effective groups
- Negotiate with coalition strategies

### Outcomes
At the end of the week, students will be able to:
- Negotiate a full-disclosure and competitive situation
- Apply negotiation best practices

### Readings
- Week 9 Topic Notes and Lecture Notes
- Lewicki, *Negotiation*. Chapter 12 AND Chapter 13
- Ury, *Getting Past No*. Chapter 5 and Conclusion (pages 130-171)

### Discussion
- Week 9 Posts - see Week 9 Discussion Details for full requirements

### Assignments
- Using your template from the Assignment, prepare for your negotiation and post your work prior to conducting your role play.

### Role Play
- Role Play assigned. Refer to Negotiation schedule. **Negotiators**: Prepare negotiation strategy and conduct negotiation session (by Sunday).

### Self-Assessments
- Week 9 Self-Test (optional)

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### Week 10

#### Objectives
At the end of the week, students will have an understanding of:
- Diagnose the fundamental structure of the negotiation
- Key paradoxes of negotiation
- Negotiations with difficult parties
- Negotiation impasses and resolution

#### Outcomes
At the end of the week, students will be able to:
- Identify negotiation best practices

#### Readings
- Week 10 Topic Notes and Lecture Notes
- Lewicki, *Negotiation*. Chapters 17-20

#### Discussion
- Week 10 Posts - see Week 10 Discussion Details for full requirements

#### Assignments
- Final Exam assigned at the start of Week 10 and due on the last day of Week 10.

#### Role Play
- No Role Play assigned

#### Self-Assessments
- Week 10 Self-Test (optional)
III. Course Policies and Procedures

Orientation
From the Home Page of the course site, students are expected to read all of the Orientation Materials available. These are located within the top-most center block. In addition, please review the Course Orientation Wiki found under the Welcoming Message.

Asynchronous Work
All required work for the course may be done asynchronously; i.e., students can login to the course, read/download materials, post to the forums, and submit assignments throughout the course week. Please carefully follow the syllabus and the weekly checklists to help manage your time throughout the course week; once we enter week 2 or 3, students typically become much more comfortable with the pace and flow of the course. On average, a student can expect to spend approximately 1-3 hours per week synchronously in negotiations with fellow group members.

Work Expectations
Students are responsible to explore each week's materials and submit required work by their due dates. On average, a student can expect to spend approximately 3-5 hours per week reading and approximately 5-7 hours per week completing assignments and posting to discussions. The calendar of assignments and due dates is located at the end of this syllabus, and all assignments are due by the close of the associated week (Tuesday evenings).

Confidentiality in the Classroom
While typically assumed in the more traditional "on-ground" classroom, as we proceed throughout our Discussions, I'd like to highlight a point about confidentiality in our online classroom.

We can draw on the wealth of examples from our organizations in class discussions and in our written work. However, it is imperative that we not share information that is confidential, privileged, or proprietary in nature. We must be mindful of any contracts we have agreed to with our companies. In addition, we should respect our fellow classmates and work under the assumption that what is discussed here (as it pertains to the workings of particular organizations) stays within the confines of the classroom.

Finally, for your awareness, members of the University's technical staff have access to all course sites to aid in course setup and technical troubleshooting. Program Chairs and a small number of Graduate Professional Studies (GPS) staff have access to all GPS courses for oversight purposes. Students enrolled in GPS courses can expect that individuals other than their fellow classmates and the course instructor(s) may visit their course for various purposes. Their intentions are to aid in technical troubleshooting and to ensure that quality course delivery standards are met. Strict confidentiality of student information is maintained.

Access to the Course Site
Members of the University’s technical staff have access to all course sites to aid in course setup and technical troubleshooting. Program Chairs and a small number of Graduate Professional Studies (GPS) staff have access to all GPS courses for oversight purposes. Students enrolled in GPS courses can expect that individuals other than their fellow classmates and the course instructor(s) may visit their course for various purposes. Their intentions are to aid in technical troubleshooting and to ensure
that quality course delivery standards are met. Strict confidentiality of student information is maintained.

**Grading Standards**

Students are graded on demonstration of knowledge or competence, rather than on effort alone. Each student is expected to maintain high standards of honesty and ethical behavior. All assignments are meant to represent your own work. I expect students to conduct themselves courteously online. If in my judgment a student's conduct is not courteous, I reserve the right to reduce that student's grade.

**How Points and Percentages Equate to Grades**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
</tr>
<tr>
<td>86-83</td>
<td>B</td>
</tr>
<tr>
<td>82-80</td>
<td>B-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
</tr>
<tr>
<td>76-73</td>
<td>C</td>
</tr>
<tr>
<td>72-70</td>
<td>C-</td>
</tr>
<tr>
<td>69-67</td>
<td>D+</td>
</tr>
<tr>
<td>66-63</td>
<td>D</td>
</tr>
<tr>
<td>62-60</td>
<td>D-</td>
</tr>
<tr>
<td>59 or &lt;</td>
<td>F</td>
</tr>
</tbody>
</table>

**Feedback**

Feedback will be provided on assignments and the exam within 10 days of the due date. Within 7 days of the close of each week, feedback will be provided on weekly participation via the associated Weekly Participation Feedback assignments; you do not have to submit anything to these assignments. I will be recording your weekly participation grades and providing narratives describing your discussion posts (participation) for that week.

**Class Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Start Date (Wed)</th>
<th>End Date (Tues)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11-Apr</td>
<td>17-Apr</td>
</tr>
<tr>
<td>2</td>
<td>18-Apr</td>
<td>24-Apr</td>
</tr>
<tr>
<td>3</td>
<td>25-Apr</td>
<td>1-May</td>
</tr>
<tr>
<td>4</td>
<td>2-May</td>
<td>8-May</td>
</tr>
<tr>
<td>5</td>
<td>9-May</td>
<td>15-May</td>
</tr>
<tr>
<td>6</td>
<td>16-May</td>
<td>22-May</td>
</tr>
<tr>
<td>7</td>
<td>23-May</td>
<td>29-May</td>
</tr>
<tr>
<td>8</td>
<td>30-May</td>
<td>5-Jun</td>
</tr>
<tr>
<td>9</td>
<td>6-Jun</td>
<td>12-Jun</td>
</tr>
<tr>
<td>10</td>
<td>13-Jun</td>
<td>19-Jun</td>
</tr>
</tbody>
</table>
IV. University and Division of Graduate Professional Studies Standards

Please review the policies and procedures of Graduate Professional Studies, found at http://www.brandeis.edu/gps/resources/student-handbook.html.

We would like to highlight the following.

Learning Disabilities

If you are a student who needs accommodations because of a documented disability, you may present your letter of accommodation from the Rabb School Disability Coordinator to me, as soon as possible and ideally before the course begins. If you have questions about documenting a disability or requesting academic accommodation you should contact the Rabb School Disabilities Coordinator directly (781-736-8787).

Academic Honesty and Student Integrity

Academic honesty and student integrity are of fundamental importance at Brandeis University and we want students to understand this clearly at the start of the term. As stated in the Brandeis Rights and Responsibilities handbook, “Every member of the University Community is expected to maintain the highest standards of academic honesty. A student shall not receive credit for work that is not the product of the student’s own effort. A student’s name on any written exercise constitutes a statement that the work is the result of the student’s own thought and study, stated in the students own words, and produced without the assistance of others, except in quotes, footnotes or references with appropriate acknowledgement of the source.” In particular, students must be aware that material (including ideas, phrases, sentences, etc.) taken from the Internet and other sources MUST be appropriately cited if quoted, and footnoted in any written work turned in for this, or any, Brandeis class. Also, students will not be allowed to collaborate on work except by the specific permission of the instructor. Failure to cite resources properly may result in a referral being made to the Office of Student Development and Judicial Education. The outcome of this action may involve academic and disciplinary sanctions, which could include (but are not limited to) such penalties as receiving no credit for the assignment in question, receiving no credit for the related course, or suspension or dismissal from the University.

Further information regarding academic integrity may be found in the following publications: "In Pursuit of Excellence - A Guide to Academic Integrity for the Brandeis Community", "(Students') Rights and Responsibilities Handbook", AND " Graduate Professional Studies Student Handbook". You should read these publications, which all can be accessed from the Graduate Professional Studies Web site. A student that is in doubt about standards of academic honesty (regarding plagiarism, multiple submissions of written work, unacknowledged or unauthorized collaborative effort, false citation or false data) should consult either the course instructor or other staff of the Rabb School Graduate Professional Studies.

University Caveat

The above schedule, content, and procedures in this course are subject to change in the event of extenuating circumstances.