



## **PA/PSCI 4345 Negotiation and Effective Management (Spring 2015)**

***Dr. Galia Cohen***

Meetings: Tuesday and Thursday 1:00pm-2:15pm

Class Location: FN 2.106

Office location: GR 3.220

Phone Number 972-883-2711

Office Hours: By Appointment Only

E-mail: [galia.cohen@utdallas.edu](mailto:galia.cohen@utdallas.edu)



### **Course Description**

This is an introductory course to the study of negotiation and conflict resolution. The course introduces students to fundamental elements in theory and practice of negotiation. We will explore the basic strategies and tactics of distributive bargaining and integrative negotiation; critical negotiation subprocesses; and the concepts of multiple parties and cross-cultural negotiations.

This course will draw heavily on simulations, case studies, and class discussions. The negotiation exercises come from a wide variety of contexts, ranging from domestic disputes to international conflicts and will provide you with the tools and vocabulary prerequisite to critical and effective negotiation analysis.

Students are expected to be active learners, participate in class discussions and activities, read the assigned readings, analyze real cases, and produce quality academic papers.

## **Learning Objectives**

- Students will be able to explain fundamental negotiation concepts.
- Students will be able to understand the differences between distributive bargaining and integrative negotiation.
- Students will demonstrate their knowledge of negotiation concepts by participating in negotiation simulations.
- Students will explore their conflict styles; their communication competence; their cultural intelligence and their ethical orientation.
- Students will be able to analyze real-life negotiation cases
- Students will improve their interpersonal skills and negotiation effectiveness through role-plays and simulations
- Students will develop a set of tools that would help them better analyze conflict situations and prepare more effectively for future negotiations in which they may be involved.
- Students will have the opportunity to practice their power of communication and persuasion and to experiment with a variety of negotiation tactics and strategies.

## **Required Texts**

Lewicki Roy, David M. Sanders, and Bruce Barry. 2010. *Essentials of Negotiation*, 5th Edition. McGraw-Hill. ISBN-10: 0073530360. [LEW]

Some cases are acquired through Kennedy School of Government [www.ksgcase.harvard.edu](http://www.ksgcase.harvard.edu).

## **Grade Components**

The grade for this course is based on the following components:

<b>Assignment</b>	<b>% of Grade</b>
Class attendance and participation	5%
3 Exams (15 pts. each)	45%
Email Negotiation Exercise	10%
Negotiation Memorandum (In -Class Exercise)	5%
Post-Negotiation Analysis X 2 (7.5 pts each)	15%
Group Final Paper- Negotiation Case Analysis (15%) and Presentation (5%)	20%
	<b><i>Total: 100%</i></b>

**\*\*Grading Scale:**

97 and above A+	87 to 88.99 B+	77 to 78.99 C+	67 to 68.99 D+
92 to 96.99 A	82 to 86.99 B	72 to 76.99 C	62 to 66.99 D
89 to 91.99 A-	79 to 81.99 B-	69 to 71.99 C-	59 to 61.99 D-
			< 59 = F

## **Description of Grade Components:**

### **1. Attendance and Participation (0.25pts each class—5 points total)**

#### **Attendance Policy**

Class attendance is mandatory and taken at every class. Regular and punctual attendance is expected from all students.

- Each student starts the semester with 50 points for attendance and participation.
- 2.5 points will be deducted from your overall points for each class you miss.
- Missing 4 or more classes may automatically result in an “F” grade for this course.
- Tardiness: If arriving more than 15 minutes late to class 1 point will be deducted on the first time. After the first time it will be considered as an absence and 2 points will be deducted.
- Early Departure: if leaving class more than 15 minutes before class ends 1 point will be deducted on the first time. After the first time it will be considered as an absence and 2 points will be deducted.

**With that said, I acknowledge that we are all human beings and I understand that emergencies or unpredictable events can happen. Therefore, if you cannot attend class for justified reasons (or if you need to be late or leave early), make sure you inform me in advance and submit the proper documentations to justify your absence. We will only be able to work together as long as you communicate with me.**

#### **Other Related Classroom Policies:**

- **Laptops are not allowed during class.** In order to maintain an optimal learning environment in the classroom I do not allow the use of laptops or any other tablets during class. While this may be a bit uncomfortable (or strange, considering our digital life), I have learned that it is the only way to maximize your participation in class and to avoid the disruption of your classmates’ learning experience.  
Keep in mind that it is **NOT a sit-back-and-take-notes type of class**. For your convenience, I will post the lecture notes for each week on blackboard and I suggest that you print them out and bring it to class with you. However, you should expect to actively participate in this class.
- **The use of smart phones is completely forbidden during class.** Please keep all cell phones, on silent or vibrate. I understand that sometimes you may encounter with issues that will require you to make an urgent call (or text). In such case, you may step out of the classroom to take care of that issue.

**TEXTING** during class (or using ones electronic device without permission) will not be tolerated and will be sanctioned.

## Participation Policy

Negotiating skills cannot be learned by reading alone! Participation is a very important part of the learning process in this course and you are expected to actively participate in discussions and simulations.

After each negotiation exercise a debriefing session will include sharing information about results, sharing information about negotiating strategies attempted, and sharing reactions to the process. **All** students are expected to contribute to these discussions. I am less concerned with “right” or “wrong” answers than I am with thoughtful contributions which follow the discussion and either add to the debate or move it in a new direction. You will be evaluated on the quality, rather than quantity, of your contributions and insights. Speak up when you disagree with a point of view that another student or I have expressed. Explain the invalidity of the view. Always make your critiques specific.

Students are advised to take the role-plays seriously. You are encouraged to be creative, to try new strategies, and to learn from your mistakes. You will be evaluated on how well prepared you are and on your use of appropriate strategies and tactics.

Roles and scenarios assigned to you for simulations are **confidential** and should not be shared or discussed with anyone until after the simulation. It is unethical either to share or to seek information about another role in advance of participating in a simulation. If you have questions about the roles or the instructions you should ask the professor.

**The bottom line-** I measure class participation based on the following criteria: paying attention during lectures; attentive watching and listening to screenings of films; respectful listening when I, your peers, or guest lectures are speaking; active participation in class exercises; active demonstration of your understanding of the readings; and most importantly, **your ability to be fully engaged in your learning without texting, checking your phone, or FALLING ASLEEP**. Failure to meet the above criteria will result in the loss of attendance/participation points.

**An important factor to take into account is that your participation will be a crucial factor in managing borderline grades (aka “the bump”).**

## 2. Exams X3 (15 pts. each—45 points total)

There will be 3 in class (closed books). The exams may consist of multiple-choice, true/false, and fill-in-the-blank types of questions and will cover material from **both** the text **and** the in-class lectures and discussions. **There will be no make-up** exams except under exceptional documented circumstances and at the sole discretion of the instructor. Students are required to bring scantrons and pencils.

### *Exams Schedule:*

**Exam #1: 2/12 Exam 1 (Chp1,2,3,4)**

**Exam #2: 3/12 Exam 2 (Chp 5,6,7)**

**Exam #3: 4/23 Exam 3 (Chp 8,10,11)**

### **3. Negotiation Memorandum (5 pts.) Due: 4/7 or 4/9 In Class Exercise**

We will view the film “The HackerStar Negotiation” in class. While watching the film you will be asked to complete a short analysis **in class**. A template for this analysis will be provided. This exercise will be completed in class. No prior preparation is required (however, without attending the class of the screening you will not be able to complete this exercise).

### **4. Post-Negotiation Analysis X 2 (7.5 pts. each —15 points total)**

**Due: \*2/10 and \*3/31 at 1:00, BB.** \* Tentative dates, subjected to change- depending on when we will conduct the exercise in class.

You are to submit two (2) post-negotiation analyses. The post-negotiation analysis will allow you to reflect on successful and failed strategies and should allow you to better prepare for and respond during subsequent negotiations. Specifically, you will evaluate your behavior and your classmates’ behavior in a negotiation exercise. Your task is to describe your perceptions and significant insights gained from your participation one of the negotiation exercises. **The paper should not be a detailed report of everything that happened in the negotiation.** Briefly, describe what happened in the negotiation, providing only a short overview of the key events. Rather, the paper should focus on analysis and insights. Although not an exhaustive list, here are a few examples of the type of issues that you could address:

- Who controlled the negotiation and how did they do it?
- What were the critical factors that affected the negotiation situation and outcomes and what can you say about these factors in general?
- How did the negotiation context differ from other exercises, and what new factors did this context highlight?
- What did you learn about yourself from this experience?
- What did you learn about the behavior of others?
- What did you learn about bargaining and conflict from this situation?
- What would you do the same or differently in the future, or how would you like to behave in order to perform more effectively?

A high quality analysis is one that tries to step back from a negotiation, identifies key events and processes, uses course concepts to help structure the analysis, and is well written. Typically, students focus too much on narrative (i.e., what happened) and not enough on analysis (i.e., why it happened), try to avoid falling to this trap.

### **5. Email Negotiation Exercise (10 pts.) Due: 3/5 at 1:00, BB.**

You will be asked to negotiate with a classmate through email. You will submit your email corresponding as well as a short report for this exercise.

Read the following instructions carefully:

#### **Live8 Email Negotiation Exercise**

##### **Instructions:**

- The purpose of this exercise is to have students prepare and execute a negotiation conducted entirely through e-mail, and to enable students to compare e-mail negotiation dynamics with those of face-to-face negotiation.
- This simulation should be conducted **entirely** through e-mail.
- Read exercise #17 Live 8 (provided by the professor)
- You will receive one of two roles. The role instructions are **confidential** and must not be shared with your partner for the negotiation.
- Read your role carefully, try flesh it out with your own knowledge, emotions, and experience. The more you “own the role in this manner, the simulation will not only become more lifelike, it will also enable you to understand what parties to a negotiation conducted online truly experience; resulting insights will therefore be highly transferable to real-life situations.
- **PLEASE NOTE:** If you were assigned with the LCA role, it is **your responsibility** to initiate the encounter with an opening e-mail.
- Your submission and should include the following:
  - **The chain of e-mails leading to the outcome. This can be done easily with** the last student to agree to the final outcome simply forwarding the whole e-mail chain, including outcome, to me ( don’t forget to “cc: “ the other party). OR save the entire correspondence as a PDF and attach it to your paper.
  - **A short report (no more than 2 pages) from each participant reflecting on the following issues (submit on BB):**
    - The greatest challenge in this negotiation was...
    - Communication difficulties...
    - Techniques I used in this negotiation...
    - The major lesson I learned was...
    - This happened online - but could never have happened offline...
    - Some major differences I noticed between e-negotiation and face-to-face negotiation are...

## **6. Group Final Paper- Negotiation Case Analysis (15 pts.) and Presentation (5 pts.)**

### **Due:**

- ✓ **Abstract 3/24** (BB, 1pm)
- ✓ **Paper 4/23** (BB, 1pm),
- ✓ **Peer Evaluation** (BB, 1pm)
- ✓ **Presentations 4/23, 4/28**

The purpose of the final paper is to evaluate your competence in applying theoretical constructs and approaches on negotiation to the analysis of real-world historical cases.

For this paper, you will work in groups of 3, which I will assign sometime in February.

### ✓ **Abstract:**

Your group must email me their **abstract**, containing their choice subject and a short description (few sentences) explaining their choice by **March 24 at 1:00pm via BB.**

### ✓ **Paper:**

Here are some general instructions for writing a successful paper. Please READ CAREFULLY:

- The papers should be approximately 8-10 pages in length (no less than 8 pages, not including cover page and reference pages), double-spaced containing standard fonts and margins.
- You must provide a cover page with your project name and individual names.
- **The paper must have an introduction, body, conclusion, and reference list.**
- The case description section **should not** exceed one page. Your focus should be on the analysis
- You should supplement the required readings with materials you have acquired independently from class with particular emphasis placed on academically-oriented sources (papers must include minimum of 6 references).
- Grades will be based on the quality of the writing, integration of course materials, creativity, and originality.
- The papers must be well organized, cite outside sources in the body of the paper, and document all sources used in a reference list using **Turabian style** format.
- **Your grade will be substantially reduced if you have grammatical, syntax, or spelling errors.**
- Although several students participate in the write-up, the final product should be reviewed carefully by **one person** and should be submitted in a coherent form.
- Please read carefully UTD's policy on plagiarism. Your papers and assignments will be checked through turnitin.com for plagiarism.
- A detailed guideline for the paper is attached.

✓ **Peer Evaluation:**

In order to receive a grade for your paper, students must complete a **confidential peer evaluation** for each member of their group and send them to me (only) in a separate email (template will be posted on BB). These evaluations are meant to reflect others' assessments of the quality of your work and contributions.

The confidential peer evaluations are due at the same time with your paper. **I will not grade a paper with missing evaluations.**

**The evaluations are completely confidential**, however, I will provide general feedback to poor performing group members and make any necessary adjustments to their grades. **Free riders will not be tolerated!**

✓ **Presentation:**

Each team will give a 15 minute presentation over their final paper topic.

The presentation should include:

- a. PowerPoint Presentation (5-7 min)- you must email me your PPT at least 24 hrs before your presentation day.

**Groups that will not email me their presentation WILL NOT PRESENT AND WILL RECEIVE A ZERO for this grade component.**

- b. Class discussion (8-10 min). Students will prepare one (1) question to engage the class in a short discussion.

Your grade will be composed of:

**a. Instructor's evaluation:** You will be graded on content, clarity, presentation style, creativity, and the way you engage the class in the discussion.

**b. Peer Evaluation:** students will complete an anonymous peer evaluation form for each team presentation. At the end of the semester, after all presentations are given, I will announce the winning presentation according to the peer evaluations. This presentation will receive an automatic "A". You may not vote for your own presentation.

**c. Timing:** Presentations should be no more than 15 minutes. **YOU WILL BE TIMED.** If your time is up before you were able to complete your presentation or your class discussion you will lose the points for this component.

A note about presenting in groups

When presenting in groups, students are expected to contribute fully to the production of competent and complete work. If problems arise with the contribution(s) of one or more group members, students should first try to resolve the issue within the group. Group members should involve the professor in instances of negligence when necessary.

**Everyone in the group must present**



## **Negotiation Final Paper—Instructions and Suggested Topics**

The purpose of the term paper is to evaluate your competence in applying theoretical constructs and approaches on negotiation to the analysis of real-world historical cases. This document provides instructions on writing a successful term paper.

### ***1. General Structure of the Paper***

The paper is based on the application of a specific theoretical topics covered in the class discussions and the readings to an historical case. The case may be selected from the choices below or other cases that interest you. A good structure of the paper is the following

**a. Introduction.** The introduction lays out the specific research questions, the context of the paper (e.g., pre-negotiation, psychological approaches, mediation, etc.), and provides a brief overview of the paper. In general, it is a good idea to write the introduction at the end after you have finished the research and spelled out your findings and conclusions. This way, if the paper has a central theme, it is useful to point it out at the outset.

**b. Theory.** This section lays out the theoretical framework that guides the case study. It discusses the relevant theoretical literature and derives from it a set of hypotheses that are researched in the next sections.

**c. Narrative of the Historical Case.** Brief description of the facts and the historical processes you are studying (no more than one page). Be sure to discuss the actors, the problems, and the facts that are relevant to your analysis, and not provide unnecessary information.

**d. Analysis.** This section applies the concepts, approaches, ideas, and methods entailed in the theory you are using on the historical case/cases. Be sure to relate the analysis of the case to specific hypotheses that you had specified in the theory section. The key question here is whether and how do the facts of the case either support or contradict the hypotheses. Also, it is useful to say something about if and how the theory helps explain seemingly inexplicable aspects of the historical case.

The following elements should be considered for your negotiation analysis. This is a long list and I have asked you to write a short paper. Write succinctly. Choose the elements that work best for your case, those who will make your paper strong:

- What were the Parties' interests
- Did the parties planning, prepare and strategize for the negotiation? How?
- What processes of communication took place?
- What persuasion processes took place?
- What are the sources of power for the parties in the negotiation?
- What kind of power processes took place? (i.e., how did the parties use their power inside and outside the negotiation to influence the other parties?)
- Did the parties identify their best alternatives to agreement (BATNAs)?
- What were the BATNAs?
- Was there a mediator? What was the mediator role?

- What barriers to agreement existed?
- How did the parties attempt to overcome those berries? Did they succeed or fail?
- Did the parties fall into any negotiation traps?
- Identify elements of Distributive/Integrative (Creating/Claiming Value) in the negotiation
- Identify Individual difference effects
- Identify third-party processes and their effect
- Were there ethical considerations?
- International aspects and effects (if appropriate).
- What agreement (if any) was reached? Did it satisfy the substantive, Relational, procedural and principal interests of the parties? How?
- And many more...

The most important thing to understand is that I expect you to show me that you are analyzing the negotiation and not just repeating or summarizing what is in the case!

**e. Conclusion.** This section summarizes your findings and whatever other conclusions you derived from the research. You can also point out shortcomings or advantages in the theory on the basis of your study of the case. If there are policy implications, please mention them.

## **2. Technical Matters**

- **Bibliography and references.** Be sure to use sources and cite them correctly. Use any formal (!) style for citations and references. You should use academically-oriented journals (*American Political Science Review*, *American Journal of Political Science*, *Journal of Politics*, etc.). Your paper must include minimum of 6 references).
- **Style.** Spend some time thinking on *how* to organize your paper, how to present your arguments, how to support them, and how to conclude. A well-written paper makes for a better grade than a poorly written one. (Please refer to the “Important Instructions For Writing Assignments” section in the syllabus; it has some useful tips that will “save” you points)
- **Questions.** I encourage creativity in writing, but to be on the safe side, check with me any ideas that you think are not really of a standard form that you want to put in your paper.

## **3. Examples of topics for term papers**

1. Pre-Negotiations in the Hitler Crises: Location, Timing, and Agenda.
2. Does the Norm of Reciprocity Apply to War Termination? Comparing the Vietnam Negotiations with the Israeli-Egyptian Negotiations after the 1973 War.
3. A Game Theoretic Analysis of the Anschluss Crisis of 1938.
4. A Game Theoretic Analysis of the Camp David Summit of 2000.
5. Coalition Building in the Gulf Wars: Comparing the 1990 process to the 2002 process.
6. Personality and Negotiation Style: Comparing Sadat and Begin
7. Personality and Negotiation Style: Kissinger in the Middle East Negotiations, 1943-1975.
8. Cognitive Biases in Negotiations: The Munich Crisis of 1938 .
9. Cognitive Biases in Negotiations: the 1994 U.S-North Korean Agreement and its implementation.

10. Can Mediators be Unbiased and Should they Be? Bill Clinton at the 2000 Camp David Negotiations.
  11. The Process of Mediation—What affects success: Comparing Carter to Clinton in the Arab-Israeli case.
  12. How Stress Affects Negotiation: Hostage cases (e.g., U.S. Hostages in Lebanon, the Mayaguez Incident; the Entebbe Crisis in Israel in 1976).
3. Other theoretical topics and/or different historical cases (e.g., labor-management dispute, international negotiations, Iraq/North Korea nuclear weapons, etc.) are perfectly acceptable (try the Harvard Kennedy School of Government website for more cases ideas). However, be sure to check with me, via email that your specific topic (if not on this list), is on track.

### **OTHER IMPORTANT INSTRUCTIONS FOR WRITING ASSIGNMENTS!** **(READ CAREFULLY)**

I expect you to *Submit Graduate College Level Work!* *This means...*

- You are expected to **follow *assignment descriptions carefully!*** It sounds simple enough, but students often lose valuable points on assignments because they do not read and follow directions carefully. Your work will be graded also on how well you fulfill assignment criteria and follow directions.
- You are expected to use academic language and college-level vocabulary (this means no slang, jargon, colloquialisms or **any other words that belong in a text message**).
- Professors expect PA graduate students to include and cite text whenever necessary for all written assignments. MLA, APA or Turabian citation format (in-text and reference list) must be used in all assignments where appropriate.
- You are expected to apply learned material from the course to your papers. This pertains to theories, concepts, key issues or examples - whatever is relevant. The goal of academic writing is not to show off everything that you know, or think you know, about a topic, but rather to show that you understand and can think critically about it. You should connect the course content to your writing, Demonstrate what you learned. **NO FILLERS!**
- Please **PROOFREAD** work before submitting it to ensure that it is free of grammatical and structural errors. Proper grammar and spelling will be taken into account when assessing a grade.
- Your written assignment should be typed, double spaced, 12 point font and at the required length (length requirement is different for each assignment).
- Assignments are to be submitted through Blackboard only. **ASSIGNMENTS VIA EMAIL WILL NOT RECEIVE CREDIT**
- Late assignments will NOT be graded except under exceptional documented circumstances and at the sole discretion of the instructor.

## Class Schedule

Week 1	Jan 13 & 15	<b>Topic:</b> What have I gotten myself into? Course Introduction & Overview
Week 2	Jan 20 & 22	<b>Topic:</b> Fundamentals of Negotiation <b>Reading:</b> Chapter 1 <b>Exercise:</b> #2 Pemberton's Dilemma <i>~Reminder: Bring \$5 to class~</i>
Week 3	Jan 27 & 29	<b>Topic:</b> Distributive Bargaining <b>Reading:</b> Chapter 2 <b>Exercise:</b> #4 The Used Car <i>~Reminder: Bring \$5 to class~</i>
Week 4	Feb 3 & 5	<b>Topic:</b> Integrative Negotiation <b>Reading:</b> Chapter 3 <b>Exercise:</b> #9 The Pakistani Prunes #25 Baker-Florist- Grocery <i>~Reminder: Bring \$5 to class~</i>
Week 5	Feb 10 & 12	<b>Topic:</b> Strategy and Planning <b>Reading:</b> Chapter 4 <b>Exercise:</b> #5 Knight/Excalibur; The Thomas-Kilman Conflict Mode instrument <b>Due: 2/10 Post-Negotiation Analysis #1</b> (The Pakistani Prunes, BB, 1pm). <b>2/12 EXAM 1:</b> Chapters 1,2,3,4 (bring scantrons) <i>~Reminder: Bring \$5 to class</i>
Week 6	Feb 17 & 19	<b>Topic:</b> Perception, Cognition and Emotion <b>Reading:</b> Chapter 5 <b>Exercise:</b> #14 Salary Negotiation <b>Due: 2/17-19 Final Paper Groups Assignment</b> <i>~Reminder: Bring \$5 to class</i>
Week 7	Feb 24 & 26	<b>Topic:</b> Communication <b>Reading:</b> Chapter 6 <b>Exercise:</b> Communication Competence Scale; Dialogue and Listening Skills (from file); The Blah Blah Blah Email  <i>~Reminder: Bring \$5 to class</i>

Week 8	Mar 3 & 5	<b>Topic:</b> Power <b>Reading:</b> Chapter 7 <b>Exercise:</b> #21 Elmwood Hospital Dispute <b>Due:</b> 3/5 <u>Email-Negotiation Exercise</u> (BB, 1pm).  <i>~Reminder: Bring \$5 to class</i>
Week 9	Mar 10 & 12	<b>3/10 ASPA CONFERENCE- NO CLASS</b>  <b>Due:</b> 3/12 <b>EXAM 2:</b> Chapters 5,6,7 (bring scantrons)
Week 10	Mar 17 & 19	<b>SPRING BREAK- NO CLASS</b>
Week 11	Mar 24 & 26	<b>Topic:</b> Ethics in negotiation <b>Reading:</b> Chapter 8 <b>Exercise:</b> #23 Coalitions (The “Money Game”) <b>Due:</b> 3/24 <u>Negotiation Case Choice</u> (BB,1pm)
Week 12	Mar 31 & Apr 2	<b>Topic:</b> Multiple Parties and Teams <b>Reading:</b> Chapter 10 <b>Exercise:</b> #26 New House <b>Due:</b> 3/31 <u>Post-Negotiation Analysis #2</u> (Coalitions, BB, 1pm)
Week 13	Apr 7 & 9	<b>Topic:</b> The HackerStar Negotiation- Film <b>Due:</b> 4/9 <u>Negotiation Memorandum (in class)</u>
Week 14	Apr 14 & 16	<b>Topic:</b> International and Cross-Cultural Negotiation <b>Reading:</b> Chapter 11 <b>Exercise:</b> Cultural Intelligence Scale, #24 Connecticut Valley School; Intercultural Communication Ex (from file)
Week 15	Apr 21 & 23	<b>Topic:</b> Negotiation Analysis Presentations <b>Due:</b> 4/23 Negotiation Case Analysis (BB, 1pm). 4/23 Negotiation Analysis Presentations Part1
Week 16	Apr 28 & 30	<b>Topic:</b> Negotiation Case Analysis Presentations <b>Due:</b> 4/28 Negotiation Analysis Presentations Part2 4/23 <b>EXAM 3:</b> Chapters 8,10,11 (bring scantrons)

*The descriptions and timelines above are subject to change at the discretion of the instructor.*

## **Additional Course Policies**

**Class Decorum.** No cell phones on or text messaging; no notebook computers on

**Make-up Exams.** None

**Extra Credit.** None

**Late Work.** 10% of assignment value is lost for each day overdue. After 48 hours assignments will no longer be accepted.

**Class Attendance.** Obligatory. Attendance will be taken every class.

**Classroom Citizenship.** Civility and politeness are appreciated

### **UTD Policy on Cheating**

Policy on Cheating: Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22.

A very useful statement on plagiarism (with good definitions, etc.) is available at <http://www.rbs2.com/plag.htm>

### **Classroom Behavior**

- All students are expected to conduct themselves in a manner that reflects the highest behavioral standards.
- Students are expected to arrive on time for class. Attendance will be taken every class.
- Electronic devices during the class meeting should be turned off.
- Classroom behavior that interferes with either (a) the instructor's ability to conduct class or (b) the ability of students to benefit from the instruction is unacceptable. Examples include routinely leaving the classroom early, using cellular phones, reading non-class related material, repeated talking in class without being recognized, talking while others are speaking, or arguing in any way that is perceived as "crossing the civility line." If the instructor feels that a behavior is disruptive, the student will be asked to leave the classroom for the day. If classroom behavior is determined to be inappropriate and cannot be resolved between the instructor and the student, the behavior may be referred for academic or disciplinary review.

## **ADDITIONAL UNIVERSITY DISCLAIMERS**

<http://provost.utdallas.edu/syllabus-policies/>