

**Course Syllabus**  
**Negotiation**  
The University of Texas at Dallas

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### Course Information

#### **Course**

Course Number Section: OB 6332.001 / HMGT 6324.001 / OPRE 6396.001 / SYSM 6333.001 /  
MECO 6352.001

Course Title: Negotiation

Term and Dates: 8/24/2015 – 12/13/2015 (ends Monday on Final Exams week).

Grades turned in on 12/16/2015

#### **Professor Contact Information**

Professor: Laurie Ziegler, Ph.D.

Email Address: eLearning Messages Tool

Office Location: JSOM 4.210

Online Office Hours: TBA

Other Information: I am happy to talk with you on the phone or meet with you in person. If you would like to make an appointment, please contact me through the Messages tool.

#### **Instructional Designer Contact Information – Contact for all technical issues**

Irma Madrigal Email: [eLearning@utdallas.edu](mailto:eLearning@utdallas.edu)

Both Irma and another Instructional Designer will monitor the eLearning email address and will respond back to any emails within one work day (Monday – Friday from 8:30am – 5:30 pm, with the exception of official school holidays). For any technical assistance outside these days and times, please contact the eLearning Helpdesk: 1-866-588-3192.

#### **TA Contact Information**

Name:

Contact: eLearning Messages Tool

### **About the Instructor – a brief introduction**

Hi, I am Laurie Ziegler (aka Dr. Z.). I am a Clinical Professor and have been a member of the faculty at UTD since 1993. I primarily teach Organizational Behavior and Negotiation/Dispute Resolution in Graduate, Undergraduate and Executive Education programs. My research interests include organizational communication, managerial and organizational cognition, influence, and negotiation. I enjoy reading, old movies (the black and white versions), snow skiing, golf, fly fishing, refinishing furniture, gardening and my family including my rescue dog.

### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

None

### **Course Description**

Negotiation is the science and art of reaching agreements between interdependent parties who seek to maximize their outcomes. Negotiations occur to either create something new that neither party could create alone or to resolve an issue or dispute between parties. The development of negotiation and other dispute management skills will help you analyze issues from a variety of perspectives and secure acceptance of the solutions you reach. This course is conducted as a virtual seminar and depends primarily on each student's individual contribution. It is experientially based and draws heavily on simulations, case studies, questionnaires and class discussions. Sound principles derived from the studies of conflict management, negotiation and influence provide the theoretical underpinnings of the course.

### **Student Learning Objectives/Outcomes**

- 1) Students will be able to assess a conflict situation and develop and implement a plan to manage it.
- 2) Students will break down negotiation situations into their constituent parts and choose the most effective method to solve them.
- 3) Students will analyze their personal bargaining styles and learn how to interpret and apply them.
- 4) Students will understand and be able to apply influence techniques to their work and life experiences.

### **Required Textbooks and Materials**

Essentials of Negotiation 5<sup>th</sup> ed., Lewicki, Saunders & Barry, McGraw-Hill Irwin,  
ISBN: 978- 0-07-353036-9

Negotiation: Readings, Exercises and Cases, 6<sup>th</sup> ed. Lewicki, Saunders & Barry, McGraw-Hill Irwin,  
ISBN: 978- 0-07-353031-4

Influence: Science and Practice, 5<sup>th</sup> ed., Robert Cialdini, Pearson, ISBN: 0-205-60999-6

### **Suggested Course Materials**

There are two seminal books that provide the foundation for negotiation. They are good to have in your library and will impress your clients, customers and colleagues!

Getting to Yes: Negotiating Agreement Without Giving In, Fisher. Ury and Patton, Penguin Books,  
ISBN: 0-14-015735-2

Getting Past No: Negotiating Your Way from Confrontation To Cooperation, Ury, Bantom Books,  
ISBN: 0-553-37131-2

Textbooks and other materials can be ordered online through [Off-Campus Books](#) or the [UTD Bookstore](#). They are also available in stock at both bookstores. You may use other sources.

#### *Make-up exams*

Exams make be conducted on line. You will have a significant exam window and should not need to make up an exam. If you have a documented emergency, please let me know and I will work with you.

#### *Extra Credit*

There is no extra credit.

#### *Late Work*

Late work will not be accepted.

#### *Special Assignments*

There are no special assignments.

#### *Virtual Citizenship*

The same guidelines that apply to traditional classes should be observed when we are using the virtual classroom environment. Please use proper netiquette when interacting with class members, our TA and with me.

#### *Policy on Server Unavailability or Other Technical Difficulties*

The university is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the UTD eLearning Help Desk: <http://www.utdallas.edu/elearninghelp>, 1-866-588-3192. The instructor and the UTD eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

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### Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important [technical requirements](#) on the [Getting Started with eLearning webpage](#).

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### Course Access and Navigation

The on line portion of this “flipped classroom” class was developed using a web course tool called eLearning. You will use you UTD NetID account to login at: <http://elearning.utdallas.edu>. Please see more details on [course access and navigation information](#)

For additional help, please see the [Student eLearning Tutorials](#).

UTD provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Support Center:  
<http://www.utdallas.edu/elearninghelp>.

## Communication, Resources, Policies

This eLearning course has built-in communication tools which will be used for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [eLearning Tutorials webpage](#) for video demonstrations on numerous tools in eLearning.

### **Interaction with Me**

Outside of the classroom, I will communicate with you mainly using the eLearning Messages and Discussions tools. Please send personal concerns or questions to me using the course Messages tool. Do not post private information on the Discussion Board. I will reply to your messages or Discussion Board posts within 3 working days under normal circumstances. Do not contact me through my UTD account unless you have an emergency situation. I keep all of my student materials and messages on my course site.

Remember, if you have technical difficulties contact eLearning support as listed under Course Access and Navigation. I am not a technical expert. Rely on me for content ☺

### **Interaction with Course**

When you log into your course there is a section that says **Announcements**. This is where I will post information of general importance to you. I will also post information on the **Discussion Board**. On your log in page you should see something called **Messages**. Here you will see if you have internal email messages. You will take your exams on line as well as access my course lectures on the eLearning site.

The following university resources are available to students:

**UTD Distance Learning:** <http://www.utdallas.edu/elearning/students/cstudents.htm>

### **McDermott Library:**

Students will need a UTD-ID number to access all of the library's online electronic resources (reserves, journal articles, ebooks, interlibrary loan) from off campus. For UTD students living within those counties who are taking online courses, a Comet Card is required to check out materials at the McDermott Library. For more information on library resources go to  
<http://www.utdallas.edu/library/distance.html>.

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### **Electronic Devices**

You must turn off all electronic devices during class unless I specify otherwise for each class session. If you have an emergency situation and need to have your cell phone turned on, please let me know at the beginning of each class session. If you fail to adhere to this policy, you will be asked to leave the class and will lose attendance and participation points.

### **Attendance**

Experiential exercises are crucial to the achievement of the stated course objectives. You are expected to come to class prepared and to fully participate in the negotiation exercises and discussions. The attendance policy is commensurate with these expectations. You may miss two classes without penalty provided you notify me via eLearning email messages at least 24 hours prior to the class session. This is a no-fault attendance policy. Every additional class missed will result in a loss of four points from your overall course average regardless of reason. I am not trying to punish you; however, this is a highly interactive course and if you are not here you will not be able to regain the experiences you missed. Additionally, your classmates depend on you to fulfill your simulation and exercise responsibilities. If you are unable to consistently attend class, this course may not be the right one for you.

You will initial an attendance sheet for each class session. If you initial for another student, you will receive a zero for the course. This violates academic honesty.

### **Classroom Citizenship**

#### **Honor Code**

Students are expected to respect the integrity of the course and their fellow students. Do not share any information about your classmates with others. We need to feel secure in our classroom environment in order to fully gain from the course experiences. Regarding experiential exercises, you may not share confidential information with the other parties. However, you may reveal what you like during the negotiation process as long as you do not fabricate information that substantially changes the power distribution of the exercise or read verbatim from your confidential information. You may use any strategy except physical violence to reach agreement. This includes the misrepresentation of information or, as known in the media, spin. You may not borrow notes, discuss exercises and cases, or, in any other manner, obtain information related to this course from previous or current students. All of your work must be original. Plagiarism in any form will not be tolerated.

### **Flipped Classroom**

I am using a “flipped classroom” approach. That is, instead of spending class time listening to me lecture, you will access my multi-media files each week. They support your assigned readings. In this way, we can spend our classroom time reinforcing the material with discussions, role plays, exercises, surveys / self-assessments and other interactive activities. I believe you will find this approach engaging, informative and pedagogically effective. It also provides for a more flexible class.

### **Accessing Flipped Course Material**

In the Course Menu (on the left side of the screen), you will find a link called **Course Homepage**. This area will have the following materials:

- **Getting Started** - UTD eLearning information
- **Learning Modules** – This is where you will access my multi-media material.
  - **Module 0: Begin here!** – click on this
    - Team Project Sign-up Sheet – use for team facilitation project
    - Personal Statements – may also be accessed from the **Discussion Board**

Once you have completed the syllabus quiz, you can access my multi-media files and are ready to go!

### Course Design

In addition to the classroom experience, this course makes use of the eLearning Discussion Board. It is divided into several threads as follows:

General Class Bulletin:

Messages from Dr. Z. – I will send messages and post interesting information here.

Messages for Dr. Z. – Post public messages for me here. Send an internal message for private information.

Messages for TA – He/She is the keeper of the gradebook.

Personal Statement – This is an easy 100% for 2% of your grade. Post, on time, the information I requested below.

Simulations / Self - Assessments

General Class Discussion Bulletins: I will post information of interest to you here. You may also start a thread and post information for the class (e.g. links, articles, personal stories). These also count for class contribution participation points.

### Student Assessments

#### **Grading Information**

Exams	Exam 1	27.5%
	Exam 2	27.5%
Preparation and Participation		25%
Personal Statement (2%)		
Contributions (23%)		

Team Facilitation Project & Peer Evaluation	Film Analysis or Article	20%
Total	100	100%

### **Grading Scale**

Scaled Score	Letter Equivalent
89.90 - 100	A
79.90 - 89.89	B
69.90 - 79.89	C
Less than 69.90	F

### **Accessing Grades & Grading Policy**

Students can check your grades by clicking “My Grades” under Course Tools after the grade for each assessment task is released.

If you have questions about grades, please send them to me via eLearning email messaging or make an appointment with me. For exam questions, be specific about why you believe that your answer was correct. Include references to page numbers in the textbook and/or slides. For module participation grades, refer specifically to where and when you posted your messages. **Exam grade inquiries must be made within two days of the close of the exam window. Module participation inquiries must be made within one week of the posting of your grade for Module 1 and within two days of the posting of your grade for Module 2. Team facilitation grades are mailed to you using the internal email messaging system. I do not post them on the eLearning site. Our TA keeps the grades on an external spreadsheet.**

### **Assignments**

#### **Exams (2 at 27.5% each = 55%)**

You will take two online exams. They will either be held in the testing center or through eLearning (to be determined). You have generous time windows within which to take the exams. Do not request to take your exams at a different time. Please plan accordingly. The exams are open book; however, you

must take the exams by yourself and are prohibited from sharing information with your classmates or downloading the exams. This has happened in the past and is a severe violation of university policy. If you breach academy honesty you will be penalized by a minimum of a "0" on the exam or on other course assignments / activities. Refer to the **Student Conduct & Discipline and Academic Integrity Policies**. I do; however, encourage you to study together.

Via eLearning: You can access exams by clicking the **Assessments** link on the course menu or by using the **exam** icon under the associated module. Each exam is timed and can be accessed only once within the scheduled time window. Please read the on-screen instructions carefully before you click "Begin". After each exam is graded and released, you may go back to the **My Grades** section of the course and click on your grade to review your exam results. I have provided you study guides that contain the breakdown of exam questions. Exams open at 5:00 am CT and close at 11:00 pm CT. Exam windows can be found under due dates and on your Course Schedule.

### **Preparation and Participation (25%)**

#### **Personal Statement (2%) Due 9/6/15 11:00 pm CT**

Let's get to know each other. Post your personal statement on the discussion board. Provide the following information in the numbered order:

1. Your name. Which course are you enrolled in (OB, HMG, OPRE, SYSM, MECO)?
2. A description of your job and employer/industry information (current or previous)
3. Your familiarity with negotiation concepts (scan your textbooks, the module outlines, or your course schedule for ideas)
4. Where you are located geographically
5. What you hope to gain from this course
6. Anything else that is important to you that will give us a fuller picture of who you are
7. You may also provide pictures of you, your spouse, your children, your best animal friend, your car, etc.

#### **Contributions (23%)**

Class contributions are assessed based on the quality of your contributions to the negotiation exercises, simulations, cases and discussions. Your comments will be evaluated based on the following criteria:

- a. preparation and participation in class role plays and activities
- b. reflective and critical thinking that contributes to the flow of the discussion but does not dominate the discussion (you can actually lose points if you consistently move the conversation off-topic)



- c. insightful and creative ideas based on the concepts and theories discussed in class
- d. integration of relevant personal experiences and current events
- e. builds on comments of others
- f. goes beyond the “I feel” concept and provides some evidence or logic for your comments.
- g. does not “reiterate/recap” your negotiations

You may also earn credit by sharing a media event, your own experience, etc. with the class. Discussions should be based on content information you have gained through your readings and exercises and be relevant to the course concepts. I also encourage you to contribute on the Discussion Board. Attendance is crucial in obtaining participation points. You will lose points if you use electronic devices in class unless I give you permission to use them.

### **Team Facilitation Project and Peer Evaluation (20%)**

Facilitations are conducted in small groups (size depends upon enrollment). You will sign up for your team membership on the sign-up sheet under **Learning Modules: Module 0: Begin here! Team Project Sign-Up Sheet by 9/2/15 at 11:00 pm.**

Submit your team name and team project under **Assignments: Team Name by 9/6 11:00 pm.** Have one member of your team submit your team name, team members’ names in alphabetical order, team project choice and the dates of your facilitation. **Type in your information. Do not add an attachment.** If two teams choose the same article/Movie/TV series, then the first team who requests the project will get it. I will let you know if there is a conflict. If you do not hear from me, then your project is approved. As the deadline for signing up for the Team Facilitation Project is early in the semester, you may change your project based on your conversations with your team mates. Just let me know to make sure there is no conflict with other teams. My goal with the early submission date is for you to become a team as quickly as possible. You may remember from your Organizational Behavior course a group goes through several processes before becoming a team: forming, storming, norming, performing and adjourning. I hope to move the first three stages of the process along quickly.

Choose from the following three options. You may combine them. Dates are on the course schedule. Facilitating teams’ grades are determined by the criteria specified below. You will provide to me your team name and team project under **Assignments: Team Projects by 1/25 11:00 pm.** Have one member of your team submit your team name, team members’ names in alphabetical order, team project choice and the dates of your facilitation. **Type in your information. Do not add an attachment.** If two teams choose the same article/Movie/TV series etc., then the first team who requests the project will get it. I will let you know if there is a conflict. If you do not hear from me, then your project is approved. As the deadline for the Team Facilitation Project is early in the semester, you may change your project based on your conversations with your team mates. Just let me know to make sure there is no conflict with other teams. My goal with the early submission date is for you to become a team as quickly as possible. You may remember from your Organizational Behavior course a group goes through several processes before completing a project: forming, storming, norming, and performing. I hope to move that process along, quickly.

## The Project

The team projects occur throughout the semester. You do not have to facilitate material based on concept(s) we are discussing during a particular time period. Choose whatever you like that will help enhance your life experiences using the concepts of conflict, negotiation and/or influence. Be creative. Have fun! You have approximately 60 minutes including Question and Answers.

1. Present and facilitate a discussion based on articles from Negotiation: Readings, Exercises and Cases or other academic material as it relates to course concepts. Although you may want to facilitate material in the popular press, back up your ideas with academic material. You may use Power Point slides, Prezie, video clips, or anything else that illustrates the key points. This should be interactive and incorporate outside research.
2. Present and facilitate a discussion based on a film or television show as it relates to course concepts. Back up your ideas with academic material. You may use Power Point slides, Prezie, video clips, or anything else that illustrates the key points. This should be interactive and incorporate outside research.
3. You may suggest a project to me and, subject to my approval, design your own team facilitation. Back up your ideas with academic material. You may use Power Point slides, Prezie, video clips, or anything else that illustrates the key points. This should be interactive and incorporate outside research.

\*Provide citations when you use other peoples' works and provide a reference list. The quality of your research is a key component in obtaining a good grade. The grading rubric is located following the academic schedule.

### Team Peer Evaluation (required) 12/6 11:00 pm CT or earlier

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**I want all members to contribute fully to the team facilitation project; therefore, you are required to complete an evaluation of your participation and the participation of your team mates. Consider each member's ability to adhere to deadlines, availability, interpersonal skills, creativity, leadership, and responsibility to the team. The Team Peer Evaluation is confidential. Team evaluations are submitted under the Assignment: Peer Evaluation link.** Type in your evaluation. Do not add an attachment. Follow the guidelines below. There is no on-line evaluation form. If you fail to turn in the Team Peer Evaluation on time, I will deduct 10 points from your individual grade for the project. You must provide all of the following information to get credit for this requirement.

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#### Grading Rubric:

Full contributor:	(A) 100% of team points; contributed fully to the team project.
Less than full:	(B) 85% of the team grade
	(C) 75% of the team grade
	(F) 50% of the team grade
	(O) 0% of the team grade

## **Overall Evaluation:**

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I will review the feedback and determine the percentage of the team grade you have earned. It is my hope that everyone receives an A and earns 100% of the team grade. If you are consistently rated low you may fail the team project. The moral of the story is “don’t be a social loafer”. Besides, this is a fun project! Also, it will help you learn how to get the most out of team members in your work place.

## **Provide the following information in this format.**

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List team member names in alphabetical order by last name, and assign a grade. Include yourself in the list.

1. Explain the contributions that each team member made. Why did you grade each person the way you did? Be specific. Justify any grades you assign that are below an “A”.
2. What worked well within your team and what would you do to improve your team process?
3. What role did each team member take?

## **Important Dates**

<b>8/24</b>	<b>Classes begin</b>
<b>9/2</b>	<b>Sign up for teams due</b>
<b>9/6</b>	<b>Personal Statement due</b>
<b>9/6</b>	<b>Team Name &amp; Team Project due</b>
<b>10/5 - 10/11</b>	<b>Exam 1 Roll-out week</b>
<b>11/23 – 11/29</b>	<b>No Classes – Fall &amp; Thanksgiving Break</b>
<b>12/6 or earlier</b>	<b>Peer Evaluations due</b>
<b>12/7 - 12/13</b>	<b>Exam 2 Roll-out week</b>

## **Honor Code**

Students are expected to respect the integrity of the course and their fellow students. Do not share any information about your classmates with others. We need to feel secure in order to fully gain from the course experiences. Regarding experiential exercises, you may not share confidential information with the other parties. However, you may reveal what you like during the negotiation process as long as you do not fabricate information that substantially changes the power distribution of the exercise or read verbatim from your confidential information. You may use any strategy except physical violence (difficult to do on line) to reach agreement. You may not borrow notes about simulations, discuss exercises and cases, or, in any other manner, obtain information related to this course from previous or current students. All of your work must be original. Plagiarism in any form will not be tolerated.

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## **Academic Schedule**

Legend:

T = Textbook: Essentials of Negotiation R = Negotiation: Readings, Exercises and Cases

I = Influence: Science and Practice

### Academic Schedule

Legend:

T = Textbook: Essentials of Negotiation R = Negotiation: Readings, Exercises and Cases

I = Influence: Science and Practice

TF= Team Facilitation

<b>MODULES/ UNITS/ DATES</b>	<b>TOPIC/LECTURE</b>	<b>READING/ON- LINE LECTURES</b>	<b>ACTIVITIES (Activities are also announced during the semester).</b>	<b>DUE DATES and Team Facilitations</b>
M1: U1: 8/26	The Nature of Negotiation and Conflict	Chapter 1 (T)		Module 1 begins
9/2				Sign up for team membership
M1: U2: 9/2	Strategies and Tactics of Distributive Bargaining	Chapter 2 (T)	Personal Bargaining Inventory (R)	9/6 Personal Statement, Team Name & Team Project
9/7	Labor Day	No classes required.		
M1: U3: 9/9	Strategies and Tactics of Integrative Negotiation	Chapter 3 (T)		TF 1
M1: U4 9/16	Negotiation: Strategy and Planning	Chapter 4 (T)	Planning for Negotiations (R)	TF 2
M1: U5 9/23	Weapons of Influence Perception, Cognition, Emotion	Chapter 1 (I) Chapter 5 (T)	Six Channels of Persuasion Survey (R)	TF 3

M1: U6 9/30	Reciprocation Communication	Chapter 2 (I) Chapter 6 (T)	Communication Competence Scale (R)	TF 4
10/5 – 10/11	<b>Exam 1 Roll-out Module 1 ends</b>	Chapters: 1-6 (T) 1-2 (I)		10/5 5:00 am 10/11 11:50 pm
M2: U7 10/14	Commitment and Consistency, Social Proof	Chapter 3 (I)  Chapter 4 (I)		Module 2 begins TF 5
M2: U8 10/21	Liking Relationships	Chapter 5 (I) Chapter 9 (T)	The Trust Scale (R)	TF 6
M2: U9 10/28	Authority Power	Chapter 6 (I) Chapter 7 (T)		TF 7
M2: U10 11/4	Scarcity	Chapter 7 (I)		TF 8
M2: U11 11/11	Multiple Parties and Teams	Chapter 10 (T)		TF 9
M2: U12 11/18	Instant Influence Ethics	Chapter 8 (I) Chapter 8 (T)	The SINS II Scale (R)	TF 10
11/23 – 11/29	Fall and Thanksgiving Breaks	No classes.		
M2: U13 12/2	International and Cross-Cultural Best Practices	Chapter 11 (T)  Chapter 12 (T)	The Cultural Intelligence Scale	
12/6				Peer Evaluation: 12/6 or earlier
12/7 – 12/13 Exam 2 Roll-out		Chapters 7-12 (T) 3-8 (I)		12/7 5:00 am – 12/13 11:50 pm CT

This schedule may be modified based on the course dynamics.

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## Scholastic Honesty

The University has policies and discipline procedures regarding scholastic dishonesty. Detailed information is available on the [UTD Judicial Affairs](#) web page. All students are expected to maintain a high level of responsibility with respect to academic honesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the

course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

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## Course Evaluation

As required by UTD academic regulations, every student must complete an evaluation for each enrolled course at the end of the semester. A link to an online instructional assessment form will be emailed to you for your confidential use.

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## University Policies

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

### Professor's Policy

You will receive a zero if it is verified that you have cheated or plagiarized on any assignment or assessment.

You will receive a 10 point deduction on your individual grade for the team facilitation project if you fail to turn in your team facilitation peer evaluation on time.

***These descriptions and timelines are subject to change at the discretion of the professor.***

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