**PADM 4050 Section 400: Negotiation Spring 2026. This is an 8-week online course**

Instructor Contact
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**Meetings by appointment**
**Office hours – all courses**

  • **Online** on **Tuesday, 1 pm-3 pm,** on **Thursday, 10 am-12 pm**

**Welcome to UNT and this course!**
We're grateful you're focused on conflict resolution in your college career. Conflict resolution skills are essential to your personal and professional success. This syllabus will outline several expectations of you, me, and UNT and how we will work together to make this a powerful experience for you and your class peers. Let's start with a list of the most important topics on which to focus:

  • Familiarize yourself with the course.

  • Commit to engage and learn.

  • Engage in mutual respect.

  • Communicate effectively and work to avoid miscommunication.

  • Be ready with your technology.

  • Comply with UNT policies.

  • Find the support you may need.

**Familiarize yourself with the course description**

The course focuses on the fundamentals of non-litigation-based conflict resolution methods and strategies for a variety of settings. Students can further develop their knowledge of conflict resolution through assigned readings, written assignments, videos, and online discussions and instruction.

**Course Structure**
100 % Online Course. Content is delivered in modules with due dates set by the instructor.

**Course Prerequisites or Other Restrictions**
None

Course Objectives
Upon successful completion of this course, learners will be able to:

  • Define the key concepts and processes in negotiation;
  • Use strategic thinking to plan negotiations to achieve specific outcomes;
  • Demonstrate a working knowledge of bargaining and collaborative styles of negotiation;
  • Understand the influence of internal and external factors on the process of negotiation;
  • Understand the ethical practices of negotiation;

- Identify the role of interests and positions as enabling tools in negotiation.

**Materials**

Required text – ***The Road to Success:  Learning How to Become an Effective Negotiator****;* Second Edition (Dubuque, IA:  Kendall Hunt Publishing Company) 2020.



**Getting to Yes**, See Canvas Course Introduction Module  Fisher, R., Ury, W. L., & Patton, B. (2011). Penguin.
ISBN 978-0143118756

NOTE:  THIS IS AVAILABLE FROM THE UNT BOOKSTORE. YOU MAY PURCHASE OR RENT A <u>USED</u> TEXT.

*Instructions to access the publisher's website are on the inside cover of your NEW text or provided by the publisher when students purchase an eBook. Students may purchase one or the other and will not be given access to the publisher's website without a new code provided by the publisher.*

Recommended texts – these are available from the UNT Bookstore:
- William Ury, ***Getting Past No*** (New York:  Bantam Books)

All other course materials will be provided in the Learning Management System (LMS).

**Commit to engage and learn**

**Teaching Philosophy**

I am eager to engage students who are independent learners and critical thinkers and who are eager to improve their conflict resolution skills.

**Course Requirements & Schedule**

We will follow this schedule unless there is a need for revision. Errors and unforeseen circumstances may occur and it is in the professor's discretion to make changes that support student learning. Any changes to the schedule will be reflected in this syllabus, and an announcement and in the relevant modules in Canvas.

| Course Requirements & Schedule | Points Possible | Due Date |
|---|---|---|
| **Module 1: March 16 - 22** <br> **Success text – Chapters 1 - 4;** <br> **"Getting to Yes" is required before Module 5** <br> Discussion posting 1- Introduce Yourself <br> Week 1 Quiz | <br><br><br>50<br>100 | <br><br><br>March 22<br>March 22 |
| **Module 2: March 23 - 29** <br> **Success text - Chapter 5 – Planning & Preparation** <br> Review Module 3 Assignment 1 <br> Discussion posting 2 <br> Module 2 Quiz – Planning Process | <br><br><br>50<br>100 | <br><br><br>March 29<br>March 29 |
| Module **3: March 30 – April 5** <br> **Success text - Chapter 5 – Planning & Preparation** <br> Module 3 Assignment 1 – Planning Process Worksheet <br> Module 3 Assignment 2 – Planning Process Worksheet | <br><br>125<br>125 | <br><br>April 5<br>April 5 |
| Module **4: April 6 - 12** <br> **Success text - Chapter 5 – Planning & Preparation** <br> Professor's video about the planning process worksheet <br> Discussion posting 3 <br> Module 4 Quiz | <br><br><br>50<br>100 | <br><br><br>April 12<br>April 12 |
| Module **5: April 13 - 19** <br> **Success text - Chapter 6 – Your *Collaborative* Skills** <br> Module 5 - Assignment – Essay | <br><br>300 | <br><br>April 19 |
| Module **6: April 20 - 26** <br> **Success text - Chapters 7-11 – Things That Get In Our Way** <br> Discussion posting 4 <br> Module 6 Quiz | <br><br>50<br>100 | <br><br>April 26<br>Apirl 26 |
| Module **7: April 27 – May 3** <br> **Success text - Chapter 12 & all chapters in "Getting Past No" text (recommended text) & "Twelve Angry Men" movie –** <br> **Overcoming Roadblocks & Impasse** <br> Discussion posting 5 <br> Module 7 Quiz | <br><br><br><br>50<br>100 | <br><br><br><br>May 3<br>May 3 |
| Module **8: May 4 - 8** <br> **Review & complete the final exam** <br> Watch "Thirteen Days" movie at your convenience <br> **Final Exam** | <br><br><br>200 | <br><br><br>May 7 |
| **Total Points Possible** | *1,500* | |

**Grading  Total Points = 1,500**

| |
|---|
| A= 1,500 – 1,350 |
| B= 1,349 – 1,200 |
| C= 1,199 – 1,050 |
| D= 1,049 – 900 |
| F = 899 – 0 |

Breakdown of assignments with associated points and percentages of course grade–

5 Discussions – 5 x 50 = 250 (≈20%)
2 Assignments – 2 x 125 + 1 Assignment 1 x 300 = 550 (≈25%)
5 Quizzes – 5 x 100 = 500 (≈25%)
1 Final Exam – 1 x 200 = 200 (≈30%)

**Bonus points -**
1 Bonus Thomas-Kinman 25 points possible
1 Bonus SPOT Survey 20 points possible
**The details of each week's reading and other assignments will appear in the modules, such as Module 1 and Module 2.**
Student completion of the SPOT survey and extra questions on some quizzes provides opportunities for bonus points.

**Expectations in quality**
Each assignment will include specific instructions and expectations, and points will be awarded to the extent that a student complies with these.

**Videos:** Instructional videos are embedded in many of the learning modules.  These videos enhance your learning experience by reinforcing the materials and demonstrating conflict resolution methods. If you have difficulty accessing the videos, you can be entirely successful in the course without these enhancements by relying on the assigned and provided readings. If you have any questions, contact the instructor for assistance.

**Assignment Policy**
Assignments may require students to work alone or together in small teams to produce written work and/or video demonstrations that students record and submit. Due dates and assignment instructions are in the LMS. Specific instructions on what to submit are also outlined there.

**Quiz and Exam Policy**

Each quiz or exam is timed and has a deadline for completion. Please read the on-screen instructions carefully before beginning. After all quizzes and exams are graded and released, the score will be posted in Canvas. Students may not discuss a quiz or exam with other students. The University is committed to providing all users with a reliable online course system. However, suppose any unexpected server outage or any unusual technical difficulty prevents students from completing a time-sensitive assessment activity. In that case, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor, contact the UNT Student Help Desk at helpdesk@unt.edu or 940.565.2324, and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

**Discussion postings (50 points*5 postings=250)**

We have 5 scheduled discussion postings including introduction posting. Each posting is related with readings for scheduled class sessions. Your contributions to the discussion forums will be graded for *quality*, and *timeliness* of your contributions.

In order to receive up to 50 points per assignment, you should submit the following per each deadline period: **15 + 20 + 15 = 50 points**

- ◻ 1 Response per assignment to pinned question, worth 15 points
- ◻ 1 open-ended Question per assignment, worth 20 points of each assignment grade
- ◻ 1 Response per assignment to a peer's question or response, worth 15 points
- ◻ Successful completion of the 3 submissions listed above (15+20+15 points) will be totaled to create your score of 0-50 points in each assignment.

**Late Work**

The professor will base decisions regarding acceptance of and credit for late work consistent with UNT and course policies. An extension may be given under limited circumstances, including but not limited to the student's or a close family member's illness or injury, death of a close family member, or other major life event. If a student believes he/she will miss or has missed assigned coursework, the student must contact the professor within **two (2) days** after the coursework's due date has passed. The student must provide written documentation of any such event upon request. Suppose a student fails to contact the professor in a timely manner and/or provide the requested documentation. In that case, the student will not be given additional time to complete the assigned coursework and will receive no credit for the assigned coursework. Late work without prior approval will be penalized 10% per day.

**Use of AI**

Artificial Intelligence (AI) tools—such as ChatGPT, Gemini, Grammarly, and similar programs—are increasingly available and can be valuable aids in academic work. In this course, the use of AI is permitted and encouraged as a tool to support your research, writing, and learning process. However, several important expectations apply:

1. Student Authorship

All required papers and assignments must be authored by the student. The central content, arguments, and concepts presented in your work should originate from your own research, critical reading, and analysis of the assigned texts and academic sources.

2. Appropriate Uses of AI may be used to:

   o Brainstorm or generate ideas.

   o Check grammar, clarity, or structure.

   o Assist in revising for flow or readability.

   o Help identify potential research directions or sources.

   AI may not be used as the originating source of content or ideas in your papers. Substituting AI-generated responses for your own engagement with course materials undermines both the learning process and academic integrity.

3. Verification and Accountability
   Students are responsible for verifying the accuracy of any information produced with AI tools. If a paper indicates reliance on AI as an authoring source, the instructor may require the student to demonstrate their knowledge of the content by providing supporting evidence from readings, lectures, or additional academic materials.

4. Complement, Not Substitute
   AI can help you think, but it cannot think for you. The purpose of this course is for you to engage deeply with workplace conflict resolution through assigned readings, case studies, and scholarly

   research. AI should be used as a complementary tool, never a replacement for these learning activities.

   In short: Use AI responsibly. It is a valuable support resource, but the intellectual work of analysis and authorship must be your own.

**Online Participation Policy**
Connecting with and participating in all of the online discussions is optional.  Students must be present throughout the session and use a mic (although it may often be muted) and a webcam. Students who engage regularly typically experience greater success than those students who do not. In order for students to receive credit for optional online sessions they must be visible on video during the entire session unless otherwise coordinated.  Visit the University of North Texas' Attendance Policy (http://policy.unt.edu/policy/15-2-) to learn more.

**Class Materials for Remote Instruction**
The UNT schedule requires this course to have full online instruction. Students must have reliable access to a webcam and microphone to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn.

**Syllabus Change Policy**

At times, changes to the syllabus may be necessary. Any changes will be communicated via an Announcement, and revisions will appear in the syllabus and in the LMS.

## <u>Engage in mutual respect</u>

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- Treat your instructor and classmates with respect in any communication online or facetoface, even when their opinion differs from your own.

- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual's experiences.

- Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.

- Avoid using all caps while communicating digitally. This may be interpreted as "YELLING!"

- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.

- Avoid using "text-talk" unless explicitly permitted by your instructor.

- Proofread and fact-check your sources.

- Keep in mind that online posts can be permanent, so think first before you type.

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.

**See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.**

## Communicate effectively and work to avoid miscommunication

Instructor Responsibilities and Feedback

The Professor is committed to providing students with an excellent learning experience that you can integrate into your personal and professional world. He makes every effort to provide clarity, meaningful guidance and practical feedback to you. He believes that students are rewarded for their efforts and that they earn the grades they receive. The Professor will make herself available to support, guide and instruct to ensure student needs are met.

For all course-related questions, please read this syllabus carefully before seeking assistance.

- For face-to-face communication, please make an appointment or drop by during office hours.
- For digital communication, please send a message in Canvas.
- For phone conversations, please call the office number.

Students can expect a response from the instructor within 24-hours of sending a message *during business hours*. Messages may not be answered during the weekend. If your concern is urgent *during business hours*, please call the office number provided and speak with me by phone or leave a message. If you leave a message *outside of business hours*, you can expect to receive a response no later than one full business day after the message is left.

## Communication Expectations
### General Guidelines
- Remember that college communication is still professional communication. Use correct spelling and grammar and always double-check your response before hitting send or reply. Do not use slang and limit the use of emoticons.
- Use standard, readable fonts, sizes, and colors and avoid writing in all caps.
- Use your instructor's title of "Dr." or "Professor," or if you don't know use "Mr." or "Ms." Do not use "Mrs." to address female instructors unless told otherwise by said instructor.
- Be mindful of tone in online communication as it lacks the nonverbal cues of face-to-face communication that provide clarity and context to conversations.
- Respect the personal identities of others based on gender, sexuality, race, ethnicity, class, and/or culture.
- Respect the privacy of yourself, your instructor, and your peers. Keep in mind what you reveal and do not reveal, particularly if this information involves personal health and/or classroom performance, such as grades.
- Give people the benefit of the doubt. Though there may be a computer between you, there are people on the other side of the screen.
- Do not make assumptions about others' technological skills. Technological skills vary across a variety of factors, including experience, age, culture, etc.
- Read these Core Rules of Netiquette for additional tips about online communication.

### Communicating via Email or Canvas Message
- Please use email for topics not related to this course.
- Check the syllabus before asking a question about the course and let the instructor know you checked the syllabus before asking. Instructors put a lot of time into making syllabi as comprehensive as possible for students.
- Use a descriptive subject line to get the instructor's attention. Instructors receive a lot of emails and a descriptive subject line helps them identify student inquiries more efficiently.
- Be concise and to the point.
- For a sample email, read this article, "How to Email Your Professor"

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. The SPOT will be available **at the end of the semester.**

Be ready with your technology

## Minimum Technology Requirements

- Computer with monitor
- Reliable internet access
- Speakers
- Microphone (to complete some activities or assignments)
- Webcam (to complete some activities or assignments)
- Plug-ins
- Microsoft Office Suite
- Zoom student account
- [Canvas Technical Requirements](https://clear.unt.edu/supportedtechnologies/canvas/requirements) (https://clear.unt.edu/supportedtechnologies/canvas/requirements)

## Computer Skills & Digital Literacy

Provide a list of course-specific technical skills learners must have to succeed in the course, such as:

- Using Canvas
- Using Zoom and Teams platforms
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs
- Using presentation and graphics programs
- Viewing and hearing or reading online video content

## Success in an Online Course

While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations that students may not be aware of. Consider providing tips for success based on your own online teaching and learning experiences. You can also include a link to or adapt tips from this webpage for students, ["How to Succeed as an Online Student"](https://clear.unt.edu/teaching-resources/online-teaching/succeed-online) (https://clear.unt.edu/teaching-resources/online-teaching/succeed-online).