

January 17, 2007

TO: Merijn van der Heijden

FR: Anthony J. Roberto

RE: COMM 531H Proposal

Per our conversation earlier this week, it seems the wrong versions of the syllabi were incorrectly submitted along with our COMM 531H proposal (i.e., the proposal form was correct, and that is why the syllabi you evaluated did not match this proposal). I apologize for the confusion, but I came in to the process late and was not aware of what, if anything, was originally submitted. To clarify, I have included a correct copy of both the standard version of the syllabus (used the last 4-5 times the class has been taught), along with a copy of the honors version of the syllabus.

With the above in mind, I would also like to take a moment to address a few of the items that were raised in the review.

1. The honors version of the syllabus includes one 12-15 page term paper (worth 25% of a student's grad), plus four 1-2 page papers (worth 10% of a student's grade total). The balance of the points come from two exams (50%) and the one group presentation (15%). In the end, 50% of a student's grade comes from exams and 50% comes from other assignments (including over 1/3 from papers). However, significant proportions of the exams will consist of short-answer and essay items (see proposal for details).
2. We note several times on the "Statement of Qualitative Difference" that this is an "individual term paper." We also noted in the syllabus itself that "*Each student* must complete a 12-15 page term paper" (emphasis added). Thus, we are not entirely clear of the source of confusion. However, to be safe, we have changed the name of the assignment from "term paper" to "individual term paper," and now consistently refer to the "individual term paper" throughout the "Statement of Qualitative Difference."
3. We do not currently assign points for participation. Though in-class participation is a key part of this course, we have not yet found a way to objectively to evaluate it (i.e., everyone both wants and has to participate, and there is no real way to evaluate "quality of participation"). Further, since there is an attendance policy in this class, it did not seem fair to double penalize those students who were both absent and therefore not able to participate.
4. For your convenience, we have included a copy of the group presentation at the end of the syllabus. However, as noted in under the "course requirements" section of the syllabus, we typically wait until the second week of class to hand out this assignment (though we do still give them the general description).

**PROPOSAL FORM FOR AN HONORS COURSE
COLLEGES OF THE ARTS AND SCIENCES
HONORS OFFICE**

1. Type of Honors Course

Honors version of existing course

New honors course

2. Course Bulletin Listing for Honors Course

Department: COMM

Course number: 531

Course title: Communication and Conflict Management

3. Faculty Proposer

Name: Anthony J. Roberto, Ph.D.

Address: 3050 Derby Hall, 154 N. Oval Mall

Telephone: 7-8423

4. Quarter and Year for Initial Offering

Spring 2007

5. Name of Faculty Member Who Will Initially Instruct Course

Anthony J. Roberto, Ph.D.

6. Expected Annual and Quarterly Frequency of Subsequent Offerings

Annual Quarterly

Autumn Winter Spring Summer

7. Enrollment Limit per Honors Section

Number 25

8. Prerequisites

None

9. **Intended Audience for Honors Course** (Freshman, sophomore, specific area of study, open to students in any field of study, etc.)

Juniors and Seniors in Communication or related areas. Course is open to students in any field of study.

10. **Required Documentation** (Please attach)

a. **Course Form**

_____ Version of existing course (Course Change form)

 X New course (New Course form)

b. **Syllabus for the Proposed Honors Course**

In addition to covering the substance of the course, the syllabus should contain a statement that addresses the specific goals and expectations of the course. It also should include information about assignments, tests, references, and a grading scale which indicates how assignments will be weighted. With respect to reading assignments, the syllabus should indicate the number of pages included in the reading(s) required for each class meeting and, in cases where there is a non-honors version of the course, also indicate which readings are different from or additional to those required in the non-honors version.

*Both the original and proposed honors version of the syllabus are attached. The specific goals and expectations of the course are included in the syllabus, as is information about assignments, tests, and a grading scale indicating how assignments will be weighted. Further, the syllabus indicates the number of pages included in each reading for each class meeting, and readings unique to the honors version of the class are included in **bold-faced type**. Please note that the honors class contains nine additional readings (totaling 254 additional pages), and several additional surveys/activities to further assist students in relating class materials to their personal and professional lives (also highlighted in **bold-faced type**). Further, an individual term paper has been added, and the number of short reflection papers has been doubled from two to four. Finally, though we have opted to keep the group presentation as this has proven to be an exceptional learning opportunity in the past (as well as an excellent opportunity for students to interact with the instructor), the relative weight of this presentation has been decreased from approximately 1/3 to about 1/5 of the course grade. Similarly, the weighting of exams has been restructured to include short-answer and essay items (rather than just objective items), and the exams now account for 1/2 of the course grade rather than 2/3 of the course grade.*

c. **Syllabus of Existing Non-Honors Course**

For comparative purposes, the Honors Committee requires a copy of a syllabus for the already existing non-honors course which will parallel the proposed honors version. If the proposal is for a new honors course, there obviously will be no syllabus for an already existing non-honors course available. In such cases, the proposer should include the syllabus from a non-honors course at a level comparable to the proposed course, so that the Committee has some standard within the department for comparative purposes.

See attached – Original COMM 531 Syllabus from Spring 2006, and proposed COMM 531H

syllabus for Spring 2007.

d. Statement of Qualitative Difference

The Honors Committee expects that honors courses will differ from non-honors courses in a variety of ways and so requires that the proposer include a statement that addresses the following items (with particular attention to the differences between the two versions of the course, if a non-honors version exists):

1. How the specific goals of the course will be achieved.

The standard version of the class is highly interactive, with numerous in-class activities, simulations, discussions, etc.. It also contains a great number of interesting and relevant readings and assignments. All of these aspects will also be included in the honors version of the class.

In addition, the honors version of the class will include numerous small papers, a large individual term paper, and a group presentation to help achieve course goals. Further, since the class size will be limited to 25 students (30-40% fewer students than usual), it will be possible to enhance in class interactions and discussion, and to adapt such activities to specific student interest and needs.

2. The exposure to the basic material in the course, and ways in which added breadth and depth of material will be included.

In order to expose honors students to a greater number of perspectives and topics, the honors version of this class differs from the standard version in a number of important ways. First, the honors version includes an nine additional readings (254 additional pages total) from several additional authors. Second, the number of individual papers has been doubled, and an in-depth individual term paper has also been added. Finally, the honors version of the class will ask students to take a more active role than is typical in the standard version. For example, in the standard version of the class, discussions about the readings and simulations are guided significantly by the instructor. In the honor's version, however, students will be asked to take a more active role (i.e., they will be expected to ask more questions and provide more opinions/answers). For all of these reasons, the honors version of the class has significantly greater breadth and depth than the standard version of the class.

3. The exposure to, and use of, methodology and research techniques, and especially the ways in which the course will provide exposure to the nature of scholarship in the field.

The honors version of the class includes an additional 12-15 page individual term paper specifically designed to expose each student to primary research articles dealing with a conflict-related topic of specific interest to them. No such assignment exists in the standard version of the class. Further, some primary research articles or state of the art literature reviews are included in the honors version of the class.

4. Amount and quality of work expected from students on papers, examination(s), and projects; and the method of grading that work.

The standard version of the class contains two objective tests, two short papers, and a group project. The honors version of the class will still contain two tests, but significant

portions of these tests will consist of open-ended (rather than just closed-ended) items that require more thoughtful critiques and analyses of material presented in readings and in class. Further, the number of short reflection papers will be doubled from two to four, and in addition to the group project, students will also be required to write a 12-15 individual term paper dealing with a topic of specific interest to them.

5. The amount and kind of student/faculty contact, including how the course will offer a significant level of interaction and engagement between faculty and students, and how such engagement will be achieved.

The honors version of the class will provide/require significantly more interaction between students and faculty than the standard version of the class. For example, each student will be required to meet with the instructor outside of class on multiple occasions when selecting a topic for and completing their individual term paper (there is no term paper in the standard version of the class). Similarly, groups will be required to meet with the instructor outside of class at least once when creating their group presentation. Further, students in the honors version of the class will receive feedback on open-ended exam items (the standard version of the class contains only objective exam items), as well as on all four reflection papers (the standard version of the class contains only two reflection papers). Finally, the instructor will provide additional opportunities for discussion and questions and answers for students in the honors version of the class before, during, and especially after all simulations/activities.

6. How an environment will be fostered that facilitates intellectual exchange among students (if applicable).

The standard version of this class is already fairly heavy on discussion and application, and this process will be further enhanced for the honors version of the class. For example (as noted above), students will be required to take a more active role during the discussion of readings, as well as when debriefing/discussing the numerous class activities and simulations. Also for example, the number of short reflection papers has been doubled from two to four for the honors version of the class.

7. Ways that creative thinking will be an essential aspect of the course requirements.

In the honors version of the class, creative and critical thinking will be required for all the in-class activities/discussions, reflection papers, individual term paper, and exams, as well as for the group presentation. This will be especially true for the reflection papers which require students to identify and discuss how material presented in class relates to their personal and professional experiences. Students will be asked to reflect upon and answer numerous questions in virtually every class period, and be encouraged to ask thoughtful questions and provide thoughtful insights from their experiences.

8. How the course will embrace, as appropriate, interdisciplinary work and study.

This course covers a variety of topics related to a variety of fields, including communication, psychology, business, history, anthropology, political science, and international affairs. In the standard version of this class, these relationships are only addressed tangentially. However, in the honors version of the class, these relationships will

be addressed both more explicitly and in more detail. Further, students will be required to address such issues during their reflection papers, individual term paper, and group presentations.

9. Evidence of a pedagogical process that will demand a high level of intellectual output.

In the honors version of the class, students will be expected to demonstrate and apply what they learn via two mostly essay exams, four short reflection papers, one 12-15 individual term paper, and a group presentation. The standard version of the class only contains two short reflection papers, and does not include the individual term paper or essay items on the exams. Further, as noted above, each student will receive significant feedback from the instructor regarding their individual term papers and group presentation throughout the quarter.

11. Disposition

An original of the proposal and documentation should be sent to the Curriculum Office in 109 Brown Hall. Under normal circumstances, the Honors Committee and the college curriculum committee will respond to proposals within one month.

Revised 11/04

COMM 531H: COMMUNICATION AND CONFLICT MANAGEMENT

Instructor: Anthony J. Roberto, Ph.D.
Office: 3050 Derby Hall
Phone: 614/247-8423
Email: roberto.14@osu.edu
Online Office: <http://www.comm.ohio-state.edu/ajr/>
Office Hours: Tuesday & Thursday 10:30 to 11:30 a.m.
And by appointment

OBJECTIVE

Communication and Conflict Management is designed to explore the dynamics of conflict and negotiation in a variety of communication and relational contexts: interpersonal, small group, organizational/ business, and international/cross-cultural. The primary goals of this course are to (1) articulate the relationship between communication and conflict, (2) provide you with a better understanding of yourself and your reactions to conflict, and (3) help you build communication and analytical skills necessary to manage your conflicts more effectively. The following objectives will help you reach these goals: (1) understand the difference between position-based and interest-based negotiation, (2) identify a variety of distributive and integrative conflict tactics, (3) recognize the characteristics of productive and destructive conflicts, and (4) expand your understanding and use of a range of conflict strategies.

I was taught, and still believe today, that conflict and negotiation skills are best learned via hands-on experiences. Thus, there will generally be at least one in-class activity each class period (e.g., role-play, simulation, questionnaire, etc.). These activities will help illustrate points in the readings and lectures, and enhance further discussion and reflection. Also, the exercises will put you in new and potentially uncomfortable situations so that you will have the opportunity to try out new behaviors and skills in the relatively safe environment of the classroom. *I expect students to be fully committed to and to actively participate in all activities.*

REQUIRED READINGS

This class will use a custom textbook from McGraw-Hill that contains selected chapters/sections from the following three books:

Lewicki, R. J., Barry, B., Saunders, D. M., & Minton (2004). *Essentials of negotiation* (3rd ed.). Boston: McGraw-Hill.

Lewicki, R. J., Saunders, D. M., Minton, J. W., & Barry, B. (2003). *Negotiation: Readings, exercises, and cases* (4th ed.). Boston: McGraw-Hill.

Wilmot, W. W., & Hocker, J. L. (2001). *Interpersonal conflict* (6th ed.). Boston: McGraw Hill.

The following additional readings are also required:

Axelrod, R. (1980). Effective choice in the prisoner's dilemma. *Journal of Conflict Resolution*, 24, 3-25.

Griffin, E. (2006). *A first look at communication theory* (6th ed.). Chapter 31 – Face-Negotiation Theory. New York: McGraw-Hill.

Rhoads, K. v. L., & Cialdini, R. B. (2002). The business of influence: Principles that lead to success in commercial settings. In J. P. Dillard & M. Pfau (Eds.) *The persuasion handbook* (pp. 513-542). Thousand Oaks, CA: Sage.

RECOMMENDED READINGS

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Cialdini, R. B. (2001). *Influence: Science and practice* (4th ed.). Boston: Allyn and Bacon.

Folger, J. P., Poole, M. S., Stutman, R. K. (2005). *Working through conflict: Strategies for relationships, groups, and organizations* (5th ed.). Boston: Allyn and Bacon.

McCorkle, S., & Reese, M. J. (2005). *Mediation theory and practice*. Boston: Allyn and Bacon.

COURSE REQUIREMENTS

EXAMS: There will be two exams. Exams will be composed primarily of short-answer and essay items, but may also include a few multiple-choice or true-false items. Exams will cover material from lectures, readings, and/or assignments. Unless otherwise noted, these exams will *not* be cumulative.

INDIVIDUAL TERM PAPER: Each student must complete a 12-15 page term paper. This paper asks you to read at least 15 primary research articles on a conflict-related topic discussed in class that is of particular interest to you, and to summarize/collate this information into a meaningful literature review. Specific guidelines for this paper will be distributed no later than the second week of class.

GROUP PRESENTATION: There are many aspects of communication and conflict management that will *not* be covered in this class. Your group must pick one of these topics and develop a means of teaching it to the class during a 30 minute group presentation. Specific guidelines for the group presentation are included at the end of this syllabus.

REFLECTION PAPERS: Four short (2 pages maximum) individual reflection papers will be assigned at key points throughout the quarter. Each paper will ask you to reflect on how one or more conflict-related issues discussed in class relates to your personal and/or professional life. Though I expect these papers to be thoughtful, I also want them to be somewhat spontaneous. Thus, specific guidelines for each paper will be distributed *one* class period before the due date.

GRADING CRITERIA

YOUR GRADE IN THIS CLASS IS A FUNCTION OF THE FOLLOWING:

Exams	200 points (2 × 100 points each)
Term Paper	100 points
Group Presentation	60 points
Reflection papers	40 points (4 × 10 points each)
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Total	400 points

GRADE:

PERCENT:

A	93% – 100%
A-	90% – 92%
B+	87% – 99%
B	83% – 86%
B-	80% – 82%
C+	77% – 79%
C	73% – 76%
C-	70% – 72%
D+	67% – 69%
D	63% – 66%
D-	60% – 62%
E	Less than 60%

POLICIES AND PROCEDURES

ATTENDANCE: Attendance is required. Students are required to provide official written documentation for excused absences. Excuses for university-sponsored activities must be presented in advance of the absence. No excuses or documentation will be accepted more than one week after the absence. Your final grade will be lowered by 1/3 of a letter grade for each unexcused absence beyond two classes. For example, a “B+” will become an “B” if you have three unexcused absences, a “B-” if you have four unexcused absences, a “C+” if you have five unexcused absences, etc.).

MISSED OR LATE EXAMS OR ASSIGNMENTS: By definition, late assignments are below average. Missed or late assignments create major time and scheduling conflicts, and are unfair to those who are prepared. For these reasons, any late assignment will have 10% deducted from the score as a penalty for *each day* it is late (including weekends). An assignment is considered late when it is submitted after the stated deadline, and deductions will be taken beginning with the missed deadline. For example, if an assignment is due in class on Monday, deductions will begin immediately following the conclusion of class. The *only* exception to this policy will be *documented* and *university accepted* excuses. Such documentation must be presented within one week of the missed activity.

READINGS AND PARTICIPATION: All readings should be done prior to the assigned class period. Students are expected to participate *fully and constructively* in class discussions and activities.

CLASSROOM CIVILITY: We want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom – including the instructor and students, (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, receiving cell phone calls, etc.); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive place for all concerned. Your final grade will be reduced by two points *each time* you engage in these sorts of behaviors – *especially* cell phones or pagers going off.

WRITTEN WORK AND PRESENTATIONS: Students must use correct spelling and grammar in all written and oral assignments. *Grades on poorly written or presented assignments will be lowered by up to 10 percent.* In-class activities and exams may be handwritten. All other submitted work must be typed. All written assignments must conform to guidelines established in the Fifth Edition of the American Psychological Association's (APA) *Publication Manual*. *Grades on written assignments not conforming to APA guidelines will also be lowered by up to 10 percent.* A citation for the most recent edition of the *APA Publication Manual* is included under recommended readings. An APA template and variety of other helpful APA hints are also available at the instructor's Online Office.

E-MAIL & COMPUTER WORK: All assignments *must* be submitted in hard copy. However, we will use electronic mail for class updates. Please read your mail regularly (at least 2-3 times per week) so you can keep up-to-date on upcoming assignments. Let me know if you need help with this.

ACADEMIC MISCONDUCT: Intellectual dishonesty is a fancy term for cheating. Cheating and plagiarism in any form, regardless of any justification, will not be tolerated. The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct at http://studentaffairs.osu.edu/resource_csc.asp.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the University's *Code of Student Conduct*, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about this policy or what constitutes academic misconduct, please contact the instructor or visit the COAM web page at <http://oaa.osu.edu/coam/home.html>.

Academic misconduct in this class also consists of reading/viewing/discussing the confidential briefing information held by your opponent(s) in any role-play scenario. This means you MAY NOT (1) read/view the confidential briefing information of role play scenarios used in this class or previous offerings or other sections of this class, or (2) show your briefing information to your opponent at any time, or read or quote verbatim from any part of that information at any time.

REASONABLE ACCOMMODATION POLICY: Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible (*documentation should be provided no later than the second week of class*) so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities. Course material will gladly be made available in alternate formats whenever necessary.

TENTATIVE DAILY SCHEDULE

WEEK	DATE	TOPIC	READINGS/EXERCISES	WHAT'S DUE
1		Introduction to Class	LSMB Questionnaire 1 (4 pages)	
		Conflict & Negotiation	WH Chapter 1 (28 pages) LSMB Exercise 6 (3 pages)	Reflection Paper 1
2		Conflict Styles	HW Chapter 5 (46 pages) LSMB Reading 1-3 (16 pages) Questionnaire TBA (3 pages)	
		Persuasion in Conflict & Negotiation	Rhoads & Cialdini (2002) (30 pages) LSBM, Chapter 6 (21 pages)	
3		Communication and Conflict Management		
		Distributive Bargaining	Axelrod (1980) (23 pages) LSMB Reading 3-2 (10 pages) LSMB Reading 3-3 (8 pages) LSMB Exercise 4 (2 page)	
4		Mixed-Motive Bargaining	HW Chapter 3 (32 pages) LSMB Exercise 2 (5 pages)	
		Integrative Bargaining/Principled Negotiation	HW Chapter 7 (32 pages) LSMB Reading 4-1 (8 pages) LSMB Reading 4-2 (9 pages) LSMB Exercise 24 (3 pages)	Reflection Paper 2
5		Individual & Gender Differences	LSMB Reading 10-2 (5 pages) LSMB Reading 10-3 (3 pages) Questionnaires TBA (4 pages)	
		Exam 1		Exam 1
6		Cognitive Biases in Conflict and Negotiation	LSMB Reading 5-1 (9 pages) Questionnaire TBA (1 page)	
		Teams and Groups	Decision Making Exercise (1 page)	
7		Power	HW Chapter 4 (34 pages) LSMB Reading 6-1 (8 pages) LSMB Exercise TBA (2 pages)	Bring S2
		Power (Cont.) Collective Bargaining	LSBM, Chapter 6 (10 pages) LSMB Reading 2-1 (8 pages) LSMB Reading 2-2 (13 pages) CB Exercise (Part 1) (10 pages)	Reflection Paper 3
8		Collective Bargaining (Cont.)	CB Exercise (Part 2)	
		Managing Difficult Negotiations Alternative Dispute Resolution	HW Chapter 9 (26 pages) LSMB Reading 12-1 (4 pages) LSMB Reading 13-1 (15 pages)	Term Paper
9		Ethics in Conflict and Negotiation	LSBM, Chapter 7 LSMB Reading 7-2 (14 pages) LSMB Exercise 12 (2 pages) Questionnaires TBA (4 pages)	
		International/Intercultural Conflict	LSMB Reading 11-2 (18 pages) Griffin, Chapter 31 (13 pages)	Reflection Paper 4
10		Exam 2		Exam 2
		Group Presentations		Group Presentations
11		Group Presentations		Group Presentations

COMM 531: COMMUNICATION AND CONFLICT MANAGEMENT

Group Presentation Assignment

There are many aspects of communication and conflict management that will not be covered in class. Each group must identify one such topic of interest to them, and develop a means of teaching it to the class. **Each group *must* get my approval before finalizing their topic** (such approval should be obtained on or before the third week of class). It will also be in your best interest to seek my feedback throughout this project. However, the following guidelines should help you get started.

First, each group will prepare and execute a 30 minute presentation on the topic(s) or concept(s) you have chosen. There must be a *short* interactive component (i.e., a questionnaire, an exercise, and/or a discussion).

Second, each group must hand in a hard copy of all PowerPoint slides, and a complete list of references (at least six sources must be consulted, three of which must be primary research articles). The better presentations will contain material and examples from both primary and secondary sources (i.e., scholarly journals and textbook chapters respectively), as well as examples from the popular media and/or your own personal experiences.

Please note that the instructor will ask group members to evaluate the quality and quantity of each other's input; individual grades will be a function of both the group grade (assigned by the instructor) and peer evaluations. Both the tentative instructor's grade sheet and the peer-evaluation form are available at the instructor's Online Office.

Below are a few additional suggestions that might prove useful:

1. When selecting a topic, begin by reviewing several conflict and negotiation texts and/or articles for topics not discussed in this class. You might start with the recommended readings provided on the syllabus. It may also prove fruitful to conduct several topic searches at the library.
2. Once you have selected a topic, begin by reading 2 or 3 book chapters that deal with the issue in question. If you uncover an interesting fact or example that is related to your topic, it will be in your best interest to hunt down the original source.
3. When presenting material, it is always best to give at least one example for each idea you present no matter how trivial it may seem. A mix of examples from your personal experiences and from the relevant theory and research would be best.

COMM 531: COMMUNICATION AND CONFLICT MANAGEMENT

Spring 2006 – Tuesday/Thursday 10:30 a.m. to 12:18 p.m.

Instructor: Anthony J. Roberto, Ph.D.
Office: 3050 Derby Hall
Phone: 614/247-8423
Email: roberto.14@osu.edu
Online Office: <http://www.comm.ohio-state.edu/ajr/>
Office Hours: Tuesday & Thursday 3:30 to 4:30 p.m.
And by appointment

OBJECTIVE

Communication and Conflict Management is designed to explore the dynamics of conflict and negotiation in a variety of communication and relational contexts: interpersonal, small group, organizational/ business, and international/cross-cultural. The primary goals of this course are to (1) articulate the relationship between communication and conflict, (2) provide you with a better understanding of yourself and your reactions to conflict, and (3) help you build communication and analytical skills necessary to manage your conflicts more effectively. The following objectives will help you reach these goals: (1) understand the difference between position-based and interest-based negotiation, (2) identify a variety of distributive and integrative conflict tactics, (3) recognize the characteristics of productive and destructive conflicts, and (4) expand your understanding and use of a range of conflict strategies.

I was taught, and still believe today, that conflict and negotiation skills are best learned via hands-on experiences. Thus, there will generally be at least one in-class activity each class period (e.g., role-play, simulation, questionnaire, etc.). These activities will help illustrate points in the readings and lectures, and enhance further discussion and reflection. Also, the exercises will put you in new and potentially uncomfortable situations so that you will have the opportunity to try out new behaviors and skills in the relatively safe environment of the classroom. *I expect students to be fully committed to and to actively participate in all activities.*

REQUIRED READINGS

This class will use a custom textbook (McGraw-Hill ISBN = 0-07-325978-0) that contains selected chapters/sections from the following three books:

Lewicki, R. J., Barry, B., Saunders, D. M., & Minton (2004). *Essentials of negotiation* (3rd ed.). Boston: McGraw-Hill.

Lewicki, R. J., Saunders, D. M., Minton, J. W., & Barry, B. (2003). *Negotiation: Readings, exercises, and cases* (4th ed.). Boston: McGraw-Hill.

Wilmot, W. W., & Hocker, J. L. (2001). *Interpersonal conflict* (6th ed.). Boston: McGraw Hill.

RECOMMENDED READINGS

Cialdini, R. B. (2001). *Influence: Science and practice* (4th ed.). Boston: Allyn and Bacon.

Folger, J. P., Poole, M. S., Stutman, R. K. (2005). *Working through conflict: Strategies for relationships, groups, and organizations* (5th ed.). Boston: Allyn and Bacon.

McCorkle, S., & Reese, M. J. (2005). *Mediation theory and practice*. Boston: Allyn and Bacon.

COURSE REQUIREMENTS

EXAMS: There will be two exams. Exams will be composed largely of multiple-choice or true-false items, but may also include short answer or fill-in-the-blank items. Exams will cover material from lectures, readings, and/or assignments. Unless otherwise noted, these exams will *not* be cumulative.

INDIVIDUAL PAPERS: Two short (2 pages maximum) individual papers will be assigned. Each paper will ask you to reflect on one or more conflict-related issues in your life and/or discussed in class. Though I expect these papers to be thoughtful, I also want them to be somewhat spontaneous. Thus, specific guidelines for each paper will be distributed *one* class period before the due date.

GROUP PRESENTATION: There are many aspects of communication and conflict management that will not be covered in this class. Your group must pick one of these topics and develop a means of teaching it to the class. The instructor will ask group members to evaluate the quality and quantity of each other's input; individual grades will be a function of both the group grade (assigned by the instructor) and peer evaluations. Specific guidelines for the presentations will be distributed no later than the second week of class. Missing presentations given by your classmates is strongly frowned upon, and students will have five (5) points deducted from their presentation grade for *each* presentation they miss (this is in addition to any other attendance related penalties).

GRADING CRITERIA

YOUR GRADE IN THIS CLASS IS A FUNCTION OF THE FOLLOWING:

Exams	200 points (2 × 100 points)
Individual Paper(s)	20 points (2 × 10 points)
Group Presentation	80 points

Total 300 points

GRADE:

PERCENT:

A	93% – 100%
A–	90% – 92%
B+	87% – 99%
B	83% – 86%
B–	80% – 82%
C+	77% – 79%
C	73% – 76%
C–	70% – 72%
D+	67% – 69%
D	63% – 66%
D–	60% – 62%
E	Less than 60%

POLICIES AND PROCEDURES

ATTENDANCE: Attendance is required. Students are required to provide official written documentation for excused absences. Excuses for university-sponsored activities must be presented in advance of the absence. No excuses or documentation will be accepted more than one week after the absence. Your final grade will be lowered by 1/3 of a letter grade for each unexcused absence beyond two classes. For example, a "B+" will become an "B" if you have three unexcused absences, a "B-" if you have four unexcused absences, a "C+" if you have five unexcused absences, etc.).

MISSED OR LATE EXAMS OR ASSIGNMENTS: By definition, late assignments are below average. Missed or late assignments create major time and scheduling conflicts, and are unfair to those who are prepared. For these reasons, any late assignment will have 10% deducted from the score as a penalty for *each day* it is late (including weekends). An assignment is considered late when it is submitted after the stated deadline, and deductions will be taken beginning with the missed deadline. For example, if an assignment is due in class on Monday, deductions will begin immediately following the conclusion of class. The *only* exception to this policy will be *documented* and *university accepted* excuses. Such documentation must be presented within one week of the missed activity.

READINGS AND PARTICIPATION: All readings should be done prior to the assigned class period. Students are expected to participate *fully and constructively* in class discussions and activities.

CLASSROOM CIVILITY: We want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom – including the instructor and students, (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, receiving cell phone calls, etc.); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive place for all concerned. Your final grade will be reduced by two points *each time* you engage in these sorts of behaviors – *especially* cell phones or pagers going off.

WRITTEN WORK AND PRESENTATIONS: Students must use correct spelling and grammar in all written and oral assignments. *Grades on poorly written or presented assignments will be lowered by up to 10 percent.* In-class activities and exams may be handwritten. All other submitted work must be typed. All written assignments must conform to guidelines established in the Fifth Edition of the American Psychological Association's (APA) *Publication Manual*. *Grades on written assignments not conforming to APA guidelines will also be lowered by up to 10 percent.* A citation for the most recent edition of the *APA Publication Manual* is included under recommended readings. An APA template and variety of other helpful APA hints are also available at the instructor's Online Office.

E-MAIL & COMPUTER WORK: All assignments *must* be submitted in hard copy. However, we will use electronic mail for class updates. Please read your mail regularly (at least 2-3 times per week) so you can keep up-to-date on upcoming assignments. Let me know if you need help with this.

ACADEMIC MISCONDUCT: Intellectual dishonesty is a fancy term for cheating. Cheating and plagiarism in any form, regardless of any justification, will not be tolerated. The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational

process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct at http://studentaffairs.osu.edu/resource_esc.asp.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the University’s *Code of Student Conduct*, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about this policy or what constitutes academic misconduct, please contact the instructor or visit the COAM web page at <http://oaa.osu.edu/coam/home.html>.

*Academic misconduct in this class also consists of reading/viewing/discussing the confidential briefing information held by your opponent(s) in any role-play scenario. This means you **MAY NOT** (1) read/view the confidential briefing information of role play scenarios used in this class or previous offerings or other sections of this class, or (2) show your briefing information to your opponent at any time, or read or quote verbatim from any part of that information at any time.*

REASONABLE ACCOMMODATION POLICY: Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible (*documentation should be provided no later than the second week of class*) so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities. Course material will gladly be made available in alternate formats whenever necessary.

TENTATIVE DAILY SCHEDULE

WEEK	DATE	TOPIC	READINGS/EXERCISES	WHAT'S DUE
1	T 3/28	Introduction to Class		Distribute Paper 1
	R 3/30	Conflict & Negotiation	W&H, Ch. 2 LSMB, Exercise 6	Paper 1 Due Distribute Group Project
2	T 4/4	Persuasion in Conflict & Negotiation Communication and Conflict Management		
	R 4/6	Conflict Styles	LSMB, Reading 1-3 Questionnaire TBA	
3	T 4/11	Distributive Bargaining	LSMB, Readings 3-2 & 3-3 LSMB, Exercise 4	
	R 4/13	Mixed-Motive Bargaining	LSMB, Exercise 2	Group Project Approval
4	T 4/18	Integrative Bargaining / Principled Negotiation Review for Exam 1	LSMB, Reading 4-1 & 4-2 LSMB, Exercise 24	
	R 4/20	KCHC – No Class		
5	T 4/25	Exam 1		Exam 1
	R 4/27	Individual & Gender Differences	LSMB, Readings 10-2 & 10-3	
6	T 5/2	Cognitive Biases in Conflict and Negotiation	LSMB, Reading 5-1	
	R 5/4	Teams and Groups	Decision Making Exercise	
7	T 5/9	Power	LSMB, Chapter 6 Exercise TBA	Bring S2 Distribute Paper 2
	R 5/1	Power (Cont.) Collective Bargaining	LSMB, Readings 2-1 & 2-2 CB Exercise (Part 1)	Paper 2 Due
8	T 5/16	Collective Bargaining (Cont.)	CB Exercise (Part 2)	
	R 5/18	Managing Difficult Negotiations Alternative Dispute Resolution		
9	T 5/23	Ethics in Conflict and Negotiation Review for Exam 2	LSMB, Chapter 7 LSMB, Exercise 12	
	R 5/25	Exam 2		Exam 2
10	T 5/30	Group Presentations		Group Presentations
	R 6/1	Group Presentations		Group Presentations
11	T 6/6	Group Presentations (9:30 to 11:18 a.m.) Note: This is one hour earlier than usual.		Group Presentations

IMPORTANT DUE DATES (REMINDER)

Individual Paper 1	Thursday, 3/30
Exam 1	Tuesday 4/25
Individual Paper 2	Tuesday 5/1
Exam 2	Thursday 5/25
Group Presentations	_____