



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

MGTK 5320-110 Negotiations

CRN 10295

Thursday evenings 6:00 – 8:45 p.m.

Founders Hall 311

Spring 2018 (16 Jan thru 11 May)

~Consortio et probitate procedimus~

INSTRUCTOR AND CONTACT INFORMATION

| | |
|----------------------------|---|
| Instructor: | Dr. Brad Almond |
| Office: | 318G Founders Hall |
| Phone: | 254-519-5443 |
| E-mail: | Canvas messaging is preferred; also brad.almond@tamuct.edu |
| Department: | Marketing & Management |
| Department Contact: | Founders Hall 318, 254-519-5437, cobainfo@tamuct.edu |
| Office Hours: | Mondays and Thursdays 1:00-4:00 (appointments recommended). |

I am most easily accessible via email. I will check my TAMUCT and Canvas (preferred) email at least once per day during the normal work week. Students should expect a reply within 24 hours unless the email falls on a weekend, in which case they should not expect a reply before the following Monday.

Mode of instruction and course access:

This is a face-to-face course which will use the TAMUCT Canvas Learning Management System for course material storage (including syllabus and grades), assignment uploads, and electronic communication. The Canvas system may be accessed at the following URL:

<https://tamuct.instructure.com>. Login instructions are given below.

- Logon to TAMUCT Canvas [<https://tamuct.instructure.com>]
- Username: Your MyCT username
 - (xx123 or everything before the "@" in your MyCT e-mail address)
- Password: Your MyCT password

For this course, you will need reliable and frequent access to a computer and to the Internet, as well as any additional technology and resource requirements spelled out below.

Your Web browser must have JavaScript enabled for you to access your courses properly within Canvas. In addition, Canvas will display popups with information, so popup blockers may need to be disabled. If you need technical support for any of the above, please contact the Help Desk using the contact information below.

911 Cellular: Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at 911Cellular [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

(statement updated Spring 2018)

COURSE INFORMATION

Course Objective

This course is targeted for persons of all backgrounds and majors who wish to increase their personal and professional effectiveness in reaching agreement for mutual advantage.

The course will cover such topics as distributive negotiation, integrative negotiation, biases and pitfalls in negotiation, building trust, developing a negotiation style, power, persuasion, ethics, creativity and problem solving. The course will be evenly split between theoretical lecture/discussion and practical application / skill development, including in-class role plays and practice “on the street.”

Practice negotiations will cover a broad array of structures (two-party, multi-party, single-issue, multi-issue, iterated, principal-agent, cross-cultural, etc.) and will include a broad assortment of contexts such as consumer purchases, salary negotiations, real estate negotiations (including purchasing a house), negotiating a vendor contract, and negotiating the sale of a business.

Student Learning Outcomes, or SLOs (i.e., outcomes specific to this course):

Upon successful completion of this course, students will be able to:

1. Explain the importance and prevalence of negotiation as a professional and personal skill
2. Identify and describe the most common myths and traps of negotiating, why they occur, and why training and practice are essential to avoid/overcome them and to improve negotiating skills
3. Define and describe the constitutive elements and structure of distributive negotiating, recognize and explain when it is most appropriate, and effectively engage in it
4. Define and describe the constitutive elements and structure of integrative negotiating, recognize and explain when it is most appropriate, and effectively engage in it
5. Analyze and accurately assess the quality of negotiated outcomes
6. Describe the importance of preparing for negotiation, know the procedure one should follow to effectively prepare for negotiation, and demonstrate effective preparation techniques
7. Diagnose and describe one's own negotiating style, describe the pros and cons of this style, and explain how this knowledge can be used to improve one's negotiating outcomes
8. Describe the basic psychology, economics and ethics of negotiation, including the role of power, influence, and trust
9. Articulate the importance of, and demonstrate the use of creativity and problem solving in achieving high-quality negotiated outcomes
10. Describe the impact of communication media (especially email) in negotiation
11. Describe elements of national culture that affect negotiations, and apply this knowledge within a simulated cross-cultural negotiation
12. "Take the music beyond where you found it": expand your own negotiation knowledge and practice by integrating additional print sources of negotiation knowledge not included in this syllabus.

General Learning Outcomes, or GLOs (i.e., outcomes NOT specific to this course)

By engaging in this course in pursuit of the above SLOs, students will also develop in each of the following general cognitive and practical skill areas:

- A. **Analogical thinking.** Analogical thinking involves the application of terms and conceptual models to specific—and especially new—contexts.
- B. **Analytical thinking.** Analytical thinking involves the careful consideration of data in an attempt to answer diagnostic-type questions such as, "What is happening here?" "How do these facts all relate to each other?" and "What does it all mean?" Analytical thinking is the bedrock of decision-making: it is only after engaging in analytic thinking that one should begin to ask the questions, "is this good or bad?" and "what should I do?"

- C. **Integrative thinking.** Integrative thinking involves the application of multiple conceptual or disciplinary frameworks to a single problem or scenario.
- D. **Imaginative and creative thinking.** Imaginative and creative thinking involves the identification, articulation, and realization of novel and hitherto unarticulated possibilities. This sort of thinking may also include the three types of thinking described above.
- E. **Learning-by-reading.** Learning-by-reading is a cognitive skill involving the active mental acquisition, storage, organization, and retrieval of thoughts and ideas that have been disseminated in a print medium.
- F. **Written communication.** Written communication is a skill involving the coherent and compelling expression of (typically one's own) thoughts and ideas (which are often derived or synthesized from the thoughts and ideas of others) through written language. **Please note that ALL assignments in this course are evaluated for correct grammar, spelling, syntax, and style.**
- G. **Spoken communication.** Spoken communication is a skill involving the coherent and compelling expression of one's own thoughts and ideas through spoken language.
- H. **Collaboration.** Collaboration is the skill of cooperatively engaging in one or more of the above mental or practical tasks with one or more other people. It involves a particular set of organizing, coordinating, and communicating skills that are not required when working alone.

Required Readings and Textbooks (and other resources)

This course will make use of many printed materials, including both textbooks and cases and exercises for in-class use. The cases for use in class have been purchased by the Management and Marketing Department already and will be provided for this class at no extra cost to the student. To protect the integrity and learning potential of the in-class exercises, however, these cases will not be identified in this syllabus or on the course Canvas page, and will not be distributed in advance except in circumstances where it is necessary to meet specific teaching objectives.

Textbooks:

The required textbooks for this course are:

1. *The Mind and Heart of the Negotiator*, 6th ed., by Leigh L. Thompson. Boston, MA: Pearson. 2015.
2. *Getting to Yes: Negotiating Agreement Without Giving In*, 2nd ed. (or newer), by Roger Fisher, William Ury, and Bruce Patton. New York: Penguin. 1991.
3. *Difficult Conversations: How to Discuss What Matters Most*, by Doug Stone, Bruce Patton, and Sheila Heen. New York: Penguin. 1999. The 10th anniversary edition published in 2010 is also fine, since the core of the book is unchanged.

While these books are available in the TAMUCT bookstore, you are under no obligation to purchase them there. These books are also available in commercial bookstores or online for

purchase or for rent, and are often available used. These books were chosen for their quality, usefulness, readability, currency, and affordability.

Please also note that the TAMUCT library may have copies of the above two textbooks available for check out.

Each student will also be required to read an additional negotiation book (of his/her choice) during the semester (see Book Brief assignment below). It is not necessary to purchase this book, but students may opt to do so. It may also be possible to request an interlibrary loan through the TAMUCT library (see <http://tamuct.libguides.com/ILL> for details and contact information).

Any additional assigned readings not listed above will be available to the student free of charge in class or through TAMUCT library databases or the Web. This includes in-class exercises we will conduct throughout the semester.

Technology Requirements and Support:

For best results in this course, **you will need reliable access to a computer and to the Internet.** You will also need access to a device that can record digital video. A smart phone would probably suffice here, but I and the University Library have other technology available to you if you need it. You will also need access to software that can do basic video editing. There are several free options available to you for both PC and Mac operating systems. More information about the particular assignment for which this technology would be required will be distributed in class.

You will also need **access to Microsoft Word™** (or another compatible word processing program such as OpenOffice Writer™) and **a program that allows you to view PDFs.** Adobe offers a free PDF reader at <http://www.adobe.com/products/acrobat/readstep.html>. Most computers are already equipped with this application.

As mentioned above, this course will also use the A&M-Central Texas Instructure Canvas learning management system. Login information is as follows:

- URL for A&M-Central Texas Canvas [<https://tamuct.instructure.com>].
- Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
- Password: Your MyCT password

For technical support related to Canvas, use the Canvas Help link (circled question mark icon) located at the bottom of the left-hand menu of the Canvas main page. Within this help menu you have three different ways to contact support:

- Online chat (select "Chat with Canvas Support")
- Through a formal support request (via the "Report a Problem" link)

- Phone call to the Canvas support line: 1-844-757-0953.

For technical support related to log-in problems, students should contact Help Desk Central, which is available 24 hours a day, 7 days a week, and may be reached by one of the means below:

- Email: helpdesk@tamu.edu
- Phone: (254) 519-5466
- Web Chat: [<http://hdc.tamu.edu>]

When contacting Help Desk Central, please let the support technician know you are an A&M-Central Texas student.

For non-technical issues related to course content and requirements, contact your instructor.

Please note that technology issues are not an excuse for missing a course requirement—make sure your computer is configured correctly to satisfy course requirements, and address any issues well in advance of deadlines.

COURSE REQUIREMENTS

General Behavioral Objectives:

While engaged in the pursuit of each the GLOs and SLOs listed above on pp. 2-4, each student is expected to conform to commonplace professional norms, including the following:

- **Demonstrating PROFESSIONAL INITIATIVE** at all times by taking responsibility for one's own performance in the course, as well as for any opportunities one may be able to take to enhance the course for others. This should be demonstrated vis-à-vis course assignment details, course deadlines (and personal time management, generally), contributions to groupwork, use of required course technology, and the anticipation and competent management of contingencies relating to oneself and to others that may affect one's performance in the course (e.g., job, family, other courses).
- **Demonstrating PROFESSIONAL COURTESY** at all times by maintaining a professional tone in all communication (in any medium) with all persons involved with this course: peers, professor, external third parties, etc. This includes any communication that may involve reporting interpersonal conflict, engaging in discussions or disputes, participating in in-class exercises, or giving / responding to negative feedback. Professional courtesy also includes a commitment to listening well, and to engaging in meaningful dialogue where other parties are given ample opportunity to contribute to the discussion or assignment at hand without fear of disruption, harassment, retribution, or unwarranted criticism. Finally, it also includes common courtesies such as letting group members know in advance if you going to be unavailable for a scheduled meeting, or if you are going to miss an agreed-upon deadline due to an unforeseen disruption.

- **Demonstrating PROFESSIONAL INTEGRITY** at all times by complying with all guidelines and restrictions regarding the completion of student work, the use of external sources, the general compliance with the TAMUCT academic integrity policy (see below), and the giving of specific, accurate, and timely peer performance evaluation when appropriate.
- **Demonstrating a commitment to PROFESSIONAL DEVELOPMENT** at all times by reading, comprehending, integrating, and applying all reading materials to all course assignments and activities, by whole-heartedly engaging in all learning opportunities both within and without the classroom, and by successfully completing all assignments and activities to the best of one's abilities at the present time.
- **Demonstrating PROFESSIONAL MATURITY** at all times by accepting the circumstances under which one has chosen to attempt to complete this course, and by accepting the evaluation of one's work by one's peers and/or instructor without complaining or resorting to irrelevant appeals (e.g., "but I have to keep my 4.0 GPA"). This is notwithstanding any exceptional situations in which a student is able to provide written documentation that a legitimate, objective evaluation error has been made, or in which normal evaluation policy should be set aside because of a documented emergency.
(statements last updated Spring 2018)

Attendance Policy:

Because of the inherently collaborative and practice-based nature of this course, **students must not miss class unless it is absolutely and unavoidably necessary to do so**. If you know in advance that you must miss class please contact your instructor prior to the missed class. This does not excuse the absence, but it does allow your instructor to revise role assignments for the benefit of the remaining students.

- Students who miss class for any reason (including emergencies) will by default be ineligible to receive credit for any debrief or journaling assignments related to in-class exercises (which can not be made up).
- *In addition, students who are late for class so that they miss the start of an in-class exercise will be counted absent for purposes of participation.*
- Finally, *starting with the third non-emergency absence, students will receive a grade penalty of 5 percentage points from the final course average for each additional absence.*
- If you know in advance that you definitely must miss three (3) or more class sessions in the semester (roughly 20% of class time), I suggest dropping this course and re-taking it when it fits more readily with your schedule.

Grade Components:

Participation

For this class, participation comprises 20% of the final course grade (200 points), and will be broken down into two equal parts: (1) the successful completion of the sequence of in-class exercises/debriefs and (2) the developmental after-action reports (DAARs) that will accompany each of them. Each part will therefore count 10% of the final grade (100 points). Given that it is expected that we will complete one exercise per class session (approximately 15 exercises), this translates to up to a maximum of 0.67% (6.67 points) per exercise, and 0.67% (6.67 points)

per DAAR. The developmental after-action reports (or DAARs) are brief, journal-type assignments meant to be completed to “close the loop” on a particular negotiation exercise. More information about specific objectives, content, and formatting requirements for this assignment will be given in class and through the Canvas page.

Lower Stakes Assignments

This course will include four (4) lower-stakes assignments (assigned approximately every 1-2 weeks) to enhance student learning and comprehension of course materials and principles. These assignments typically involve “street work” (i.e., negotiating outside the classroom), and specific assignment details will be distributed through the course Canvas page or in hard copy in class. These assignments will not be research-intensive.

Book Brief

Each student will be required to read a pre-approved book chapter/section or article about a negotiation topic, and to prepare/deliver a short, focused (approx. 5 minutes) presentation explaining the key content of the book to the class. The negotiation topic must have broad appeal (i.e., it can't be too specialized), and cannot duplicate a topic covered in detail elsewhere in the course. Specific details about this assignment will be provided in the assignment file stored on the course Canvas page and/or distributed in class.

Exams

This course will include a written mid-term exam (taken in class) over negotiation theory and principles, and an oral final exam (taken in Dr. Almond's office) over negotiation practice. For the final exam the student will be presented with a series of simple scenarios and asked to respond orally to them in one or two sentences.

Video Project

Students (or student groups) will also create a short (5 minutes or less), focused, entertaining instructional video project illustrating a core negotiating principle/practice. Details of this assignment will be posted to the course Canvas page as well as distributed in class. The evaluation of this project will be on the basis of creativity, entertainment value, and practical usefulness, and (if I can arrange it) may incorporate the ratings from an external audience of undergraduate students.

Extra Credit Opportunity

Pending approval by the TAMUCT Institutional Review Board, a research study opportunity will be made available to students this semester which will allow you to earn a 2% extra credit bonus on your final course average. If approved, all students in this class will be given the opportunity to participate in a research study directed by Dr. Almond. Those who participate will be eligible for the bonus. Those who elect not to participate will not receive the extra credit bonus, but will not be penalized in any way. More details on the research study will be given at a later time.

Grade Computation:

Except in cases when penalties for academic integrity violations or attendance deductions have been applied (see below/above), final course grades will be assigned on the following basis:

| Grade Component | Percentage | Points |
|---------------------------------|------------|--------|
| Assignments (4 @ 7.5% each) | 30% | 300 |
| Mid-term exam | 15% | 150 |
| Final exam | 15% | 150 |
| Book brief | 10% | 100 |
| Video project | 10% | 100 |
| Class participation (exercises) | 10% | 100 |
| Class participation (DAARs) | 10% | 100 |
| TOTAL | 100% | 1000 |

Grading Scale:

Letter grades will be assigned by strict decile, and will NOT be rounded or curved:

- A: 90% and above OR 900 points and above
- B: 80% and up to but not including 90% OR 800 to 899 points
- C: 70% and up to but not including 80% OR 700 to 799 points
- D: 60% and up to but not including 70% OR 600 to 699 points
- F: below 60% OR 599 points or less

Late Work:

Unless stated otherwise (e.g., for assignments that may be uploaded to Canvas), all work will be due at the START of the class which corresponds with the listed due date. Except in documented emergencies (hospitalization, funeral for loved one), late work will not be accepted or graded after the stated due date/time for the assignment. This includes submissions brought in during a class that is already in session.

COURSE OUTLINE AND CALENDAR

Because of the method of instruction I employ in this course, AND because of the degree of overlap that exists among the many resources we use in this course, I have discovered that developing an accurate and reliable scheduling sequence for this course can be a devilishly tricky thing to do. But be that as it may, I offer the schedule below as a tentative guide to what I expect we will do this semester. Any changes to what is listed below will be announced in advance in class and posted loud-and-clear to the course Canvas page, with plenty of advance notice.

With that in mind, please note that OFFICIAL course schedule will be posted and maintained through our course Canvas page. In the schedule, GTY refers to *Getting to Yes*, MHN refers to *The Mind and Heart of the Negotiator*, and DC refers to *Difficult Conversations*. To protect the

integrity of this in-class activities we will do, the actual titles of our practice exercises will not be listed in the schedule. They will be distributed in hard copy in class, and will be taken up at the end of each practice session. Note that I reserve the right to (but rarely do) assign a few additional readings. I will only do this if anything exceptional comes across my desk/screen during the course, and will give you plenty of advance notice. Any additional readings will be distributed in hard copy in class or electronically through Canvas.

Please note that I reserve the right to make adjustments to the schedule as I deem it necessary or expedient to best accomplish course objectives. Typical changes include the addition of a supplemental reading or an adjustment to a due date, but may include other things, as well. Be sure to check the schedule / course calendar / announcements frequently to be sure you have the most recent scheduling information. Do NOT simply print the following out and assume it will stay current for the duration of the semester.

Week 1 (18 Jan): Course Overview

- Course overview
- Negotiation practice (to be distributed in class)
- Read *MHN 1*

Session 2 (25 Jan): Preparing to Negotiate

- Read *MHN 2*
- Sign up for Book Brief presentation dates
- Negotiation practice (to be distributed in class)

Session 3 (1 Feb): Distributive Negotiation

- Read *MHN 3*
- Negotiation practice (to be distributed in class)
- *Just Ask!* assignment due (in class)

Session 4 (8 Feb): Expanding the Pie

- Read *MHN 4*
- Negotiation practice (to be distributed in class)

Session 5 (15 Feb): Creativity and Problem Solving in Negotiation

- Read *MHN 8*
- *Macho or Milquetoast?* assignment due in class
- Negotiation practice (to be distributed in class)

Session 6 (22 Feb): Getting to Yes

- Read *GTY 1-3*
- Negotiation practice (to be distributed in class)

Session 7 (1 Mar): Cross-cultural Negotiation

- Read *MHN 10, GTY 4-5*
- Negotiation practice (to be distributed in class)

Session 8 (8 Mar): Virtual (e-mail) Negotiation

- Read MHN 12
- MID-TERM EXAM (in class)
- Negotiation practice debrief (exercise to be distributed and completed IN ADVANCE)

Session 9 (22 Mar): Trust in Negotiation

- Read MHN 6
- Negotiation practice (to be distributed in class)
- Book Briefs
- *Building a Better BATNA* assignment due

Session 10 (29 Mar): Power, Persuasion, and Ethics in Negotiation

- Read MHN 7, GTY 7
- Negotiation practice (to be distributed in class)
- Book Briefs

Session 11 (5 Apr): Negotiating Styles

- Read MHN 5, DC 1-2
- Negotiation practice (to be distributed in class)
- Book Briefs

Session 12 (12 Apr): Multi-party Negotiating

- MHN 9, DC 3-4
- Negotiation practice (to be distributed in class)
- Book Briefs
- *Negotiation on the Silver Screen* assignment due

Session 13 (19 Apr): Iterative Negotiating

- DC 5-6
- Negotiation practice (to be distributed in class)
- Book Briefs (if any remain)

Session 14 (26 Apr): Difficult Conversations

- MHN 11
- Negotiation practice (to be distributed in class)
- Book Briefs (if any remain)

Session 15 (3 May): Avoiding Negotiating Pitfalls

- GTY 8
- Negotiation practice (to be distributed in class)
- *Watch and Learn!* assignments due (with possible in-class video project viewings)

Session 16 (10 May): Oral Exams

- No readings
- No regularly-scheduled class session
- Final oral exams (specific times will be scheduled in advance)

Important University Dates:

- January 16, (Tuesday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (16 week & 1st 8 week)
- January 16, (Tuesday) Classes Begins
- January 18, (Thursday) ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)
- January 31, (Wednesday) Last day to drop 16 week classes with no record
- February 2, (Friday) Priority Deadline to Submit Graduation Application
- March 2, (Thursday) Deadline to Submit Graduation Application for Ceremony Participation
- March 12, (Monday) Spring Break Begins
- March 16, (Friday) Spring Break Ends
- March 19, (Monday) Summer Advising Starts
- March 19, (Monday) Class Schedule Published
- March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W
- April 1, (Sunday) GRE/GMAT scores due to Office of Graduate Studies
- April 2, (Monday) Scholarship Deadline
- April 2, (Monday) Registration begins
- April 13, (Friday) Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies
- April 27, (Friday) Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)
- May 7-11, Finals Week
- May 11, (Friday) Last day to file for Degree Conferral (Registrar's Office)(\$20 Late Application Fee applies)
- May 11, (Friday) Spring Term Ends
- May 11, (Friday) Last day to withdraw from the university (16 week and 2nd 8 week classes)
- May 11, (Friday) Last day to apply for \$1000 Tuition Rebate for Spring graduation (5pm)
- May 12, (Saturday) Commencement Ceremony Bell County Expo Center 7:00 p.m.
- May 13, (Sunday) Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)
- May 15, (Tuesday) Last Day to clear Thesis Office
- May 5, (Tuesday) Final grades due from faculty by 3pm (16 week & 2nd 8 week)

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy:

If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

(statement updated Fall 2017)

Academic Integrity:

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

In this course, unless permission is explicitly granted by the instructor for specific individuals for a specific assignment (e.g., a group project or threaded discussion), any and all collaboration on exams or other coursework is expressly forbidden. Collaboration includes but is not limited to such things as file sharing, oral brainstorming, asking for sources or suggestions, etc.

Collaboration includes forbidden contact with another student, instructor, or tutor, as well as with any other individual (friend, boss, coworker, significant other, family member, etc.), or allowing any of these individuals to complete work on your behalf. **Any deviation from this expectation will result in a minimum of a grade of zero for the assignment and potentially a failing grade for the course.**

(statement updated Fall 2017)

Academic Accommodations:

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion webpage](https://www.tamuct.edu/student-affairs/access-inclusion.html) [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

(statement updated Spring 2018)

Tutoring:

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills.

Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas. *(statement updated Spring 2018)*

The University Writing Center:

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WOnline [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library:

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [<https://tamuct.libguides.com/>].
(statement updated Fall 2017)

ADDITIONAL INSTRUCTOR POLICIES

Late Work:

Students who miss an exam or other assignment due to a non-emergency situation will not receive credit for the missed work. Your instructor will not issue extensions, exemptions, or make-up opportunities except in cases of documented emergencies, and only then at the instructor's discretion and if not precluded by any policy or provision listed above. In such situations, official documentation will be required without exception.

Extra Credit:

Please note that I do not offer extra credit opportunities in this class other than any that may be explicitly mentioned above. Extra credit opportunities are never made available upon request.

Syllabus Changes and Errors

Your instructor reserve the right to make changes to the syllabus as needed. You will be advised of any changes with ample notice via Canvas. Changes can arise from pedagogical necessity or simply from the discovery of an error in the syllabus document itself. If you believe you have found an error (e.g., a scheduling error) or inconsistency in the syllabus please notify your instructor immediately.

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