

URI Graduate School - LHR 546: Negotiation & ADR **Winter J Term 2026 Syllabus and Course Information**

Asynchronous

Instructor's Contact Information:

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Course Description: Negotiation and Alternative Dispute Resolution – Examination of the interpersonal dynamics of bargaining and conflict resolution processes, including interest-based or collaborative bargaining in a variety of contexts.

PREREQUISITES: Graduate standing or permission of the instructor.

ESSENTIAL EQUIPMENT:

To successfully complete this course, you will need access to a computer with reliable, high-speed Internet access and appropriate system and software to support the Brightspace learning platform. Typical technical requirements for users are:

Windows 10 or higher 2 GB Ram 28.8 kbps modem (56k or higher recommended) SoundCard & Speakers External headphones with built-in microphone Mozilla Firefox 9.0 or higher	Mac OS 10.12 or higher 2 GB Ram 28.8 kbps modem (56k or higher recommended) SoundCard & Speakers External headphones with built-in microphone Mozilla Firefox 9.0 or higher; Safari 5.0 or higher
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Also requires Word 2007 (PC) 2011 (MAC) or newer, PowerPoint, Excel, Adobe Flash, and Adobe Acrobat Reader.

TECHNOLOGY REQUIREMENTS & RESOURCES

Computer access to the internet is required in order to successfully navigate this course. The course is delivered through the Brightspace Learning Management System (LMS), Zoom and Google Drive platform, which are a set of web applications designed to work with modern web browsers. Recommended browsers (those with the most QA testing effort against them) are Google Chrome, Safari, and Mozilla Firefox. The mobile versions of these browsers also work well with the majority of operations in Brightspace. Internet Explorer is not recommended.

To successfully complete this course, you will also need a working knowledge of Brightspace, TechSmith Knowmia, Zoom and Google Drive. For help attaining these skills please refer to the tutorial links below.

- **Brightspace**

- Account Access <https://brightspace.uri.edu>
- Resource page <https://web.uri.edu/brightspace/>
- Tutorials
https://www.youtube.com/playlist?list=PLZz77ffBC33ltZ_XzSgo_hYHpzlo6T2xiE
- Accessibility Information
<https://www.d2l.com/accessibility/standards>

- **Zoom**

- Account Access <https://uri-edu.zoom.us/>
- Tutorials
https://youtube.com/playlist?list=PLZz77ffBC33kRvShf_m2hdmoeLShm-Ewf
- Accessibility Information <https://zoom.us/accessibility>

- **Google Drive**

- Account Access <https://drive.google.com/>
- Tutorials <https://support.google.com/>
- Accessibility Information
https://support.google.com/drive/topic/2650510?hl=en&ref_topi c=14940

ONLINE ASYNCHRONOUS: The majority of assignments and coursework will be online as delineated in the schedule.

Structure of Course: This course is intended to provide students with a thorough understanding of the theory, strategy and practice of negotiation and various dispute resolution settings, including mediation and arbitration. The course is also designed to instill in each student a sense of comfort and confidence that he or she will be able to effectively negotiate or otherwise engage in a variety of conflict resolution processes. That understanding and sense of self-confidence will be gained by a variety of approaches that will include:

Carefully reading of the assignments in the textbook which present theoretical and conceptual material about the subject;
 Class online forum discussions regarding the assigned reading material;
 Preparation of occasional short writing assignments and activities; and
 Completion of a final negotiation exercise.

Evaluation and Grading:

Your overall grade in the course will be based upon the following (note that while late work is accepted, points are taken off for tardiness and there is no opportunity for extra credit):

The grades earned on the various writing assignments (25 %);

Your participation in forum discussions (25 %);

The quality of your efforts in case study activities (25 %); and

Your performance on the final negotiation exercise (final project) (25 %).

Required textbooks:

Mastering Negotiation, by Fowler (Carolina Academic Press, 2017); ISBN 978-1-61163-048-0

Getting To Yes; by Roger Fisher and William Ury (Penguin Books, 2011); 3rd edition, ISBN 978-0143118756

ASSIGNMENTS:

Week 1 Part 1 Introduction to the Study of and Preparation for Negotiation & Conflict Resolution and Bargaining Styles

Reading: Fowler, Ch. 1, Ch. 2, 7, and Appendix and Glossary

Assignments:

Introductions Activity- due 1/2/26

Thomas Kilmann Conflict Assessment Activity: *this assignment requires that the student complete the Thomas Kilmann assessment and submit the results and a written reflection on the results- assessment due 1/2/24 and reflection due 1/4/26*

Week 1 Part 2 Initiating Talks and Determining Positions of Interests

Reading: Fowler, Ch. 3 and Ch. 4

Assignments: Forum Discussion- original and two replies

Psychology Exercises Activity: *this assignment requires the students to read several case scenarios regarding potential negotiation situations, analyze the situation, and submit a written analysis in which the student describes the selected hypothetical actions they would recommend- due 1/7/26*

Video on Reading Body Language

Week 2 Part 1 Negotiation Strategies (walking away, leverage and power) and Impasse

Reading: Fowler, Ch. 5 and Ch. 6

Writing Assignment- NFL case: *this assignment outlines all sides of a potential negotiation and has the student select a “side” and present a written description of their party’s position, strengths, weaknesses, options, risks, and more- due 1/11/26*

Ted Talk Video on Negotiation Power

Week 2 Part 2 Ethics, Proposals, and Drafting an Agreement

Reading: Fowler, Ch. 8, Ch. 9 and Ch. 10

Assignments: Form Discussion- original and two replies

Writing Assignment- Ethics case: *in this assignment, several ethically challenging situations are described and the students must analyze the situation and propose the path to follow which is ethically sound- due 1/14/26*

Week 3 Communication & Cultural Challenges and Conclusion

Reading: Fowler, Ch. 11

Assignments: Forum Discussion- original and two replies

Alpha-Beta Negotiation- Final Project: *in this final assignment, teams are created for a final group negotiation. The negotiation should be done outside of class time and scored, reflected upon, and a final written submission uploaded- due 1/16/26*

GRADING:

GRADE POINT SYSTEM

A = 93%-100%	B = 83%-86%	C = 73%-76%	D = 63%-66%
A- = 90%-92%	B- = 80%-82%	C- = 70%-72%	D- = 60%-62%
B+ = 87%-89%	C+ = 77%-79%	D+ = 67%-69%	F=59% and below

ATTENDANCE AND OTHER CLASS POLICIES

Requirements for students' attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week is considered the first day of class for in person, online, and blended instruction. This includes instruction for fully in person or fully online classes and online instruction supporting blended classes.
- If a student misses a portion (e.g., arriving late or leaving early) of an onsite course, the student's grade may be adversely affected. Students who are not in attendance for at least 75 percent of any scheduled class may be considered absent for that class. Students should discuss missing portions of a class with their instructor to determine how their grade may be affected.
- Regular online attendance/participation and engagement is expected for student success in both fully online and blended courses. Online participation is evident through posting to a discussion board, wiki, virtual office or classroom meeting, a drop box, attending a virtual seminar, completing real-time activities or quizzes, or other course-related activities (synchronous or asynchronous).

NETIQUETTE FOR ONLINE COURSE

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Avoid short repetitive "I agree" responses and don't make everyone else do the work.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting.

- Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don't use up other people's time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don't forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, date of publication, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.
- 2 word postings (e.g.: I agree, Oh yeah, No way, Me too) do not "count" as postings.

URI ACADEMIC WRITING STANDARDS

Specific writing standards differ from discipline to discipline, and learning to write persuasively in any genre is a complex process, both individual and social, that takes place over time with continued practice and guidance. Nonetheless, URI has identified some common assumptions and practices that apply to most academic writing done at the university level. These generally understood elements are articulated here to help students see how they can best express their ideas effectively, regardless of their discipline or any particular writing assignment.

Venues for writing include the widespread use of e-mail, electronic chat spaces and interactive blackboards. URI is committed to guaranteeing that students can expect all electronic communication to meet Federal and State regulations concerning harassment or other "hate" speech. Individual integrity and social decency require common courtesies and a mutual understanding that writing--in all its educational configurations--is an attempt to share information, knowledge, opinions and insights in fruitful ways.

Academic writing (as commonly understood in the university) always aims at correct Standard English grammar, punctuation, and spelling.

The following details are meant to give students accurate, useful, and practical assistance for writing across the curriculum of URI.

Students can assume that successful collegiate writing will generally:

- Delineate the relationships among writer, purpose and audience by means of a clear focus (thesis statements, hypotheses or instructor-posed questions are examples of such focusing methods, but are by no means the only ones) and a topic that's managed and developed appropriately for the specific task.
- Display a familiarity with and understanding of the particular discourse styles of the discipline and/or particular assignment.
- Demonstrate the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing
- Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.
- Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.
- Require more than one carefully proofread and documented draft, typed or computer printed unless otherwise specified.

DOCUMENTATION

Any material not original to the student must be cited in APA documentation format. Deliberate use of information or material from outside sources without proper citation is considered plagiarism and can be grounds for disciplinary action. See the explanation of Academic Integrity below.

ACADEMIC INTEGRITY

As a learning community of scholars, URI emphasizes the ethical responsibility of all its members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. "Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Such violations will be dealt with severely by the instructor, the dean/center director, and the standards committee. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented." Other guidelines for acceptable student behavior are specified in the university catalog.

1. Plagiarism: Plagiarism consists of using another author's words without proper identification and documentation of that author. Plagiarism takes the form of direct quotation without the use of quotation marks and/or documentation, or paraphrasing without proper identification and documentation. The fabrication of sources, or the act, deliberately or unconsciously, of passing another author's work off as your own are also considered to be plagiarism.
2. Falsification: Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of deliberately changing a source's intent by misquoting or taking out of context.
3. Multiple submission: If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all professors involved. Failure to obtain this permission constitutes academic dishonesty. "Recycled work" must contain significant work as related to the current course topic, meeting the standards for the current assignment.

STUDENT SUPPORT SERVICES

The following student support services are provided by the university and available to all URI students:

- Student support services such as counseling center: <https://web.uri.edu/counseling>
- Food assistance: <https://web.uri.edu/rhody-outpost>
- Bias resource team: <https://web.uri.edu/brt>

ACADEMIC SUPPORT SERVICES

Office of Disability Services

Americans With Disabilities Act Statement

Any personal learning accommodations that may be needed by a student covered by the “Americans with Disabilities Act” must be made known to the university as soon as possible. This is the student's responsibility. Information about services, academic modifications and documentation requirements can be obtained from the The Office of Affirmative Action, Equal Opportunity and Diversity (AAEOD).

<https://web.uri.edu/affirmativeaction/>

Any student with a documented disability is welcome to contact me early in the semester so that we may work out reasonable accommodations to support your success in this course. Students should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 401-874-2098.

From the University Manual: 6.40.10 and 6.40.11 Accommodations for Qualified Students With Disabilities.

Students are expected to notify faculty at the onset of the semester if any special considerations are required in the classroom. If any special considerations are required for examinations, it is expected the student will notify the faculty a week before the examination with the appropriate paperwork.

BRIGHTSPACE SUPPORT SERVICES

The ITS Service Desk, located in the URI Library, is prepared to help students should they encounter problems with Brightspace. Please read through the following information:

1. For login problems, call the Service Desk at 874-4357.
2. The Service Desk Website, <https://web.uri.edu/itservicedesk/> opens in new window, posts the semester operating schedule as well as a link on the right index to the self- help technical wiki. That site contains Brightspace help and instructions for both students and faculty.
3. Recommended browsers (those with the most QA testing effort against them) are Google Chrome, Safari, and Mozilla Firefox. The mobile versions of these browsers also work well with the majority of operations in Brightspace. Internet Explorer is not recommended.

URI ONLINE LIBRARY RESOURCES

<https://web.uri.edu/library/>