

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2017 /18**

Part I Course Overview

Negotiation in Professional Contexts

Course Title:

EN4565

Course Code:

One Semester

Course Duration:

3

Credit Units:

B4

Level:

☐ Arts and Humanities

☐ Study of Societies, Social and Business Organisations

☐ Science and Technology

Proposed Area:

(for GE courses only)

English

**Medium of
Instruction:**

English

**Medium of
Assessment:**

Nil

Prerequisites:

(Course Code and Title)

Nil

Precursors:

(Course Code and Title)

Nil

Equivalent Courses:

(Course Code and Title)

Nil

Exclusive Courses:

(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to develop students' communication skills in the area of negotiations, with particular emphasis on negotiations in professional context. Numerous role plays and simulations will be used to improve students' competence and creativity in negotiating in English.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Apply and use in professional situations a framework for principled negotiation.		✓	✓	✓
2.	Demonstrate a creative approach in selecting appropriate strategies for one-on-one and team negotiations.		✓	✓	✓
3.	Use innovative and appropriate verbal and non-verbal communication skills during one-on-one and team negotiations in professional contexts.		✓	✓	✓
4.	Critically examine the quality and style of communication in a negotiation.		✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	The teaching and learning activities require students to:	✓	✓	✓	✓			

	<ul style="list-style-type: none"> • apply the 4 stages of negotiation to plan effective negotiation simulations • develop skills in applying the 4 stage approach in negotiations • use the language of negotiation creatively and appropriately • select suitable elements of communication (including body language, voice and word choice) in negotiations • evaluate self and peer strengths and weaknesses in negotiation simulations 							
...								

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: _100_%								
Assignment 1 Negotiation Simulation 1	✓	✓	✓				25%	Pair work; individually assessed
Assignment 2 Negotiation Simulation 2	✓	✓	✓				35%	Group work; individually assessed
Peer critique Write an evaluation of a peer's performance in Negotiation Simulation 1	✓	✓	✓	✓			20%	Individual work
Self critique Write an evaluation of your	✓	✓	✓	✓			20%	Individual work

own performance in Negotiation Simulation 2								
Examination: _____% (duration: _____, if applicable)								
* The weightings should add up to 100%.							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task One 25%	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Negotiation 1	Content					
	Ideas	Very useful ideas	Useful ideas	Somewhat useful ideas	Poor ideas	Very poor ideas
	Objectives	Completely achieved meeting objective(s)	Largely achieved meeting objective(s)	Somewhat met some of the meeting objective(s)	Hardly achieved any meeting objectives	Did not achieve meeting objective(s) at all
	Contribution	Totally adequate contribution for role	Adequate contribution for role	Somewhat adequate contribution for role	Inadequate contribution for role	Hardly any contribution for role
	Research and analysis of the issues	Evidence of very adequate research and analysis of issues	Evidence of adequate research and analysis of issues	Limited evidence of research and analysis of issues	Lacks evidence of research and analysis of issues	No evidence of research and analysis of issues
	Ability to identify bottom line	Very sensitive in identifying bottom line	Sensitive in identifying bottom line	Somewhat sensitive in identifying bottom lines	Somewhat insensitive in identifying bottom lines	Unable to identify bottom lines
	Show willingness to concede	Handled very well	Handled adequately	Somewhat handled adequately	Conceded on too few/ too many issues	Not willing to concede on any issues
	Use negotiation strategies/ tactics	Excellent application of suitable strategies/ tactic used	Very good application of suitable strategies/ tactic used	Some application of strategies / tactic used	Unsuitable/hardly any strategies/ tactic used	No strategies/ tactic used
	Sensitive to needs, wants & desires of others	Very sensitive to the needs, wants & desires of others	Sensitive to the needs, wants & desires of other	Somewhat sensitive to the needs, wants & desires of other	Somewhat insensitive to the needs, wants & desires of other	Very insensitive to the needs, wants & desires of other

	Ability to carry out role	Very competently carried out role	Competently carried out role	Somewhat acceptable role	Ineffective role	Very ineffective role
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Assessment Task One 25%	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	Presentation					
	Presentation of ideas	Very clear and effective presentation of ideas	Clear and effective presentation of ideas most of the time	Somewhat unclear and ineffective presentation of ideas at times	Mostly unclear and ineffective presentation of ideas at most times	Completely unclear and ineffective presentation of ideas throughout meeting
	Interaction	Very effective and natural interaction	Effective and somewhat natural interaction	Somewhat effective but unnatural interaction at times	Ineffective and unnatural interaction at times	Ineffective and unnatural interaction throughout meeting
	Body language	Very suitable body language	Suitable body language at most times.	Somewhat suitable body language at most times.	Unsuitable body language at times.	Unsuitable body language at most times
	Eye contact	Very good eye contact	Adequate eye contact at most times	Limited eye contact in parts - over dependence on notes.	Very little eye contact – reading from notes most of the time	No eye contact – reading from notes throughout meeting
	Voice quality (pitch, volume and speed)	Voice quality very good	Voice quality good	Voice quality somewhat ineffective in parts	Voice quality poor in many parts	Voice quality very poor in most parts
	LANGUAGE					
	Grammar and word choice	Hardly any language errors-	Some noticeable language errors	Many language errors	So many language errors that it affects listener's comprehension of the message	So many language errors that it is very difficult for listener to understand the message –
	Language of meetings	Very adequate use of meeting language	Mostly adequate use of meeting language	Some use of meeting language	Hardly any use of meeting language	No use of meeting language
	Tentative language	Very competent use of tentative language	Competent use of tentative language	Somewhat competent use of tentative language	Hardly any tentative language used	No tentative language Used

Assessment Task Two 35%	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Negotiation 2	Content					
	Ideas	Very useful ideas	Useful ideas	Somewhat useful ideas	Poor ideas	Very poor ideas
	Objectives	Completely achieved meeting objective(s)	Largely achieved meeting objective(s)	Somewhat met some of the meeting objective(s)	Hardly achieved any meeting objectives	Did not achieve meeting objective(s) at all
	Contribution	Totally adequate contribution for role	Adequate contribution for role	Somewhat adequate contribution for role	Inadequate contribution for role	Hardly any contribution for role
	Research and analysis of the issues	Evidence of very adequate research and analysis of issues	Evidence of adequate research and analysis of issues	Limited evidence of research and analysis of issues	Lacks evidence of research and analysis of issues	No evidence of research and analysis of issues
	Ability to identify bottom line	Very sensitive in identifying bottom line	Sensitive in identifying bottom line	Somewhat sensitive in identifying bottom lines	Somewhat insensitive in identifying bottom lines	Unable to identify bottom lines
	Show willingness to concede	Handled very well	Handled adequately	Somewhat handled adequately	Conceded on too few/ too many issues	Not willing to concede on any issues
	Use negotiation strategies/ tactics	Excellent application of suitable strategies/ tactic used	Very good application of suitable strategies/ tactic used	Some application of strategies / tactic used	Unsuitable/hardly any strategies/ tactic used	No strategies/ tactic used
	Sensitive to needs, wants & desires of others	Very sensitive to the needs, wants & desires of others	Sensitive to the needs, wants & desires of other	Somewhat sensitive to the needs, wants & desires of other	Somewhat insensitive to the needs, wants & desires of other	Very insensitive to the needs, wants & desires of other
	Ability to carry out role	Very competently carried out role	Competently carried out role	Somewhat acceptable role	Ineffective role	Very ineffective role

Assessment Task Two 35%	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Negotiation 2	Presentation					
	Presentation of ideas	Very clear and effective presentation of ideas	Clear and effective presentation of ideas most of the time	Somewhat unclear and ineffective presentation of ideas at times	Mostly unclear and ineffective presentation of ideas at most times	Completely unclear and ineffective presentation of ideas throughout meeting
	Interaction	Very effective and natural interaction	Effective and somewhat natural interaction	Somewhat effective but unnatural interaction at times	Ineffective and unnatural interaction at times	Ineffective and unnatural interaction throughout meeting
	Body language	Very suitable body language	Suitable body language at most times.	Somewhat suitable body language at most times.	Unsuitable body language at times.	Unsuitable body language at most times
	Eye contact	Very good eye contact	Adequate eye contact at most times	Limited eye contact in parts - over dependence on notes.	Very little eye contact – reading from notes most of the time	No eye contact – reading from notes throughout meeting
	Voice quality (pitch, volume and speed)	Voice quality very good	Voice quality good	Voice quality somewhat ineffective in parts	Voice quality poor in many parts	Voice quality very poor in most parts
	LANGUAGE 30%					
	Grammar and word choice	Hardly any language errors-	Some noticeable language errors	Many language errors	So many language errors that it affects listener's comprehension of the message	So many language errors that it is very difficult for listener to understand the message –
	Language of meetings	Very adequate use of meeting language	Mostly adequate use of meeting language	Some use of meeting language	Hardly any use of meeting language	No use of meeting language
	Tentative language	Very competent use of tentative language	Competent use of tentative language	Somewhat competent use of tentative language	Hardly any tentative language used	No tentative language Used

Assessment Task	Criterion	Excellent (A+, A, A-)	Good(B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Assignment 3 Peer critique 20%						
	Content Key features Objective reflection Balanced comments Specific description Constructive advice	Evident	Mostly evident	Partially evident	Limited	Not evident
	<i>Organization</i> Logical grouping Logical sequence Coherent linking	Evident	Mostly evident	Partially evident	Limited	Not evident
	Language Accurate Appropriate Clear, concise Helpful, constructive	Evident	Mostly evident	Partially evident	Limited	Not evident

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Assignment 4 Self critique 20%						
	Content Key features Objective reflection Balanced comments Specific description Constructive advice	Evident	Mostly evident	Partially evident	Limited	Not evident
	<i>Organization</i> Logical grouping Logical sequence Coherent linking	Evident	Mostly evident	Partially evident	Limited	Not evident
	Language Accurate Appropriate Clear, concise Helpful, constructive	Evident	Mostly evident	Partially evident	Limited	Not evident

Assessment Task 5 15%	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Quiz	Strong evidence of firm grasp of the subject knowledge and achieving the stated CILOs	Excellent	Good	Fair	Below average	Poor
	Sufficient evidence of achieving the stated CILOs	Excellent	Good	Fair	Below average	Poor
	Some evidence of achieving the stated CILOs	Excellent	Good	Fair	Below average	Poor
	Marginal familiarity with the subject knowledge	Excellent	Good	Fair	Below average	Poor
	Little evidence of familiarity with the subject knowledge	Excellent	Good	Fair	Below average	Poor

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Framework for principled business negotiation; Phases of negotiation; Planning and preparation for negotiations; Verbal communication in negotiations and Non-Verbal communication in negotiations

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1	Power Point Slides and notes provided by Lecturer
2.	
3.	
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Recommended Readings

1.	Roger Fisher and William Ury. (1991). <i>Getting to Yes: Negotiating Agreement Without Giving In</i> (Second Edition), New York, NY: Penguin Books.
2.	Roy J. Lewicki et al (2007). <i>Negotiation: Readings, Exercises, and Cases (Fifth Edition)</i> . New York, NY: McGraw-Hill/Irwin.
3.	Hendon, D. W., Hendon, R. A., & Herbig, P. (1996). <i>Cross-cultural business negotiation</i> . Westport, CT: Quorum Books.
4.	Murnighan, J. K. (1992). <i>Bargaining games: A new approach to strategic thinking negotiations</i> . New York, NY: William Morrow and Company, Inc.
5.	Reardon, K. (2005). <i>Becoming a skilled negotiator</i> : Wiley.
6.	Thompson, L. (2005). <i>The mind and heart of the negotiator</i> (3 rd ed). Upper Saddle River, NJ: Prentice Hall.