

e- Syllabus

1	Course title	Negotiation and Intercultural Communication
2	Course number	2205726
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/Co requisites	Students have to pass the TOEFL with a score of 550 or higher, or attain an equivalent score in other international EFL tests.
5	Program title	M.A Degree in Language, Culture, and Communication
6	Program code	
7	Awarding institution	University of Jordan
8	School	Faculty of Foreign Languages
9	Department	Linguistic Department
10	Level of course	M.A Degree
11	Year of study and semester (s)	2023/2024
12	Final Qualification	M.A
13	Other department (s) involved in teaching the course	--
14	Language of Instruction	English
15	Teaching methodology	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Face to Face
16	Electronic platform(s)	<input checked="" type="checkbox"/> E-learning <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Date of production/revision	November 2023

18 Course Instructor

Name:

Office number:

Phone number:

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Email:

Office Hours:

19 Other instructors:

Name:

Office number:-

Phone number:

Name:

Office number:

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Email

Name:

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Name:

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20 Course Description:

This course explains how the negotiation process works under both adverse and optimum conditions and explains the role of culture and qualities and functions of language that are most influential in an instance of negotiation. It commits itself to business negotiation, dispute resolution, and decision-making in multicultural environments. While it explains the basic negotiation concepts, such as power and interests, it shows how they acquire different meanings in different cultures. It discusses how culture affects negotiators' assumptions about when and how to negotiate, their interests and priorities, and their strategies. It equips the student with the tools to come to clear judgments and creative, non-aggressive solutions, and with strategies and specific tactics for managing spoken interaction, such as controlling topic, using listening skills to read a situation, turn-taking and turn-yielding, gaining cooperation, and handling cross-cultural encounters.

21 Course aims and outcomes:

A- Aims: (PLOs)

1. Equip students with the tools, techniques and concepts that are required to manage negotiations successfully in a variety of situations including contracts, sales, project management, Media, and health.
2. Expose students to issues and problems that inevitably arise in international business with culturally determined differences across cultural boundaries of language, style and values.
3. Demonstrate knowledge and skills needed to understand the ways in which language is used social context, in politics, and in media, and Compare and critique ideologies as realized by discourse of various institutions and cultures.
4. Demonstrate ability to upgrade professional and academic standing in discourse studies, linguistics, semiotics, and / or intercultural communication.
5. Develop a solid foundation in the discipline area whilst also having the flexibility to pursue specific research interest.
6. Apply theoretical / critical communication perspectives in everyday life.
7. Demonstrate an understanding of the interrelationship between communication and culture.
8. Apply ethical standards for communication behavior.

B- Intended Learning Outcomes (ILOs):

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

No .	Course Learning Outcomes	Program Outcomes										Assessment Tools									
		1	2	3	4	5	6	7	8			1	2	3	4	5	6	7	8	9	10
1	Implement the key negotiation skills and styles to carry out effective negotiations , and reach satisfactory agreements and resolve conflict in a constructive way.	X	X				X		X								X	X			
2	Adopt communication techniques that improve relationships and stimulate cooperation between the parties involved.			X		X	X		X				X	X	X					X	

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3	Develop advanced verbal and non-verbal communication skills essential in culturally diverse and individually different settings.		X				X	X						X						
4	Judge basic negotiation strategies, especially distributive vs. integrative processes.	X						X	X					X	X	X	X	X	X	X
5	Analyze the human interaction processes (psychology, communication) around negotiation table especially in conflict setting.		X		X	X	X							X	X		X	X	X	X

22. Topic Outline and Schedule:

Week	Lecture	Topic	Intended Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Introduction				Orientation to the Course -Grouping students for weekly presentation
	1.2	The Evolution of Cognition and Biases in Negotiation Research: An Examination of Cognition, Social Perception, Motivation, and Emotion	1 2	Face to Face lecture	Students presentation	Main text book

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	1.3	Cultural Differences and Cognitive Dynamics: Expanding	3	Face to Face lecture	Students presentation	Main text book
2	2.1	The Cognitive Perspective on Negotiation	1	Face to Face lecture	Students presentation	Main text book
	2.2	I Laughed, I Cried, I Settled: The Role of Emotion in Negotiation	1	Face to Face lecture	Students presentation	Main text book
	2.3	Culture and Emotions in Intercultural Negotiations	1 2	Face to Face lecture	Students presentation	Main text book
3	3.1	Motivation in Negotiation: A Social Psychological Analysis	5	Face to Face lecture	Students presentation	Main text book
	3.2	Communication Processes in Negotiation: Frequencies, sequences, and Phases	1 3	Face to Face lecture	Students presentation	Main text book
	3.3	Culture and Negotiation Processes	1 3	Face to Face lecture	Students presentation	Main text book
4	4.1	Culture and Conflict: Enlarging Our Dispute Resolution Framework	1 4	Face to Face lecture	Students presentation	Main text book
	4.2	The “Dark Side” of Social Context: The Role of Intergroup Paranoia in Intergroup Negotiations	1 4	Face to Face lecture	Students presentation	Main text book
	4.3	The “Dark Side” of Social Context: The Role of Intergroup Paranoia in Intergroup Negotiations	1 4	Face to Face lecture	Students presentation	Main text book
5	5.1	The “Dark Side” of Social Context: The Role of Intergroup	1 4	Face to Face lecture	Students presentation	Main text book

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		Paranoia in Intergroup Negotiations				
	5.2	Cultural Structuring of the Social Context of Negotiation	3	Face to Face lecture	Students presentation	Main text book
	5.3	Cultural Structuring of the Social Context of Negotiation	3	Face to Face lecture	Students presentation	Main text book
6	6.1	Contractual and Emergent Third-Party Intervention	4	Face to Face lecture	Students presentation	Main text book
	6.2	Contractual and Emergent Third-Party Intervention	4	Face to Face lecture	Students presentation	Main text book
	6.3	Contractual and Emergent Third-Party Intervention	4	Face to Face lecture	Students presentation	Main text book
7	7.1	Revision				
	7.2	Revision				
	7.3	Midterm				
8	8.1	Justice and Negotiation	3	Face to Face lecture	Students presentation	Main text book
	8.2	Justice and Negotiation	3	Face to Face lecture	Students presentation	Main text book

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	8.3	Justice and Negotiation	3	Face to Face lecture	Students presentation	Main text book
9	9.1	Justice Across Cultures: A Three-Stage Model for Intercultural Negotiation	3	Face to Face lecture	Students presentation	Main text book
	9.2	Justice Across Cultures: A Three-Stage Model for Intercultural Negotiation	3	Face to Face lecture	Students presentation	Main text book
	9.3	Justice Across Cultures: A Three-Stage Model for Intercultural Negotiation	3	Face to Face lecture	Students presentation	Main text book
10	10.1	What Do Communication Media Mean for Negotiators? A Question of Social Awareness	5	Face to Face lecture	Students presentation	Main text book
	10.2	What Do Communication Media Mean for Negotiators? A Question of Social Awareness	5	Face to Face lecture	Students presentation	Main text book
	10.3	What Do Communication Media Mean for Negotiators? A Question of Social Awareness	5	Face to Face lecture	Students presentation	Main text book
11	11.1	At the Crossroads of Culture and Technology: Social Influence and Information-Sharing Processes During Negotiation	5	Face to Face lecture	Students presentation	Main text book

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	11.2	At the Crossroads of Culture and Technology: Social Influence and Information-Sharing Processes During Negotiation	5	Face to Face lecture	Students presentation	Main text book
	11.3	At the Crossroads of Culture and Technology: Social Influence and Information-Sharing Processes During Negotiation	5	Face to Face lecture	Students presentation	Main text book
12	12.1	Conflicting Interests in Social Life: Understanding Social Dilemma Dynamics	4	Face to Face lecture	Students presentation	Main text book
	12.2	Conflicting Interests in Social Life: Understanding Social Dilemma Dynamics	4	Face to Face lecture	Students presentation	Main text book
	12.3	Conflicting Interests in Social Life: Understanding Social Dilemma Dynamics	4	Face to Face lecture	Students presentation	Main text book
13	13.1	Cross-Cultural Perspectives on Cooperation in Social Dilemmas	4	Face to Face lecture	Students presentation	Main text book
	13.2	Cross-Cultural Perspectives on Cooperation in Social Dilemmas	4	Face to Face lecture	Students presentation	Main text book
	13.3	Cross-Cultural Perspectives on Cooperation in Social Dilemmas	4	Face to Face lecture	Students presentation	Main text book
14	14.1	Integrating Negotiation and Culture Research	3	Face to Face lecture	Students presentation	Main text book

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	14.2	Integrating Negotiation and Culture Research	3	Face to Face lecture	Students presentation	Main text book
	14.3	Integrating Negotiation and Culture Research	3	Face to Face lecture	Students presentation	Main text book
15	15.1	Class Discussion				
	15.2	Class Discussion				
	15.3	Final Exam				

- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting; discussion
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. role play scenarios for negotiation skills 8. Term papers, 9. student portfolio, 10. final exam

23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Class presentations	10%	Indicated in weekly schedule	1 2	All weeks as indicated in the weekly schedule	In class
End of term discussions	5%	role play scenarios for negotiation skills	4 5	Week 15	In class
Midterm Exam	30%		4 5	Week 7	In class
Extended Essay	15%	Negotiation Free topics	3 4	Week 15	In class
Final Exam	40		3 4 5	Week 15	In class

24 Course Requirements

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Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.

25 Course Policies:

Regular and punctual attendance is expected and desired. Unexpected absences will have their repercussions reflected in the grade. Students who miss their presentations will affect the course of the lecture, and so will not be given a second chance. Presenters will only be excused if they inform the lecturer at least one week in advance, with a relevant excuse, in time to prepare the next presenter to take their place. Students are only allowed up to three absences with accepted excuses, after which they will have to drop the course.

26 References:

Main text book:

Michele J.Gelfand & Jeanne M. Brett , The Handbook of Negotiation and Culture, An imprint of Stanford University Press Stanford, California 2004

Articles:

Negotiations and Resolving Conflicts: E.Wertheim, : An Overview.

<https://www.europarc.org/communication-skills/pdf/Negotiation%20Skills.pdf>

“The Art of Negotiation” Leadership Skills Required for Negotiation in Time of Crisis, Volume 209, 3 December 2015, Pages 540-548

<https://farapaper.com/wp-content/uploads/2018/12/Fardapaper-%E2%80%9CThe-Art-of-Negotiation%E2%80%9D-Leadership-Skills-Required-for-Negotiation-in-Time-of-Crisis.pdf>

27 Additional information:

28. Rubric for presentation tasks:

Criteria	10	8	6	4	2-0
Subject Mastery	Full knowledge of the topic is demonstrated and any questions from	Understanding of the topic is demonstrated and most of the questions	The content shows some understanding and comprehension	The presentation has some information about the topic, but is mostly	The presentation doesn't show any knowledge of the topic, it's short and has basic or no

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	the audience are correctly answered and explained. A thesis is presented.	from the audience are answered correctly. A thesis is presented.	of the topic, but questions from the audience aren't answered correctly. A thesis is somewhat presented.	based on clichés and basic knowledge. No thesis is presented.	foundation. No thesis is presented.
Organization	It is presented in a logical, interesting sequence, and effective way that can be followed easily.	It is presented in a logical sequence which can be followed fairly easily.	The presentation is somewhat difficult to follow but the general idea and timeline is understood.	The presentation is difficult to follow because it jumps back and forth and it is difficult to understand.	The presentation has no sequence of information and is not understood.
Delivery	Maintains eye contact, doesn't read from notes, speaks loud with inflection, pronounces all words correctly, and is very effective and engaging.	Maintains eye contact throughout, rarely reads from notes, speaks with inflection, pronounces most words correctly, and is somewhat effective and engaging.	Maintains eye contact, reads from notes occasionally, speaks loud enough, pronounces some words correctly, and is somewhat effective and engaging.	Occasional eye contact, mostly reads from notes, speaks quietly and mispronounces.	No eye contact is made, reads from notes, a lot of mumbling and mispronunciation, and speaks quietly.
Creativity	Presentation is unique and innovative, with visual aids that are effectively used to support or demonstrate the content. The focus chosen is original and inspired.	Presentation's information is highlighted with visual aids that are used in an interesting way. The focus chosen is original.	Presentation is interesting, but unoriginal and there's a presence of visual aids that somewhat support the content. The focus chosen is somewhat interesting, but obvious.	Presentation is not unique or interesting, but uses of visual aids in a somewhat interesting way. Little or no interest is conveyed in the focus chosen.	There is no true focus which leads to poor or no creativity. There are no visual aids.

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Name of Course Coordinator: AseelZibinSignature: ----- Date: -----

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: ----- Signature: -----