



Rotman Commerce UNIVERSITY OF TORONTO

Course Outline

RSM 461 H1 S

Managerial Negotiations

Winter 2018

Course Meets:

- Section L0101: Thursday 9-11 am, RT 142
- Section L0201: Thursday 12-2 pm, RT 142

Instructor:	Professor Ryann Manning. RT 6038
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Course Scope and Mission

We negotiate every day. We enter into negotiations with potential employers, coworkers, roommates, landlords, parents, bosses, merchants, service providers, and many others. Everything from determining the prices that we will pay, the sizes of our salaries, the movies we will watch, and who will clean the kitchen can be understood as a negotiation. Although negotiations are a ubiquitous part of our everyday lives, many of us know very little about the strategy and psychology of effective negotiations. Why do we sometimes get our way while other times we walk away feeling frustrated by our inability to achieve the agreement we desire?

Negotiation is the art and science of securing agreements between two or more parties. The purpose of this course is to understand the theory and processes of negotiation as it is practiced in a variety of settings. The course is designed to be relevant to a broad spectrum of negotiation problems that are faced by managers and professionals. It is also designed to complement the technical and diagnostic skills learned in other courses at Rotman. A basic premise of the course is that while a manager needs analytical skills to develop optimal solutions to problems, a broad array of negotiation skills is needed for these solutions to be accepted and implemented. Successful completion of this course will enable you to recognize, understand, and analyze essential concepts in negotiations, thus establishing the foundation for the more sophisticated skill sets that you would learn in advanced degree and MBA programs.

The course will be largely experiential, providing weekly opportunities to develop your skills by negotiating with your classmates. The negotiation exercises allow you to attempt strategies and tactics in a low-risk environment so that you can learn about yourself and how you respond in a range of different situations and contexts. The course is sequenced so that the knowledge gained can be applied and practiced cumulatively.

Outcomes - As a result of this course, I hope you will:

- Experience the negotiation process, learning how to evaluate the costs and benefits of alternative strategies.
- Understand more about the nature of negotiations and gain a broad intellectual understanding of the central concepts in negotiation.
- Develop confidence in the negotiation process as an effective means for resolving conflict in organizations.
- Improve your analytical abilities in understanding and predicting the behavior of individuals, groups, and organizations in competitive situations.
- Develop a toolkit of useful negotiation skills, strategies, and approaches.

Course Expectations – How can I succeed in this course?

- **Prepare vigorously:** Preparation provides perhaps the greatest advantage a negotiator can capitalize on when approaching a negotiation. In addition, your classmates expect you to be fully prepared for each negotiation exercise. Train yourself to make preparation habitual and vigorous. You will experience a variety of planning techniques and at times will plan as teams.
- **Take advantage of the exercises:** The course is built around a series of negotiation exercises. You will have the opportunity to negotiate in different settings, on different topics, and with different people. You are encouraged to experiment with alternative techniques in this safe environment.
- **Take advantage of the discussion:** An important part of class sessions will be the dialogue between you, your classmates, and your instructor after the negotiation. The instructor will introduce basic negotiation concepts and strategies and draw on the dynamics of group processes, allowing you to analyze your own strategies during negotiations. Often, the groups' negotiated agreements will be posted to facilitate discussions. This is a vital aspect of learning in this course, and I encourage you to interact with me and your classmates.
- **Read weekly text *after* class:** The readings are assigned to be read after the exercise. Please do not read ahead. It is an honour code violation to do so. I have selected readings to reinforce the learning points of the exercises, and you will best be able to benefit from the readings if you read them after the exercise. Further, foreknowledge of the concepts could prevent mistakes that are a critical part of the learning process. Reading assignments will be posted each week on Blackboard.
- **Keep us informed:** You are responsible for notifying us immediately about problems or issues. If you need to turn in a late assignment because of illness or domestic affliction, make sure to contact us before the due date. A medical certificate or other supporting evidence will be required.

Course Prerequisites

Prerequisites: RSM260H1

Required Readings

1. Materials for negotiation exercises, usually distributed in class each week. These will have information specific to your assigned role, so you may **not** share them with other students.

2. Textbook: You will be responsible for 1-2 chapters of reading each week from the Lewicki text, to be read after class. Specific assignments will be announced on Blackboard.

Lewicki, R.J., Saunders, D.M., Barry, B., & Tasa, K. (2017). *Essentials of Negotiation* (Canadian 3rd Edition). Boston: McGraw Hill.

3. Occasional other readings, as assigned. For example, I may assign background readings in advance of a guest speaker's presentation.

Evaluation and Grades

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials.

<u>Work</u>		<u>Due Date</u>
Class Participation/Attendance	20%	Ongoing
Planning and Role Preparation	12%	Ongoing
Paperclip Project	5%	February 1
Mid Term Paper	30%	February 15
Group Project	30%	Proposals due March 1; Final due March 29
Research Participation	3%	March 30

COURSE FORMAT AND EXPECTATIONS

Attendance Policy

This class has a strict attendance policy. Each week in class, there will be a negotiation exercise. You are expected to attend all classes punctually and participate in every negotiation. If you:

- Are consistently unprepared or late for class
- Miss a class without any advanced notification, or
- Miss more than one class,

you will be penalized one grade drop on your final course grade, (i.e. from a A- to B+ or B+ to B). Participation includes prompt attendance and full preparation for exercises. Lack of preparation for an exercise will be treated like an absence for that exercise. This strict policy is necessary because your classmates rely on your attendance for *their* educational experience, and because the instructor must arrange logistics and, in some cases, pairings in advance.

You may miss **one** class with notification provided at least **one week** in advance, but you are still required to read the case materials and prepare a negotiation plan for the missed class.

The only other reasons for an absence that will count as an excused class are verified illness, a death in the family, or a religious holiday. If you are sick, you must provide verification of illness via a doctor's note. If there is a death in the family, verification should be provided.

Students should consider carefully whether they can make a commitment to attend class. I suggest you not take this class if you already know that you will miss two or more classes because of schedule conflicts.

Negotiation Exercise Ground Rules

These are some ground rules for our negotiation exercises:

1. You are expected to be prepared and on time for all negotiation exercises.
2. Never assume identical negotiation materials, even if others have the same role as you. Any information you receive for a negotiating exercise is confidential. Never assume material is identical even if a classmate is playing the same role, unless you are told that you can share information and strategize together.
3. You should not show your confidential role instructions to other parties during a negotiation. Nor should you read it or quote it. The reason is that this has no equivalent in the real world—it would be like showing a counterpart what's in your mind, which is impossible. At your discretion, you can speak about your interests and alternatives to the other side, but they will have to take your word for it, not read it in your role.
4. You should “ad lib” in these exercises to provide rationales and explanations for your character's preferences—say things you think the character would say. That said, you should not make up facts that materially change the power distribution of the exercise or improve your bargaining position. You should not invent, for example, that your family has just bought the other side's company, or that the EPA is planning a toxic waste dump across the street from a house for sale. If you are asked a question calling for objective factual information that is not in your confidential instructions, you should handle as you would in reality, and your answer would be “I don't know.”
5. In some exercises, your role will tell you that the number of issues or terms under discussion has been fixed. If not, then it is a matter of your discretion whether to bring other issues into the discussion. It is tempting sometimes to promise certain resources from one's organization to “sweeten the deal” for your counterpart. Don't do so, unless role information suggests that these resources exist and that you have discretion over them. As a guide, pay close attention to what the role says about your character's formal position and relationships in the organization. Don't agree to things in the negotiation that would get the character fired or undermine his or her reputation.
6. Once negotiation ends, do not share information until after debrief. When you have completed a simulation, please *do not reveal your information to the other party before returning to the classroom*. After class you may share your confidential information, but you are not obliged to do so.
7. It is important to do the week's readings AFTER the negotiation. The concepts will be more comprehensible if you have already experienced them directly and foreknowledge of the concepts could prevent mistakes that are the critical part of the learning process. Do not read ahead beyond that required for the next set of sessions! Sometimes the solution to an exercise or a case is given away by readings slated for later in the course.
8. It is not appropriate to borrow notes, discuss cases or exercises, or share class materials with people outside of this section. Doing so, you could inadvertently spoil your classes or another class's experience with a case or exercise. Contact me if you are missing class materials. *Do not discuss negotiations with students who have not taken this class.*

Course Assignments and Evaluation

Class Participation (20%)

This course has a strict attendance policy, as outlined above. In addition, all students are expected to participate actively in all negotiation exercises and class discussions. Your participation in the negotiation exercises will be evaluated by your peers (the people you negotiate against and/or members of your team) based on how well you 1) developed or sustained a positive relationship; 2) created value during the negotiation; 3) prepared for the negotiation.

Your participation in class discussions will be evaluated based on the *quality* (not the quantity) of your contributions, and especially whether you help move the class discussion forward and further the learning of your peers. A valuable contribution could involve asking questions that prompt the instructor to clarify complex material, offering comments in class that clarify issues pertaining to the material, or linking relevant concepts to current events. Outstanding contributions are highly insightful and thoughtful comments that enrich the conversation, challenge the other students and instructor to think more deeply, and/or offer novel and creative perspectives about the issues at hand.

You can also earn participation credit by posting thoughtful comments or questions to the course discussion page on Blackboard, or by responding to the posts of others. For example, you might have questions or ideas that relate to the classroom discussion or to the week's negotiation exercise but which you don't have a chance to raise in class, either because we ran out of time or because they only occurred to you later. I encourage you to participate in this online forum, as a complement to our in-class discussion. However, the in-class negotiation exercises and classroom discussions remain the most important part of this class, and you will not receive a high grade if you only participate online, and do not also participate actively in class.

Planning and Role Preparation (12%)

Because negotiation exercises are critical to the learning process in this course, you should be fully prepared for every negotiation. To help you prepare for the role in each negotiation, you are required to submit a negotiation planning document before beginning each negotiation. I will use a ✓/○ system: You will receive the full mark if you turn in all required planning documents complete. For every planning document missed you will get two points less. Late plans will not be accepted. A template of planning documents is posted on Blackboard.

Paper Clip Project – Real-World Negotiation Project (5%)

To encourage you to think about the many everyday opportunities you have to barter and negotiate, and to improve your negotiation skills, you are being asked to go out and negotiate! The goal of this exercise is for you to negotiate a series of five or more trades over the course of several weeks starting with a paperclip and ending with something substantially more valuable. For example, you may be able to trade your paperclip for a pencil, the pencil for a pen, the pen for a book, the book for a USB key, the USB key for a coffee maker, the coffee maker for a rocking chair, and so forth. We will go over the specific instructions for this project and you will receive a paperclip later this academic quarter.

On the day of our debriefing of this exercise, you will bring to class the last item that you acquired or a picture of it, if it is too big. The class will vote on the most valuable object. During class we will discuss the negotiation strategies that led to obtaining the most valuable objects, as well as those strategies that did not generate value. You will prepare and present an analysis of which negotiation strategies worked best for you across the entire series of negotiations. Your

grade for One Paperclip exercise will be determined by the quality of your analysis and participation in the class discussion.

Midterm Paper (30%)

In the midterm written assignment, you will be asked to assess your personal strengths and weaknesses as a negotiator, record key lessons from the class material and exercises, and suggest avenues for improvement. Specific instructions will be circulated two weeks before the assignment is due.

Final Group Project (5% for the proposal, 25% for the final project)

For your final written project, you will work in teams of 4-5 students to devise a multi-party negotiation exercise with role sheets and teacher's notes (including specific applications of negotiation concepts the game is designed to illuminate). These can be invented scenarios, or they can adapt real-world negotiation scenarios, whether those you have encountered personally or something you pull from current or historical events. Instructions for this project will be circulated separately.

A short proposal is due on March 1 and is worth 5% of your final grade. The final project is due by the start of class on March 29, and is worth 25% of your final grade.

Research Participation (3%)

Marketing and Organizational Behaviour researchers develop hypotheses and run experimental studies to test these hypotheses against actual behaviour. The research requirement in this course is intended to supplement the material on marketing and organizational behaviour by giving you more direct exposure to research in these fields. In order that you might better understand the research process, you may fulfill this requirement by:

1. Participation in three hours (credits) of research studies, **or**
2. Analysis of three articles that report research studies, **or**
3. A combination of research studies and article analyses

You will receive one point toward your course grade for each one-hour research study or article analysis that you complete, up to a maximum of three points.

Using Sona: Registering an Account and Registering for Studies

To participate in a research study, you will need to sign into our Rotman Behavioural Research Lab (BRL) research participation website (Sona): <https://rotman.sona-systems.com/>

Registering an Account/Logging into Sona

- Former participants: If you created an account in the fall of 2017, you can use your previous credentials to log in. If you are signing in with an old account, you will want to update (add) the credit courses you are taking this semester. You can do this on your profile page. If you have forgotten your password, you can select the "Forgot Password?" option from the main log-in page.
- New Participants: If you have yet to participate in the BRL credit pool, you will want to select the "Request Account" option on the front log-in page of Sona (address listed above). When registering for the first time, you will be able to add your current credit courses: be sure to make certain you are selecting both the correct course and *section* number. Note: if you select the wrong section, click on the title in the right-hand column, and it moves it back to the left-hand column. You can add as many courses as you need all at one time.

Changing Credit Course Selections

Note: should you make a mistake, add, or drop a class, you can change (add or remove) the courses you are registered for at any time, by visiting your profile page.

Signing up for Credit Studies

Once you have successfully logged in and added your credit courses, you can visit the study page at any time and read the descriptions of research studies that are posted there. Selecting the study information page will give you more information on what will be expected of you during the study.

Once you have identified a study you would like to participate in, you can choose a time slot to participate. **DON'T FORGET** to use the dropdown menu on the sign-up page to select which course you want the participation credit assigned to (otherwise, it defaults to the first course you added).

***Special note: you are also eligible to sign up for the "Paid Study Pool." These studies cannot be taken for credit in lieu of money, but are available if you opt-into the pool. When registering for a study, always be sure to check the compensation section to ensure you are signing up for a credit study, if you do not want to participate in a paid study.

Participation in Research Studies

Studies usually take place in the Behavioural Research lab in the Rotman building, but some studies may run online or in another physical location. As a general rule, studies that take between 45-60 minutes to participate in, will be posted as "60 minute" studies, and will offer 1 study participation credit. Those that take between 15-30 minutes, will be posted as 30-minute studies, and offer 0.5 study participation credits. Although, a study may take less time than the full 30 or 60 minutes posted, you must be prepared to stay the full appointment time if needed.

To help make participation a more enriching experience, at the end of the study you will be debriefed concerning the primary hypothesis being tested, which will relate to one of the courses in the RSM catalogue. You will be asked to answer a comprehension question about some aspect of the study. Once you correctly answer the question you will be given credit. You must complete **three credits worth of studies** to fulfill your research participation requirement in this course. Participation in research studies will take place from **January - March 30, 2018**.

If you have any trouble registering an account, or registering for a study on Sona, please, email the Sona admin: Behavioural.Lab@Rotman.Utoronto.Ca

Analysis of articles

Although, we highly encourage you fulfill your research requirements through study participation, you may also elect to fulfill some, or all of these credits through article analyses.

To analyze an article, go to the Robarts library and find a copy of one of these approved journals: the *Academy of Management Journal*, the *Journal of Applied Psychology*, the *Journal of Organizational Behavior*, or *Personnel Psychology*. Look through the articles from the previous three years until you find one that interests you.

- Step 1. Select an article of interest (based on the above criteria)
- Step 2. Read the article.
- Step 3. Write a summary of the article, including:

- 1) the objectives and hypotheses of the article;
- 2) the importance of the issues to the marketing or organizational behaviour community;
- 3) the research reported in the article, including the design of the study, the sample, and the materials (stimuli) used in the study,
- 4) the key results,
- 5) strengths and weaknesses of the study, and
- 6) the usefulness of the results to marketers or organizational behaviour practitioners

The analysis will be graded on a pass/fail basis.

Each article review is worth the **equivalent of 1-credit hour** of research participation. Should you elect to do only the article analyses, you will need to **review three articles** to complete your research requirement.

Article analyses are due no later than March 30, 2018, and should be emailed to the lab manager at: Behavioural.Lab@rotman.utoronto.ca. Please, use the phrase, “Article Analysis” in the subject line when sending a review, and tell the lab which course you would like the credit assigned to.

Note, you must still have an account with registered courses in SONA to have these articles assigned for credit.

More information about fulfilling your research requirements (both through research participation—including: registering, checking in, participating, and cancelling a study appointment—as well as completing article analyses), can be found in your Study Participation Guide posted on Blackboard.

If the guide does not answer any further questions you have, you may contact BRL Staff/Sona Director directly at: Behavioural.Lab@rotman.utoronto.ca; or, the Behavioural Research Lab manager, Autumn Bynum: autumn.bynum@rotman.utoronto.ca (416-946-5072, Rotman 547).

For Written Assignments:

Your ability to communicate clearly and effectively in writing, and to tailor your writing style for a range of personal and professional audiences, will be critical to your career post-graduation. Therefore, I consider written communication to be a core component of this upper-level course. (Oral communication skills are also vital, and you will have plenty of chances to hone your communication skills in the negotiation exercises and classroom discussion.)

Please note that clear, concise, and correct writing will be considered in the evaluation of all written assignments. That is, you may lose points for writing that impedes communication: poor organization, weak paragraph development, excessive wordiness, hard-to-follow sentence structure, spelling mistakes and grammatical errors. Students who require additional support and/or tutoring with respect to their writing skills are encouraged to visit the Academic Success Centre (<http://www.studentlife.utoronto.ca/asc>) or one of the College Writing Centres (www.writing.utoronto.ca/writing-centres). These centres are teaching facilities, not editing services, where trained staff can assist students in developing their academic writing skills. There is no charge for the instruction and support.

For Group Work:

The Final Project requires students to work in teams of 4-5. Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students; to work well in teams, it helps to follow a set of core expectations to best succeed at your team projects.

1. Read the document entitled, “Working in Teams: Guidelines for Rotman Commerce Students” which is available on the RC portal under the Academic Services tab.

2. When working in a team, Rotman Commerce students are expected to:

- Treat other members with courtesy and respect;
- Honour the ground rules established by the team;
- Contribute substantially and proportionally to the final project;
- Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
- Meet the project timeline as established by the team.

3. Resolving conflicts:

Conflicts are part of the team’s process of learning how to work together. When handled well, it can generate creativity and bring multiple perspectives to the solution.

Student teams are expected to work through their misunderstandings as soon as they arise (and prior to submission of the final project). When teams are unable to arrive at a solution that works for all members, the team must meet with the Rotman Commerce Team Coach** as soon as possible. The Coach will listen to the team and help develop options for improving the team process. All members of the project team must commit to, and, utilize their action plans.

**For an appointment with a Rotman Commerce Team Coach, please contact Nouman Ashraf at nouman.ashraf@rotman.utoronto.ca. Nouman is highly skilled at facilitating team dynamics and collaboration. Note that the Team Coach’s role is to provide guidance, support and advice on team matters – not to formally evaluate or assess teamwork for academic purposes.

Weekly Schedule

Subject to change depending on the progress of the class. Check Blackboard for updates to assigned readings and topics. Negotiation exercises will be announced and distributed in class.

Week	Date	Topic	Readings (After Class)	Assignments Due
1	January 4, 2017	Introduction to Negotiation and Distributive Bargaining	Lewicki et al., Chapters 1 & 2	
2	January 11, 2017	Integrative Bargaining	Lewicki et al., Chapter 3	
3	January 18, 2017	Multi-Issue Two-Party Negotiations	Lewicki et al., Chapters 4 & 5	
4	January 25, 2017	Guest Speaker 1: International Negotiations in Low-Income Countries	Lewicki et al., Chapter 6 & 13	
5	February 1, 2017	Paperclip Project Presentations	Lewicki et al., Chapter 7 & 8	Paperclip project due
6	February 8, 2017	Team Negotiation	Lewicki et al., Chapter 9	
7	February 15, 2017	Team Negotiation, cont.	None	Midterm paper due
	February 22, 2017	No class	Reading week	
8	March 1, 2017	Ethics and Negotiations	Lewicki et al., Chapter 10	Proposals for group projects due
9	March 8, 2017	Complex, Multi-Party Negotiations		
10	March 15, 2017	Complex, Multi-Party (cont.)	Lewicki et al., Chapter 11 & 12	
11	March 22, 2017	Guest Speaker2: Negotiating Public-Private Partnerships	Lewicki et al., Chapter 14	
12	March 29, 2017	Final class		Group projects due

POLICY AND PROCEDURE

Attendance Policy

This class has a strict attendance policy, as detailed above under Course Format and Expectations. Please review that policy carefully.

Missed Tests and Assignments (including midterm examinations)

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may submit a request for special consideration. Provided that notification and documentation are provided in a timely manner, and that the request is subsequently approved, no academic penalty will be applied.

In such cases, students must notify Rotman Commerce on the date of the missed test (or due date in the case of course work) and submit supporting documentation (e.g. [Verification of Student Illness or Injury form](#)) to the Rotman Commerce Program Office within **48 hours** of the originally scheduled test or due date. Students who do not provide Rotman Commerce or the instructor with appropriate or sufficient supporting documentation will be given a grade of 0 (zero) for the missed test or course deliverable.

Documentation submitted in support of petitions for missing tests and assignments must be original; no faxed or scanned copies will be accepted.

Note that the physician's report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. Rotman Commerce will not accept a statement that merely confirms a later report of illness made by the student to a physician.

Students will be required to submit the missed assignment at a later date, or, at the discretion of the professor, to submit a makeup assignment if the original assignment is no longer feasible to submit.

Late Assignments

All assignments are due at the beginning of class on the date specified in the course outline, with the exception of negotiation planning documents, which are due before you begin the relevant negotiation. No late submissions of negotiation planning documents will be accepted.

Assignment grades will normally be reduced by 5 percentage points (e.g., from a 75% to a 70%) if the assignment is not received by the specified time, and by an additional 5% points for each additional day late. However, late submission by itself will not result in a grade being reduced below 50%. The instructor reserves the right to refuse to grade any assignment that is more than one week late, in which case a grade of 0% will be assigned for that part of the course grade. If the delay is the result of illness or domestic affliction, the individual involved must contact the instructor **BEFORE** the due date of the assignment and explain the position. A medical certificate or other supporting evidence will be required, although if necessary these may follow after the due date.

Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible:

accessibility.services@utoronto.ca or <http://www.studentlife.utoronto.ca/as>.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the UofT degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University of Toronto's Code of Behaviour on Academic Matters

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm> outlines the behaviours that constitute academic misconduct, the process for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to), medical notes.

All suspected cases of academic dishonesty will be investigated by the following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any question about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other UofT resources such as College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all UofT students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up AND properly entered on the ROSI system. For more information please visit <http://help.ic.utoronto.ca/category/3/utmail.html>

Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Blackboard and the Course Page

The online course page for this course is accessed through Blackboard. To access the course page, go to the UofT Portal login at <https://portal.utoronto.ca/> and log in using your UTORid and password. Once you have logged in, look for the My Courses module where you'll find the link to all your course websites. If you don't see the course listed here but you are properly registered for the course in ROSI, wait 48 hours. If the course does not appear, go to the Information Commons Help Desk in Robarts Library, 1st floor, for help, or explore additional Portal Information for Students at <http://portalinfo.utoronto.ca/content/information-students>.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted (note: students who have been previously granted permission to record lectures as an accommodation for a disability are, of course, excepted). This includes tape recording, filming, photographing PowerPoint slides, Blackboard materials, etc.

If permission is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in anyway. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.