



**Carleton University**  
**Sprott School of Business**  
**Managing Conflict and Negotiation (BUSI 3106A)**  
**Fall 2017**

**Instructor:** Dr. Angela Dionisi  
**Email:** angela.dionisi@carleton.ca  
**Office:** 1705 DT  
**Office Hours:** Wednesdays 3:00pm-4:30pm (or by appointment)  
**Phone Number:** (613) 520-3134

**TA:** TBD  
**Email:**

**Course meets:** Wednesdays 11:35am-2:25pm (September 6<sup>th</sup>, 2017 - December 8<sup>th</sup>, 2017)  
**Classroom:** Canal Building 3101  
**Pre-requisites:** BUSI 2101 or BUSI 2702 with a grade of C- or higher

---

*Undergraduate calendar description:* “Analysis of the sources and forms of conflict and effective approaches to managing conflict. Exploration of the effectiveness of various strategies of negotiations.”

### **COURSE DESCRIPTION AND OBJECTIVES**

We negotiate every day -- with potential employers, coworkers, roommates, landlords, parents, bosses, merchants, and service providers -- determining what price we will pay, how much we should be compensated, what movie we will watch, and who will clean the kitchen. All of these are negotiations. We also routinely find ourselves immersed in situations characterized by conflict -- situations where our own goals, opinions, or ideas do not align with those of others. Although conflict and negotiations are a ubiquitous part of our everyday lives, many of us know little about the strategy and psychology of effective negotiations and conflict resolution. Why do we sometimes get our way, while other times we walk away feeling frustrated by our inability to achieve desired outcomes?

*Managing Conflict and Negotiation* (BUSI 3106A) presents the opportunity to develop your conflict management and negotiation skills by providing you with a set of experiences that are designed to enhance your comprehension, self-awareness and capacity for effective conflict resolution and negotiation.

The specific learning objectives for this course are:

- Increase your conceptual understanding of conflict and negotiation behaviour in organizations and other contexts
- Improve your ability to analyze conflict and negotiation situations, predict the behavior of others in these circumstances, and apply theory and research to the practice of negotiation and conflict resolution
- Learn how to develop a strategic plan to resolve disputes and negotiate effectively
- Improve your ability to negotiate successfully through practical, hands-on experience; Develop a toolkit of useful negotiation skills, strategies, and approaches
- Build confidence in your conflict resolution and negotiation skills

To achieve these specific learning objectives, we will consider some of the major approaches, theories, and empirical research that have influenced our thinking about the phenomena of conflict and negotiations. We will explore various manifestations of conflict, cover the fundamentals of distributive and integrative bargaining, and will examine a range of important issues pertinent to these areas including trust, power, ethics, gender, and culture.

This course uses an experiential, action learning approach. In particular, the course uses a combination of lectures, readings, experiential exercises, self-assessment techniques, and simulations to enhance your learning and development. Over the span of the term, students will take part in a series of negotiation exercises ranging from simple buyer-seller bargaining to complex, multiparty, multi-issue negotiations. The role of the instructor in this course is not simply to provide the answer, but rather to create an environment where you can individually and collectively explore and experiment with your own ideas, as well as practice your skills. Given the design of this course, active participation in class – in discussions and exercises – is mandatory.

## **COURSE DELIVERABLES & EVALUATION**

In accordance with the Carleton University Undergraduate Calendar (p 34), letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

As a result of its structure, this course will demand a great deal out of you. You need to consider (early on) whether the demands of this course will fit with your other personal, professional and academic commitments. Although there will be assignments and activities throughout the course that are not graded, your course grade is based on the following components:

Component	Due Date	Grade Value
Negotiation Planning Documents and Post-Negotiation Reflections	Cumulative	15%
In-Class Exam #1	October 18 <sup>th</sup> , 2017	30%
In-Class Exam #2	November 22 <sup>nd</sup> , 2017	25%
Real-World Negotiation Project	December 8 <sup>th</sup> , 2017 (by 11:55pm)	30%

### I. Negotiation Planning Documents and Post-Negotiation Reflections (15%)

Many weeks we will be engaging in negotiation simulations during class. As part of this process, you will be asked to complete both a negotiation planning document, and after 2 negotiations of your choosing, a post-negotiation reflection.

#### *Negotiation Planning Documents*

The negotiation planning documents will help you structure your negotiation experience, prepare fully for the role that you will play in each negotiation exercise, and better understand the nature of the particular negotiation simulation. They will also help you to develop strategies that will maximize your outcomes. **You must submit a negotiation planning document before all negotiations.** You should submit **1 copy** of your planning document on cuLearn and **bring 1 copy** of your planning document to class so that you can use it as a reference during your negotiation. Two of your planning documents will be randomly chosen for grading during the semester (one before Fall break, and one after Fall break). For the others that are not graded, you will still receive credit for completing them. The planning documents are due the Monday before a negotiation is scheduled (by 11:55pm) – **no exceptions.** More details about the specific requirements for these documents will be provided in class.

#### *Post-Negotiation Reflections*

The post-negotiation analyses will allow you to reflect on successful and failed strategies used during the simulations, and should allow you to better prepare for and respond during subsequent negotiations. For these reflections you will evaluate / reflect upon your behavior and your counterparty's behavior in the negotiation exercise. Reflections will be graded based on the *quality* and *thoughtfulness* of your answers, and your ability to apply course concepts. Your task is to describe your perceptions of the experience, and any significant insights / lessons gained from your participation in the negotiation. Analyses should not merely be

summary reports of everything that happened in the negotiation, although you should provide a brief summary of the situation / an overview of key events, to start your reflection.

Post-negotiation reflections should be submitted within 48 hours of completing the negotiation exercise (i.e., by the Friday following a negotiation at 2:30pm).

Note: **Late planning or reflection documents will receive a mark of 0.**

More details about the specific requirements for these documents will be provided in class.

## **II. In-Class Exam #1 (30%)**

Your first in-class exam will be based on all material covered from class 1 through class 6. This exam will be a combination of multiple choice, short answer, and long answer questions. You are responsible for all assigned readings *and* lecture material. No aides will be permitted for this in-class exam.

## **III. In-Class Exam #2 (25%)**

The second in-class will assess your comprehension of the material covered during weeks 9-11 (i.e. ethics and power, gender, and culture). This test may be a combination of multiple choice, short answer, and long answer questions. This test may also provide you with specific conflict and negotiation cases and scenarios, and ask you to apply key course concepts. You are responsible for all assigned readings *and* lecture material covered during weeks 9-11. No aides will be permitted for this exam.

## **IV. Real-world Negotiation Project (One Paper Clip Project) (30%)**

To encourage you to think about the many everyday opportunities that you have to negotiate, and to practice / improve your negotiation skills, you will be asked to do just that....go out and negotiate! The goal of this project 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 DVD, the DVD for a rocking chair, and so forth. We will go over the specific instructions for this project and you will receive a paperclip later in the semester. On the day of this assignment's debriefing, you will bring to class the last item that you acquired (or a picture of it, if it is too large). We will discuss the negotiation strategies that led to obtaining your items, the most valuable objects, as well as those strategies that did not generate value. The class will also vote on the most valuable object.

**After each trade you must complete an entry into a negotiation log**, providing comments about the trade, your behaviours, and the responses of your negotiation partners. **After you have completed all of your trades you will then write an 8-9 page (double-spaced) analysis of the**

**project in which you discuss which negotiation strategies worked and did not work for you across the entire series of negotiations.** More specific instructions about the negotiation log and analysis will be given in class.

Your grade for the One Paper Clip project will be determined by the quality and insightfulness of your negotiation log and final analysis, and your ability to demonstrate comprehension of course material.

### **Unprofessionalism deduction (-4% per disrupted class)**

Attendance, preparation, and active participation in the negotiation exercises **is expected** (please see below for how to manage legitimate absences, both planned and unplanned). If you are absent without making acceptable alternate arrangements or sending a stand-in, if you are unprepared to negotiate, or if you otherwise leave your classmates in the lurch, **I reserve the right to reduce your overall course grade by 4%** for EACH disrupted class.

Many of these negotiation exercises are paired in advance. As such, one absent student robs his or her partner of the opportunity to negotiate. It is for this reason that I have a very punitive deduction for absences during classes where negotiation simulations are scheduled. However, I understand that there may be a number of possible conflicts with a particular class. Some may be planned (e.g., case competitions, conferences, scheduled medical appointments, religious observances). Others may be unplanned (e.g., illness, family emergencies). You can avoid the penalty in the case of a legitimate absence. Here is what you need to do:

#### Planned Absences

Inform the instructor of any planned absences as early as possible, **and no later than 1 week (7 days) before the class**. You will need to arrange with your assigned partner(s) to conduct the negotiation before class. (You cannot do the negotiation after class has taken place). You must schedule the negotiation at a time that is convenient for you and your partner, and I must be informed of your plans in advance.

#### Unplanned Absences

Inform the instructor of any legitimate unplanned absences as soon as you can. At the beginning of the academic term, you should appoint a negotiation substitute. Your substitute will be someone who is not enrolled in BUSI 3106A, but who is available at the time of the class, and is willing to negotiate on your behalf if you are unable to conduct the negotiation. In the case of an unplanned absence (or in a planned absence if you can't make appropriate arrangements with your counterpart), you can call your substitute and have them attend class on your behalf. The substitute does not need to be an expert negotiator, and is not required to participate in the

debriefing or class discussion after the negotiation. The purpose of the substitute is simply to fill in during the negotiation itself, so that your partner is not left 'stranded' in your absence.

In some cases, appropriate signed documentation for absences will be required. Remember that absences for vacations, shifts at work, club or group meetings, intramural sports, etc. are not legitimate reasons for an absence. Also, please remember that you will lose marks for corresponding negotiation planning documents and post-negotiation reflections that cannot be submitted in accordance with the requirements for these assignments.

These two policies (pre-negotiation and substitutes) should ensure that everyone has a partner or group to negotiate with when required. If you are absent without following these policies -- that is, if you simply don't show up for a negotiation without having arranged to negotiate beforehand or having sent your substitute -- there will be a 4% penalty on your final grade. I trust that you will never leave your classmates stranded, and that I will never have to use this policy.

## **COURSE MATERIALS**

Unless otherwise stated\* you are to complete the assigned readings before class, and ensure that you arrive ready to participate having (when applicable) completed the appropriate preparations.

### ***Course Package:***

In an effort to keep costs for this course as low as possible, a course package has been put together containing several chapters. The course package will be available at the Campus Bookstore. In addition to these included chapters, other required readings will be made available on cuLearn.

### ***Negotiation Simulation Package:***

Many weeks, we will conduct a hands-on negotiation exercise. These materials are licensed from the Kellogg School of Management's Dispute Resolution Research Center (DRRC). As such, there is a license fee for these mandatory materials that you must pay (approximate cost of \$35).

Importantly, you will be sent an email directly from the DRRC containing a payment request, sometime during the first 2 weeks of classes. Please follow the given instructions to pay the required licensing fee. Please note that you CANNOT participate in any of the negotiation simulations until the licensing fee has been paid. After purchasing the license, you will then be sent (via email) the materials you will need to conduct these simulations. Materials will be sent out as required over the course of the semester (usually 1 week before a simulation is scheduled).

*\*In some cases, assigned readings will be made available after a particular lesson, for learning purposes. When such is the case, this will be made clear on the class outline below, and on cuLearn.*

## **COURSE EXPECTATIONS - FOR STUDENTS:**

### ***Preparation & Participation***

There is a standard 'rhythm' to this course that relies on each student being prepared in advance of class, and being engaged in each week's session. Because the course involves a series of face-to-face negotiation exercises, you must be committed to attendance, preparation and active participation. The negotiations will generally occur during class. The value of these exercises hinges on your readiness for the negotiation and your participation in the debriefing and discussion that occur in class after each negotiation is complete.

As previously mentioned, because of its structure, this course will demand a great deal out of you. You need to consider (early on) whether the demands of this course will fit with your other personal, professional and academic commitments.

Before coming to class, carefully review the assigned readings. You must be able to link your experience to this material, and my expectation is that you will contribute to the conversation in class. In addition to preparing you for the in-class discussion, your readings (hint, hint) may also provide you with useful insights that can help you excel in a negotiation!

When it comes to preparing for negotiation simulations, you will receive your materials in class or online approximately one week in advance. As such, you will have several days to prepare for each negotiation exercise. To prepare yourself strategically and psychologically to conduct these negotiations, you will need to carefully read your role information. As part of your preparation, you will complete the negotiation planning document, as described above.

### ***Academic Integrity***

Violations of academic integrity are a serious academic offence. Violations of academic integrity – for example presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy that is available, along with resources for compliance at: <http://carleton.ca/studentaffairs/academic-integrity>

The work submitted for evaluation in this class is individual in nature and should be the result of your individual effort. Where you use outside sources, they **must** be properly cited/referenced. If you are unsure about sourcing / collaboration etc. please speak to me.

### ***Classroom Citizenship***

I expect you to be respectful of your colleagues and myself in this class. This includes arriving on time, not leaving during the class, or otherwise disrupting the class. Classroom citizenship behaviours also include listening to others without interrupting, and

speaking/responding to one another and myself with respect. This does not mean always agreeing; I expect that there will be disagreement and debates in the class – but be nice! There is a zero tolerance policy for discriminatory comments.

### ***Adherence to Deadlines***

You are expected to submit all of your assignments on time. In the event that you do not submit an assignment on time, you will lose 10% per day that your assignment is late – that includes the weekend (i.e. 10% for Saturday, 10% for Sunday). You may submit assignments over the weekend and I will deduct 10% as appropriate based on the time I receive your assignment. \*\*Please note the Sprott mandated deadline for your final assignment (i.e. Real-world Negotiation Project) – it does not allow for submissions after December 8th (i.e. if the assignment is not submitted by this date, I cannot accept your assignment).

The late penalty is meant to encourage you to manage your time effectively and to ensure that those who hand in their assignments on time are not penalized. It is not a punishment - it is a consequence of being late. Extensions are rarely granted unless extenuating circumstances are present. I expect that students discuss with me these circumstances, as early as possible. Documentation supporting your need for an extension may be required.

### ***Use of Technology***

I encourage students to bring their laptops to follow along with the class slides and to take notes if they would like. However, using laptops for non-class related activities (i.e. *Facebook*, *Twitter*, email, games etc.) is not permitted. This is disruptive to others in the class, including me. If I determine that laptops are being abused or causing disruption to others, I will not allow them be used in class anymore. There are times when laptops must be closed in class for specific exercises. Cell phones must not ring in class, and texting is not permitted.

## **COURSE EXPECTATIONS – FOR THE PROFESSOR:**

### ***Class Preparation***

I will be prepared for each class. This includes my lecture and slides to guide us through our discussion. I will post a version of the slides to the course website approximately one day before the class. For teaching purposes your version will be somewhat different than the set used in class.

### ***Teaching Style***

My style is a combination of lecture, class discussion, demonstrations and experiential exercises, and media use. I will typically not reiterate what is in your readings, though I'll often emphasize important themes. It is for this reason that it is important to *do your readings and come to class*. Also, reading the material before class will allow you to bring any questions or concerns you have regarding the material to lecture, and be better prepared for simulations.

Of note: there may be times when I do not know the answer to a question or comment – I will get back to you in class or by using the class website as soon as I can.

### ***Outside the Classroom***

I will be available to meet in person during my office hours or at another mutually convenient time by appointment. Simply send me an email and we can work out a time that suits us both. Drop-ins are not always an effective use of your time if I am seeing large numbers of students (which tends to happen around assignment / test times), but please feel free to stop by if you wish. I enjoy meeting with those in my classes, so please do not hesitate to set up a meeting! Please note: I can only respond to emails that are sent from your Carleton.ca email accounts. Please title your email “BUSI 3106A” so I can filter quickly to your message, and be sure you include your full name and/or student number in the text of email. If you do not have, or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>

### ***Grades***

I will return your work as soon as possible. If you have a concern about a mark you've received you may contact me to discuss it the *day after* your assignment is returned. **Please outline your specific concern in writing so that I may review it prior to our meeting.** Unless there is an addition error, I rarely change marks once assignments have been returned, although I always encourage students to ask questions and seek clarification if desired—understanding where one “missed the mark” on a current assignment can contribute to improved performance on subsequent assignments. Please note that any granted request to re-grade an assignment / exam will result in the entire piece of work being re-graded, and may result in a lower grade if appropriate.

## TENTATIVE COURSE SCHEDULE

<p>Week 1: September 6th</p>	<p>Introduction/ Course Expectations</p> <p>Overview of Conflict and Negotiations</p>	
<p>Week 2: September 13th</p>	<p>Understanding, Managing &amp; Resolving Conflict: Part 1</p>	<ul style="list-style-type: none"> <li>• Wood, J.T. (2003). Constructive conflict in discussions: Learning to manage disagreements effectively.</li> <li>• Karp, H.B. (2003a). The art of creative fighting.</li> <li>• Griffith &amp; Goodwin (2013). Working towards collaboration.</li> </ul>
<p>Week 3: September 20th</p>	<p>Understanding, Managing &amp; Resolving Conflict: Part 2</p>	<ul style="list-style-type: none"> <li>• Thompson, L (2015). Establishing trust and building a relationship. (pgs. 2-20) (Course Package)</li> <li>• Betancourt (1997). An attribution model of social conflict and violence: From psychological to intergroup phenomena. (pgs. 3-8; Note: please use pg. # on document not PDF as guide)</li> <li>• Karp, H.B. (2003b). A positive approach to resistance. <b>*To be read after class</b></li> </ul>
<p>Week 4: September 27th</p>	<p>Distributive Negotiation: Taking a Bigger Slice of the Pie</p> <p><b>*In-Class Negotiation*</b></p>	<ul style="list-style-type: none"> <li>• Thompson, L (2015). Preparation: What to Do Before Negotiation. (Course Package)</li> <li>• Thompson, L (2015). Distributive Negotiation: Slicing the Pie. (Course Package) <b>*To be read after class</b></li> </ul>
<p>Week 5: October 4th</p>	<p>Integrative Negotiation: Uncovering Hidden Opportunities</p> <p><b>*In-Class Negotiation*</b></p>	<ul style="list-style-type: none"> <li>• Thompson, L (2015). Establishing Trust and Building a Relationship. (pgs. 20-28) (Course Package)</li> <li>• Thompson, L (2015). Win-Win Negotiation: Expanding the Pie. (Course Package) <b>*To be read after class</b></li> </ul>

Week 6: October 11th	Multiparty Negotiations: Coalitions & Teams  <b>*In-Class Negotiation*</b>	<ul style="list-style-type: none"> <li>• Thompson, L (2015). Multiple Parties, Coalitions, and Teams. (Course Package)</li> </ul>
Week 7: October 18th	In-Class Exam #1	
Week 8: October 25th	Fall Break ☺ No class	
Week 9: November 1st	Ethics & Power in Negotiations  <b>*In-Class Negotiation*</b>	<ul style="list-style-type: none"> <li>• Galinsky et al. (2006). Power and perspectives not taken. <i>Psychological Science</i>.</li> <li>• Huang et al. (2010). Powerful postures versus powerful roles: Which is the proximate correlate of thought and behaviour. <i>Psychological Science</i>.</li> <li>• Magee et al. (2007). Power, propensity to negotiate, and moving first in competitive interactions. <i>PSPB</i></li> <li>• Reitz, Wall &amp; Love (1998). Ethics in negotiations: Oil and water or good lubrication? <i>Business Horizons</i></li> </ul>
Week 10: November 8th	Gender and Negotiations	<ul style="list-style-type: none"> <li>• Haselhuhn &amp; Kray (2012). Gender and Negotiation. <i>The Psychology of Negotiation</i>.</li> <li>• TBD</li> </ul>
Week 11: November 15th	Negotiating Across Borders and Between Cultures  <b>*In-Class Negotiation*</b>	<ul style="list-style-type: none"> <li>• Thompson, L (2015). Cross-Cultural Negotiation. (Course Package)</li> <li>• TBD</li> </ul>
Week 12: November 22nd	In-Class Exam #2	
Week 13: November 29th	*No Class  One Paper Clip Project Work Period	
Week 14: December 6th	One Paper Clip Project Debrief  Final Thoughts on Conflict and Negotiation	

## **IMPORTANT INFORMATION**

- **Academic Regulations of the University:** University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website:  
<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>
- **Students must always retain a hard copy of all work that is submitted**
- **All final grades are subject to the Dean's approval**
- **Course Sharing Websites**  
Please note that student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). **They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).**
- **Academic Accommodations for Students with Disabilities**  
The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, please meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2017 exam period is November 10, 2017.

- **Academic Accommodations for Religious Obligations:**  
Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

- **Academic Accommodations for Pregnancy:**

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

- **Assistance for Students**

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you're having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed. For more information please visit <http://sprott.carleton.ca/students/undergraduate/learning-support/>

You can also visit the following websites for more helpful information / assistance:

Student Academic Success Centre (SASC): [www.carleton.ca/sasc](http://www.carleton.ca/sasc)

Writing Tutorial Services: [www.carleton.ca/sasc/writing-tutorial-service/](http://www.carleton.ca/sasc/writing-tutorial-service/)

Peer Assisted Study Sessions (PASS): [www.carleton.ca/sasc/peer-assisted-study-sessions](http://www.carleton.ca/sasc/peer-assisted-study-sessions)

### **Centre for Student Academic Support**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: [carleton.ca/csas](http://carleton.ca/csas).