



# On-Campus Course Syllabus

## CSL 540 L00.A

### Conflict Management

### Fall 2020

#### Class Information

**Day and Time:** Thursdays 7:30 to 10:00pm

**Room Number:** E201

#### Contact Information

**Instructor Name:** Steve Hunter

**Instructor Email:** shunter@criswell.edu

**Instructor Phone:** 214-818-1371

**Instructor Office Hours:** Tuesdays 8:30 to 10:30am; Thursdays 11 to 1pm, Appointments can be conducted using virtual video platform or phone

#### Course Description and Prerequisites

An examination of the causes of conflict, the role of emotional intelligence in conflict management, and techniques for conflict resolution

#### Course Objectives

At the end of this course, students should be able to:

1. Understand more clearly the nature of conflict and the dynamics surrounding conflict.
2. Explore common theories and techniques for managing conflict.
3. Identify basic skills necessary for Conflict Management in relationships including both counseling, ministry, teaching, and work-related settings.
4. Practice listening skills and conflict resolution skills to serve as a model for implementation outside the classroom
5. Create a personal philosophy of Conflict Management that is coherent, balanced, and practical.

#### Required Textbooks

Harper, G. (2004). *The joy of conflict resolution: Transforming victims, villains and heroes in the workplace and at home*. Gabriola Island, BC: New Society Publishers. ISBN: 9780865715158

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2012). *Crucial conversations: Tools for talking when stakes are high* (2<sup>nd</sup> ed.) New York, NY: McGraw-Hill. ISBN: 978-0071771320

Bradberry, T. (2009). *Emotional Intelligence 2.0*. San Diego, CA: Talent Smart. ISBN 978-0974320625

#### Course Requirements and Assignments

1. Twenty-five percent (25%) of the student's semester grade will depend upon the completion of a Mid-Term exam.

2. Twenty-five percent (25%) of the student's grade will depend upon the completion of a Comprehensive Final Exam.
3. Twenty-five percent (25%) of the student's grade will depend on the completion of a Research Project consisting of a Research Paper and associated Class Presentation. First, the student will write a Research Paper on a topic related to this course: Conflict Management. Students must choose a topic within the first two weeks of class that is approved by the Professor. Topics can include things like: 1) Conflict Resolution in Marriage, 2) Conflict Resolution in the Church, 3) A Peace Strategy to Ease Racial Tensions in the Local Community, 4) A Strategy of Peace and Forgiveness for Estranged Family Members 5) Forgiveness: My Personal Journey, or another topic approved by the Professor. In addition to the textbooks assigned for the class, the Research Paper should have a minimum of 5 additional sources. These sources are to be books and reputable journal articles (as opposed to "research" retrieved from the internet). The body of the paper will be approximately eight to 10 double-spaced pages, according to APA Style and Format. A sample paper and detailed instructions for APA Style and Format can be viewed at the following link:

- <https://owl.english.purdue.edu/owl/resource/560/01/>

When writing and organizing the paper, the student is to create and maintain a basic structure according to APA style. In addition, the following questions, and suggestions, can help guide the student section by section:

- Introduction: \_\_\_\_\_ (10 pts.) The introduction to the paper addresses current statistics, current events, and/or current research regarding the topic in order to appropriately introduce and grab the reader's attention? The writer defines key terms and concepts related to the topic. The writer provides an overall structure, and purpose for writing the paper (objectives) in the Introductory section of the paper.
- Body of the Text: \_\_\_\_\_ (20 pts.) Does the paper address the most important dimensions and key concepts regarding the topic from the assigned textbooks? Are these resources cited throughout the body of the paper according to APA style? Does the student link together his/her thoughts throughout the paper? Is there a logical flow of thought? Does the student use third person, instead using first person? Does the student use substantive research/resources to support the textbooks from at least 5 additional sources—either books or journal articles (not "research" cut and pasted from online)? Does the body of the paper flow in a logical fashion using effective transition sentences to link the paragraphs together?
- Practical Application \_\_\_\_\_ (20 pts.) Did the student apply the knowledge from the research in a real life situation? Did the student develop a strategy to implement Peace, in a way that was a blessing for all involved individuals, or groups? What was the strategy? What were the steps? Did the student protect the confidentiality of all participants? What were the results?
- Conclusion and Implications: \_\_\_\_\_ (20 pts.) Did the student provide a summary of the main points, and practical suggestions for counselors, teachers, and/or ministers to keep in mind when serving individuals, couples and/or families? Did the student summarize the key insights, principles, and practical steps? In other words, did the student adequately, and effectively answer the "So what?" question for this Research Project?
- Grammar and Style \_\_\_\_\_ (10 Pts.) Are the sentences complete as opposed to fragmented sentences? Are there few grammatical mistakes? Are there spelling mistakes? Is there a

title page, abstract, and Reference page? Is the paper written in 3<sup>rd</sup> person? Is the paper according to APA style?

- Presentation \_\_\_\_\_ (20 Pts.) Did the student hit the highlights for the topic? Was the presentation interesting and creative? Did the presentation finish and end in a timely fashion (30 minutes with a time for questions)? Was there a PowerPoint and handout? Did the presenter handle the questions from the class in an effective manner? Was the written portion of this Research Project presentation submitted to the professor before the time of the presentation?

The following two rubrics will also be used to score the research paper:

<https://www.rcampus.com/rubricshowc.cfm?code=Z99W78&sp=yes&> (APA Style Rubric)

<http://assessment.arizona.edu/sites/default/files/CriticalThinking.pdf> (Critical Thinking Rubric)

4. Twenty five percent (25%) of the student's grade will depend on regular class attendance, class participation, and 7 quiz grades throughout the course of the semester. Some of the quizzes will be unannounced to encourage class attendance, and to encourage students to stay up with their assigned reading requirements. In addition, a final class attendance and participation grade will be worth one quiz grade (Quiz #6). This subjective grade will be assessed at the conclusion of the semester. Hence, in order for students to receive full credit for this requirement for the course, students must not only attend class, but also participate in class.
5. Finally, it is important to note that no late work, or excuses, will be accepted. It is the student's responsibility to fulfill all requirements for the course in a timely fashion.

## Course/Classroom Policies and Information

Students in this class will be allowed 2 absences. A third absence will result in the loss of a letter grade for the course. A fourth absence will result in a failing grade, "F" for the course. As mentioned earlier, no late work will be accepted for any reason. It is the responsibility of the student to ensure all required work is turned in on time. Scores on the Quizzes, the Midterm and Final Exam, and the Research Paper will not be accepted after the due dates in the Syllabus.

## Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour

B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

## **Incomplete Grades**

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the “I” will become an “F.”

## **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Assessment**

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before submitting a student’s work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to

respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Resources and Supports**

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort

to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

Week	Date	Learning Opportunities
1	8/20	Introductions, Syllabus Review
2	8/27	Start with Heart (Patterson Chapters 2 and 3)
3	9/3	Make it safe (Patterson Chapter 4) Quiz 1
4	9/10	Master My Stories (Patterson Chapter 5)
5	9/17	My Paths/Your Paths (Patterson Chapter 6)
6	9/24	Move to Action (Patterson Chapters 7 and 8) Quiz 2
7	10/1	Crucial Conversations Conclusion (Patterson Chapters 9-11)
8	10/8	Crucial Conversations Summary Review for Mid Term Exam
9	10/15	Mid Term Exam
10	10/22	Introduction to Joy of Conflict Resolution Victims, Villains, Heroes (Harper Chapters 1, 2, 3)
11	10/29	Defensiveness (Harper Chapters 6 and 10)
12	11/5	Research and Writing Day
13	11/12	Anger Mountain Harper (Chapters 7 and 8)
14	11/19	Emotional Intelligence
15	11/23- 11/27	Spring Break
16	12/3	Student Presentations Review for Final Exam
17	12/7- 12/9	Finals Week

## References

- Adams, J. (1986). *Handbook of church discipline*, Grand Rapids, MI: Ministry Resources Library.
- Bailey, R. & Bailey, M. (1979). *Coping with stress in the minister's home*. Nashville, TN: Broadman.
- Baker, D. (1984). *Beyond forgiveness: The healing touch of church discipline*. Portland, OR: Multnomah.
- Boers, A. (1999). *Never call them jerks: Healthy responses to difficult behavior*. Herndon, VA: Alban Institute Publication.
- Brunson, M. & Caner, E. (2005). *Why churches die*. Nashville, TN: Broadman & Holman.
- Burchett, D. (2002). *When bad Christians happen to good people: When we have failed each other and how to reverse the damage*. Colorado Springs, CO: Waterbrook.
- Cosgrove, C. & Hatfield, D. (1994). *Church conflict: The hidden systems behind the fights*. Nashville, TN: Abingdon Press.
- Dana, D. (2001). *Conflict resolution*. New York, NY: McGraw-Hill.
- Enroth, R. (1992). *Churches that abuse*. Grand Rapids: Zondervan.
- Everist, N. (2004). *Church conflict: From contention to collaboration*. Nashville, TN: Abingdon.
- Fenton, H. (1987). *When Christians clash: How to prevent & resolve the pain of conflict*. Downer's Grove, IL: InterVarsity.
- Fisher, R., Ury, W., & Patton, B. (1991). *Getting to yes: Negotiating agreement without giving in*. New York, NY: Penguin Books.
- Hunter, S (2006). *Make-believers: Ending the pretending to live happily ever after*. East Peoria, IL: Hannibal Books, 2006.
- Huttenlocker, K. (1988). *Conflict and Caring: Preventing, Managing, and Resolving Conflict in the Church*. Grand Rapids, MI: Zondervan.
- Johnson, D., & Van Vonderen, V. (1991). *The subtle power of spiritual abuse: Recognizing and escaping spiritual manipulation and false spiritual authority within the Church*. Minneapolis: Bethany House.
- Norris, D. (2003). *Lasting success: Quality decisions, relationships, and untamed emotions*. Ames, IA: Heartland Press.
- Patterson, B., Hybels, B., & Leas, S. (1997). *Leading your church through conflict and reconciliation: 30 strategies to transform your ministry*. Minneapolis, MN: Bethany House.

- Sande, K. (2004). *The peacemaker: A biblical guide to resolving personal conflict*. Grand Rapids, MI: Baker Books.
- Sawyer, D. (2007). *Hope in conflict: Discovering wisdom in congregational turmoil*. Cleveland, Oh: The Pilgrim Press.
- Smith, K. (2006). *Stilling the storm: Worship and congregational leadership in difficult times*. Herndon, VA: The Alban Institute.
- Snyder, J. (2005). *These sheep bite*. Babylon, NY: Appleseed Press.
- Susek, R. (1999). *Firestorm: preventing and overcoming church conflicts*. Grand Rapids, MI: Baker.
- Van, J. (2002). *Making peace: A guide to overcoming church conflict*. Chicago, IL: Moody.





## On-Campus Course Syllabus

### ADDENDUM FOR FA-20

#### CSL 540 L00.A

### Conflict Management

In the event that Criswell College has to close the campus to on-campus classes in during the FA-20 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. Notes and changes to the information in syllabus are highlighted. Information that is no longer relevant is indicated with a ~~strike through the font~~ and *replacement or new information is placed in italics*.

#### Course Requirements and Assignments

6. Twenty-five percent (25%) of the student's semester grade will depend upon the completion of a Mid-Term exam. **No change to this requirement**
7. Twenty-five percent (25%) of the student's grade will depend upon the completion of a Comprehensive Final Exam. **No change to this requirement**
8. Twenty-five percent (25%) of the student's grade will depend on the completion of a Research Project consisting of a Research Paper and associated Class Presentation. First, the student will write a Research Paper on a topic related to this course: Conflict Management. Students must choose a topic within the first two weeks of class that is approved by the Professor. Topics can include things like: 1) Conflict Resolution in Marriage, 2) Conflict Resolution in the Church, 3) A Peace Strategy to Ease Racial Tensions in the Local Community, 4) A Strategy of Peace and Forgiveness for Estranged Family Members 5) Forgiveness: My Personal Journey, or another topic approved by the Professor. In addition to the textbooks assigned for the class, the Research Paper should have a minimum of 5 additional sources. These sources are to be books and reputable journal articles (as opposed to "research" retrieved from the internet). The body of the paper will be approximately eight to 10 double-spaced pages, according to APA Style and Format. A sample paper and detailed instructions for APA Style and Format can be viewed at the following link:

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related to the topic. The writer provides an overall structure, and purpose for writing the paper (objectives) in the Introductory section of the paper.

- Body of the Text: \_\_\_\_\_ (20 pts.) Does the paper address the most important dimensions and key concepts regarding the topic from the assigned textbooks? Are these resources cited throughout the body of the paper according to APA style? Does the student link together his/her thoughts throughout the paper? Is there a logical flow of thought? Does the student use third person, instead using first person? Does the student use substantive research/resources to support the textbooks from at least 5 additional sources—either books or journal articles (not “research” cut and pasted from online)? Does the body of the paper flow in a logical fashion using effective transition sentences to link the paragraphs together?
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The following two rubrics will also be used to score the research paper:

- <https://www.rcampus.com/rubricshowc.cfm?code=Z99W78&sp=yes&> (APA Style Rubric)
- <http://assessment.arizona.edu/sites/default/files/CriticalThinking.pdf> (Critical Thinking Rubric) **No change to this requirement.**

9. Twenty five percent (25%) of the student’s grade will depend on regular class attendance, class participation, and 7 quiz grades throughout the course of the semester. Some of the quizzes will be unannounced to encourage class attendance, and to encourage students to stay up with their assigned reading requirements. In addition, a final class attendance and participation grade will be worth one quiz grade (Quiz #6). This subjective grade will be assessed at the conclusion of the semester. Hence, in order for students to receive full credit for this requirement for the course, students must not only attend class, but also participate in class. **No change to this requirement**

10. Finally, it is important to note that no late work, or excuses, will be accepted. It is the student's responsibility to fulfill all requirements for the course in a timely fashion. No change to this requirement

### **Remote Class Sessions: Identity and Participation Verification**

In the event that Criswell College has to close the campus to on-campus classes in during the FA-20 semester, synchronous learning will be required. Students will be required to verify their identity and their ongoing participation through completing all requirements for the course in a timely fashion. Students will be required to participate in weekly Discussion Boards posted in CANVAS each Monday morning. All Discussion Board requirements must be completed by Friday midnight of each week. Finally, will be required to attend and participate in regular ZOOM Meetings. Students will be required to turn on their video at the beginning until the end of each of ZOOM session.