



On-Campus Course Syllabus

PSY 260

Conflict Management

Spring 2025

Class Information

Day and Time: Tuesday 12:15pm to 3:00pm

Room Number: E325

Contact Information

Instructor Name: Laura Landreth

Instructor Email: llandreth@criswell.edu

Instructor Phone: 214-906-1445

Instructor Office Hours: By appointment only.

Course Description and Prerequisites

An introductory analysis of the causes of conflict at both the interpersonal and institutional levels. Particular attention is given to models of communication and the constructive role conflict can play when carefully managed. In addition to case studies, students explore their own inclinations in an environment of conflict.

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; and Integrate Emotional Intelligence with the understanding and application of Conflict Management

Required Textbooks

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

Grenny, J., Patterson, K., McMillan, R., Switzler, A. & Gregory, E. (2021). *Crucial conversations: Tools for talking when stakes are high* (3rd ed.) New York, NY: McGraw-Hill. ISBN: 978-1260474183

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

Hunt, J. *Conflict Resolution: Solving Your People Problems*. Hope For the Heart: Keys for Living Library. Dallas, TX: <https://www.hopefortheheart.org/product/conflict-resolution/>. ISBN: 978-1-7924-0275-3

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. Thirty percent (30%) of the student's grade will depend on the completion of a Research Project consisting of three main sections: 1) the Research Paper, 2) a "Peace Project" and 3) a Class Presentation

Section 1 of the Research Project consists of the Research Paper.

Students will write a Research Paper on a topic related to Conflict. Students must choose their Research Topic within the first three weeks of class. The Research Topic must be submitted by email to the Professor of the course for approval. Some examples of topics might include: 1) Conflict Resolution in Marriage, 2) Conflict Resolution in the Church, 3) Racial Tensions in the Local Community, 4) Forgiveness for Estranged Family Members, 5) Conflict Related to Immigration in the US, 5) Conflict Related to Ethnicity in the US, or another topic approved by the Professor.

The minimum number of resources for the Research Paper is five reputable Journal Articles and Books, as opposed to "research" retrieved from the internet. These sources can include the textbooks assigned for the class. **The body of the paper will be approximately six to eight double-spaced pages, according to APA Style and Format. This does not include your Title Page and Reference Page and the remainder of your Research Project.**

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, students are to maintain a basic structure according to APA style. For example, the following questions and suggestions can help provide guidance:

- Introduction: _____ The introduction to the paper addresses current statistics, current events, and/or current research regarding the topic 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: _____ Does the paper address the most important dimensions and key concepts regarding the topic from appropriate sources, i.e., reputable books and Journal Articles (not cut and pasted from the Internet)? 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 throughout the paper instead of using first person? Are there transition sentences that link paragraphs to paragraphs and major sections to major sections?
- Conclusion and Implications: _____ Did the student provide a summary of the key main points and provide practical suggestions/implications for counselors, teachers, and/or ministers? In other words, did students adequately and effectively answer the "So what?" question in the conclusion?

- Grammar and Style _____ 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 3rd person? Is the paper according to APA style?

The following 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)

Section 2 of the Research Project consists of a “Peace Project.”

This is the Practical Application section of your Research Project. As part of Criswell 360, the mission of the College is to cultivate leaders who are Ambassadors, Cultivators, Peacemakers, Problem Solvers, and Professionals. Students are required to create a project that allows them to be Peacemakers in their homes, churches, schools, or local community. Students must create this “Peace Project” within the first three weeks of class. The Peace Project must be submitted by email to the Professor for approval. **As part of the Research Project, students will submit a paper which 1.) describe the Peace Project in detail, 2.) provide a summary of the results of the experience, and 3.) include personal reflections. This portion of the Research Project will be in APA Style and Format, double-spaced and a maximum of three pages.**

Section 3 of the Research Project consists of the Presentation.

The final section of the Research Project is the Presentation. In this 30 to 40-minute maximum presentation, students will share the main highlights of their Research Paper and Peace Project. Students will create a PowerPoint and handout. Students will answer questions at the conclusion of the presentation. **It is important to note that the Written Portion of the Research Project is due before class on the day students are assigned to present.**

4. Twenty percent (20%) of the student’s grade will depend on regular class attendance, completion of (4) chapter outlines for assigned reading, and class participation in “hot seat” exercises throughout the course of the semester. In addition, a final class attendance and participation grade will be worth one chapter outline grade (Outline #5). 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.

How to outline a textbook chapter:

<https://www.thoughtco.com/how-to-outline-a-chapter-4149501>

“Hot Seat” exercises: This activity invites students to recount a specific event, explore motivation and multiple perspectives/experiences related to a type of conflict. A strategy in which an individual acts out a scenario and then is interviewed by the rest of the group to identify the key issues of conflict and what is at stake if the conflict is not resolved. Students will learn how to prepare for conflict, and together explore ways to find conflict resolution.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

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.

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. 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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Week	Date	Learning Opportunities
1	1/21	Introductions, Syllabus Review
2	1/28	Mastering Crucial Conversations (Patterson Chapter 2) Choose Your Topic (Patterson Chapter 3) Start with Heart (Patterson Chapter 4)
3	2/4	Master My Stories (Patterson Chapter 5) Learn to Look (Patterson Chapter 6) Outline 1 Research Topic is Due Project Peace Description is Due
4	2/11	Make it Safe (Patterson Chapter 7) State My Paths (Patterson Chapter 8)
5	2/18	Explore Others' Paths (Patterson Chapters 9) Retake Your Pen (Patterson Chapters 10) Outline 2
6	2/25	Move to Action (Patterson Chapters 11) Yeah, But (Patterson Chapters 12)
7	3/4	Putting It All Together (Patterson Chapters 13) Review for Midterm Exam
8	3/11	Mid Term Exam
9	3/17-3/21	Spring Break
10	3/25	Introduction to Joy of Conflict Resolution Victims, Villains, Heroes (Harper Chapter 1) Lessons From the Sandbox (Harper Chapter 2) Just Like the Movies (Harper Chapter 3)
11	4/1	The Assumption Iceberg (Harper Chapter 5) The wobbly Stool of Conflict (Harper Chapter 6) The Perils of Anger Mountain (Harper Chapter 7) Outline 3
12	4/8	The Power of Listening (Harper Chapter 9) Spinning the Straw of Defensiveness (Harper Chapter 10) Probing the Depths of Conflict (Harper Chapter 12)
13	4/15	Emotional Intelligence Outline 4
14	4/22	Research and Writing Day
15	4/29	Written Portion of Research Project is Due (Research Paper & Peace Project Paper) Research Project Student Presentations
16	5/06	Research Project Student Presentations
17	5/13	Final Exam

Selected Bibliography

- 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.
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- Fisher, R., Ury, W., & Patton, B. (1991). *Getting to yes: Negotiating agreement without giving in*. New York, NY: Penguin Books.
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- 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.
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- Sande, K. (2004). *The peacemaker: A biblical guide to resolving personal conflict*. Grand Rapids, MI: Baker Books.
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- 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.