

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: COMM 530 Conflict Management

or Degree Plan(s):

Rationale: Conflict management is a common topic in communication programs because it is a subject that experts in communication are expected to be able to address. Many communication graduate students have an interest in organization dynamics, leadership, and public discourse and will benefit from an in-depth exploration of conflict management principles. Currently the Communication Master's Program does not offer any courses on this subject and so this course is being proposed.

		Dept./School	College	Dean	T&C	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TBC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ²³	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

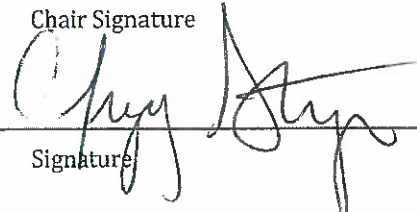
Department/School(s)

	4-12-2024
Chair Signature	Date

Chair/Program Director Signature	Date
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College Academic Council(s)

	4-23-24
Chair Signature	Date

Chair Signature	Dean(s)	Date
		4/23/24
Signature		Date

Signature	Date
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Teacher Education Council

Signature	Date
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**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature	Date
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Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date



April 15, 2024

Dr. Dorothy Andreas
Associate Professor of Communication
Department of Communication and Sociology
Sherrod Building (SHB) 134B

Re: Review of Conflict Management (COMM 530)

Dear Dr. Andreas,

Thank you for submitting the review of Conflict Management (COMM 530) to us for review. I have reviewed it based on the ACU Syllabus Guidelines. I found the syllabus to meet all aspects of the checklist.

Please note that this letter is intended as a reference, which will be read by the department chair and members of the council, who may also have questions or comments of their own. If you have any questions, please feel free to let me know.

Please also let me know if we can be of any help in the design and facilitation of this course.

Sincerely,

Dr. Scott E. Hamm,
Assistant Director, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: April 13, 2024
To: Dr. Dorothy Andreas
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Syllabus for COMM 530 – Conflict Management

After reviewing the course application and syllabus, the library should be able to adequately support the proposed course. If additional resources are needed for the course please contact Laura Baker, Librarian Liaison for the Department of Communication and Sociology, at bakerl@acu.edu. Thank you for letting us examine the course application and syllabus.

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	COMM 530
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Dorothy Andreas
B	Course Instructor	Various faculty
C	Course Title	Conflict Management
D	Course Abbreviation for Banner if title is more than 30 characters	
E		CAHSS - Arts, Humanities, and Social Sciences ▾
F		CMSO - Communication & Sociology ▾
G		3 ▾
G1		3 ▾
G2		0 ▾
H	Is the course for a fixed or variable number of credit hours?	Fixed ▾ If variable, explain rationale:
I	Is the course repeatable for additional credit?	No ▾
J	Maximum total number of credit hours a student can earn for this course	3
K		Lecture (LEC) ▾ See Schedule Type definitions in the Reference section.
L		3 ▾
M		Standard ▾
N	Maximum Enrollment	10

O	Catalog Description (50 words or less)	Develops conflict management knowledge and skill competencies through an interaction of theory, practice, and analysis. Among the instructional methods to be used are lectures, case studies, small groups, and conflict instruments. The audience for this class is graduate students.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	none
Q	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	none
R	If the course is cross-listed, specify the subject code and course number of the other course	COMM 430 Conflict Management
S	Does this course require any additional student course fees?	No ▾ If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	Yes, every year ▾
T2	Will the course be offered in spring terms?	No ▾
T3	Will the course be offered in summer terms?	No ▾
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2024
V	Is this course required for a program(s)?	No ▾ If yes, attach a completed curriculum proposal to change the program(s).
W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	No ▾ If yes, provide rationale:

X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	Yes ▾ It was offered as a seminar special topics course in Spring 2019 (201920) as COMM 642 Seminar in Communication: Advanced Conflict Management It was an independent study of COMM 600 Conflict, Communication, and Christianity in Spring 2023.
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	It does not overlap with content from any residential COMM graduate courses.

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.
 - a. This course will be added to the Supplementary Course List in the Communication Master's Program.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.
 - a. Conflict management is a common topic in communication programs because it is a subject that experts in communication are expected to be able to address. Many communication graduate students have an interest in organization dynamics, leadership, and public discourse and will benefit from an in-depth exploration of conflict management principles. Currently the Communication Master's Program does not offer any courses on this subject so this course is being proposed.
 - b. Moreover, we propose to offer it as a 500-level course so that we can regularly offer it to our graduate students as a cross-listing with 430 which is offered every year. This enables us to have a predictable schedule for offering this course to our graduate students.

3. Course Design

- A. Audience and Course Goal
 1. Describe the intended audience, including prerequisite skills.
 - i. The intended audience is graduate students. We expect most students will be in the Communication Master's program. However, this program will be offered to other graduate students who may find conflict management relevant to their course of study.
 2. State the overarching course goal(s) in performance terms.
 - i. The goal of this class is for you to be able to understand and utilize evidence-based theories for living out many of Jesus's most important teachings:

living as peacemakers, forgiving those who have harmed us, and loving our enemies. The knowledge and skills you acquire in the course will enable you to understand the dynamics of how we are torn apart by conflict and seek ways that we can reduce harm and work toward reconciliation. Our lives will not be void of conflict but, as Christians, we should demonstrate greater efficacy at managing strife than those of the world. In this way, the world may "know that we are Christians by our love" and know that we bear witness to the Kingdom of God.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	To become aware of conflict management theory and research, and the implications for communication practices in conflict situations	2 Exams
2	To improve diagnostic and analytical skills for identifying, analyzing, and evaluating communication processes evidenced in intensified conflict in interpersonal and organizational relationships.	Role Plays Personal Conflict Paper
3	To assess your conflict management orientation.	Conflict Styles Instrument Personal Conflict Paper
4	To practice skills enabling you to effectively manage conflict.	Role Plays and Exam #2
5	To analyze and discuss conflict management from a Christian perspective.	Soul Care Reflections
6	To apply conflict management theory to a specific cultural, social, organizational, or interpersonal context.	Graduate Project

C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

A. Hocker, Joyce L. Berry, K. , & Wilmot, William W. (2022). *Interpersonal Conflict* (11th ed.). McGraw-Hill. (**Undergraduate and Graduate**)

B. In consultation with faculty and based on student interests, additional **Graduate** readings may come from the following materials. Not all materials will be used but this list shows the kind of in-depth materials that would be assigned to graduate students.

1. Grenny, J. Patterson, K., McMillan, R. & Switzer, A. (2021). *Crucial Conversations: Tools for Talking When Stakes are High, 3rd Ed.* McGraw Hill.

2. Mouw, R. (2010). *Uncommon Decency: Christian Civility in an Uncivil World*. IVP.
3. Kelley, D. L., Waldron, V. & Kloeber, D. N. (2018). *A Communicative Approach to Conflict, Forgiveness, and Reconciliation: Reimagining Our Relationships*. Sage.
4. Fisher, R., Ury, W. L., & Patton, B. (2011). *Getting to Yes: Negotiating Agreement without Giving In*. Penguin Books.
5. Oetzel, J. G., & Ting-Toomey, S. (2013). *The SAGE Handbook of Conflict Communication: Integrating Theory, Research, and Practice*, 2nd Ed. Sage.
6. Volf, M. (2019). *Exclusion and embrace: A theological exploration of identity, otherness, and reconciliation*. Abingdon Press.

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location(s).
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section 2B.

COMM 530: CONFLICT MANAGEMENT

Season 20XX (3 credits)

Time and Place to be determined

“Blessed are the peacemakers for they shall be called children of God.”
—Jesus Christ

“Forgive our trespasses as we forgive those who trespass against us”
—Lord’s Prayer

Instructor: Dr. Dorothy Andreas

E-mail: dca20a@acu.edu or messages in Canvas

Please allow 24 hours for a response on weekdays. Perhaps a bit longer on the weekends.

Office: Sherrod Building (SHB) 134b

Phone: 325-514-6618 (m)

Office Hours: TBD: Office hours are based on faculty availability and usually set in proximity to when the course is offered. There will be 7 hours per week.

Purpose of the Course

The goal of this class is for you to be able to understand and utilize evidence-based theories for living out many of Jesus’s most important teachings: living as peacemakers, forgiving those who have harmed us, and loving our enemies. The knowledge and skills you acquire in the course will enable you to understand the dynamics of how we are torn apart by conflict and seek ways that we can reduce harm and work toward reconciliation. Our lives will not be void of conflict but, as Christians, we should demonstrate greater efficacy at managing strife than those of the world. In this way, the world may “know that we are Christians by our love” and know that we bear witness to the Kingdom of God.

Teaching Philosophy

Since effective communication is situation specific, I strive to create classes in which you can develop the ability to analyze a variety of conflicts using theoretical concepts and perspectives. Then, from this analysis be able to draw on an ever-increasing repertoire of skills to address issues, strategically achieve goals, and provide thoughtful answers to how our society can live well together to the glory of God. To this end, in our class gatherings we will spend a lot of time discussing case studies from recent events, films, podcasts, etc. and engaging in role plays.

Description of Course in Catalog

Develops conflict management knowledge and skill competencies through an interaction of theory, practice, and analysis. Among the instructional methods to be used are lectures, case studies, small groups, and conflict instruments. The audience for this class is graduate students.

ACU Mission Statement

“To educate students for Christian leadership and service throughout the world.”

College of Arts, Humanities, and Social Sciences Mission Statement

“The College of Arts and Sciences engages students with humanity’s greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.”

Communication and Sociology Department Mission Statement

“To educate students for Christian service and leadership throughout the world by developing communication skills through analyzing, managing, changing, and advocating ideas, people, organizations, and cultures.”

	Course Competencies	Method of Assessment
1	To become aware of conflict management theory and research, and the implications for communication practices in conflict situations	Exam
2	To improve diagnostic and analytical skills for identifying, analyzing, and evaluating communication processes evidenced in intensified conflict in interpersonal and organizational relationships.	Role Plays Personal Conflict Paper
3	To assess your conflict management orientation.	Conflict Styles Instrument Personal Conflict Paper
4	To practice skills enabling you to effectively manage conflict.	Role Plays
5	To analyze and discuss conflict management from a Christian perspective.	Soul Care Reflections
6	Apply conflict management theory to a specific cultural, social, organizational, or interpersonal context.	Graduate Project

Grading

Assignments	Points
Participation Tickets	5%
Soul Care Reflections	10%
Role Plays	15%
Interpersonal Conflict Analysis Paper	25%
Graduate Project	30%
Exam	15%

Your final grade will be based on the following scale:

A = 90% - 100%	B = 80% - 89.9%	C = 70% - 79.9%	D = 60% - 69.9%	F = below 59.9%
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Required Materials

Hocker, Joyce L. Berry, K. , & Wilmot, William W. (2022). *Interpersonal Conflict* (11th ed.). McGraw-Hill. (**Undergraduate and Graduate**)

In consultation with faculty and based on student interests, additional **Graduate** readings may come from the following materials.

- Grenny, J., Patterson, K., McMillan, R. & Switzer, A. (2021). *Crucial conversations: Tools for talking when stakes are high*, 3rd Ed. McGraw Hill.
- Mouw, R. (2010). *Uncommon decency: Christian civility in an uncivil world*. IVP.
- Kelley, D. L., Waldron, V. and Kloeber, D. N. (2018). *A communicative approach to conflict, forgiveness, and reconciliation: Reimagining our relationships*. Sage.
- Fisher, R., Ury, W. L., & Patton, B. (2011). *Getting to yes: Negotiating agreement without giving in*. Penguin Books.
- Oetzel, J. G., & Ting-Toomey, S. (2013). *The SAGE handbook of conflict communication: Integrating theory, research, and practice*, 2nd Ed. Sage.
- Volf, M. (2019). *Exclusion and embrace: A theological exploration of identity, otherness, and reconciliation*. Abingdon Press.

ASSIGNMENTS

Participation Tickets (5% of final grade)

In order to motivate attendance and engagement, I will keep track of your attendance with what I will call "Participation Tickets." Each class period there will be an activity in which you can participate and submit proof of that engagement. If you are absent, you cannot make up Participation Tickets unless your absence is excused.

Conflict Role Plays (10% of final grade)

Role plays allow you to practice conflict management skills as you act in character as much as possible while maintaining a safe and non-violent verbal environment. You will receive credit for (1) participation in the role play, and (2) reflecting on your performance and skills learned.

Exam (20% of final grade)

There will be 1 exam during the semester. It will have multiple choice and short answer questions.

Interpersonal Conflict Analysis Paper (25%)

This assignment allows you to demonstrate your understanding of interpersonal conflict as applied to a relational, family, or workplace conflict that you have experienced. The paper should be about 5-7 double-spaced pages long and is submitted on Canvas. More details and a grading rubric are posted on Canvas. Two interim tasks will be assigned: (1) notes about conflict experience, (2) table outline.

GRADUATE PROJECT DETAILS

Graduate students will select one of the following options to complete. I really want you to select an option that helps you to meet your professional goals. We will work closely together to ensure your success on the project. We will meet the 2nd week of the semester to finalize the topic and shape of the project.

Option #1: Focus on Theory

Select an area of conflict management that interests you. Read 20 academic articles about the topic and write an 18-20 page literature review that creates a coherent picture of this area of research and suggests new directions for research.

Option #2: Theory to Practice

Select a specific topic or skill of conflict management with which you would like to develop more proficiency. Read 10 academic articles about the topic and write a paper that elucidates specific skills for this practice. Write an 18-20 page paper that summarizes the theoretical basis for the skills and a set of practical recommendations for your chosen area of conflict management.

Option #3: Connect Experiential Knowledge with Theoretical Knowledge

Select a particular practice of risk communication with which you would like to develop more proficiency. Conduct 6 interviews with professional practitioners in some area of conflict management. Read 10 academic articles that relate to what you learn from the interviews (either confirmatory or contradictory). Write an 18-20 page paper that draws connections between the advice and insights from the practitioners and the the academic literature and concludes with a very clear set of recommendations.

Option #4: Conduct a Research Study

Select an area of conflict management that you can conduct a research study about. Collect data, analyze the data, and write a 20 page paper research paper that can be submitted to an academic conference.

Stages of the Project:

1. *Three Potential Topics (5 pts):* As human beings, we often tend to “satisfice,” going with the first workable decision we stumble upon, rather than the best possible decision. In the effort to determine a “better” (even if not “best”) semester project, you will be asked to generate three potential semester project ideas. For each, come up with an overall research question or practical problem that your project will tackle. Briefly discuss the rationale or significance of each idea. The potential topics paper should be about 1.5-2 pages long. We will meet during the 2nd week of the semester to discuss your proposals.
2. *Abstract (5 pts):* Usually people write the abstract after they are finished writing a paper. In this class, you’ll be asked to write one before you begin. Doing so provides you a road map as to where you want to go throughout the semester. Note: Obviously, your abstract will change over the course of the semester—this is a place to start. You will turn in your abstract in the 3rd week of the semester.
3. *Conceptual Cocktail Party (20 pts):* Consider your paper’s audience—the handful of scholars and/or practitioners you most want to be “talking to” in your paper. Choose 3 scholars and/or practitioners who you ultimately would want to be reading/responding to/critiquing your paper. Collect at least 2 articles from each scholar or 2 evidences of practice from each practitioner (e.g. websites, blogs, Twitter, books, etc.). Imagine that these scholars and professionals are having conversation with each other and you like at a “cocktail party. Write this conversation as your conceptual “cocktail party” paper which should be about 4 pages long. You will submit your conceptual cocktail party during the fifth week of the semester.
4. *Annotated Bibliography (20 pts):* The description of the annotated bibliography is unique for each option. Formats for each type of annotation are posted to the assignment in Canvas.

- Option #1: Should contain 20 academic articles related to your topic. Each annotation should focus on the unique contribution of each article and what it contributes to the overall argument that you are developing for your literature review.
 - Option #2: Should contain 10 academic articles related to the skills associated with your practice. Each annotation should focus on what practical advice would you draw from each study.
 - Option #3: Should contain 6 academic articles related to the findings from your observations. Each annotation should focus on drawing connections between your interviews and the results of the academic studies.
 - Option #4: Should contain 10 academic research studies related to your proposed study. Each annotation should focus on what each study answers about your overall research questions.
5. *Final Paper (100 pts)*: Submit 15-20 double-spaced page final paper in the last week of the semester. The structure of paper should follow the description of the options described above and I recommend you consult with me, especially if you are doing Option #2 or #3.

COURSE POLICIES

Attendance

You are expected to attend every class session. Each class session is designed to help you master and apply the material using discussions, case studies, video examples, quizzes, and lectures. Each class period has an opportunity to earn a "Participation Ticket" based on an activity in class. You can only make-up Participation Tickets if you have a university excused absence. You are also expected to arrive at class on time and stay the entire period. By attending to timeliness you demonstrate professionalism and minimize distractions in the class session.

Participation

This is an upper level class and therefore you should expect that this course will be demanding. Outside of class, you should expect to contribute about 3-4 hours a week. During class, one of your responsibilities as a student is to add to the intellectual conversation by freely exchanging ideas with your classmates about the course content and cases presented. You should seek to individually understand other views, articulate your views, and seek out possibilities for integration (although clearly this won't be possible in all cases). Proper classroom behavior also involves showing respect for views other than your own. It is acceptable to disagree with a speaker and to question his/her arguments, but this must be done respectfully. Additionally, I expect you to follow all policies in the [ACU student handbook](#) regarding dress and comportment.

Written Assignments

All written paper assignments that are submitted as an attachment should be typed in a 12 point conventional font with conventional spacing and one-inch margins. All major assignment papers should be formatted in APA style according to the 7th edition manual from 2019. In particular you should attend to properly formatting the title page, the abstract, headers, and citations.

Late Work

I expect you to complete all assignments on schedule. Any assignments that are late will be lowered by 5% of its grade value for each day past the due date. For assignments worth more than 5% of the total grade, if you know 48 hours or more before the scheduled due date that you may not make the deadline, you can contact me to explain your situation and propose a new due date. This can be in an email, office hours, or before/after class. When you make the request, please suggest a new due date that is within 7 days of the original due date. This is a typical practice in the workplace and so I am treating you as professionals by providing this opportunity. I expect you to treat due dates with a professional attitude and initiate these conversations only when necessary.

Make-up Work

Students who miss class for university-sponsored reasons may turn in the assignment up to one week past the due date without penalty. This includes opportunities to make-up participation tickets and role plays. You must use email to document our exchanges about make up work.

Grade Appeals

If you wish to contest a grade, you must wait 24 hours. After the 24-hour period has elapsed, you have one week (7 days) to email your objection in the form of *typed, rational argument* that is based on the assignment expectations as communication in Canvas, in the syllabus, and on the assignment rubric. I will consider your argument and schedule an appointment to discuss your objections and my decision. Please do not discuss grade appeals before, during, or after class.

Technology Use

Students may not use personal technology during class sessions. All mobile phones, tablets, and laptops should be kept put away in pockets and personal bags. Notifications from smart watches should be ignored. Occasionally, we will use laptops for class work. The hope is to create a learning environment in which we are fully present to each other.

ADA Compliance Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please email alpha@acu.edu call 325-674-2667.

Academic Integrity Policy

A zero-tolerance policy is in force regarding academic dishonesty. As defined by the ACU Academic Integrity Policy: “Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying.” Violations of academic integrity can occur in any assignments for the class—written papers, creative assignments, presentations, role plays, journal and reflection assignments, and any other daily assignments submitted for grades. The ACU policy explains that, “Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one’s own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one’s own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified.” See the full university policy, including how to appeal a decision, by following [this link](#). Specific examples of academic dishonesty in this course include, but are not limited to the following:

- Using others’ ideas and words without proper documentation (such as failing to cite original sources of information and/or use quotation marks appropriately)
- Using other students’ work as your own, including another student’s ideas, phrases, and/or sentence structure in part or in whole (except for assigned group work)
- Using examples provided by the instructor as your own
- Making up information yourself or getting made up information from a poor quality source
- Sharing, giving, and/or showing any written work you have completed to another student when it is an individual assignment
- Allowing another person to use your ideas, phrases (including paraphrases), or sentence structures and/or to copy your work in part or in whole
- Looking at other students’ role plays before class to get a competitive edge in negotiations

Anti-Harassment Policy

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest

extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

SAMPLE CALENDAR (based on COMM 430 Spring 2024)

*Readings must be done by the dates under which they are listed.
Occasionally, adjustments to the schedule are warranted by student need, interest, and/or external circumstances.*

If I make schedule changes, these will be announced well in advance via email and on Canvas.

WEEK	DATE	COURSE CONTENT	ASSIGNMENTS AND READINGS <i>**Additional graduate readings will be assigned based on the degree to which they correlate with scheduled course topics.</i>
1	1/16	Introduction	
Module #1—Understanding Conflict Fundamentals			
	1/18	Definitions of Conflict Conflict Metaphors	Ch 1 (pp. 2-20) Ch 2 (pp. 50-61)
2	1/23	Destructive Conflict	Ch 1 (pp. 20-29) <i>Submit: Topic Proposals</i>
	1/25	Soul Care Reflection 1: Sermon on the Mount	Matthew 5-7 <i>Submit: SC Reflection #1</i>
3	1/30	Different Perceptions of Conflict	Ch 2 (pp. 39-50) Ch 2 (pp. 63-75) <i>Submit: Abstract</i>
	2/1	Interests and Goals	Ch 3
4	2/6	Interests and Goals	Ch 3
	2/8	Soul Care Reflection 2: Humility	Phil. 2:1-11 Millis Ch. 7 <i>Submit: SC Reflection #2</i>
5	2/13	Conflict Styles—Part 1	Ch 5 (pp. 150-156; 179-181; 186-191)
	2/15	Conflict Styles—Part 2	Ch 5 (pp. 156-179)
6	2/20	EXAM #1	
Module #2—Analyzing Conflict			
	2/22	Analyzing Conflict	Ch 7 (pp. 228-237; 250-253)
7	2/27	Conflict Patterns	Ch 1 (pp. 29-36) Ch 5 (pp. 186-191) Ch 7 (pp. 237-250)
	2/29	Conflict Narratives	Harper—"Conflict Stories" (Canvas) <i>Submit: Conceptual Cocktail Party</i>

8	3/5	Power Dynamics	Ch 4 (pp. 110-128) <i>Submit: Conflict Analysis Story</i>
	3/7	Managing Power	Ch 4 (pp. 128-148)
Spring Break: 3/11-3/15			
9	3/19	Emotions Impact on Conflict	Ch 6 (pp. 193-212)
	3/21	Transforming Emotions	Ch 6 (pp. 212-224) <i>Submit: Conflict Analysis Worksheet</i>
10	3/26	Soul Care Reflection 3: God Who Sees	Genesis 16 & 21:8-21 Bunch, Ch. 5 <i>Submit: SC Reflection #3</i>
Module #3—Developing Conflict Management Skills			
	3/28	Listening: Part 1	Littlejohn & Domenici “Listening” <i>Submit: Interpersonal Conflict Analysis Paper</i>
11	4/2	Soul Care Reflection 4: Words from the Heart	Col. 4:6 and Eph. 4:29 Millis—Ch. 8 <i>Submit: SC Reflection #4</i>
	4/4	Introduction to Negotiation Practice Role Play	Ch 9 (all) <i>Submit: Annotated Bibliography</i>
12	4/9	Role Play #1 Coffee Contract	<i>Submit: Role Play Reflection #1</i>
	4/11	Role Play #2 College Town Apartments	<i>Submit: Role Play Reflection #2</i>
13	4/16	Apologies	Ch 10 (pp. 318-329)
	4/18	Reconciliation	Ch 10 (pp. 329-336)
14	4/23	Forgiveness	Kelley et al. (2019) Forgiveness
	4/25	Soul Care Reflection 5: Forgiveness	Matthew 18:21-35 & Luke 7:36-50 <i>Submit: SC Reflection #5</i>
15	4/30	3rd Party Involvement	Ch 10 (pp. 336-347) Mediation Process Handout
	5/2	Role Play #3: Mediation	<i>Submit: Role Play Reflection #3</i>
16	5/7	FINAL EXPERIENCE	Final Exam Period: Tuesday, 5/7 12:00 noon-1:45 pm <i>Submit: Graduate Project</i>

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person. Electronic devices (e.g., laptops, cell phones, PDAs,

calculators, recording devices) are not to be used during lectures or exams without prior permission of the instructor.