

COURSE DESCRIPTION

INSTRUCTOR'S NAME: Andra Medea

DEPARTMENT- COURSE: COMM 231-201

COURSE TITLE: Conflict Management and Communication

DAY: Monday SEMESTER/ YEAR: Fall, 2015

TIME: 4:15- 6:45 CAMPUS: Water Tower

LOCATION: Corboy Law Center, 25 E. Pearson, Room 711, unless otherwise arranged.

OFFICE HOURS: In classroom, ½ hour before class and ½ hour after class.

BRIEF DESCRIPTION OF COURSE CONTENT AND PREREQUISITES

This course presents current theory and research in interpersonal conflict. Material will be drawn from the fields of communication, psychology, organizational behavior, and mediation. The course will emphasize general principles of conflict and conflict management, with applications to specific areas such as work, family, dating, friendship and marriage.

Conflict management is an exciting and rapidly evolving field. The course will balance theory with problem-solving. Students will be asked to examine their own experiences in light of conflict theories, and explore relevant avenues for progress.

OBJECTIVES

- Understand core principles of conflict management
- Understand the role of the brain in conflict management
- Demonstrate practical knowledge of conflict skills
- Apply conflict theory and skills to actual situations
- Collaborate and participate in classroom problem-solving

TEACHING METHODOLOGY

Lecture with discussion; class participation is required. Emphasis will be on real world application of conflict management principles. Small group discussion and problem-solving will be ongoing. Social media/ multitasking during class has a negative effect on high level problem-solving, and will result in loss of points towards class participation.

EVALUATION

There will be three short papers (1-2 pages), and a final project. Tests will include pop quizzes to test reading and core comprehension, a midterm and final.

In terms of Bloom's Taxonomy, tests will focus on Knowledge and Comprehension. Papers and final project will focus on Application, Analysis, Synthesis and Evaluation. Bloom's Taxonomy is attached.

The class will be graded on a point system: A= 90-100, B= 80-89, C= 70-79, D= 60-69, F = 59 or lower.

Class participation will count towards 30% of grade. Each short paper will count towards 10% of

grade (30% total). The midterm will count towards 5% of grade. The final project will count towards 35% of grade.

All work will be expected to comply with Loyola's code of ethics.

Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.

REQUIRED READING

Interpersonal Conflict, by Joyce Hocker & William Wilmot. Any recent edition

Conflict Unraveled: Fixing problems at work and in families, by Andra Medea. 2005.

COMMUNICATIONS 231-201

CONFLICT MANAGEMENT AND COMMUNICATION Schedule & Assignments

Class One, Aug 24 - Introduction & Basics. Flooding

Assigned reading for Class Two: Chapter 1: Adrenaline Overload: Flooding, *Conflict Unraveled*.

Chapter 1, *Interpersonal Conflict*, Hocker & Wilmot.

** Assignment: 1-2 page paper, Flooding **

Class Two, Aug 31- Principles of Conflict, The Conflict Continuum

** Due: 1-2 page paper, Flooding **

Assigned reading for Class Three: Chapter 2: The Conflict Continuum, *Conflict Unraveled*.

Chapter 2: The Nature of Conflict, *Interpersonal Conflict*, Hocker & Wilmot.

** Assignment: 1-2 page paper, Conflict Continuum **

Class Three, Sept 14-- Conflict spirals / 5-stage escalation pattern

** Due: 1-2 page paper, Conflict Continuum **

Assigned reading for Class Four: Chapter 5, Styles & Tactics, *Interpersonal Conflict*, Hocker & Wilmot.

Class Four, Sept. 21- Conflict Styles, self-assessment

Visiting professor, Dr. Gilda Parrella

Assigned reading for Class Five: Chapter 3, Shifting to healthy conflict, & Chapter 5: Chimpanzee Politics, *Conflict Unraveled*. Chapter 3: Goals, *Interpersonal Conflict*, Hocker & Wilmot.

Class Five, Sept. 28 – Interests & Goals. Equity theory.

Oct. 5- No class. Go study!

Class Six, Oct 12-- Mid term

Assigned reading for Class Seven: Chapter 4: The Ape & I, *Conflict Unraveled*.

Class Seven, Oct. 19 : Body language & face-to-face communication skills

Assigned reading for Class Eight: Chapter 6: Communication Breakdowns, *Conflict Unraveled*. Chapter 4: Power, *Interpersonal Conflict*, Hocker & Wilmot.

Class Eight: Oct. 26: Bevel's Principle of Communication/ Dialogue & Monologue

Assigned reading for Class Nine: Chapter Seven: Bevel's Principle of Communication, *Conflict Unraveled*. Chapter 6: Assessing Conflicts, *Interpersonal Conflict*, Hocker & Wilmot.

** Assignment: 1-2 page paper, Bevel's Principle of Communication **

Class Nine: Nov. 2: Blind behavior/ Toxic triangles

** Due: 1-2 page paper, Bevel's Principle of Communication **

Assigned reading for Class Ten: Chapter Eight: Blind Behavior, *Conflict Unraveled*. Chapter Nine: Victims, Villains & Heroes, *Conflict Unraveled*.

Class Ten: Nov. 9: Bevel's Principle of Participation

Assigned reading for Class Eleven: Chapter Ten: Tactical Aikido, *Conflict Unraveled*.

Chapter 7: Negotiation, *Interpersonal Conflict*, Hocker & Wilmot.

Class Eleven: Nov. 16: Procedural Justice

Assigned reading for Class Thirteen: Chapter 8: Moderating Your Conflicts, *Interpersonal Conflict*. Epilogue, *Conflict Unraveled*.

** Due: 1-2 page proposal for final project **

Class Twelve: Nov. 23: Trauma & Cultural Assumptions.

Class choice of topic for half of class.

Class Thirteen: Nov. 30: Class choice of topic for half of class. Problem-solving/ review of upcoming presentations.

Class Fourteen- Dec. 7- Oral Presentations

*** Final projects due ***

Final project:

The final project will be a 6-10 page paper on a conflict of your choice.

The situation may be analyzed in light of any two conflict management or communications models discussed in class. Proposals will give a brief description of the problem to be analyzed and the models to be used.

Your presentation will be evaluated on grounds of grasp of material, insight, clarity and conciseness. Please submit an outline which should include:

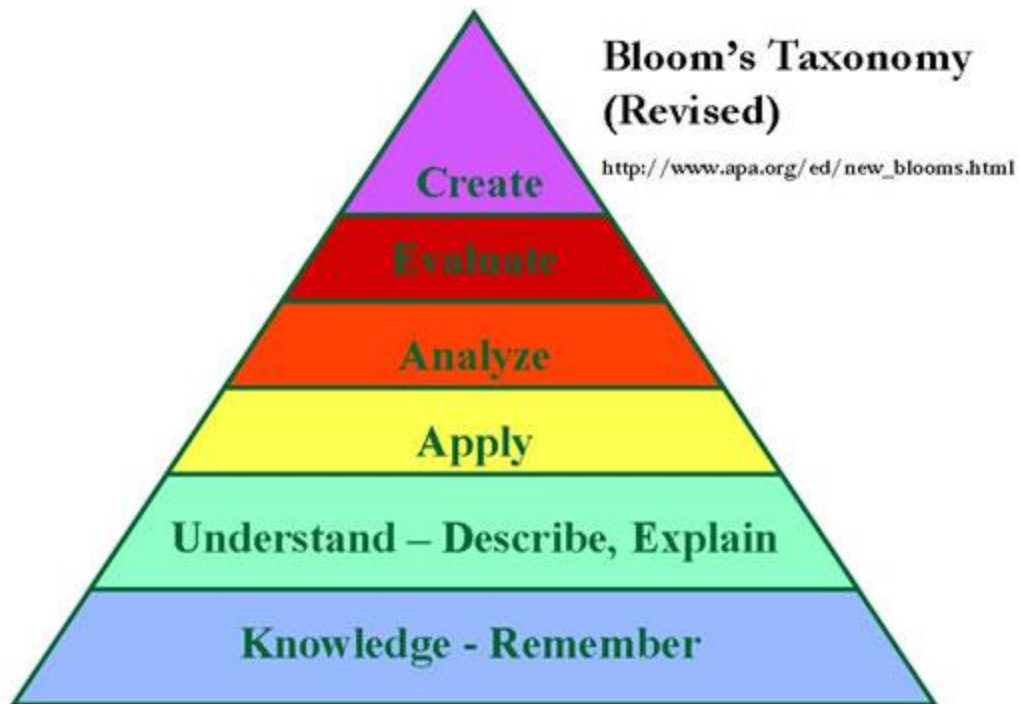
- Statement of problem, including pre-existing conditions
- Identification of parties, including public and private goals
- Analysis of the dynamics of the conflict, including major incidents
- Interventions
- Conclusion

An in-class presentation is appreciated and may help your grade, but is optional. Use of PowerPoint will be limited to necessary illustrations or charts. Tell your story, make your points.

Loyola University Core Requirements

Employers say they are looking for a demonstrated capacity in these areas:

- think critically
- communicate clearly
- solve complex problems
- ethical judgment and integrity
- intercultural skills
- the capacity for continued new learning
- written and oral communication
- applied knowledge in real-world settings
- broad knowledge in the liberal arts and sciences



Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)