

Course: SS249-N Conflict Resolution

Credit: 3 Semester Hours

Semester: Cycle 5

Date: March 11 – May 3 Tuesdays 6:00pm-9:00pm E.Ed.116

Instructor: Mickey Ary, MDIV, MPA (adjunct instructor) [mickey.ary@calvary.edu](mailto:mickey.ary@calvary.edu)

(832)451-0310 cell – student may text instructor too

Adjunct instructor – meetings with instructor are by appointment only

## I. COURSE OVERVIEW

A biblical management approach dealing with personal, interpersonal, group, and intergroup conflict. Management skills will be considered that best lead to biblical change and reconciliation. Biblical principles and elements of peacemaking will be considered to best prepare the student in conflict management.

*\* The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

General Studies Program Objectives:

1. Gather, analyze, synthesize, and present information through research projects and papers.
2. Recognize, choose, and apply habits that promote healthy living.
3. Develop, practice, and portray behaviors that exemplify godly character.
4. Differentiate between truth and error, and, by so doing, clearly communicate the Biblical worldview.

## II. OBJECTIVES

A. General competencies to be achieved. The student will be able to:

1. Identify the various conflict management systems.
  - a. Program Objectives (General Studies): 2, 3, 4
  - b. Assignments: a, b, c
2. Learn about the dynamics of personality/temperament related to conflict management.
  - a. Program Objectives: 1, 2, 3, 4
  - b. Assignments: a, b, c

*Our Mission: "... to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."*

3. Assess the biblical criteria in developing a proper conflict management style.
    - a. Program Objectives: 2, 3, 4
    - b. Assignments: a, b, c
  4. Identify the biblical principles of peacemaking and their applications in a given conflict setting to bring about biblical resolution.
    - a. Program Objectives: 2, 3, 4
    - b. Assignments: a, b, c
- B. Specific competencies to be achieved. The student will be able to:
1. Ascertain appropriate management systems, strategies and approaches that will lead to a biblical model of peacemaking.
    - a. Program Objectives: 1, 2, 3, 4
    - b. Assignments: a, c
  2. Develop the skill in assisting others in proper communication styles that will lead to conflict resolution.
    - a. Program Objectives: 4
    - b. Assignments: b, c
  3. Learn about negotiation strategies for problem solving, and the collaborative approach leading to a biblical resolve.
    - a. Program Objectives: 3, 4
    - b. Assignments: a, b, c
  4. Examine communication styles related to conflict breakdown and the procedures in reestablishing proper communication systems.
    - a. Program Objectives: 3, 4
    - b. Assignments: a, b, c
  5. Determine church discipline procedures in the context of the local church.
    - a. Program Objectives: 2, 4
    - b. Assignments: b, c
  6. Understand the emotional dynamics and impact conflict has on an individual and or group.
    - a. Program Objectives: 2, 3, 4
    - b. Assignments: a, b, c

### III. COURSE RESOURCES

- A. BIBLE** - The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the

professor if you have questions about a particular translation or version. **The professor uses NASB or ESV in this course.**

**B. Other Textbooks**

Priolo, Lou. *Resolving Conflict: How to Make, Disturb, and Keep Peace*. R & R Publishing, 2016. ISBN: 9781596389090 (\$19.99) Available on Kindle (\$8.49)

Sande, Ken. *The Peacemaker*. Grand Rapids: Baker Books, 1997. ISBN: 9780801064852 (\$10.79) Audible.com has audio version.

**C. Class Notes. Required.** Will be found posted in the Canvas Learning Management System including assigned readings.

IV. COURSE ASSIGNMENTS

A. **Weekly Textbook Assignments and Group Assignments (GSLOs 1-4; SLOs 1-4)** – the instructor will give weekly assignments at the beginning of class from the assigned text. These will also be found in the Canvas assignments where required work should be uploaded by all students. Students must submit their answers according to the instructions found on the Canvas Learning Management System. Students must complete assignments by the due date. **Due weekly.**

B. **Reading & Reading Reflections (RR) (GSLOs 1-4; SLOs 1-4)**  
The instructor will post approximately one discussion question per week based on reading assignment subjects (*Look for the first one to be posted before the first day of class*). Students are expected to respond to the instructor's post and to the response of at least one classmate. Students may also engage in discussion about course content questions, but student initiated discussions are ungraded.

C. **Exams/Quizzes (GSLOs 1-4; SLOs 1-4)**

The instructor reserves the right to have a quiz on the assigned and cumulative reading at the beginning of each class period. (This will be done at the instructor's discretion.)

Students will complete a final exam in the Canvas learning management system environment. The due date for the final exam will be discussed in class. The exam is comprehensive covering all the in-class material presented by the professor.

V. COURSE GRADE

1.	Journal Assignments	10%
2.	Reading Reflections	30%
3.	Group discussion/Participation	20%
4.	Quizzes	5%
5.	Final Exam	<u>35%</u>
	Total	<u>100%</u>

Grades will be issued according to *Calvary University Catalog*.

VI. TENTATIVE CLASS SCHEDULE OF ASSIGNMENT

	<b>Class Topic Description</b>	<b>Assignments</b>	<b>Due</b>
Wk #1	Course Introduction – Students should have obtained textbooks	Look over texts and read editor’s notes, preface, and introduction.	Assignment due dates vary. See Canvas for details!
	Defining Conflict	Read Sande, Ch. 1 & Priolo Ch 1	
	Live at Peace	Read Sande, Ch. 2	
Wk #2	Trusting God, (& notes from Palmer)	Read Sande, Chap. 3	
	Types of Conflict	See Canvas for add’l assignments	
Wk #3	Identifying Conflict Stages		
	Conflict Management Styles		

	Priorities & Conflict starts in the Heart		
Wk #4	Confession		
	Constructive Management Styles & Constructive Management Styles		
	Church Conflicts		
Wk #5	More on Church Conflicts		
	Even more on Church Conflicts		
	Exam Review		
Wk #6	Gently Restoring -- "Speak the Truth in Love"		
	Communication Problems		
	Emotions and Conflict & Take One or Two others along		
Wk #7	Forgive - Reconcile		
	Look to the interests of others - Reconcile		
	Overcome Evil		

Wk #8	Intervention Process		
	Prepare for Online Final Exam due by last day of class.		

**Course Policies:**

See attendance policy and grading scale in the university catalog.

Late assignments will receive a 10% reduction in grade. Assignments more than one week late will receive a 25% reduction in grade. Assignments more than two weeks late will receive a 50% reduction in grade. Assignments will not be accepted after the completion of the course.

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any disabling condition that may require support.

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person’s or AI entity’s ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated. **The instructor uses Turnitin.com software to detect plagiarism.**

The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

Business Administration students write papers according to the Publication Manual of the American Psychological Association, Sixth edition (APA Manual). The instructor suggests business students acquire this or the latest APA Manual for formatting. For this course, the instructor will accept the style used by the student’s major area of study. If one has not been identified, then the student should either use APA or Turabian formatting.

## **Bibliography**

(Some of these texts are referenced during the course.)

- Augsburger, David. *Caring Enough to Confront*. Ventura, CA: Regal Books, 1985.
- Briner, Bob, & Psritchard, Ray. *Leadership Lessons of Jesus*. New York: Gramercy Books, 1998.
- Crocker, H.W. III. *Robert E. Lee on Leadership*. Rocklin, CA: Prima Pub., 1999.
- Dana, Daniel. *Conflict Resolution*. New York: McGraw-Hill, 2001.
- DeBono, Edward. *Six Thinking Hats*. Boston, New York, London: Little, Brown, & Co., 1999.
- Gangel, Kenn. *Coaching Ministry Teams*. Nashville: Word Publishing, 2000.
- Lynch, Chuck. *You Can Work It Out*. Nashville: Word Publisher, 1999.
- Phillips, Donald T. *Lincoln On Leadership*. New York: A Time Warner Books, 1992.
- \_\_\_\_\_. *The Founding Fathers On Leadership*. New York: Warner Books, 1997.
- Wheeler, Tom. *Leadership Lessons from the Civil War*. New York: Doubleday, 1999.
- Wright, Walter C. Jr. *Relational Leadership*. Carlisle, Cumbria, CA: Paternoster Pub., 2000.
- Yperen, Jim Van. *Making Peace, A Guide to Overcoming Church Conflict*. Chicago: Moody Press, 2002.

## RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
<p><b>CONTENT</b> 75%</p>	<p>The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced.</p> <p><i>48.9 or FEWER POINTS</i></p>	<p>The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced.</p> <p><i>49 to 65.9 POINTS</i></p>	<p>The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper.</p> <p><i>66 to 75 POINTS</i> <b>Score:</b></p>
<p><b>ORGANIZATION</b> Including Readability &amp; Style 20%</p>	<p>Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness).</p> <p>The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented.</p> <p><i>15.9 or FEWER POINTS</i></p>	<p>Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven.</p> <p>Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included.</p> <p><i>16 to 18.9 POINTS</i></p>	<p>The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together.</p> <p>The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice.</p> <p><i>19 to 20 POINTS</i> <b>Score:</b></p>
<p><b>FORMAT</b> 4%</p>	<p>The paper does not conform to Turabian or APA style. Students must use one or the other correctly.</p> <p><i>0 POINTS</i></p>	<p>The paper does not conform completely to Turabian or APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide).</p> <p><i>Up to 2 POINTS</i></p>	<p>The paper is correctly formatted to style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the <i>appropriate style guide</i>).</p> <p><i>2.1 to 4 POINTS</i> <b>Score:</b></p>
<p><b>GRAMMAR, PUNCTUATION, &amp; SPELLING</b> 1%</p> <p>Poorly written papers with numerous mistakes <b>may receive greater grade reductions</b>. Less emphasis on rubric does not give students license to forgo proofreading their work.</p>	<p>The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous.</p> <p><i>0 POINTS</i></p>	<p>The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar.</p> <p><i>0.5 POINTS</i></p>	<p>The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors.</p> <p><i>1 POINT</i> <b>Score:</b></p>



**What is a Substantive Post?** © 2016  
By Skip Hessel, D.M.

In a world of social media and text-messaging, proper interaction between student and teacher and other students is increasingly important. However, scholars begin to blur the boundaries of academic substance. Students want to make good grades and receive fair treatment. Instructors want to share principles of their discipline. In an effort to clarify how to post thoughts in an interactive forum, these instructions attempt to define substance.

A substantive post conveys a complete thought with academic rigor. Student scholars must take into account the wide variety of readers in a social media setting and communicate appropriately. One cannot assume that every reader has had exactly the same training or even similar experiences. Ergo, one must write complete thoughts to overcome any inadequacy. Similarly, academic rigor forgoes any thoughtless conclusions. While expressing new ideas and exercising academic freedom, contributors must consider what is known about the subject and include known knowledge in academic writing. Writers should consider the level of knowledge and use certain amount of judgement too. Substance requires balance. Scholars should consider their readers and communicate as well as possible.

Because today's academic environment includes many cultures, writers must consider the inappropriate use of metaphors and colloquialisms. An expression or satire may not make sense to a reader from a culture in another part of the same country or on the other side of the world. Students posting substantive responses avoid using expressions and phrases with vague meanings that the reader could misunderstand.

Substantive posts also cite sources. When using the ideas of others, a scholar gives appropriate in-text citations when responding to forum. For example,

Blackaby and Blackaby (2011) found many believers get frustrated with technology and media that has become commonplace; however, believers must “embrace technology with gusto” (p. 8).

Others who express innovative thinking should receive credit for their ideas and intellectual property. Additionally, readers should have the opportunity to consider source materials themselves. A substantive post will include such citations.

Students often ask for specific guidelines. Unfortunately, students sometimes put minimum requirements ahead of quality responses. At the risk of students falling into this trap, the instructor believes a substantive post will contain one or two complete paragraphs that include approximately 300 words. Some substantive posts convey meaning with less; however, many require much more. Moreover, a substantive post will demonstrate the scholar’s attempt to grow. Therefore, assigned reading materials and other sources are found as in-text citations and as references. At a minimum, each substantive post will contain at least one. Students expecting great evaluations should include at least one citation in a 300+ word post.

In many ways, participating in a forum raises tremendous opportunity. The asynchronous learning environment allows students to consider the thoughts of others, to research the subject, and to respond in their own time. Students should take advantage of this unique opportunity. Your instructor will gently correct you and evaluate you along your journey. But, great students will consider how they can practice these skills from their very first post.

Reference: [No need for page break in substantive post.]

Blackaby, H., & Blackaby, R. (2011). *Spiritual leadership: moving people on to God's agenda*. B & H Publishing: Nashville, TN.