

Course: SS249-N Conflict Resolution
Credit: 3 Semester Hours
Semester: Spring 2026 Session 2, Monday and Wednesday
Time: 9:30-10:50am
Instructor: Tressa Barnes email: tressa.barnes@calvary.edu

(816)820-5235 cell – students may text instructor until 8:30pm every night.

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
3. Assess the biblical criteria in developing a proper conflict management style.
 - a. Program Objectives: 2, 3, 4

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

- 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; Johnson, Kevin. *Resolving Everyday Conflict*. Grand Rapids: Baker Books, 2015. ISBN: 978-0801005688 (\$10.79) Audible.com has audio version.

Lynch, Chuck. *Reconciliation is Possible! Biblical Principles that Work*. Living Foundation Ministries. 2022. ISBN: 979-8447924812. (\$15.00).

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.

Grades will be issued according to *Calvary Catalog*.

Course Policies:

PERSONAL DEVICES: The use of cell phones, laptops, tablets, and related devices is permissible for educational purposes only (i.e. note-taking or researching information pertinent to discussion), with prior approval from the instructor. Use of electronic devices outside of educational purposes is expressly prohibited. When not being used according to the guidelines established, electronic devices should be stored in students' belongings and out of sight. If a student has an emergency and are awaiting for an urgent phone call, they should inform the instructor ahead of time.

Failure to adhere to these policies may result in the student being asked to leave class, and marked as absent for the first offense. A second offense may result in withdrawal from the course.

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Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (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. Plagiarism of any kind will not be tolerated. Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content 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. AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

All class papers must follow the APA style according to the Publication Manual of the American Psychological Association, 7th edition.

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all 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.

Attendance

Students will be allowed one free absence. On the 2nd absence their grade will be lowered one letter grade. On the 3rd absence their grade will be lowered two letter grades. On the 4th absence their grade will be lowered three letter grades.

RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
<p>CONTENT 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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><i>66 to 75 POINTS</i> Score:</p>
<p>ORGANIZATION Including Readability & 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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><i>19 to 20 POINTS</i> Score:</p>
<p>FORMAT 4%</p>	<p>The paper does not conform to Turabian or APA style. Students must use one or the other correctly.</p> <p style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><i>2.1 to 4 POINTS</i> Score:</p>
<p>GRAMMAR, PUNCTUATION, & SPELLING 1%</p> <p>Poorly written papers with numerous mistakes may receive greater grade reductions. 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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><i>1 POINT</i> Score:</p>

