

EDL 735 Conflict Management for Contemporary Education  
Course Syllabus

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Course Description:

This course is an examination of conflict management processes and skills with emphasis on interaction patterns, interpersonal relationships, and communication skills. It includes a study of conflict – its origins, sources, and types, as well as the concepts and skills of conflict resolution and dealing with conflict resolution in education.

Course Objectives:

Students will

- Develop a basic understanding of conflicts to enhance recognition of personal association with and assumptions about conflict.
- Explore and understand factors affecting facilitation and processes of conflict resolution.
- Identify and enhance thinking and communication skills that improve conflict resolution processes.
- Examine and apply negotiation, meditation, and consensus-building processes in education.
- Establish a personal vision for conflict prevention and resolution in the workplace and identify means to achieve this vision.

IDEA Objectives for Faculty Evaluation:

- Important – Learning fundamental principles, generalizations, or theories
- Essential- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Essential – Learning to analyze and critically evaluate ideas, arguments, and points of view

Text(s):

Folger, J. P., Poole, M. S., Stutman, R. K.(2005). *Working through conflict: Strategies for relationships, groups, and organizations fifth edition*. Pearson Education Inc.

### Evaluation and Requirements:

- Case study 100 points
- Chapter readings, class participation, and attendance 150 points
- Articles (2) 75 points

325-300 A

299-274 B

273-248 C

Below 248 F

### Course Expectations and Information:

1. All cell phones and other electronic devices should be turned off or placed on vibrate during class.
2. All work is due on the date specified. Late work will **not** be accepted or awarded credit, unless the student and the professor have made an agreement regarding an unusual circumstance.
3. Participation is both expected and required in this class. Attendance is expected at **all class** sessions. Two absences may be taken without penalty. More than two absences will result in lowering of the overall. If you find it absolutely necessary to be absent, please be sure that all other alternatives have been explored before taking an absence. Arriving to class on time is equally important. Entering the classroom after class has begun is disruptive to the learning environment. Make every effort to arrive to class on time.
4. The professor(s) reserves the right to alter course requirements and/or the class schedule to better address the learning needs of the students.
5. Academic honesty is expected in this course. Plagiarism is a violation and will result in course failure. A report will be made to Dr. Beverly Irby, Department Chair and Dr. Genevieve Brown, Dean.
6. Students desiring to be absent for observance of a religious holiday must be aware of the following:
  - Present a letter to the professor regarding absence for observation of religious holiday. A request form will be made available to you.

- The request must be made within the first 15 days of the semester or the first 7 days of summer session.
  - The student will receive a timeframe in which the work will be completed.
  - Both professor and the student must sign the request form with each party keeping a copy for their files.
  - Any violation of the said agreement may be appealed to the department chair.
7. If you are a student with a disability that may affect your academic performance, please contact the professor as soon as possible or you may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students at 936-294-1720.
  8. Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc., should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations, Chapter VI, Student Services and Activities, Section 5 Student Conduct and Discipline. Those rules may be found at [http://www.tsus.edu/pubs/Pubs/rules\\_regs.html](http://www.tsus.edu/pubs/Pubs/rules_regs.html). Particular attention should be paid to the sections on plagiarism and theft of library materials.
  9. Students should practice self-discipline in classes. Courtesy should be extended to all students. Thought should be given to the value of all conversation in class to all students in class. Classes will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals.
  10. Please see the professor if there are any concerns before consulting the department chair or other program administrator.

Date Due	EDL 735 Assignments
<b>8/20/07</b>	Write down and discuss – What do you think or feel when you think of the concept of conflict?
<b>8/20/07</b>	Discuss Class Norms; Course Syllabus; Schedule for spring and summer; Case Study format and expectations and publication guidelines; Leadership Profile; Development of a rubric for the course
<b>9/10/07</b>	<ul style="list-style-type: none"> <li>• Read Introduction pgs. 1-12</li> <li>• Individually write important points and muddy points in the introduction. Discuss important and muddy points in class</li> </ul>
	<ul style="list-style-type: none"> <li>• Chapter 1 pg. 21 – Read and reflect on Adler’s explanation of why in some cases, individuals fasten on to their orientations despite the reality (Luchins, 1959)</li> <li>• Write and be able to discuss your understanding of Adler’s explanation</li> <li>• Share an example which may further clarify your understanding of Adler’s explanation</li> </ul>
	<ul style="list-style-type: none"> <li>• Read Chapter 1 pgs. 16-36</li> <li>• Individually write important and muddy points</li> <li>• On chart paper, write important and muddy points for pgs. 16-36 and discuss in class</li> <li>• Bring in information from other sources that relate to the chapter</li> </ul>
	<ul style="list-style-type: none"> <li>• Chapter 1 pg. 24 read the Interaction Symptoms of Escalation or Avoidance Cycles (chart) Table 1.1</li> <li>• Share an example of a situation where you or where you have observed someone exhibiting any of the symptoms of avoidance or escalation (make notes for yourself regarding the situation that you will share in class)</li> </ul>
	Chapter 1 pg. 31 Table 1.2 – Read and discuss contents in the table. Share examples of situations where this behavior has been observed (make notes for yourself regarding the situation that you will share in class)

Date Due	EDL 735 Assignments
	Chapter 1 pg. 32 Table 1.3 – Read and discuss contents in the table. Share examples of situations where this behavior has been observed (make notes for yourself regarding the situation that you will share in class)
<b>9/17/07</b>	<ul style="list-style-type: none"> <li>• Read Chapter 2 pgs. 40-61</li> <li>• Individually write important and muddy points</li> <li>• On chart paper, write important and muddy points for pgs. 40-61 and discuss in class</li> <li>• Bring in information from other sources that relate to the chapter</li> </ul>
<b>9/24/07</b>	<ul style="list-style-type: none"> <li>• Read Chapter 3 pgs. 64-99</li> <li>• Individually write important and muddy points</li> <li>• On chart paper, write important and muddy points for pgs. 64-99 and discuss in class</li> <li>• Bring in information from other sources that relate to the chapter</li> </ul>
<b>10/1/07</b>	<ul style="list-style-type: none"> <li>• Read Chapter 4 pgs. 104-142</li> <li>• Individually write important and muddy points</li> <li>• On chart paper, write important and muddy points for pgs. 104-142 and discuss in class</li> <li>• Bring in information from other sources that relate to the chapter</li> </ul>
<b>10/8/07</b>	<ul style="list-style-type: none"> <li>• Read Chapter 5 pgs. 145-175</li> <li>• Individually write important and muddy points</li> <li>• On chart paper, write important and muddy points for pgs. 145-175 and discuss in class</li> <li>• Bring in information from other sources that relate to the chapter</li> </ul>
<b>10/15/07</b>	<ul style="list-style-type: none"> <li>• Read Chapter 6 pgs. 178-209</li> <li>• Individually write important and muddy points</li> <li>• On chart paper, write important and muddy points for pgs. 178-209 and discuss in class</li> <li>• Bring in information from other sources that relate to the chapter</li> </ul>

Date Due	EDL 735 Assignments
<b>10/22/07</b>	<ul style="list-style-type: none"> <li>• Read Chapter 7 pgs. 213-267</li> <li>• Individually write important and muddy points</li> <li>• On chart paper, write important and muddy points for pgs. 213-267 and discuss in class</li> <li>• Bring in information from other sources that relate to the chapter</li> </ul>
<b>10/29/07</b>	<ul style="list-style-type: none"> <li>• Read Chapter 8 pgs. 272-290</li> <li>• Individually write important and muddy points</li> <li>• On chart paper, write important and muddy points for pgs. 272-290 and discuss in class</li> <li>• Bring in information from other sources that relate to the chapter</li> </ul>
<b>11/5/07</b>	<ul style="list-style-type: none"> <li>• Read Chapter 9 pgs. 294-327</li> <li>• Individually write important and muddy points</li> <li>• On chart paper, write important and muddy points for pgs. 294-327 and discuss in class</li> <li>• Bring in information from other sources that relate to the chapter</li> </ul>
<p><b>Share Cases</b>  <b>11/12/07</b>  <b>11/19/07</b>  <b>11/26/07</b></p> <p><b>Paper to be submitted to professor and journal by 12/10/07</b></p>	<ul style="list-style-type: none"> <li>• Write a case study that is about conflict in education to be submitted for publication in a journal</li> <li>• The case study should include the following parts or follow the publication guidelines of the journal: Abstract, Case Narrative, Teaching Notes, Opportunities to Guide Discussion, Biographical Statement, and Descriptors</li> <li>• A case study for instructional purposes is fictional, however, it may be based on factual events which have been disguised to protect actual people and events</li> <li>• The student may choose the journal to submit the case</li> <li>• A letter of transmittal should be included in the submission to the journal</li> <li>• The points awarded to the case for this course will be based on whether the author followed the publication guidelines of the journal and submitted the case to a journal</li> <li>• Share a brief summary of the contents of the case in class</li> <li>• Follow APA 5<sup>th</sup> edition format</li> </ul>

Date Due	EDL 735 Assignments
<b>Share 12/3/07 12/10/07 Both articles due by 12/10/07</b>	<ul style="list-style-type: none"><li>• Find 2 articles on conflict</li><li>• Share brief summary in class</li><li>• Article Reflection written in the format of the Article Reflection Cycle</li></ul>

### **Article Reflection Process for Doctoral Students**

by B. Polnick and D. Reed

Adapted from The Principal Portfolio, 2<sup>nd</sup> Edition by G. Brown and B. Irby

- Artifact: Title of the article and bibliographical information (APA format).
- Describe: Brief synopsis of what the article discusses.
- Analyze: Describe the importance of the article as it relates to your current position. Include connections to your leadership goal or desired position. Compare/contrast elements in the article to your experiences or previous knowledge.
- Appraise: Critique or describe whether the article was beneficial to you or not.
- Transform: Describe any future ideas or insights you gained. Describe future plans for use of the ideas presented, including any changes in your current practices or, describe how the information confirmed your current practices as an instructional leader.



NAME \_\_\_\_\_

## EDL 735 Course Rubrics

<b>Case Study (100 pts.)</b>		Points	Total
Notes			
	Abstract – Follow guidelines of journal	0-10	
	Case Narrative – Includes make believe situation with research that addresses the issues discussed	0-10	
	Teaching Notes – Discuss the purpose of the case study	0-10	
	Teaching Objectives – What objectives does the case study cover	0-10	
	Guided Discussion- Questions for discussion of the case study	0-10	
	References in APA format	0-10	
	Biographical Statement- Brief statement of your professional experiences	0-10	
	Descriptors – words that helps readers identify points included in the case	0-10	

<b>Case Study (100 pts.) (cont.)</b>		<b>Points</b>	<b>Total</b>
	Follows Publication Guidelines	0-10	
Notes			
	Submitted to Journal for Publication on Time – Includes letter of transmittal	0-10	
<b>Total Points</b>			

<b>Participation (150 pts.)</b>		<b>Points</b>	<b>Total</b>
Notes			
	Must be prepared for discussion of all course readings in class	0-30 pts	
	Must complete all written assignments	0-30 pts.	
	Must contribute to the discussion of readings during class	0-30 pts.	
	Class attendance (more than 2 absences will result in the grade being lowered by 1 letter for each additional absence). Total – 13 face-to-face meetings. Note: 3 tardies equal 1 absence.	0-30 pts.	
	Contribute information that relates to the chapters from other sources	0-30 pts.	
<b>Total Points</b>			

<b>Articles ( 2 @ 75 pts. 37.5 each)</b>		Points	Total
Notes			
	Artifact – Title and bibliographical information in APA format	.5 each article	
	Describe – Brief synopsis of what the article is about	0-7 each article	
	Analyze – <ul style="list-style-type: none"> <li>• Points outlining the importance of the article as it relates to your current position</li> <li>• Connections to your leadership goal or desired position</li> </ul>	0-5  0-5 each article	
	Appraisal – <ul style="list-style-type: none"> <li>• Critique whether the article was beneficial to you or not</li> <li>• If beneficial, describe how; if not explain why not</li> </ul>	0-5  0-5 each article	
	Transform – <ul style="list-style-type: none"> <li>• Describe any future ideas or insights you gained</li> <li>• Describe future plans for use of the ideas presented, including any changes in your current practices</li> <li>• Describe how the information did or did not confirm your current practices as an instructional leader</li> </ul>	0-3.3  0-3.3  0-3.4 each article	
Total Points			

**TOTAL POINTS FOR COURSE:** \_\_\_\_\_

**GRADE VALUES**

325-300 = A

299-274 = B

273-248 = C

Below 248 = F