

Welcome to COMM 231
Conflict Management & Communication
Loyola University Chicago
Fall 2020, T/Th 1:15 p.m.– 2:30 p.m.

Instructor: Kristina M. Green

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Zoom ID: 583-947-3064

Office Hours: By appointment using the link [here](#).

COURSE OBJECTIVE

This course is designed to introduce students to key theories 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 practical applications and strategies for achieving resolution and greater equity. By the end of this course, students will be able to:

- 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

MATERIALS

Required Text 1: *Interpersonal Conflict – Eds. 10 or 11*
Joyce Hocker & William Wilmot
McGraw-Hill, 2011

Required Text 2: *Conflict Unraveled: Fixing Problems at Work and in Families*
Andra Medea
PivotPoint Press, 2004

Sakai: sakai.luc.edu

- Students are expected to submit their assignment electronically on Sakai and are responsible for everything posted on the site. Please refer to the announcements section **regularly**.

Additional required and recommended materials for each module can be found in Sakai.

DISTANCE LEARNING

This course will be conducted remotely and consist of **both** synchronous lectures and class discussions via Zoom, as well as asynchronous learning consisting of pre-recorded PPT lectures and/or independent assignments. Please refer to the course calendar to learn which lectures you are expected to attend synchronously via Zoom and which are to be completed asynchronously.

EMAIL COMMUNICATION

The best way to reach me is via email at ksawyer4@luc.edu. I check my LUC email intermittently Monday thru Friday between 9:00am and 5:00pm CST. Students can typically anticipate a reply within 24-48 hours, except on weekends. As a general rule, students are strongly encouraged to check (1) the syllabus, (2) Sakai announcements, and (3) your class notes for answers to questions before reaching out by email. Professional email etiquette is expected.

PRIVACY & SOFTWARE RECORDINGS

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the [Sakai administrative schedule](#)). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement below:

UNIVERSITY PRIVACY STATEMENT

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

PARTICIPATION POLICY

Your success in this course depends heavily on attending lectures and participating in discussions. You are expected to attend synchronous Zoom meetings as outlined in the course calendar. With that said, the instructor recognizes that hybrid learning formats demand greater flexibility to accommodate time zones and other scheduling considerations. Therefore, attendance will not be calculated or averaged into students’ final grade.

A total of **100 participation points** will be averaged into students’ final grade. As a reminder, participation focuses on the **quantity and quality** of your engagement with content and in conversation with others. There are many ways to participate in a blended learning environment including live discussions and using the chat function in Zoom, as well as in discussion boards. Some factors that are considered when calculating participation grades: Does the student attend synchronous lectures? Does the student contribute to class discussions in a manner that suggests they have completed readings and assignments? Does the student ask questions? Does the student participate in break-out room activities? ...and so on.

ASSIGNMENTS & GRADING

| Deliverable | Scheduled | Points (each) | Total |
|--|------------------|------------------------|--------------|
| Questions Topics Provocations (QTPs): Posted to Sakai Forums | 5 | 10 | 50 |
| Quizzes Multiple choice & short answer | 5 | 10 | 50 |
| Mini-Podcast 5-7 minutes long + references | 1 | 100 | 100 |
| Annotated Bibliography | 1 | 75 | 75 |
| Final Project | 1 | 125 | 125 |
| Participation | -- | -- | 100 |
| | | Maximum Points: | 500 |

Extra credit is not offered in COMM 231. Final grades are determined on a point system as follows:
 A = 500-450; B = 449-400; C = 399-350; D = 349-300; F = < 299.

ASSIGNMENT FEEDBACK

As a general rule, students can anticipate feedback 1 week after assignments are due. Feedback will not be provided for QTPs or quizzes. Students are encouraged to schedule an appointment during office hours if they have specific questions about QTPs or quizzes.

**** WITHDRAWING FOR A GRADE OF ‘W’ ****

Emergencies happen and there is no shame in recognizing that sometimes a good course of action is to withdraw from a class and try again at another time. If for any reason you are unable to complete this class, you are encouraged to schedule an appointment with your advisor as soon as possible. A ‘W’ grade on your transcript is preferable to a failing one. Please plan accordingly and be sure to **officially withdraw** via the registrar’s office. Check Loyola’s academic calendar regarding these important deadlines.

A NOTE ON ETIQUETTE

Please join me in cultivating a classroom culture of mutual respect and maturity.

- Students are encouraged to use a Zoom background to protect the privacy of your space.
- When not speaking, be sure to keep your microphone on mute to minimize noise.
- Debate, disagreement, mistakes, and questions are par for the course. Be kind, rhetorically sensitive, and mindful of others.
- Discriminatory language of any kind– sexist, racist, ablest, ageist, homophobic, and/or xenophobic, etc.–will not be tolerated.

LATE ASSIGNMENT POLICY

Deadlines for assignments and quizzes can be found on the course calendar and are subject to change. Assignments for this class should be submitted electronically via Sakai by 11:55pm **Central Time** on the day they are due.

- QTPs submitted during or after class will not be accepted. No exceptions.
- Quizzes are open-note and available on Sakai (see calendar for deadlines). On the calendar, quiz openings are labeled in **blue**; quiz deadlines are labeled in **red**. If students miss the quiz deadline, they have 1 week to make-up the quiz but will receive a 10% penalty. The final closing deadlines for quizzes are also noted in the calendar for your convenience. There are no exceptions to this policy.
 - **Please note** that once the quiz link has been opened, students will have **1 hour** to complete. Quizzes can only be taken once, so plan accordingly and at a time and place where the assignment can be done in one sitting.
- All other assignments that are submitted after the deadline will be penalized 10% per day and will not be accepted if more than 3 days late.

SCHOOL OF COMMUNICATION STATEMENT ON ACADEMIC INTEGRITY

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. These examples of academic dishonesty apply to both individual and group assignments.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.

- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.
- Submitting the same work for credit in two or more classes, even if the classes are taken in different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

TYPES OF PLAGIARISM

- **Incremental plagiarism** is failing to give credit for parts of a source.
- **Patchwork plagiarism** is using ideas from several sources without citing all implicated sources.
- **Global plagiarism**, passing off an entire source without citation and as though it were your own work, is stealing intellectual property.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the Associate and Assistant Deans of the School of Communication. Instructors must provide the appropriate information and

documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.

The Associate and Assistant Deans of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at:

http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml.

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

All faculty require that students use legal and proper source attribution on all assignments. Proper APA citations for materials submitted in this course are expected. Plagiarism of any kind will not be tolerated.

LETTERS OF ACCOMMODATION

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equal access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

TESTING ACCOMMODATIONS IN SAKAI

Time limits or date settings may need to be modified for SAC students that presented you with an accommodation letter. [Please click this link for instructions on how to modify settings for individual students.](#) Your assessment must already be created to apply these settings.

HEALTH & SAFETY

Several important health and safety guidelines are now in place. For those students who are living on campus, visiting campus, or attending one of the limited number of on-campus classes, please note [required personal safety practices](#) when coming to campus. Additional guidelines for navigating Loyola's campuses are outlined on the Return to Campus webpage: [Campus Scenarios](#). If you have any questions, concerns or specific requests, please don't hesitate to reach out to your representative on the [Academic Continuity Working Group](#).

MANAGING LIFE CRISES AND FINDING SUPPORT

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf – please email me or schedule a meeting with me during office hours.

To learn more about the Office of the Dean of Students, please find their websites at LUC.edu/dos or LUC.edu/csaa. Or you may contact them directly at 773-508-8840 and at deanofstudents@luc.edu.

ADDITIONAL RESOURCES AT LOYOLA UNIVERSITY CHICAGO

- LUC Wellness Center: <https://www.luc.edu/wellness/mentalhealth/>
- John Felice Rome Center: <https://www.luc.edu/rome/resources/admittedstudents/studentwithdisabilities/>
- Career Development Center Resources: <https://www.luc.edu/career/resources-diversity.shtml#Disabilities>
- Student Diversity & Multicultural Affairs: <https://www.luc.edu/diversity/resources/>
- Undocumented Status Resources: <https://www.luc.edu/diversity/resources/undocumentedstudentresources/>

COURSE CALENDAR

This course calendar is subject to change. Please check Sakai announcements and lesson pages regularly for updates. Assignments are listed by the date that they are **DUE**. In other words, please complete course readings and assignments **before** coming to class that days. All assignments and quizzes should be submitted electronically via Sakai.

All **pre-recorded PPTs** can be found on Sakai → Lessons.

All **QTPs** are due by 11:55pm CST on Sakai → Forum.

All **quizzes** are due by 11:55pm CST on Sakai → Tests.

| Dates | Topic/Lecture | Assignments & Deadlines | Mode |
|---------------|---|--|---------------------------|
| Week 1 | | | |
| T, 8/25 | Introduction & Syllabus | <u>Complete Google Form</u> Joravsky, B. (2004). <i>Fighting Changes: Andra Medea wrote the book on how to deal with bullies</i> . Reader.com. | <u>Synchronous</u> |
| Th, 8/27 | Defining conflict | Ch 1: Interpersonal Conflict Ch 1: Conflict Unraveled | <i>Pre-recorded</i> |
| Week 2 | | | |
| T, 9/1 | Perspectives on conflict | Ch 2: Interpersonal Conflict | <u>Synchronous</u> |
| Th, 9/3 | Conflict continuum <u>Quiz #1 now available</u> | Ch 2: Conflict Unraveled <u>QTP #1 due</u> | -- |
| Week 3 | | | |
| T, 9/8 | <u>QTP #1 Discussion</u> | -- | <u>Synchronous</u> |
| Th, 9/10 | Conflict Styles | Ch 5: Interpersonal Conflict <u>Quiz #1 due</u> | <i>Pre-recorded</i> |
| Week 4 | | | |
| T, 9/15 | Interests and Goals | Ch 3: Interpersonal Conflict | <i>Pre-recorded</i> |
| Th, 9/17 | Equity Theory Interests and Goals (<i>continued</i>) | Cheng, B., Zhou, X., Guo, G., & Yang, K. (2020). Perceived overqualification and cyberloafing: A moderated-mediation model based on equity theory. <i>Journal of Business Ethics</i> , 164(3), 565-577. <i>Quiz #1 closed (-10%; no make-ups available)</i> | <u>Synchronous</u> |
| Week 5 | | | |
| T, 9/22 | Healthy Conflict Hierarchies and Politics <u>Quiz #2 now available</u> | Ch 3: Conflict Unraveled Ch 5: Conflict Unraveled <u>QTP #2 due</u> | -- |
| Th, 9/24 | <u>QTP #2 Discussion</u> | -- | <u>Synchronous</u> |

| Week 6 | | | |
|-----------|---|--|---------------------|
| T, 9/29 | Assignment Review: Mini-Podcast | Drop-In Office Hours Quiz #2 due | <i>Pre-recorded</i> |
| Th, 10/1 | Leadership Signaling | Ch 4: Conflict Unraveled | |
| Week 7 | | | |
| T, 10/6 | Power | Ch 4: Interpersonal Conflict Ch 6: Conflict Unraveled QTP #3 due <i>Quiz #2 closed (-10%; no make-ups available)</i> | <i>Pre-recorded</i> |
| Th, 10/8 | QTP #3 Discussion | van Bijnen, E. (2019). Dialogical power negotiations in conflict mediation. <i>Language and Dialogue</i> , 9(1), 84-105. Solomon, D. H., Knobloch, L. K., & Fitzpatrick, M. A. (2004). Relational power, marital schema, and decisions to withhold complaints: An investigation of the chilling effect on confrontation in marriage. <i>Communication Studies</i> , 55(1), 146-167. | Synchronous |
| Week 8 | | | |
| T, 10/13 | <i>TBD</i> | <i>TBD</i> | Synchronous |
| Th, 10/15 | <i>No class;</i> <i>Finish mini-podcast</i> | Submit Podcast by Friday, 10/16 at 11:55pm CST on Sakai | -- |
| Week 9 | | | |
| T, 10/20 | Emotions in Conflict <i>Quiz #3 now available</i> | Ch 6: Interpersonal Conflict | <i>Pre-recorded</i> |
| Th, 10/22 | Bevel's Principle of Communication | Ch 7: Conflict Unraveled | Synchronous |
| Week 10 | | | |
| T, 10/27 | Blind behavior Victims, Villains, & Heroes Assignment Review: Annotated bibliography | Ch 8: Conflict Unraveled Ch 9: Conflict Unraveled QTP #4 due | <i>Pre-recorded</i> |
| Th, 10/29 | QTP #4 Discussion | Quiz 3 due | Synchronous |
| Week 11 | | | |
| T, 11/3 | Assignment Review: Final Project | <i>No class; Election Day</i> | <i>Pre-recorded</i> |
| Th, 11/5 | Annotated bibliography workshop | Bring 2-3 credible sources to class <i>Quiz #3 closed (-10%; no make-ups available)</i> | Synchronous |
| Week 12 | | | |

| | | | |
|---|--|---|--|
| T, 11/10 | Negotiation Tactical Aikido | Ch 8: Interpersonal Conflict Ch 10: Conflict Unraveled | <i>Pre-recorded</i> |
| Th, 11/12 | <i>TBD</i> <i>Quiz #4 now available</i> | Annotated bibliography due Friday, Nov. 13 by 11:55pm CST on Sakai | <u>Synchronous</u> |
| Week 13 | | | |
| T, 11/17 | Interpersonal Conflict & Dating | Merolla (2017) – Forgiveness | <u>Guest lecture:</u> <u>Jamie Foster</u> <u>Campbell</u> |
| Th, 11/19 | <i>Quiz #5 now available</i> | <u>QTP #5 due</u> <u>Quiz #4 due</u> | -- |
| Week 14: Happy Thanksgiving, COMM 231! | | | |
| Week 15 | | | |
| T, 12/1 | Moderating Conflict | Ch 10: Interpersonal Conflict Epilogue: Conflict Unraveled | <i>Pre-recorded</i> |
| Th, 12/3 | QTP #5 Discussion | <u>Quiz #5 due</u> <i>Quiz #4 closed (-10%; no make-ups available)</i> | <u>Synchronous</u> |
| Week 16 | | | |
| T, 12/8 | -- | | -- |
| Th, 12/10 | -- | Submit Final Project between <u>8:00am and</u> <u>9:15am CST</u> on Sakai <i>Quiz #5 closed (-10%; no make-ups available)</i> | -- |