

Communication and Conflict Management

Communication 3330

School of Communication

Autumn 2020

“...and then I heard the voice of Dr. Martin Luther King Jr. on an old radio. He said we are all complicit when we tolerate injustice. He said it is not enough to say it will get better by and by. He said each of us has a moral obligation to stand up, speak up and speak out. When you see something that is not right, you must say something. You must do something.” “But say it with love.”

“Ordinary people with extraordinary vision can redeem the soul of America by getting in what I call good trouble, necessary trouble.” From US Rep. John Lewis’s last commentary and writings, July 31, 2020

Susan L. Kline PhD

Email: Kline.48@osu.edu

Office Hours: Thurs. Zoom; 9:00-10:30 or by appt.
link provided on Carmen/email

Office: 3106 Derby Hall

Phone: 614-292-0464

Class sessions: Live Zoom meeting time:
T Th 11:10-12:30 pm
unless noted on the schedule

Welcome!

This course introduces students to the role of communication in conflict analysis and conflict management. The course teaches how to describe conflict accurately, how to assist parties in resolving conflict, and how to negotiate and manage destructive conflict developments. The course includes the role of argumentation in disputes, including ways to construct and defend argumentative cases on controversial issues.

By the end of the course students should

- Be familiar with communication theory regarding conflict analysis and management.
- Exhibit knowledge about the features of productive conflict interactions.
- Demonstrate efficacy in assessing conflict situations.
- Communicate recommendations for managing conflict.

- Demonstrate knowledge of mediation and conflict negotiation strategies.
- Demonstrate efficacy in constructing and defending a case on a controversial issue.

Modes and organization of delivery

This course will be delivered 100% online. Most sessions will be live on Tuesdays and Thursdays, 11:10-12:30, with class meeting links supplied to students on Carmen and email. Some sessions will be asynchronous, with those sessions indicated on Carmen or the course schedule. The course is organized into weekly Modules on Carmen.

Course materials

Required Textbook: Hocker, J.L. & Wilmot, W.W. (2018). *Interpersonal Conflict, 10th Edition*, Dubuque, IA: McGraw-Hill Publishers.

Additional required readings are available on Carmen and are listed at the end of the syllabus. These readings elaborate upon theories and concepts discussed in class and provide additional bases for skill development.

Grading

Assignments

Examinations (2 at 50 points each = 100)

There will be two examinations in this course that will cover concepts, findings and strategies from the course readings, materials and lectures. Two timed examinations will be administered on Carmen with Proctorio and consist of multiple choice and/or short answer-essay questions. Each 80-minute examination will be available starting at 11:00 am on the assigned day until 11:59 pm.

To help you prepare for these exams, I will provide study guide questions for each reading two weeks ahead of each exam and hold a live review session prior to each exam.

Quizzes (6 = 60 points)

You are also asked to complete several short Carmen quizzes (open-book, with two attempts) over the readings. The quizzes will consist of multiple-choice questions and are not designed to be shared with others. Providing answers or assistance to others is punishable according to the Ohio State University Code of Student Conduct up to and including failure in the course and suspension from OSU. The purpose of the quizzes is to (a) help you keep up with readings and study guide questions, and (b) provide a low-stakes way to experience the type of questions that will appear on the exams.

Short Writing Activities (80 points)

You will be asked to complete several short writing activities, weekly or biweekly, which will be posted on Carmen. These assignments will ask you to use theories and concepts from the readings and lectures to reflect upon your own ability to manage conflict or to help others to manage conflict. Responses vary in points and will be graded on (a) completeness, (b) clarity, and (c) relevance to the topic of the week/readings. Most responses will be no longer than one single-spaced page, and several of these writing activities will be able to be integrated into the term project paper.

Portfolio Term Project in Conflict Management 100 points

This is your opportunity to apply what you're learning in this course by preparing a conflict management case study of a particular real-life conflict that either you have had or continue to have with another person, or a conflict you have witnessed or are witnessing. You must incorporate course concepts and theories in your analysis, self-reflection and action plan. In the paper you will be asked to describe the conflict and its interaction patterns, as well as provide a conflict assessment, and message strategies for managing the conflict. The paper should be a well-organized case study that analyzes key issues, incorporates course concepts, and identifies appropriate communication message strategies to resolve the conflict. The paper format will be no more than 8 pages double spaced, with one inch margins, APA format, plus a title and reference page.

Group Practice Activities 60 points

We will have several opportunities in class or on discussion posts to obtain training in various conflict management skills and strategies (see sample activities listed on the schedule). The lowest grade among these activities will be dropped and not count toward the final grade.

Professional Communication Policy 40 points

Mediation and conflict resolution skills includes developing policies for workplaces to encourage colleagues to communicate professionally as they present their complaints and grievances. To close our unit on conflict management, you will be asked, along with your group, to develop a two-three page policy on professional communication practices for handling disputes in a particular type of workplace. We will allocate parts of two class sessions to enable groups to complete their work.

Argument for Social Change: Argument Briefs and Debate Presentation 70 points

The last third of the course will be devoted to the discussion of issue controversies. Students will learn how to formulate an argumentative case on a topic of their choosing, and then present their case with a team mate to another team who will argue the opposing side. Three specific assignments are interlinked. Briefs are typically drafts of the debate presentations.

1. Brief. Students will develop an affirmative or negative brief, which states the arguments students believe are the best for his/her case. 4 pages maximum
2. Rebuttal brief. Students will also develop a rebuttal brief to respond to the other side of his/her case. 2 pages maximum.
3. Debate. Students will present their case in ideally groups of 4 members, either posted online or given orally.

Participation 40 points

You are expected to participate in the lecture discussions, as understanding conflict involves discussing the topics we will cover. Besides the lecture-discussions, our sessions will involve class discussions of case studies, and applying course concepts in group activities and tasks that are due at the end of class sessions.

For our live sessions, please let me know if you need to miss class for university-excused reasons, for personal/family illnesses, or for emergencies (with proper documentation). To ensure that extensive absences will not affect your participation grade, deadlines for notification need to be supplied within 48 hours of missing class.

Late assignments

Late assignments will not be accepted.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Please note: Carmen Canvas, OSU's grading and class management software, does not round fractions up.

C-REP (Communication Research Experience Program) Research Credits: Students enrolled in COMM 3330 may participate in the Communication Research Experience Program ("C-REP"). C-REP is designed to give students direct exposure to the topics, goals, methods, and ethical issues of communication research. Students can earn a maximum of 2% credit toward your final grade through participation in C-REP.

Participation can take the form of:

- Completing two hours (1 hour = 1% of extra credit) of C-REP research studies, OR^[1]_{SEP}
- Completing two C-REP alternative written assignments (1 assignment = 1% extra credit), OR^[1]_{SEP}
- Completing a combined total of two hours of research studies and alternative writing assignments. You should NOT wait until the last minute to sign up for participation. It is wise to complete this as early as possible, when demands on your time are the lightest. Please take the time to read the detailed C-REP Student Guide posted on the course website listed under Important Documents/Links. Please direct any questions regarding C-REP to Shannon Poulsen at poulsen.6@osu.edu.

Attendance, participation, and discussion

Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (e.g., instructor content and Carmen activities) in addition to 6 hours of homework (e.g., reading and assignment preparation) to receive a grade of (C) average.

Internal communication practices

Grading and response time: For large weekly assignments, you can generally expect a response from me within 7-10 school days

E-mail: I will reply to e-mails within **24 hours on school days**.

Discussion board: I will check and reply to messages in the discussion boards **every 24 hours** on school days.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let us maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor and TA both work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, please use APA style. For online sources, be sure to include a link.)

Creating an optimal learning experience

Previous distance learning courses have provided insights from students on how to improve one's learning experience. Here are a few tips from previous students to encourage your success in this online course:

- Students kept up with the schedule and assignment due dates.
- Students made sure they had access to a reliable internet connection.
- Students had access to at least one reliable device and had a backup plan in case of a technological issue. OSU provides free access to data storage through [BuckeyeBox](#) and [Microsoft One Drive](#).
- Students reported that completing assigned readings before viewing or attending lectures helped them follow the lectures and participate in discussion.
- Students scheduled time to complete activities at a steady pace during the week. Keeping a schedule kept the workload manageable.
- Students approached the material by thinking about the connections between readings, lectures, and assignments.
- Students followed the instructor's preference for camera and microphone settings during online synchronous meetings.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
 - **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
[Carmen accessibility](#)
- **Secured Media Library**
 - Some of the videos for this course may be posted in the University's Secured Media Library. The link will be posted on the class Carmen page and you will be automatically directed to the correct video.

- [Secured Media Library](#) help guide
- **Carmen Zoom:**
 - Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.
 - Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor or TA in the virtual office hours room.
 - [Carmen Zoom](#) help guide
- **Proctorio:**
 - Proctorio, an online proctoring tool, will be used during this course for quizzes and examinations. Proctorio offers you flexibility to take your exams at the time and in the location of your choosing. Students are required to have a webcam (USB or internal) with a microphone and a strong and stable internet connection. During the course of an exam, Proctorio will record the testing environment, therefore students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. Instructions for Proctorio use will be provided. To use Proctorio you **must be over 18 years of age**. Additionally, the tool has **limitations in its accessibility for students reliant upon screen readers and keyboard navigation**. **If you have concerns about using an online proctoring tool for the reasons listed above or in general, please work with your instructor to find an equivalent alternative. Additional information on academic integrity at Ohio State and recommended proctoring options are available.**
 - Proctorio offers free [24/7 student support](#) through web chat or email.
- **Turnitin:**
 - Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources.
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Web cam and microphone

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Other course policies

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Interim Ohio State Title IX Coordinator, Molly Peirano, at titleix@osu.edu

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445)

COVID-19 and Illness Policies

University COVID policies

All of us are expected to adhere to University COVID policies that relate to this course.

Student illness or absence

If *you* are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able. All materials will be made available on Carmen, including lecture recordings and slides. Alternate assignments or extensions may be arranged.

Instructor illness or absence

If I am too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

Academic integrity policies

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Accessibility accommodations for students with disabilities

Requesting accommodations

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

List of additional readings:

Conflict interaction

Folger, J.P., Poole, M.S., & Stutman, R.K., (2016). *Working through conflict*, 7th ed. New York: Routledge. Selected excerpts.

Guerrero, L.K., Andersen, P.A., & Afifi, W.A. (2014). *Close encounters: Communication in relationship*, 4th ed. Los Angeles: SAGE Publications. Selected excerpts.

Jandt, F.E. (2017). *Conflict & communication*. Los Angeles: Sage Publications. Selected excerpts.

Argumentation skills

Freeley, A.J., & Steinberg, D. *Argumentation and Debate*, 11th ed. Selected chapter excerpts.

Hill, B., & Leeman, R.W. (1997). *The art and practice of argumentation and debate*. Mountain View, CA: Mayfield Publishing. Selection from Chapter 4: Preparing evidence.

Hollihan, T.A., & Baaske, K.T. (2005). *Arguments and arguing: The products and process of human decision making, 2nd Ed.* New York: Waveland Press. Chapter 9. Refutation.

Lundsford, A.A., Ruszkiewicz, J.J., & Walters, K. (2013). *Everything's an argument*. Boston: Bedford/St. Martins. Selection from Chapter 1.

Warnick, B., & Inch, E.S. (1998). *Critical thinking and communication: The use of reason in argument*. Boston: Allyn & Bacon. Selected excerpts.

Ziegelmueller, G.W., & Kay, J. (1996). *Argumentation: Inquiry and advocacy, 3rd edition*. Englewood Cliffs, NJ: Prentice Hall. Chapter 11, Outlining & Briefs.

Communication 3330 Tentative Schedule				
Week	Class date	Title	Reading	Topics and Deadlines
I. Conflict Analysis				
1	25-Aug	Communication & Conflict Management	HW Chapter 1 (1-17)	<i>Conflict: definition, contexts, types, skills * Course & class introductions</i>
	27-Aug	A Model for Conflict Management PRACTICE #1: Case analysis; Using ice-breakers to build trust	HW Chapter 1 Folger, Poole & Stutman (FPS), pp.16-38	<i>* A model and properties of conflict interaction * spirals</i>
2	1-Sept	Perspectives on conflict; listening	HW Chapters 1,2	<i>Metaphors * Social cognitive knowledge * culture * Listening * Culture & conflict</i>
	3-Sept	Analyzing conflict	HW Ch. 7 (pp. 230-9; 249-55)	Asynchronous mode * Watch lecture-Deconstructing conflict Quiz #1 due 9/5. Writing #1 due
3	8-Sept	Interests and goals in conflict (TRIP) PRACTICE	HW Chapter 3 Politeness theory handout	<i>What are parties' interests & relationship, identity and process goals in conflict?</i>
	10-Sept	Face-saving; conflict interaction & argument	FPS pp. 181-198	<i>Face-saving * argument * conflict interaction patterns</i> PRACTICE
4	15-Sept	Power in Conflict	HW Chapter 4 Jandt, pp. 10-13 Jandt, pp. 25-34	<i>Theories of power in conflict * Bases of power * Relational power * Balancing power * power & decision making; tools to avoid groupthink</i>

	17-Sept	Avoiding GroupThink PRACTICE	View Challenger Documentary	https://www.youtube.com/watch?v=2FehGJQlOf0 <i>Asynchronous mode</i> * <i>Watch lecture on group think</i> <i>Quiz #2 due 9/19 Writing activity due 9.19</i>
5	22-Sept	Conflict Styles and Tactics	HW Chapter 5 HW p. 154: Assess your style! Jandt pp. 45-47	<i>In what conflict circumstances do we use particular conflict styles? *Message features of each style</i>
	24-Sept	PRACTICE #2: Analysis of conflict styles Review for Exam #1	HW Applications 5.2, 5.3, 5.7 Jandt, pp.126-36. Assess verbal aggressiveness with scale in Module	<i>Use of appropriate conflict styles & tactics</i> <i>*Aggressiveness versus assertiveness</i>
6	29-Sept	Examination #1		
II. Conflict Management				
	1-Oct	Emotions & Conflict	HW Chapter 6; FPS, pp. 42-56 Jandt, pp. 136-42	<i>*Mapping emotions * Core concerns framework</i> <i>*Psychodynamic perspective*Managing anger</i> <i>*How recognize and prevent bullying</i>
7	6-Oct	Resolving Conflict Together	HW Chapter 8 Jandt, pp. 99-109; FPS, pp. 229-47	<i>What are major negotiation strategies * Game theory * Principled negotiation * A Normative model for conflict management</i>
	8-Oct	PRACTICE #3: Negotiation, Conflict Resolution	HW Chapter 8 Jandt, pp. 99-109 FPS, pp. 229-47	<i>Quiz #3 due 10/10.</i>

8	13-Oct	Paper Workshop		<i>No formal class. Opportunity to discuss students' conflict management project.</i>
	15-Oct	Third Party Intervention	HW Chapter 9 Jandt (145-155)	<i>*Types of 3rd party interventions * Mediation styles</i> Projects due 10/20.
9	20-Oct	PRACTICE #4: Mediation	Jandt (156-171)	<i>* How to conduct mediation * Mediation strategies</i>
	22-Oct	PRACTICE #5: Conflict Policy		<i>Developing professional communication policies; Preventing destructive conflict practices</i> <i>Quiz #4 due 10/24.</i> <i>Group policies due 10/27.</i>
10	27-Oct	Ending conflicts Review for Exam #2	Jandt, pp. 193-212	<i>How to live and communicate after the conflict? How to break conflict spirals?</i>
	29-Oct	Examination #2		
III. How to get into "good trouble": Debate skill				
11	3-Nov	Debate Bootcamp	Inch & Warnick, propositions, evidence Ziegelmuller & Kay, the brief	<i>How does academic debate on an issue controversy work? Concepts: argument, evidence; propositions, stock issues, debate roles; the brief assignment</i>
	5-Nov	Debate Bootcamp	Freeley & Steinberg, Building affirmative cases	<i>Building a case for the first affirmative; building a case for the second affirmative</i> <i>Quiz #5 due 11/7.</i>
12	10-Nov	Debate Bootcamp	Freeley & Steinberg, Building negative cases	<i>Building a case for the first negative; building a case for the second negative</i>
	12-Nov	Debate Bootcamp	Hollihan & Baske, Refutation	<i>Handling fallacies, refutation practices, flow sheeting</i> <i>Quiz #6 due 11/14.</i>

13	17- Nov	Debate Workshop Prep		<i>I'm available to help any team over the next three weeks.</i>
	19- Nov	Debate Presentations		
14	24- Nov	Debate Presentations		
15	1- Dec	Debate Presentations		
	3- Dec	Debate Presentations		<i>Debate briefs due; debate evaluations due.</i>
	8-Dec	Noon-1:45 Debate Presentations		

There may be updates or changes to make the class a better experience for everyone. Any changes will be posted to Carmen and announced in class.