

SOUTHERN CALIFORNIA SEMINARY
2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019-1108

SS-301 Interpersonal Conflict Resolution

Summer Trimester, Module 6
July 10, 2017 – August 27, 2017
Online Only

PROFESSOR

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COURSE DESCRIPTION

An interactive study which presents the student with communication theories and interpersonal skills relevant to conflict resolution, including recognizing, understanding, and managing interpersonal and group conflict. *3 Units*

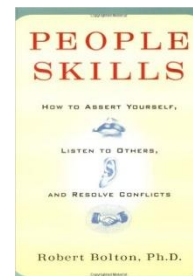
STUDENT LEARNING OUTCOMES

The student who successfully completes this course will be able to . . .	PROGRAM OBJECTIVES*	SCS INSTITUTIONAL OBJECTIVES*	COURSE REQUIREMENT (CR #)
1. Explain the biblical foundation for interpersonal conflict.	1,5	1,7,	1,2,4,6
2. Understand the dynamics of interpersonal conflict and conflict resolution.	2,3,4	4,	1,2,3,6
3. Demonstrate techniques for resolving conflict in friendship, marriages, family, and work.	2,3,4	2,3,6	1,3,6
4. Explain the biblical foundation for interpersonal conflict resolution.	1,5	1,7,8	1,2,4,5
5. Describe common barriers to conflict resolution and specific strategies for overcoming them.	2,3,4	2,3,5,8	1,3,4,6

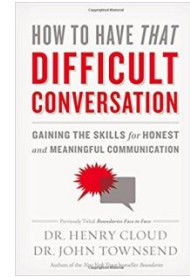
* *The program and institutional objectives are published in the Academic Catalog.*

REQUIRED TEXTBOOKS

1. The Holy Bible. A translation based on formal equivalence, such as the New King James Version or the New American Standard Bible, is recommended for study.
2. Bolton, Robert. *People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts*, Touchstone Publishers, 1986. ISBN 978-0671622480 \$7.38



3. Cloud, Henry and Townsend, John. *How to have that Difficult Conversation: Gaining Skills For Honest and Meaningful Conversation*. Zondervan, 2015. ISBN: 0310342562 \$7.13
4. An additional textbook / workbook, in eBook format, will be provided by your instructor on the first night of class. Free



Please Note: Textbooks can be purchased through Amazon.com or elsewhere. It is your responsibility to order all of the required textbooks.

COURSE REQUIREMENTS

1. Read all of the assigned readings from the textbooks and online sources. The student is expected to keep a journal of reading assignments with pertinent notes. Each journal should include a minimum of ten insights you learned, three questions you have after reading the material, and one specific example of how the material was applied or could have been applied. Examples can come from personal experience or relevant articles (140 pts).
2. Take two exams as indicated in the class schedule (200pts.)
3. Complete the weekly discussion board assignment and responses as described in Blackboard (140 pts).
4. Complete the weekly workbook assignments at the end of each chapter in your instructor assigned text (140 pts).
5. A ten page paper entitled, Conflict Resolution in Real Life, is to be submitted on the final night of class (200 pts).
6. Upload a five-minute video presentation explaining your most important take away from your conflict resolution experiment. Watch and comment on a minimum of three of your peers posts.

SEQUENCE OF INSTRUCTION

Read the table like this, “At Session ____ on _____, the scheduled session content is _____, and the assignment *due before that session* is _____.”

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
1	07/10/17 - 07/16/17	Course Introduction. Review syllabus and assignments. A look at conflict patterns in scripture, marriage, family, friendships, and work. Conversation in the resolution process	<input type="checkbox"/> Read, <i>People Skills</i> , ch1-2 <input type="checkbox"/> Read, <i>Difficult Conversations</i> , ch1-4 <input type="checkbox"/> Read, <i>Instructor Text</i> , ch 1 <input type="checkbox"/> Submit Reading Journal #1 <input type="checkbox"/> Submit Workbook Assignment #1 <input type="checkbox"/> Submit Blackboard Assignment and Responses #1

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
2	07/17/17 - 07/23/17	Balancing Grace and Truth. Strategies for staying on topic. Listening and reflecting skills.	<input type="checkbox"/> Read, <i>People Skills</i> , ch 3-4 <input type="checkbox"/> Read, <i>Difficult Conversations</i> , ch 5-8 <input type="checkbox"/> Read, <i>Instructor Text</i> , ch 2 <input type="checkbox"/> Submit Reading Journal #2 <input type="checkbox"/> Submit Workbook Assignment #2 <input type="checkbox"/> Submit Blackboard Assignment and Responses #2
3	07/24/17 - 07/30/17	Affirmations, apologies, and becoming an agent of change. Reading body language.	<input type="checkbox"/> Read, <i>People Skills</i> , ch 5-6 <input type="checkbox"/> Read, <i>Difficult Conversations</i> , ch 9-12 <input type="checkbox"/> Read, <i>Instructor Text</i> , ch 3 <input type="checkbox"/> Submit Reading Journal #3 <input type="checkbox"/> Submit Workbook Assignment #3 <input type="checkbox"/> Submit Blackboard Assignment and Responses #3 <input type="checkbox"/> Take Quiz #1 Note: It's Time To Order All Textbooks For Next Module!
4	07/31/17 - 08/06/17	Creating problem awareness. Forgiving vs. Trusting. Assertiveness skills.	<input type="checkbox"/> Read, <i>People Skills</i> , ch 7-8 <input type="checkbox"/> Read, <i>Difficult Conversations</i> , ch 13-16 <input type="checkbox"/> Read, <i>Instructor Text</i> , ch 4 <input type="checkbox"/> Submit Reading Journal #4 <input type="checkbox"/> Submit Workbook Assignment #4 <input type="checkbox"/> Submit Blackboard Assignment and Responses #4
5	08/07/17 - 08/13/17	Dealing with blame. Difficult conversation preparation. Handling push back.	<input type="checkbox"/> Read, <i>People Skills</i> , ch 9-10 <input type="checkbox"/> Read, <i>Difficult Conversations</i> , ch 17-20 <input type="checkbox"/> Read, <i>Instructor Text</i> , ch 5 <input type="checkbox"/> Submit Reading Journal #5 <input type="checkbox"/> Submit Workbook Assignment #5 <input type="checkbox"/> Submit Blackboard Assignment and Responses #5

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
6	08/14/17 - 08/20/17	Conflict resolution at home, work, and with friends. Self-care in the conflict resolution process. Conflict prevention.	<input type="checkbox"/> Read, <i>People Skills</i> , ch 11-12 <input type="checkbox"/> Read, <i>Difficult Conversations</i> , ch 21-24 <input type="checkbox"/> Read, <i>Instructor Text</i> , ch 6 <input type="checkbox"/> Submit Reading Journal #6 <input type="checkbox"/> Submit Workbook Assignment #6 <input type="checkbox"/> Submit Blackboard Assignment and Responses #6 <input type="checkbox"/> Submit Class Presentation and Peer Responses
7	08/21/17 - 08/27/17	Conflict resolution with authority figures. The emotional components of conflict. Lifelong development and growth.	<input type="checkbox"/> Read, <i>People Skills</i> , ch 13 <input type="checkbox"/> Read, <i>Difficult Conversations</i> , ch 25-27 <input type="checkbox"/> Read, <i>Instructor Text</i> , ch 7 <input type="checkbox"/> Submit Reading Journal #7 <input type="checkbox"/> Submit Workbook Assignment #7 <input type="checkbox"/> Submit Blackboard Assignment and Responses #7 <input type="checkbox"/> Complete Quiz #2 <input type="checkbox"/> Submit Final Paper

STUDENT EVALUATION

Reading and Journal (7).....	140	14%
Quizzes (2).....	200	20%
Discussion Board Assignments (7)	140	14%
Experiential Paper.....	200	20%
Workbook Assignments (7).....	140	14%
Class Presentation and Peer Responses	180	18%
	1000 pts, 100%	

GRADE SCALE

The final course grades are not given out until at least three weeks after the course is finished. A student will not be given their final grade unless the course has been paid for in full.

Grade	Percent	Points	Grade	Percent	Points
A	95–100%	945-1000	C	77–79%	765-794
A-	92–94%	915-944	C-	74–76%	745-764
B+	89–91%	895-914	Any grade lower than “C-” will be		

B	86–88%	855-894	lowered to “F.”
B-	83–85%	825-854	
C+	80–82%	795-824	

ATTENDANCE POLICY

For the Courses (42 lecture hours/ 14 weeks), more than 10 minutes missing from class is considered a Tardy, and more than 20 minutes missing from class is counted as an Absence. Two tardies = one absence. Two absences results in being dropped from the course. You are permitted two absences for a 14-week course but will be required to complete a special assignment to make-up for the hours of classroom instruction missed. Students may not make-up an absence in this way for the first class session inasmuch as an absence from the first class will result in the student being administratively dropped from the course.

PLEASE BE ON TIME FOR CLASS!

LATE COURSE WORK POLICY

Late work will receive an automatic grade reduction. All assignments are due by Midnight on Sunday. Work received Monday-Wednesday will receive a 25% reduction of the total points earned. Work that is more than 3 days late will receive a 50% reduction of the total earned points.

ACADEMIC INTEGRITY

Southern California Seminary expects its students to conduct themselves honestly in their personal and academic lives. If evidence arises of academic dishonesty, the dean of the program will investigate the matter and take appropriate action.

Offenses Against Academic Integrity

Cheating. Cheating is never tolerated at SCS.

Plagiarism. Plagiarism can occur intentionally or inadvertently. Intentional acts of plagiarism involve knowingly and willingly treating another person's work as one's own original work. It includes copying or imitating the words, sentences, outlines, or ideas of another person. Inadvertent plagiarism can occur when a student fails to properly cite original sources. Plagiarism will not be tolerated at SCS. Therefore, all offenses of plagiarism will be reported to the dean of the program in which the offense occurred and an investigation will be made to determine what disciplinary action should be taken.

Aiding or Conspiring in the Commission of Plagiarism. Helping someone commit plagiarism is viewed as equally dishonest as plagiarism, for all participating parties.

Multiple Submissions. This offense occurs when a student submits a paper that was written for another course as if it were an original paper satisfying the requirements of the present course. Attempting to submit such work is deceptive and a form of academic dishonesty. On the occasion that a student's previous work has some potential for expansion, improvement, or to serve as a starting point for another line of thought (as with Doctrinal Summary/Synopsis) the student will be advised by the professor to what extent a particular

previous work may be permitted. The professor may require that a copy of the previous work be submitted with the later work.

LIBRARY

The SDCC/SCS Library website is your gateway to library resources and information. For a complete description of the library's holdings, services, staff and access to its online collections, go to: <http://sdcc.edu/library>.

