Eastern Illinois University
New Course Proposal
CMN 3660, Communication and Conflict Management

Banner/Catalog Information (Coversheet)

1. ____New Course or __X___Revision of Existing Course

2. **Course prefix and number:** ____CMN 3660_____

3. **Short title:** _____Comm and Conflict Management_____

4. **Long title:** _____Communication and Conflict Management _____

5. **Hours per week:** __3_ Class   __0_ Lab   __3_ Credit

6. **Terms:** ___ Fall   ___ Spring   ___ Summer   _X__ On demand

7. **Initial term**: ___ Fall   __X_ Spring   ___ Summer   Year: _2016_____

8. **Catalog course description:** This course examines the nature of interpersonal conflict, its causes and consequences. The focus is on application of communication theories and research that illuminate why people behave as they do in conflict. The course also focuses on how to effectively manage conflicts and improve interpersonal communication quality.

9. **Course attributes:**

    General education component: _____N/A_____

    ___ Cultural diversity ___ Honors ___ Writing centered   ___ Writing intensive __X_Writing active

10. **Instructional delivery**
    Type of Course:

    __X_ Lecture   ___ Lab   ___ Lecture/lab combined   ___ Independent study/research

    ___ Internship   ___ Performance   ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    _X__ Face to Face   _X__ Online   ___ Study Abroad

    ___ Hybrid, specify approximate amount of on-line and face-to-face instruction_____

11. Course(s) to be deleted from the catalog once this course is approved. ___None_____

12. **Equivalent course(s):** ___None_____

    a. Are students allowed to take equivalent course(s) for credit? ___ Yes   _X__ No

13. **Prerequisite(s):** ____None_____

    a. Can prerequisite be taken concurrently? ___ Yes   ___ No

    b. Minimum grade required for the prerequisite course(s)? ___

    c. Use Banner coding to enforce prerequisite course(s)? ___ Yes ___ No

    d. Who may waive prerequisite(s)?

        ___ No one   ___ Chair   ___ Instructor   ___ Advisor   ___ Other (specify)

14. Co-requisite(s): _____None_____

15. Enrollment restrictions

    a. Degrees, colleges, majors, levels, classes which <u>may</u> take the course: _____All_____

    b. Degrees, colleges, majors, levels, classes which may <u>not</u> take the course: ___None_____

16. Repeat status: __X_ May not be repeated   ___ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ___

18. Grading methods: __X_ Standard   ___ CR/NC   __ Audit   ___ ABC/NC

19. Special grading provisions:

    ___ Grade for course will <u>not</u> count in a student's grade point average.

    ___ Grade for course will <u>not</u> count in hours toward graduation.

    ___ Grade for course will be removed from GPA if student already has credit for or is registered in: _____

    ___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:
Supplemental Materials or Software_____None_____

Course Fee _X__No ___Yes, Explain if yes_____

21. Community college transfer:

    ___ A community college course may be judged equivalent.

    __X_ A community college may <u>not</u> be judged equivalent.

Note: Upper division credit (3000+) will <u>not</u> be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. __X_Course is required for the major(s) of <u>Department of Communication Studies Interpersonal option area</u>

    ___Course is required for the minor(s) of _____

    ___Course is required for the certificate program(s) of _____

    __X_ Course is used as an elective <u>for Communication Studies majors</u>

2. **Rationale for proposal**: This revision is intended to: (1) update the course description, (2) update course objectives in order to meet Eastern Illinois University's learning goals, (3) add an online delivery option in response to increased demand for digitally-delivered courses, and (4) change the writing intensive designation to a writing active designation. While this course utilizes writing assignments including case study analyses and essay exams, the course focuses primarily on communication skill development and application. The faculty believes this is not an appropriate course for the writing intensive designation.

3. **Justifications for (answer N/A if not applicable)**

    <u>Similarity to other courses</u>: N/A

    <u>Prerequisites</u>: N/A

    <u>Co-requisites</u>: N/A

    <u>Enrollment restrictions</u>: N/A

    <u>Writing active, intensive, centered</u>: The course utilizes several writing assignments such as written case analyses, in-class writing assignments, and essays on exams. While the percentage of the grade dedicated to writing is not enough to designate the course writing intensive, this should be considered a writing active course.

4. **General education assurances (answer N/A if not applicable)**

    <u>General education component</u>: N/A

    <u>Curriculum</u>: N/A

    <u>Instruction</u>: N/A

    <u>Assessment</u>: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

    <u>Online or hybrid delivery justification</u>: This course may be offered as an online course in response to increased demand for digitally-delivered courses. Learning objectives will be the same as in-person offerings.

    <u>Instruction</u>: Course content will be delivered online in a variety of media such as text, video, and audio as appropriate and hosted on the University's online learning platform. Assignments and evaluation for the online sections will differ from the face-to-face sections as noted below. Instructors will complete OCDi certification or equivalent.

Integrity: At the beginning of the course students will be required to complete a module on academic integrity not present in the in-person offering.

Assignments will be checked for originality in a variety of ways, such as:

- Written assignments will be turned in through the University's online learning platform and checked for plagiarism using digital tools as well as traditional methods.
- Quizzes and Exams will be timed and require browser locks.
- Discussion posts and formal written work will be graded for substantive commentary from the students that is both accurate in terms of course content and novel in terms of students' own insights and experiences.

Interaction: The instructor will facilitate student-faculty and student-student interaction via email, phone, video conferencing, social media, discussion boards, and/or shared online workspaces. In each module, students will be required to post to an online discussion board in response to prompts posed by the instructor as well as in response to their peers' comments. As a class, students may also be required to meet multiple times during the term to participate synchronously via video conferencing and shared workspaces or online chats.

Model Syllabus (Part II)

1. Course number and title:
   Communication and Conflict Management, CMN 3660

2. Catalog description:
   This course examines the nature of interpersonal conflict, its causes and consequences. The focus is on application of communication theories and research that illuminate why people behave as they do in conflict. The course also focuses on how to effectively manage conflicts and improve interpersonal communication quality.

3. Learning objectives.
   1. Students will be able to *explain* the nature of conflict in interpersonal relationships, groups, organizations, and society more broadly. [CT-1 – CT-6, WR-1 – WR-7, SL-1 – SL-6, RC-1 – RC-4]
   2. Students will *recognize* the importance of power, face-saving, and perspective-taking in navigating conflicts. [CT-1 – CT-6, WR-1 – WR-7, SL-1 – SL-6, RC-1 – RC-4]
   3. Students will be able to *analyze* their personal reactions to conflict. [CT-1 – CT-5, RC-1 – RC-4]
   4. Students will be able to *implement* techniques to manage conflict in personal and professional contexts. [CT-1 – CT-6, WR-1 – WR-7, SL-1 – SL-6, RC-1 – RC-4]
   5. Students will *build* communication and analytical skills to handle conflict more effectively. [CT-1 – CT-6, RC-1 – RC-4]
   6. Students will learn how to *improve* interpersonal communication and foster trust in relationships. [CT-1 – CT-5, RC-1 – RC-4]

4. Course materials.
   Folger, J., Poole, M., & Stutman, R. (2008). *Working Through Conflict: Strategies for Relationships, Groups, and Organizations* (6th edition). New Jersey: Pearson.

   Wilmot, W. & Hocker, J. (2010). Interpersonal Conflict (8th edition). Burr Ridge, IL:

McGraw-Hill.

5. Weekly outline of content.

Week 1: Course introductions and conflict management defined – productive conflict, model of effective conflict management, differentiation and integration, conflict outcomes, distributive justice

Week 2: The nature of conflict and perspectives on conflict – self-assessment, importance of perception, components of conflict definition, interdependence and interference, balance theory, interpersonal reflexes, escalation and avoidance

Week 3: Intrapersonal theories of conflict – perspectivism and defining theory, verbal aggressiveness, psychoanalytic theory, abstractive and associative cultures, attribution theory, Expectancy Violations

Week 4: Interactional theories of conflict – Social Exchange perspective, working habits, Intergroup conflict, Coordinated Management of Meaning, Reciprocity theory

Week 5: Interests and goals – core personal issues, goal types, prospective, transactive, retrospective goals

Week 6: Power – integrative, designative, and distributive power, relational theory of power, power currencies, balancing power, dependence, endorsement, power in conflict tactics, dilemmas of power and weakness

Week 7: Face-saving – defining face, Politeness theory, face-threatening acts, face loss, face saving and face giving, alignment actions, person- and position-centered communication

Week 8: Emotions in conflict – defining emotions, the watershed principle, keeping conflict in the midrange (dealing with avoidance and escalation), understanding your conflict philosophy, model of nonviolent communication, anger and negative emotions

Week 9: Conflict styles and tactics – differentiating strategies and styles, conflict style dimensions, five major conflict styles and cultural variations, how tactics fit with styles

Week 10: When conflict turns violent – violence as a competitive tactic, domestic violence, gendered violence, workplace violence, misconceptions about violence, relation to verbal aggression, case studies

Week 11: Context and climate – defining climate, climate themes, climate and interaction, multiplier effect, bids for chance, constructive vs. destructive climates, Systems theory, understanding system rules, identifying coalitions, morphogenesis and morphostasis, metaphoric analysis

Week 12: Managing conflict and interpersonal negotiation –Framing and reframing, moving toward integration, problem-purpose expansion technique, defining negotiation, preconditions for negotiation, competitive, collaborative, and principled negotiation

Week 13: Third-party interventions – third party power, mandates, forms of intervention, intervention styles, approaches to intervention, phases of intervention, case studies

Week 14: Forgiveness and reconciliation – defining forgiveness, memory, apology, reconciliation, decision versus process, case studies

Week 15: Group presentations

Week 16: Final exam

6. Assignments and evaluation, including weights for final course grade.
  Written case analysis 20%
  Group presentation/ project* 20%
  Exams 40%
  In-class activities/ discussion posts** 20%
*In online sections the group project will take the form of group collaborations to create a project (such as a blog or documentary) to present conflict management information to the public in a mediated format.
**Discussion posts will take the place of in-class activities in online sections.

7. Grading scale.
  Letter grades will be assigned based on the following scale:
  90-100% A   80-89% B   70-79% C   60-69% D   Below 60% F

8. Correlation of learning objectives to assignments and evaluation.

Objectives	Written case analysis (20%)	Group presentation / project (20%)	Exams (40%)	In-class activities/ discussion posts (20%)
1. Students will be able to *explain* the nature of conflict in interpersonal relationships, groups, organizations, and society more broadly. [CT1-6, WR1-7, SL1-6, RC1-4]	X	X	X	X
2. Students will *recognize* the importance of power, face-saving, and perspective-taking in navigating conflicts. [CT1-6, WR1-7, SL1-6, RC1-4]	X	X	X	X
3. Students will be able to *analyze* their personal reactions to conflict. [CT1-5, RC1-4]			X	X
4. Students will be able to *implement* techniques to manage conflict in personal and professional contexts. [CT1-6, WR1-7, SL1-6, RC1-4]	X	X	X	X
5. Students will *build* communication and analytical skills to handle conflict more effectively. [CT1-6, RC1-4]	X	X	X	X
6. Students will learn how to	X	X	X	X

improve interpersonal communication and foster trust in relationships. [CT1-5, RC1-4]				

Date approved by the department or school: 3/30/15
Date approved by the college curriculum committee: 4/15/15
Date approved by the Honors Council *(if this is an honors course):*
Date approved by CAA: 8/27/15   CGS: Not Applicable