



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5343-101: Conflict Resolution

Course Description:

This course will explore the nature and origins of human conflict in modern life. It will emphasize an understanding of conflict and resolution methods useful in professional counseling and other HR settings such as organizational development and interpersonal facilitation.

Given the Covid19 situation, we will not meet in the classroom. Instead, we will use Zoom to meet on the indicated dates and times. I will send you a link after I setup the Zoom meetings. Please keep an eye on CANVAS for updates and news. All OU students can download Zoom for free. So, if you do not have Zoom already, please install it on your computer.

Class Dates, Location and Hours:

Class dates and times changed due to COVID-19 travel restrictions.

Dates: April 17 – 26, 2020

Location: Bldg. 201 SE, Tinker AFB, Oklahoma.

Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.

Last day to enroll or drop without penalty: March 19, 2020

Site Director:

This military installation is not open to the general public. In order to take courses at this installation, students must have a current military or Department of Defense identification card which allows them to access the installation.

Email: aptinker@ou.edu. Phone: 405-739-7365 or DSN 339-7365.

Professor Contact Information:

Course Professor: Dr. Tamara Roberson

Mailing Address: University of Oklahoma
601 Elm Ave.

Norman, OK 73019

Telephone Number: 405/514-5468

E-mail Address: tamara.s.roberson-1@ou.edu

Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Hocker and Wilmot, (2018). *Interpersonal Conflict* (10th ed.), McGraw-Hill. ISBN 9780073523941
2. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

This is not a typical “read all you can class.” Rather, this particular class will focus on integration of concepts so that you can readily apply them. As a result, rather than reading long boring assignments that wash through your mind, I have purposely limited the reading to one central textbook. This limited reading allows you to thoroughly learn the material from start to end. The trade-off is that I expect you to master the concepts fully and be able to talk about them spontaneously. In fact, I’ll give you many opportunities to do so in class.

Course Objectives:

The overall purpose of the course is for you to enhance and strengthen your skills when managing conflict. The course examines the dynamics of everyday conflicts across a variety of settings, from personal relationships to the workplace. You will draw on your own experiences and case studies supplied in class to learn the principles of conflict and the techniques for productive management. Both theory and application will be stressed, with an emphasis on their interrelation.

More specifically, at the end of this course you will be able to:

- List key elements present in conflict situations
- Clarify the impact gender and culture have on conflict choices
- Explain typical conflict reactions in your family of origin and their impact on you
- Describe the types of goals people try to accomplish during conflicts
- Conceptually distinguish between different styles of conflict
- Explain the role of power in conflict situations
- Make recommendations for different types of interventions into conflict
- Distinguish between mediation, arbitration and adjudication
- Discuss the advantages of forgiveness & reconciliation
- Suggest strategies for preventing destructive conflict

Course Outline:

Conflict Components

1. The Nature of Conflict
2. Perspectives on Conflict
3. Interests and Goals
4. Power: The Structure of Conflict
5. Conflict Styles
6. Emotions in Conflicts

Special Applications

1. Analyzing Conflict
2. Interpersonal Negotiation
3. Third-Party Intervention
4. The Practice of Forgiveness and Reconciliation

Course structure and expectations

This course will examine the dynamics of everyday conflicts across a variety of settings from personal relationships to the workplace. You will draw on your own experiences and case studies supplied in class to learn the principles of conflict and the techniques for productive management. Both theory and application will be stressed, with an emphasis on their interrelation.

We will explore a variety of issues and the ways in which communicative practices create, clarify, and complicate conflict. Metaphors of conflict will be examined and similarities and differences in

communication patterns will be compared across contexts in which conflicts emerge. Through assigned readings, class discussions, group research of Alternative Dispute

Resolution (ADR) practices, and reflections on your own practice, you should become better critics of both the perspectives of popular culture and professional publications with regard to the relationship between communication and conflict. By the end of this course, you should be able to identify and describe significant features of communication and conflict in both the academic and broader social arena.

Readings, individual and group research, and reflections on cultural stereotypes and norms of conflict interaction will provide the basis for class discussion. I expect that each of you will bring to the class your own perspectives, but that you will be open to the views and positions of others as they engage in reflective analysis of communication in conflict. I trust that you will enter this course with an openness that allows you to develop and/or re-evaluate your current perspectives and beliefs about the conflict process. I do not expect each of you to wholeheartedly accept and adopt all of the ideas presented in this course. In fact, I encourage you to bring your questions and challenges to the course material so that together we can engage in the kind of dialogue that may result in a greater level of understanding for all. I do expect, however, that you will have a greater understanding about the theoretical processes and the application of personal skills in conflict situations by the time you complete this course.

Course requirements

Attendance

Attendance is critically important for learning. When you attend class, you can demonstrate your knowledge, curiosity and questions regarding the course content. You also have several opportunities to practice your existing and newly acquired skills through class activities.

Class Participation (100 points)

As mentioned above, your physical attendance is important. Your psychological attendance is even more important (e.g., cognitive, behavioral, and affective). You can earn class participation points by adhering to the following principles for effective participation:

- Presence: You pay attention in class and are prepared to discuss the course content.
- Dialogue: You are able to carry on respectful conversation with your classmates and me. You also encourage others to engage in this dialogue with you during class time.
- Participation/ In-Class Activities: You actively engage in case studies, role-plays, question/answer sessions, as well as take on the role of facilitator or leader when appropriate.

I typically do not assign a class participation grade. However, the success of this course relies heavily on the quality of class participation and individual engagement. The class participation points require that you do more than just show up for class (i.e., participation is required).

You are expected to reflect on your own experiences of conflict in a variety of settings and your own communication patterns in conflicts. While you can expect to engage in the reflexive process throughout the course, public disclosure of personal experience is NOT an expectation in the class.

Engagement in multi-tasking activities like doing *anything* with your phone during class will not be interpreted as fully participating in the course. You can argue that you are effective at multi-tasking, but you will not receive full credit for class participation.

Assignments, Grading and Due Dates:

Chapter Content Reviews (150 points)

You will complete three *chapter content review assessments* (50 points each). Each review will cover 3 chapters from the required textbook. I am calling them *content reviews* rather than quizzes or tests because you will be reviewing content that you have already read from the book. You may use your book and notes as you *review the content* and answer the questions. There is a lot of material to cover in a short amount of time. The reviews will be comprised of true-false, multiple choice, and short-answer questions.

Conflict Resolution Application Assignments (200 points)

You will complete two application exercises (100 points each) that you will turn in for a grade. We will have several in-class activity/exercises throughout the course. All of the activities are designed to develop, practice, and improve your conflict resolution skills. Two of these exercises will be submitted for a grade.

1. **Elements of Conflict (100 points):** This short paper (3-4 pages) assignment is designed to advance your understanding of Hocker and Wilmot's definition of conflict. It will also help you learn to identify these concepts in a real-life situation. Finally, this exercise is an opportunity for you to gain insight and build your competency at managing conflict. We will begin this exercise in class and you will have an opportunity work on this some during class time. There is a handout with specific details for this assignment.
2. **Interpersonal relationship conflict (100 points):** This assignment provides detailed practice for better understanding the communication and conflict concepts discussed in the textbook, and has the potential to improve *at least one* of your interpersonal relationships. We will discuss the details of this assignment in class. You will begin working on the assignment during class. You will use the *conflict assessment guide* (pp. 252-255) and the *difficult conversations guide* (pp. 255) in the required textbook to structure your paper. Although this paper will probably be longer than the first assignment, the *conflict assessment guide* and the *difficult conversations guide* provide specific questions that guide you through the reflective writing process.

All assignments are be due by the last day of class.

Grading:

This is a letter-graded course: A, B, C, D, or F.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Final course grades will be assigned based on the total number of points that you earn from the required course assignments. Specifically, the final course grades will be assigned according to the following scale:

315 - 350 points =	A
280 - 314 points =	B
245 - 279 points =	C
210 - 244 points =	D
< 210 points =	F

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Tamara Roberson

Education

- 2010 Walden University, Ed. D., Specializing in Administrative Leadership for Teaching and Learning
- 1992 University of Central Oklahoma, M.Ed., School Administration
- 1986 University of Central Oklahoma, B.S., Elementary Education

Current Positions

- 2014 – Present Adjunct Professor, University of Oklahoma, Norman, OK.
- 2012 – Present Principal – Pleasant Hill Elementary, Midwest City-Del City Schools, Midwest City, OK.

Frequently Taught Advanced Programs Courses

- Multicultural Issues in Human Relations
- Cultural Diversity in Human Relations

Major Areas of Teaching and Research Interest

- Adult & Informal Learning
- Quantitative Research
- Civic Engagement
- Community & Organizational Change

Representative Publications

- Roberson, Tamara S. (March, 2018). Grant Writing: Grant writing resources and advice on writing school and classroom grants. Midwest City, Oklahoma.
- Dyer, Kari B. & Roberson, Tamara S. (November, 2017). Working Together: Building a positive school culture. Oklahoma School Counselors Association Annual Conference, Broken Arrow, OK.
- Roberson, Tamara S. (January, 2014). PreK – 5th Writing for the Common Core, Professional Development Workshop for Educational Reform, Midwest City – Del City Schools.
- Roberson, Tamara S. (September, 2013). PreK – 5th Response to Interventions (RTI), Professional Development Workshop for Educational Reform, Midwest City – Del City Schools.
- Roberson, Tamara S. (2012). *Riley's Race*. Philadelphia, PA: Xlibris Corporation
- Roberson, Tamara S. (2010). The relationship between principal personality type and elementary school student achievement. MI: UMI

Representative Presentations

- Roberson, Tamara S. (October 2018- May, 2019). Facilitator /Trainer – Preparing the assistant principal: Are you ready for your building assignment? Professional Development, Midwest City – Del City Schools Administration, Oklahoma
- Roberson, Tamara S. (September, 2010). Presenter - Learning from the ineffective teacher. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). Presenter - The importance of lesson planning and student achievement: introduction part 1. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). Presenter - The importance of lesson planning and student achievement, part 2: Setting the stage for learning: anticipatory set. Professional Development, Midwest City – Del City Schools, Oklahoma.

- Roberson, Tamara S. (September, 2010). Presenter - Are we accomplishing our mission? progress monitoring, assessments and accountability. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). Presenter - Lead and learn presentation to mid-del association of elementary principals: Coaching cycle: Diagnose – teach objectives, assess, gather results, adjust instruction; start over. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (April, 2009). Presenter - Quality time analysis. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2009). Presenter - How to help children build better language skills. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2009). Presenter - Testing preparation for state testing. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2009). Presenter - How to use data to enhance classroom instruction. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (December, 2008). Presenter - Differentiated instruction in the classroom part 2. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (October, 2008). Presenter - Differentiated instruction in the classroom part 1. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2008). Presenter - Climate of high expectations for all students in the classroom. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2008). Presenter - Review of academic performance index (API). Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2008). Presenter - Intergrading math and children’s literature in the classroom. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2008). Presenter - Implementing policies and procedures: ensuring quality time on task (QTA) Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2008). Presenter - School improvement: make and take ideas for using differentiated instruction in the classroom. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2008). Presenter - Strategies for enhancing reading for students with English as a second language. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2008). Presenter - Differentiated reading instruction. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2008). Presenter - Differentiated classroom instruction to enhance learning across the curriculum. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (November, 2007). Presenter - School improvement strategies for improving AYP scores on state testing. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (October, 2007). Presenter - School improvement: mapping grade levels curriculum. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2007). Presenter - School improvement: surveying the daily classroom schedule. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.

- Roberson, Tamara S. (September, 2007). Presenter - School improvement: data driven decision making. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2007). Presenter - Using benchmark data to drive instruction. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2007). Presenter - Strategies for teacher using data driven instruction to re-teach PASS skills not mastered on benchmarks. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2007). Presenter - No child left behind: expectations of 2014 and strategies to achieve the demands mandated. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2007). Presenter - Edusoft training for teachers to use computerized data for benchmarks. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2007). Presenter - Using vertical team meetings with special teachers to collect data. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (December, 2006). Presenter - Modified assessments. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (December, 2006). Presenter for in-service for the classroom teachers role in adhering to DHS regulations. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2006). Presenter - Special education: inclusion. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2006). Presenter – Academic Performance Index (API) in-service for teachers: using frequent assessment in the classroom. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2006). Presenter - Using guided reading instruction in the classroom. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2006). Presenter – Research on effective schools. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2006). Presenter – A recipe for success: strategies to closing the achievement gap using our school data. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (May, 2006). Presenter - Using discussion and data to assign students to next year’s teachers. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2006). Presenter for follow up on benchmark data: objectives not mastered. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2006). Presenter for follow up on benchmark data for the higher achieving students. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.

Representative Honors and Awards Received

- Who’s Who Among American Young Women of America (1997).
- Midwest City – Del City Schools Service Award (May, 2006).
- Recognized by Midwest City – Del City Schools for Mastery and Understanding of the Effective School Correlates (2009-2010).
- Recognized by Midwest City – Del City Schools for the MVP Award (2009-2010).

Major Professional Affiliations & Committees

- Mid-Del School Foundation Board Ex-Officio Member, 2018-2019
- Grant Committee Member, Greatest Stories Never Told: Fly with Banning traveling Exhibition, 2017-2018
- Program Committee Member, Pleasant Hill Elementary Black History Program: The Hallelujah Flight, 2015
- Council Member, Governor Fallin's Oklahoma Economic Development Council – 2011-2012
- Committee Member, Mid-Del Association of Elementary School Principals – 2008-2010
- Chairman, Safe & Healthy School Committee, Mid-Del Schools, 1997 – Present
- Committee Member, Title I Committee, Mid-Del Schools, 1997 – Present
- Committee Member, Professional Development Team, Mid-Del Schools, 1997 – Present
- Committee Member, Staff Development Team, Mid-Del Schools, 1997 – Present
- Committee Member, Mid-Del Discipline Committee, Mid-Del Schools, 1997 - Present
- Committee Member, Technology Team, Mid-Del Schools, 1997 – Present
- Committee Member, Mid-Del School Calendar Committee, 1990 - Present
- Committee Member, Mid-Del Schools School Improvement Committee 1997 - Present
- Committee Member, Mid-Del Schools Elementary Curriculum Council 1988 – 1997
- National Association of Elementary School Principals (NAESP)
- Mid-Del Association of Elementary School Principals (MDAESP)
- Association of Supervision and Curriculum Development (ASCD)
- Cooperative Council for Oklahoma School Administration (CCOSA)
- Oklahoma Association of School Administrators (OASA)
- National Association for the Education of Young Children (NAEYC)
- American Educational Research Association (AERA)