

Advanced Communication and Conflict

CMST 5600

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Course Description: This course builds on communication and conflict management skills and concepts learned in previous communication courses with an emphasis on application, community improvement and engagement, and communication consulting.

By the end of this course you will:

Learn fundamental principles, generalizations, or theories

- Managing difficult conversations
- Mediation

Learn how to find and use resources for answering questions or solving problems.

- Use resources to present credible and useful information for conflict management “clients.”

Learn to apply course materials:

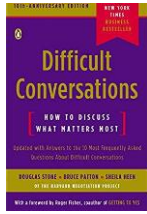
- Inside and outside class, apply conflict concepts and ideas to a variety of situations and audiences.

Develop specific skills, competencies and points of view needed by professionals in conflict management

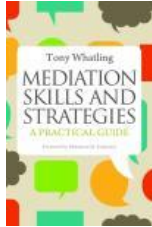
- Comprehend and practice negotiation and mediation skills for consensus building.
- Adapt and explain conflict skills and ideas to various audiences.
- Experience the process of communication consulting.

****Please note!** The course has been designated a community engagement class. If you would like credit for having taken a service learning course, you will need to log in to AggieSync (last page of syllabus). You will need to keep track of the hours you dedicate to our project.

Required Materials:



Stone, D., Patton, B., & Heen, S. (2000). *Difficult conversations: How to discuss what matters most*. New York, N.Y: Penguin Books. (DC on the schedule)



Whatlin, T. (2012). *Mediation skills and strategies: A practical guide*. London: Jessica Kingsley Publishers (available on-line from USU's library).

Articles found on Canvas:

Farmer, S.M. & Fedor, D.B., (1999) Volunteer participation and withdrawal: A psychological contract perspective on the role of expectations and organizational support. *Nonprofit management and leadership*. 9.4 349-367.

Fisher, R., Ury, W., & Patton, B. (2011). *Getting to yes: Negotiated agreement without giving in*. New York, New York: Penguin Books.

Kramer, M. W. (2011). A study of voluntary organizational membership: The assimilation process in a community choir. *Western Journal of Communication*, 75(1), 52-74. doi:10.1080/10570314.2010.536962

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research : A guide to design and implementation*. Hoboken, NJ: Wiley, Jossey-Bass.

Steimel, S. (2018). Skills-based volunteering as both work and not work: A tension-centered examination of constructions of "volunteer". *Voluntas: International Journal of Voluntary & Nonprofit Organizations*, 29(1), 133-143.

Wilmot, W. & Hocker, J. (2014). *Interpersonal Conflict*. 9th ed. Boston: McGraw Hill. (assigned by chapter in the schedule).

Wilson, J. (2000). Volunteering. *Annual Review of Sociology*, 26 215-240.

Evaluations:

Canvas Discussion (individual):	10%
Participation (individual):	05%
Reflection paper (individual):	09%
 <u>Community Engagement project</u>	
Interview report (small group):	14%
Interview report and proposal (class):	09%
UCC materials and training draft (group):	03%
Training and materials video and feedback (group):	14%
Critique paper (individual):	18%
UCC materials final (group):	09%
UCC training script final (group):	09%
	100%

Grade distribution:

100-93% = A	82-80% = B-	69-67% = D+
92-90% = A-	79-77% = C+	66-63% = D
89-87% = B+	76-73% = C	62-60% = D-
86-83% = B	72-70% = C-	59-0% = F

Assignments:

Discussion questions on Canvas: Weekly discussion questions posted on Canvas. Required to reply to at least two other posts. Responses due before class discussion of the assigned reading.

Participation: As the majority of the course is either working in groups, as a class, or working with the client, being an active, knowledgeable, and capable group member is of the highest importance. At the end of the semester, you will turn in your participation log. It asks you provide the following information for each activity you participate in: date/time; who else was present; your participation; others participation; your participation compared to others (1%-100%).

Reflection paper. The short paper will provide the opportunity for you to reflect on what you learned through the community engagement project. The paper should be well written and deliberative.

Community engagement project:

Goals:

- Teach others the importance of good conflict
- Introduce concepts and skills to others in order to help reduce unwanted conflict as well as have more productive conflict outcomes.
- Learn to adapt materials/information to different audiences.
- Learn the process of communication consulting.

Assignments:

Interview Report (small group): In preparation for constructing the proposal, training and materials, you will interview UCC staff and team leaders to gain a sense of the types of conflicts and means of resolution currently taking place at UCC. This is a short report that summarizes what you found in your interviews and where you think there are implementable places for improvement. Please note: the information in the report should be entirely *anonymous*.

Interview report and proposal (class): A compilation of the small group interview reports and a proposal for the UCC staff explaining our suggestions for their conflict management training.

UCC materials and training draft (class): A draft of the complete package of training materials, scripts, role plays, etc. that we will be presenting and delivering to the UCC at the end of the semester.

Training and materials video and feedback (individual): Each of you will be required to find an audience of at least 6 people and videotape yourself running the training. Based on your training experience, you will write a feedback report on what of the classes' training and materials worked well and what needs to be changed.

Researched critique paper (individual): Every consulting situation has constraints that require making decisions, for example, the limitations of time; the need to focus on one or two items as opposed to a laundry list of problems and solutions; who is doing the consulting; the concerns over alienating the client, etc. Based on the class readings and other courses you have taken in Communication Studies, how might you have approached this training different if you were to do it on your own?

UCC materials final (class): The slides, roleplays, handouts, etc. that will be given to the UCC at the end of the semester.

UCC training script final (class): The training script given to the UCC at the end of the semester.

SCHEDULE

1. *This schedule is subject to change if the demands of the course require it.*
2. The reading assignment will be **discussed** the day it is listed.
3. Graded assignments are written in **bold type**.

Date	Topic	Reading/Assignment	Consulting Project
<u>Week 1</u> Aug 28, 30	Tues: Introduction to course and project Thurs: Introduce community engagement project.	Thurs: Guest speaker, Liz Sodja, Utah Conservation Corp (UCC) http://ucc.usu.edu .	Gain information
<u>Week 2</u> Sept. 4, 6	Tues: Communication in nonprofit organizations Thurs: Communication in nonprofit organizations	Tues: Wilson; Farmer and Fedor Thurs: Kramer; Steimel Guest lecture: Matt Sanders	Gain information
<u>Week 3</u> Sept. 11, 13	Tues: Communication in male dominated organizations Thurs: Interviewing & Assessment	Tues: https://theconversation.com/how-to-get-more-americans-to-volunteer-88835 http://www.pewresearch.org/fact-tank/2018/03/07/women-in-majority-male-workplaces-report-higher-rates-of-gender-discrimination/ Thurs: Merriam and Tisdell, pp. 107-130; Wilmot and Hocker, pp. 252-255.	Gain information
<u>Week 4</u> Sept. 18, 20	Tues: Thurs: TRIP goals	Tues: Practice interviews Thurs: Wilmot and Hocker, pp. 76-109	Conduct interviews
<u>Week 5</u> Sept. 25, 27	Tues: Conflict styles Thurs: Difficult conversations	Tues: Wilmot and Hocker, pp. 152-194. Thurs: DC pp. 1-20	Conduct interviews
<u>Week 6</u> Oct. 2, 4	Tues: Thurs:	Tues: Interview reports due Thurs: Interview report and Proposal work day	Organize proposal

<u>Week 7</u> Oct. 9, 11	Tues: Difficult conversations Thurs: Difficult Conversations	Tues: DC pp. 21-82 Thurs: DC pp. 83-128 Interview report and proposal due	
<u>Week 8</u> Oct. 16, 18	Tues: Difficult conversations Thurs: Difficult conversations	Tues: DC 129-162 Thurs: DC 163-217	Present interview report & proposal to UCC
<u>Week 9</u> Oct 23, 25	Tues: Thurs:	Tues: Class work day materials & training Thurs: Class work day materials and training	
<u>Week 10</u> Oct. 30, Nov. 1	Tues: Thurs: Negotiation	Tues: Draft materials and training presentation due Thurs: Getting to Yes, Ch. 1, pp. 1-17.	Practice training
<u>Week 11</u> Nov. 6, 8	Tues: Negotiation practice Thurs:	Tues: Thurs: Materials and Training feedback paper due. Class work day	Practice training
<u>Week 12</u> Nov. 13, 15	Tues: Thurs: Mediation	Tues: Final materials & training presentation due Thurs: Whatlin ch. 1&2; https://permanent.access.gpo.gov/websites/www.eeoc.gov/eeoc/www.eeoc.gov/eeoc/mediation/facts.cfm.htm	
<u>Week 13</u> Nov. 20, 22	Tues: Mediation Thurs: Thanksgiving!	Tues: Whatlin ch. 3&4	Present to Utah Conservation Corp (Not Logan).
<u>Week 14</u> Nov. 27, 29	Tues: Mediation Thurs: Mediation Practice	Tues: Whatlin ch. 5&6 Thurs: Researched critique paper due	Present to Utah Conservation Corp (Logan)
<u>Week 15</u> Dec. 4, 6	Tues: Mediation Practice Thurs: Class debrief	Tues: Participation log due Thurs: Reflection paper due	

Please keep in mind the following:

From me:

- I encourage all students to take advantage of our offices hours (Wednesday 1-3; Old Main 213) or e-mail (jennifer.peeples@usu.edu) if you have any questions or concerns over any aspect of the course. We are here to help you learn!
- All presentations must be performed and assignments turned in on the due date in class in order to receive full credit. Exceptions will be made for extreme documented circumstances.
- All assignments must be turned in at the beginning of the class period that they are due or they will receive 05% off the final grade each day the assignment is late including the due date. After three days, the assignment will no longer be accepted.
- Finally, I try to create a comfortable classroom environment that contributes to learning. For that reason, I ask that you turn off phones and keep them off your desks. Please refrain from bringing anything else to class that may distract you or other students.

From the university:

- Disabilities: USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) as early in the semester as possible (University Inn # 101, 435-797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.
- USU Plagiarism Policy: Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling. Please refer to The Code of Policies and Procedures for Students at Utah State University, Article VI., <https://studentconduct.usu.edu/studentcode/>.
- Sexual Harassment: Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Opportunity Office, located in Old Main, Room 161, or call the office at 797-1266.

- Withdrawal Policy and "I" Grade Policy: Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

AGGIESync

GETTING TO AGGIESYNC AggieSync has replaced Aggies Giving Service (AGS) and students can now log volunteer hours and involvement through the AggieSync portal. Students can log onto AggieSync by visiting My.USU.edu and clicking on the link on the left sidebar under 'Quick Links':

- The first time you log in, you'll be prompted to complete a short profile.
- Click 'Utah State University' on the top left to get back to the homepage, where you can read recent news, check out events and service opportunities, or learn more about our partner organizations on campus and in the Cache Valley community.
- Sign up for volunteering or RSVP to upcoming events. **LOGGING VOLUNTEER HOURS**

1. Click on your picture and name in the top right corner to access your profile - Select 'My Profile'.
2. Once in your profile, you can access your inbox, personal calendar, to-do's, and log involvement.
3. To log volunteer hours, click on 'Involvement'. Once on the page, click on the green 'Add Involvement Entry', select if you are logging volunteer hours (service participation), tracking events you attended, or listing your roll or membership in an organization.
4. For logging volunteer hours, you should click on 'Service Participation'.
5. List the service partner who hosted the volunteer event. For example, if you worked at a blood drive, you might select 'Aggie Health' as they sponsored the drive. *If you are logging hours for a class, you should log them under the 'Community Engaged Learning' Service Partner, and list the course title in the Activity Name. Details on where you volunteered and activities completed can be listed in the reflection section to help you remember the event later.*
6. List the name of the activity, the date, and total hours you volunteered.
7. Add the name of the supervisor where you volunteered, and if you have it, their contact information.
8. You can list anything you learned, or add a short reflection to remind you of what you did that day.

9. Submit Involvement Entry.

All hours logged can be found back in the 'involvement' page, so you can track engagement over a semester or your entire time at USU.