

DePaul University | School of Continuing and Professional Studies Undergraduate Program Syllabus

Course: #CCH 299-801
Assessing and Managing Conflict
Winter, 2020-2021

INSTRUCTOR INFORMATION:

Name: Charles F. Stone

My office hours on Zoom: Mondays at 6:00 p.m. Central Time (Weeks 1,3,5,7 and 9) and by separate appointment. To schedule an appointment, email with two convenient dates and times, a general subject, and a phone number or request to meet by Zoom. The instructor will confirm the time and date by email.

You can reach me at (312) 833-0016 or cstone2@sbcglobal.net (preferred) and cstone@depaul.edu

Course Dates: January 4, 2021 to March 21, 2021; asynchronous class sessions (you don't need to be online at any prescribed time).

Course Location and Delivery Format: Online (with optional Zoom chats during office hours).

COURSE DESCRIPTION

The usual method for presenting, analyzing, and resolving conflicts in Western society has centered on legalistic argument, with a goal of discovering the "right" answer and suppressing the "wrong" ones. However, the multiple worldviews operating in the world today make such an approach to conflict less and less viable. Ways of communicating about, and resolving, conflict have arisen that go beyond enforcement of rules or legal determinations of right and wrong to include mediation and other innovative approaches. In a related development, recent theories of cognitive and moral growth suggest that a shift from "us-versus-them" attitudes to more inclusive, integrative ones is occurring. In this course we will look at various methods for handling conflict and consider how we might apply them to hypothetical and real-life conflicts.

The course combines textbook and film study (*A Streetcar Named Desire*) to develop your skill in assessing and managing conflict at work and in relationships generally.

LEARNING OUTCOMES AND, IF RELEVANT, COMPETENCIES

AFTER COMPLETING THIS COURSE, YOU WILL BE ABLE TO:

- Assess your own and others' behavior in conflict
- Determine the impact of background, context, vision, and other variables on a conflict
- Manage conflict, using techniques of argument, negotiation, and mediation.

For students in the SCPS Competence-Based Program:

This course addresses the following competencies:

H3D: Can effectively employ the skills of negotiation, mediation, and interpersonal communications in the resolution of a dispute or conflict.

- A. Can identify the components of a specific relationship and describe the conflict or problem that exists within that relationship;
- B. Can apply principles of mediation or negotiation to resolve the conflict or problem;
- C. Can evaluate the effectiveness of the intervention and of the theoretical model underlying the negotiation or mediation strategies situations.

To address the H3D competence, you will be able to:

- Identify and assess various methods of conflict resolution, from "might makes right" to transformational conflict resolution, including law, negotiation, and mediation.
- Apply these strategies to different types of conflicts and evaluate the potential and actual short- and long-term effects of such strategies.

FX: Can apply knowledge of ways of understanding and managing conflict to conflicts that arise at work or involve the focus area.

To address the FX competence, you will be able to:

- Learn criteria for assessing and managing conflict and apply your learning to actual conflicts involving the workplace or your focus area.
- Develop a case study of a particular conflict that reflects, among other things, your understanding of the participants, the issues, the worldviews and assumptions underlying the conflict, the environment in which the conflict is occurring, and appropriate methods for resolving or managing the conflict.
- Define topics for your individual case study and papers that complement or incorporate your Focus Area.

L7: Collaborative Learning. Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.

To address the L7 competence, you will be able to:

- Engage productively in collaborative projects while benefitting from the collaboration and contributing positively to the outcome of the collaboration.
- Assess factors such as skills, knowledge, and values that aid or impede productive collaboration and collaborative learning relating to conflict.

- Evaluate an attempt at collaborative conflict resolution while developing strategy for approaching the collaboration and trouble-shooting problems that occur during attempts to work collaboratively.
- Employ collaborative skills relating to negotiation, mediation, and interpersonal communications in the resolution of a dispute or conflict.

LEARNING STRATEGIES & RESOURCES

Required Text

Coleman, P. & Ferguson, R. (2015). *Making Conflict Work: Harnessing the Power of Disagreement*. Boston: Houghton Mifflin Harcourt. ISBN# 978-0-544-58274-3

To buy your books, go to <http://depaul-loop.bncollege.com>

Required Movie:

Williams, Tennessee. [A Streetcar Named Desire](#). (This is the movie version that stars Marlon Brando). Rent or buy. (You will need to watch portions of it two to three times).

Required Readings

Please read material in the modules as directed.

Learning Activities in Brief

You will examine a conflict from your life and the conflict in *A Streetcar Named Desire* by applying techniques of assessment provided in the course. Later, you will consider dispute resolution techniques for those conflicts. The textbook will assist you in introspection about your own tendencies in conflict assessment and management while teaching you research-based findings about conflicts and their resolution. Meanwhile, you will discuss real-life conflict and the movie's conflict in discussion forums to learn with classmates and deepen your understanding of assessment and management of conflict. Students will work together in groups of three to six with regard to the conflict in *A Streetcar Named Desire*.

L7: Students will: 1) work in collaborative learning groups to prepare a group analysis of a selected conflict (the group case study). 2) Write a reflective paper on the group experience in which they examine, among other things: valuable skills for group interaction; what situations or behaviors increase or decrease group conflict; successful and unsuccessful conflict resolution practices; how effectively the group manages time; and how much time is devoted to the process versus to the final product.

See Appendix A to the syllabus (p. 14) for the conflict-assessment tool used to prepare your case study of a conflict.

LEARNING DELIVERABLES (GRADED EVIDENCES OF LEARNING)

For a full list of deliverables with the grading points available for each discussion post and assignment, see Appendix C (p. 18) to this syllabus. By category, deliverables include:

- CASE STUDY OF A CONFLICT, due the 10th week of class (ending on March 14, 2021). You identify a conflict from work or elsewhere, analyze its nature, and evaluate potential dispute resolution procedures, using an in-depth set of prompts provided in the Case Study Outline (attached here as Appendix A to this syllabus). You prepare and post the case study in stages throughout the quarter, meaning that the final product is limited to putting the pieces together and preparing a conclusion that is illuminated by all that you've learned.
- 3 SHORT WRITING ASSIGNMENTS, 2-3 pages each, written in sequence, so that the parts join together into a full briefing of an issue with a proposed resolution. First, you identify an issue that you care about and take a position about how the issue should be resolved; the second paper presents opposing arguments and interests, and the third finally proposes an integrative solution that helps each interested party to the maximum extent possible (a "win-win" solution). The Argument paper is due Week 4 (January 21, 2021); the Opposing Argument paper is due Week 6 (February 14, 2021); and the Integrative solution paper is due Week 9 (March 7, 2021).
- WEEKLY GRADED DISCUSSION POSTS AND REFLECTIONS, including original posts due each week on Thursday and response posts due on Sunday.

Students pursuing the L7 competence:

- GROUP CASE STUDY OF A CONFLICT, chosen and prepared by the group, due the 10th week (March 14, 2021) and assembled in stages (see the description for the Case Study of a Conflict above).
- REFLECTIVE PAPER ON THE GROUP EXPERIENCE in which group members reflect on their collaborative experience by identifying valuable skills for group interaction, behaviors and situations that increase or decrease group conflict, successful and unsuccessful conflict resolution practices, effectiveness of the group's time management, and how much time is devoted to the process as opposed to the final product. Due: 10th week (March 14, 2021).
- WEEKLY GRADED DISCUSSION POSTS AND REFLECTIONS, including original posts due each week on Thursday and response posts due on Sunday. These include both the separate L7 group experience and discussion posts that are not directly related to the L7 group case study.

ASSESSMENT OF STUDENT LEARNING

GRADING CRITERIA & SCALE

For all students except those pursuing the L7 competence, tasks and grading weight:

Main Discussions, Assignments, and Group Discussions (45%), Three Papers (30%), and Individual Case Studies (25%).

For students pursuing the L7 Competence, tasks and grading weight (subject to tweaking depending on the number of L7 students):

Main Discussions, Assignments, and Movie Discussions (41%), Weekly Group Case Study Discussions (49%), Group Reflection (10%).

See Appendix B to this syllabus (p. 16) for grading criteria for specific assignments, and Appendix C (p. 18) for a listing of points available for each assignment.

COURSE GRADING SCALE:

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	

Please note: Grades lower than a C- do not earn credit or competence in the School for Continuing and Professional Studies.

PASS/FAIL GRADE POLICY

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the University catalog before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or

better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the SCPS catalog.

MINIMUM SCPS GRADE POLICY

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

INCOMPLETE (IN) GRADE

This process follows university [policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade form](#) (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student's request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

COURSE SCHEDULE

The course is divided into ten modules of one week.

THE WEEKLY SCHEDULE MAY BE AMENDED; YOU WILL BE APPRISED OF ANY CHANGES BY EMAIL AND NEWS ITEM ON D2L.

DUE DATES:

Unless otherwise noted, your initial discussion post is requested by Wednesday and is due on Thursday of each week. Your response posts to classmates are due on Sunday at midnight each week. Late work will result in point deductions.

Items marked in blue are to be filed in the submissions folder. They are due each week at midnight on Sunday.

Students may use the 11th week, ending on March 21, 2021, to complete items 10.1, 10.2, and 10.4 due on the 10th week.

Week, Module # and Title	Readings	Assignments
Week 1, Module 1: Getting Started	Read Module Content and Chapter 1 in the textbook	1.1 Introduction Discussion (ALL) due January 4th
		1.2 Choosing Your Roles Group Discussion (ALL)
		1.3 Power Discussion (ALL)
		1.4 Individual Case Study (ALL)
		1.5 Grade or Pass-Fail due January 10th
Week 2, Module 2: Context and Vision	Read Chapter 2 in the textbook	2.1 Group Discussion - Streetcar Named Desire using parts I and II of the outline (ALL)
	Read Case Study Outline	2.2 Group Case Study Topic Discussion (L7 only)
	Read Course Grading Criteria	2.3 Individual Case Study - parts I and II of the outline Discussion (ALL)
	Read Module 3 Content	2.4 Power Trap Discussion (ALL)
Week 3, Module 3: Identifying Issues and Positions	Read Chapter 3 in the textbook	3.1 Group Discussion-Streetcar Named Desire using Part III, A,B,C of the outline (ALL)
	Read Case Study Outline	3.2 Individual Case Study Part III, A,B,C of the outline Discussion (ALL)
		3.3 Group Case Study I and II of the Outline (L7)

Week, Module # and Title	Readings	Assignments
	Read Course Grading Criteria	
		4.1 Team Characteristics (ALL)
	Read Module 4 Content	4.2 Individual Case Study parts IV A of outline (ALL)
Week 4, Module 4: Argument Perspectives	Read chapter 4 in the textbook	4.2 Group Discussion of Case Study Using Part III ABC and IV A of Outline (L7)
	Read Course Grading Criteria	4.3 Writing Assignment Argument Paper Discussion (ALL)
		4.4 Disagreements Discussion (ALL)
	Read Module 5 Content	5.1 Force/Emotion/Authority Discussion (ALL)
		5.2 Adversarial Negotiation Discussion (ALL)
Week 5, Module 5: Force, Appeal, and Adversarial Negotiation	Read chapter 5 in the textbook	5.3 Individual Case Study part V ABC of outline (ALL)
	Read Course Grading Criteria	5.3 Group Discussion of Case Study using Part V ABC of Outline (L7)
		5.4 Building Relationships Discussion (ALL)
		6.1 One Personal Team Characteristic (ALL)
		6.2 Problem Solving Discussion (ALL) - Choice
	Read Module 6 Content	6.3 Individual Case Study part V D and E of outline (ALL)
Week 6, Module 6: Opposition Perspective and Problem Solving Negotiation	Read chapter 6 in the textbook	6.3 Group Discussion of Case Study using Parts V D and E of Outline (L7)
	Read Course Grading Criteria	6.4 Writing Assignment Opposing Paper Discussion (ALL)
		6.5 Dominance Discussion (ALL)

Week, Module # and Title	Readings	Assignments
Week 7, Module 7: Paraphrasing and the Self in Conflict	Read Module 7 Content	<p data-bbox="834 296 1305 323">7.1 Stage Development Theory (ALL)</p> <p data-bbox="834 373 1268 401">7.2 Paraphrasing Discussion (ALL)</p> <p data-bbox="834 451 1414 562">7.3 Group Discussion of the stage Development of the Characters in the Movie - Streetcar Named Desire (ALL)</p>
	Read chapter 7 in the textbook	7.3 Discussion on the Stage Development of the Characters in the movie -- Streetcar Named Desire (Reporters only)
	Read Course Grading Criteria	7.4 Individual Case Study part III D and E of outline (ALL)
Week 8, Module 8: Mediation and Win/Win Techniques	Read Module 8 Content	8.1 Self-Assessment (ALL) Choice
	Read chapter 8 in the textbook	8.2 Non-defensive Communication Discussion (CHOICE)
	Read Course Grading Criteria	8.3 Mediation Discussion (ALL)
Week 9, Module 9: Integrative Perspectives and Non-Traditional Methods	Read Module 9 Content	8.4 Position vs. Needs Statement (CHOICE)
	Read chapter 9 in the textbook	8.5 Degree of Independence (ALL)
	Read Course Grading Criteria	9.1 Individual Case Study parts IV B and VI A and B of outline (ALL)
		9.1 Group Discussion of Case Study Parts IV B and VI A&B of outline (L7)
		9.2 Writing Assignment Integrative Paper Discussion (ALL)
		9.3 Nontraditional Methods Discussion (ALL)

Week, Module # and Title	Readings	Assignments
Week 10, Module 10: Wrap Up / Reflection	Read Module Content	9.4 Adapting Your Way of Thinking Discussion (ALL) 10.1 Individual Reflection (ALL) 10.2 Group Reflections (L7) 10.3 Group Case Study Discussion (L7 Reporters only) 10.4 Individual Case Study Discussion (ALL) 10.5 Your Core Values Discussion (ALL)

COURSE POLICIES

Grading Policies and Practices

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must interact respectfully with classmates during online discussions and make thoughtful posts and response-posts that advance the discussion. No points will be awarded for responses that do not express a complete thought. For example, "Nice work, George! I like what you said!" is not good enough to be credited. You might finish that thought by identifying something specific that you liked, and why you liked it based on the conflict that is being discussed.

Points are deducted for late work. To take part meaningfully in discussions, you must post your thoughts on time, and not merely tack them onto a discussion that no longer is attended by your classmates.

General Assessment Criteria for All Writing Assignments

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

Your instructor considers the Writing Center to be a tremendously valuable (and free of charge) resource for students to develop their academic research and writing skills. He recommends using the Writing Center to discuss and develop your writing assignments for this course. Writing Center tutors can help you focus and develop your ideas, review your drafts, polish your writing, while answering questions about grammar, mechanics, different kinds of writing styles, and documentation formats.

To check out the Writing Center website and schedule appointments: visit www.depaul.edu/writing.

Online Participation Guidelines

Please be active and thoughtful in your participation. Only together we will make this course a significant and pleasant learning experience:

- Participation is essential, so please connect to the course daily or at least every second day.
- Post your assignment in the first part of the week; in the second part of the week post comments to the other students
- Please accept the challenge of working with others and constructing knowledge in negotiation with them. Working individually on the assignments and just posting them is not sufficient.
- Some difficulties at the beginning of an online course are quite normal; solving them is part of every distance learning experience.

Helpful Hints for Successful and Insightful Online Discussions

- Keep up with the assignments related to the individual or group case studies; then they will be written by the time they are due.
- Turn in all work on time. Because we will all be relying on one another, particularly for group work, late work is a major problem.
- Assignments are to be done by everyone, unless the assignment is specifically reserved to one competency. In that case you will see a note (L-7 only etc.)
- Carefully read the study guide and all communications from the facilitator. Distance learning implies an ability to comprehend written instructions and work independently.

Petition for Separate Grade in L-7. The option to be graded separately from classmates for the L-7 competence is available at the end of the term AFTER you have made every effort possible to encourage the group to function well. If you want to be considered for a separate grade you will need to submit the following in writing on the last day of class:

1. A concise description of the issues in the group that prevented it from working successfully.
2. A discussion as to how you might have approached them differently so as to prevent an unsuccessful outcome.
3. A description of the conflict resolution techniques you tried and their outcome.
4. A description of your own behavior in the group. This involves focusing on your strengths and weaknesses rather than those of the other group members.
5. Written documentation as to what you did toward the final product.

If, from what is submitted, it appears that the difficulties were not of your own making; or, if they were, that you made every effort to overcome them and have learned from the process; and you did your share, then I will provide an individual grade.

COLLEGE AND UNIVERSITY POLICIES

This course includes and adheres to the college and university policies described in the links below:

[Academic Integrity Policy \(UGRAD\)](#)

[Incomplete Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

OTHER RESOURCES FOR STUDENTS

[University Center for Writing-based Learning](#)

[Dean of Students Office](#)

INSTRUCTOR BRIEF BIO

Charles Stone is the Illinois coordinator and a trained moderator for the Braver Angels non-profit organization, dedicated to depolarizing America's politics. Using techniques drawn from family therapy, Braver Angels is promoting change from a culture of hyper-partisan division that threatens our democracy, makes government dysfunctional, and increasingly points toward political violence. The instructor formerly was a newspaper reporter and practiced law for 30 years. He has taught at DePaul for approximately 30 years, including courses in critical thinking, social justice, prejudice, and conflict management and negotiation.

CHANGES TO SYLLABUS

This syllabus is subject to change as necessary. If a change occurs, it will be clearly communicated to you by email and on D2L.

APPENDIX A - CASE STUDY OUTLINE

Case Study Outline

The case study is based on a conflict that you will identify and analyze. It may be a conflict at work, or it may be a family conflict, neighborhood conflict, etc. For students pursuing the L7 competence, the group case study should be based on a more general topic — a community or international controversy for example.

The following is an outline of the information you will need to provide in the written document in which you describe your study of this conflict. If you complete the assignments for each week (which will refer you to the outline), you will find that you have written the case study by the end of the term.

Note that in both cases you should present both sides (or more, if there are more than two) of the controversy, explaining the positions and needs and interests of each party. Then consider ways to resolve the conflict that will satisfy at least some of each party's needs. Ideally, both parties should be pleased with the result.

- I. Introduction/description.
Give enough information about this situation so outsiders can understand it. Include information about the organization/group and the larger community or organization in which it rests.

- A. Background/Setting: Where and when did this conflict take place? What is it about? What is the context: the social and legal climate, trends, laws, policies, regulations, and/or traditions? On how many levels does the conflict take place?
 - B. Participants: Who are they? What part do they play in the conflict? Are there secondary players or others who affect the conflict or are affected by it? What style of conflict management does each use?
 - C. Actions: How has the conflict manifested? What has been done, said, implied, etc.? Which are overt (obvious) conflicts and which are covert (hidden) conflicts?
 - D. What else affects the conflict or is affected by it?
- II. What vision can you form for a positive resolution of the conflict? Describe it in detail as if it were happening now.
- III. Analysis
- A. What is the primary dispute? Are there any secondary issues?
 - B. What position does each participant take regarding what should happen? (Who wants what, and why do they say they want it?)
 - C. What are the most significant barriers to resolution of this conflict?
 - D. What are the stages of development of the participants? How does this affect their worldviews, assumptions, attitudes, values, and/or understandings?
 - E. What are the real needs of the participants?
- IV. Forming a perspective.
- A. What is the best argument for each position in this dispute?
 - B. Under what circumstances might each person or group be correct?
- V. Application of dispute resolution techniques (bridges to the vision). If you have the opportunity to witness in person (or apply to yourself) any of these techniques, describe what happened and how it influenced the conflict. If not, try to imagine what might happen and what effect it might have.
- A. Force
 - B. Appeal
 - C. Formal argument/legal approaches such as filing suit, using lawyers to negotiate a deal, arbitration, etc.
 - D. Negotiation. Consider how you used or could use (comment on at least five):
 1. Preparation
 2. Hard on the issues, soft on the people
 3. External standards
 4. Generating options
 5. Partial agreement
 6. on interests, not positions
 7. focus
 8. Inquiry
 - E. Mediation? How did you or could you use (comment on at least 5):
 1. Summarizing
 2. Getting from positions to needs/interests
 3. Reframing
 4. Neutralizing language

5. Stroking
 6. Dealing with emotion
 7. BATNA
 8. Reality testing
 9. Effective questioning
 10. Other? What other techniques might be helpful, and how might they be used? Consider humor, therapy, role-play, large-group problem solving, etc.
- VI. Conclusion/results:
- A. What happened? What is your assessment of what happened (what worked well, what didn't, who changed, who didn't, what might be done differently next time)?
 - B. VERY IMPORTANT: What is (are) the best integrative solution(s) you can suggest for this conflict?

APPENDIX B - COURSE GRADING CRITERIA (BY ASSIGNMENT)

Course Grading Criteria

2. **Case study.** The assignment will be evaluated on the following criteria.
 1. Does the case study address all the points on the case study outline?
 2. Does the case study describe the genesis and development of the conflict in a way that a non-participant can understand?
 3. Does the case study include a resolution that addresses the needs and interests of all parties?
 4. Has the case study been checked for structural and grammatical errors?
3. **Group interaction and participation.**
 1. Has the group member participated in each of the discussions?
 2. Has the group member done an amount of work equal to that of the other group members?
 3. Has the group member made an effort to apply conflict- resolution techniques to any conflicts that arose?
 4. Has the group member put forth his/her ideas?
 5. Has the group member responded to other members' ideas?
 6. Has the group member adequately performed the role assigned to him/her?
4. **Argument/Opposing/Integrative papers.** Together these will form one paper. However, they will be written and posted individually.

The argument paper. You will be evaluated on the following criteria:

1. Whether you identify the issue in one, or at most two, sentences
2. Whether your position is stated concisely in the first few paragraphs
3. Whether your reasoning is presented in a logical order
4. Whether you provide evidence to support your assertions.

The opposing perspective paper. You will be evaluated on the following criteria:

5. Whether you present the opposite point of view as forcefully as you presented your own point of view.
6. Whether you provide evidence to support the other side's assertions—evidence that someone with those beliefs would present.

The integrative paper. You will be evaluated on the following criteria:

7. Your creativity in coming up with solutions that work for everyone
8. The extent to which you deal with the needs of all parties.
5. **Group evaluation/reflection (L7).** You will be evaluated on your ability to thoughtfully assess the collaborative learning experience and on the extent to which you can relate the course concepts to that experience.
6. **Discussion forum exercises.** The entries will be evaluated as to the extent they meet the requirements for each discussion. You also will be evaluated on how often you contribute and in what depth. For example, do you do your best to answer a question raised? Are your contributions specific enough so others can understand them? Do you take into account a variety of perspectives? Are your comments original? Do your comments refer to the conflict-resolution techniques covered in the course?

Additional Assessment Criteria for your integrative paper and case studies.

They should:

- Demonstrate that you are able to integrate the evidence derived from your chosen sources into your argument according in Standard English using proper grammar, mechanics, and sentence structure.
- Use proper quotation form, including introduction of your quotation as well as your commentary following the quotation.
- Have an introduction and concluding paragraph.
- Contain proper APA or MLA citation form for in-text references as well as for the bibliography.

APPENDIX C - POINTS AVAILABLE FOR EACH DELIVERABLE ASSIGNMENT

ALL STUDENTS EXCEPT THOSE PURSUING THE L7 COMPETENCE

Discussions, Assignments, Streetcar Discussions (45%)

Main Discussion Area

1.3 Power	4
2.4 Power Trap	4
4.1 Team Characteristics	3
4.4 Disagreements	4
5.1 Force/Emotion	4
5.2 Adversarial Negotiation	4
5.4 Building Relationships	4
6.1 One Personal Team Characteristic	3
6.5 Dominance	4
7.1 Stage Development	3
7.2 Paraphrasing	4
8.3 Mediation	4
8.5 Degree of Independence	4
9.3 Non-traditional Methods	4
9.4 Thinking	4

10.1 Self-Reflection	4
10.5 Core Values	4

Assignments Area

4.1 Team Characteristics	3
6.1 Characteristics Feedback	3
7.1 Stage Development	3
10.1 Self-Reflection	4

Individual Group Discussions

1.2 Roles	3
2.1 Streetcar I and II	3
3.1 Streetcar III ABC	3
7.3 Streetcar Stages	3

Three Papers (30%)

4.3 Argument Paper	10
6.4 Opposing Paper	10
9.2 Integrative Paper	10

Individual Case Study (25%)

Individual Case Study	25
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STUDENTS PURSUING THE L7 Competence:

Discussions, Assignments, Streetcar Discussions (41%)

Main Discussion Area

1.3 Power	4
2.4 Power Trap	4
4.1 Team Characteristics	3
4.4 Disagreements	4
5.1 Force/Emotion	4
5.2 Adversarial Negotiation	4

5.4 Building Relationships	4
6.1 One Personal Team Characteristic	3
6.5 Dominance	4
7.1 Stage Development	3
7.2 Paraphrasing	4
8.3 Mediation	4
8.5 Degree of Independence	4
9.3 Non-traditional Methods	4
9.4 Thinking	4
10.1 Self-Reflection	4
10.5 Core Values	4

Individual Group Discussions— Streetcar

1.2 Roles	3
2.1 Streetcar I and II	3
3.1 Streetcar III ABC	3
7.3 Streetcar Stages	3

Individual Group Discussions – Group Case Study (49%)

2.2 Group Case Study Topic	7
3.3 Case Study Discussion	7
4.2 Case Study Discussion	7
5.3 Case Study Discussion	7
6.3 Case Study Discussion	7
7.4 Case Study Discussion	7
9.3 Case Study Discussion	7

Group Reflection (10%)

10.2 Group Reflections in Assignments Area	10
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