Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Liberal Arts
   Department: Communication and Journalism

2. Course Prefix and Number: Comm3300
3. Effective Term: 

4. Course Title: Communication and Conflict
   Abbreviated Title (30 characters or less): Communication and Conflict

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course
   - [ ] Current Course Number:
   - [ ] Proposed Course Number:
   - [ ] Type of Revision:

6. Course Credit:
   - Maximum Hours (Repeatability): 3
   - Contact/Group Hours: 3
   - Scheduled Type: Lecture
   - Weekly or Per Term?: WEEKLY
   - Credit Hours: 3
   - Anticipated Enrollment: 24

   Total Credit Hours: 3

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   - Use "P:=" to indicate a prerequisite, "C:=" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.
   - P: Restricted to students with at least a sophomore standing (30 hours completed).

9. Restrictions:
   - List specific restriction in space above.
   - [ ] College
   - [ ] Major
   - [x] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    - Enhance awareness of and develop skills in managing conflict processes in interpersonal relationships.

11. May Count Either: [ ] or [ ] (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    - Program Type: major
    - Program Title: Communication
    - Requirement or Elective?: optional

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - [ ] Applicable
    - [x] Not Applicable
14. Justification:
This class compliments other courses in the Communication curriculum that peripherally discuss conflict as inevitable and frequent in social life. The class would be dedicated entirely to understanding the forms, functions, influences, and outcomes of conflict in several different communicative situations.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:
Existing faculty, classrooms, and technology are sufficient to teach the course.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:
From the AU Student Learning Objectives:

* Students will be able to read analytically and critically about central conflict concepts and their applications to specific contexts
* Students will be able to construct and critique arguments about conflict in communication effectively.
* Students will demonstrate effective oral communication skills (in class discussion)

From the proposed syllabus. Specifically, at the end of this course, students will be able to:

* list elements present in all conflict situations;
* discuss the impact gender and culture have on conflict choices;
* explain typical conflict reactions and their impact on the student;
* describe types of goals people try to accomplish in conflict situations;
* distinguish among different conflict styles;
* explain how power as a relational influence in conflict;
* make recommendations for different types of interventions into conflict;
* suggest strategies for preventing destructive conflict.

The course is designed for students to reach for these objects through class discussion and writing assignments.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:
Week 1 – Intro to class – Assumptions and definitions
Week 2 – Chapter 1 – The nature of conflict
Week 3 – Chapter 2 – Perspectives on conflict
Week 4 – Chapter 3 – Goals in Conflict – Application/Discussion paper due at end week
Week 5 – Additional Reading: Hopper and Drummond (1990)
Week 6 – Chapter 4 – Power in conflict - Application/Discussion paper due at end week
Week 7 – Chapter 5 – Styles and Strategies of conflict management
Week 8 – Review and Midterm Exam
Week 9 – Researching interpersonal conflict: Finding research; Asking
research questions

Week 10 – Chapter 6 – Emotions in conflict – Application/Discussion paper due at end week

Week 11 – Chapter 7 – Mapping conflict – Annotated Bibliography due at end of week

Week 12 – Chapter 8 – Interpersonal negotiation - Application/Discussion paper due at end week

Week 13 – Chapter 9 – Third party intervention – Application/Discussion paper due at end of week

Week 14 – Chapter 10 – Forgiveness and reconciliation – Conflict Analysis paper due at end of week

Week 15 – Chapter 10 (cont.) – Forgiveness and reconciliation – Catch up and review

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Midterm exam
Final exam
Quizzes – Unannounced quizzes from the textbook

Application/discussion papers – These assignments, 1-2-page discussions each, will be responses to application questions found in the text.

Annotated Bibliography – This assignment is a collection of summaries of two academic articles to be used in the Conflict Analysis Paper (see below).

Conflict Analysis Paper – The purpose of the assignment is for students to analyze a specific conflict they have had or continue to have with a specific person. Students must incorporate course concepts and terminology from the text in the description, analysis, and self-reflection of the conflict. The paper includes the following elements:
- Describe the relationship with the other party,
- Describe the nature of the conflict,
- Identify the styles of conflict management,
- Assess the conflict,
- Speculate solutions,
- Suggest prevention.

Participation – An important part of learning about communication is developing the skills to talk with your peers about it in a clear and concise way – practicing the use of academic terminology in asking and answering questions and making observations and arguments. Participation grade will be based on a broad evaluation of the quality and quantity of comments and contributions to class discussions. Examples of strong participation include showing preparedness and a positive attitude toward learning, making insightful comments, asking productive questions, and promoting a positive class climate.

(List all quizzes, projects, reports, activities and other components of the course grade – including a brief description of each assignment that clarifies its contribution to the course’s learning objectives)

19. Rubric and Grading Scale:

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm exam</td>
<td>20%</td>
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<tr>
<td>Final exam</td>
<td>25%</td>
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<tr>
<td>Quizzes – 3 Quizzes – 5% (total)</td>
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<tr>
<td>Application/discussion papers – 5 assignments, 20% (total)</td>
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<tr>
<td>Annotated Bibliography – 5%</td>
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<tr>
<td>Conflict Analysis Paper – 20%</td>
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<tr>
<td>Participation – 5%</td>
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<td>Grading Scale</td>
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<td>o A – 90-100%</td>
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<td>o B – 80-89.5%</td>
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<td>o C – 70-79.5%</td>
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<td>o D – 60-69.5%</td>
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<td>o F – Below 60.5%</td>
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(List all components of the course grade – including attendance and/or participation if relevant – with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:  
Not applicable

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. If the student fails to notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the absence of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should contact the Academic Center for Students with Disabilities immediately. The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. The student must arrange accommodations for all future classes and requests made after the initial meeting will not be honored. If the student is not able to make these accommodations, they should contact the Program for Students with Disabilities, 1298 Haley Center, 944-2896 (WTT).
Approvals

Date

Date

Date

Date

Date

Contact Person: Robert R. Agne
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