CONF 695: CREATIVE CONFLICT RESOLUTION FOR CLASSROOMS

3 Graduate Credits

GEORGE MASON UNIVERSITY
Department of Conflict Analysis and Resolution

1. Course Information

When: FOR CREDIT: Fall Semester 1992
      Tuesdays, September 15, 1992 - December 15, 1992
      4:00 - 7:00 pm
Where: Mark Twain Intermediate School Library
Instructor: Marsha S. Blakeway
Work Location: CCRC: Capital Area
              3260 Wilson Blvd.
              Arlington, VA 22201
Telephone: (703) 908-0731 (work)
           (703) 532-1192 (home)

2. Course Purpose and Intended Audience

The purpose of this graduate course is to provide a theoretical framework for understanding interpersonal conflict processes and to provide a practical framework for using that understanding in classroom situations and in other instructional relationships to facilitate learning of nonviolent conflict resolution skills. The intended audience is educators from the Edison High School Pyramid and other educators in Fairfax County Public Schools.

3. Course Description

This course is designed to provide educators with the following:

• a theoretical framework for understanding conflict situations;
• a practical conceptual method and set of experiential learning tools for facilitating the learning of creative and nonviolent conflict resolution skills by students or peers; and
• a familiarity with resources for school-based conflict resolution programs and training.

Participants will be involved in the design and implementation of conflict resolution training activities for their students or peers in the areas of cooperation, communication, self-esteem and valuing others, and problem solving. The process of student peer mediation will be introduced. Methods for training and implementation of conflict resolution programs in classroom and other school settings will be the focus of participant projects.

4. Course Objectives (From Participants’ Perspectives)

a. Read and discuss information on interpersonal conflict resolution and classroom conflict management.
b. Review curricular and other resources for conflict resolution in the educational setting and report orally to class.
c. Prepare with a group an 8 - 10 part conflict management curriculum or training guide for use with an existing group of students.
d. Write an essay on integrating conflict resolution techniques in personal teaching or management style.
e. Participate in facilitated classroom management setting.
5. Primary course Materials and Resources

Required Textbooks:

Optional Reading:
Participants may substitute the following book for Getting Together:

Additional Readings:
As assigned.

6. Course Format

Individual class sessions will be conducted using an experiential workshop approach designed and facilitated by the instructor. Learning experiences will include group discussion, short lecture, cooperative learning groups, role plays, presentations and other learning activities.

7. Course Expectations and Requirements

a. Attend class sessions and participate in activities and discussion.
b. Read the assigned material and prepare weekly journal entry.
c. Review one or more sets of curriculum and prepare a short oral summary for class.
d. Group project: Design a curriculum (eight to ten sessions) that integrates conflict resolution studies or methods into existing classroom setting.
e. Individual essay.

8. Criteria for Grading

Weight by percentage of each component to determine final grade is as follows:

- Readings and journal entry 30%
- Group Project 30%
- Individual Essay 20%
- Class Participation 10%
- Curriculum notes 10%

10. Guidelines

Class participation: Attendance in class will be expected because of the participatory nature of the learning activities and the developmental nature of the course design.

Readings and journal entry: Ten-twelve journal entries of approximately two-pages (handwritten or typed) will be assigned during the semester. The journal entry assignments will be a summary of reading, a personal reflection, or an observation of conflict situations. Other forms of journal entries can be chosen in consultation with the instructor.
Curriculum notes: Participants will choose a curriculum for review from those provided by the instructor or from another source; will read prepare a brief summary for oral presentation to the class.

Group Project: Participants will work in groups to do one of the following projects:

- design and write an 8-10 part conflict resolution curricula for use with an existing group of students at any educational level;
- design and write a plan for implementing a conflict resolution program for a specific school setting.

Groups will briefly present the projects to the class as scheduled on the syllabus.

Individual Essay: A 3-5 page essay is due the last class session. My preference is that the essay be typed and double spaced. The essay will be written on either of two topics: a reflection on integrating conflict resolution skills in personal teaching or management style; or a synthesis of knowledge and skill gained in the course.

11. Bibliography

Attached

9. List of Topics (tentative)

<table>
<thead>
<tr>
<th>Session</th>
<th>Overview and logistics of course; September 15, 1992 Introductory workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2</td>
<td>UNDERSTANDING CONFLICT: OVERVIEW</td>
</tr>
<tr>
<td>September 22, 1992</td>
<td>Reading Due: Hocker and Wilmot, Beginning to page 43.</td>
</tr>
<tr>
<td>Session 3</td>
<td>UNDERSTANDING CONFLICT: RESOLUTION PROCESSES</td>
</tr>
<tr>
<td>September 29, 1992</td>
<td>Reading due: Hocker and Wilmot, pages 45-96</td>
</tr>
<tr>
<td>Session 4</td>
<td>UNDERSTANDING CONFLICT: ROLES IN CONFLICT</td>
</tr>
<tr>
<td>October 6, 1992</td>
<td>Reading due: Hocker and Wilmot, pages 99-144</td>
</tr>
<tr>
<td>Session 5</td>
<td>UNDERSTANDING CONFLICT:</td>
</tr>
<tr>
<td>October 13, 1992</td>
<td>Reading due: Hocker and Wilmot, pages 148-203</td>
</tr>
<tr>
<td>Session 6</td>
<td>THE CCRC MODEL: COOPERATION</td>
</tr>
<tr>
<td>October 20, 1992</td>
<td>Reading due: Kreidler, beginning to page 81</td>
</tr>
<tr>
<td>Session 7</td>
<td>THE CCRC MODEL: COMMUNICATION</td>
</tr>
<tr>
<td>October 27, 1992</td>
<td>Reading due: Kreidler, pages 82-151</td>
</tr>
<tr>
<td>Session 8</td>
<td>THE CCRC MODEL: AFFIRMATION</td>
</tr>
<tr>
<td>November 3, 1992</td>
<td>Reading due: Kreidler, pages 151 to end</td>
</tr>
<tr>
<td>Session 9</td>
<td>THE CCRC MODEL: PROBLEM-SOLVING</td>
</tr>
<tr>
<td>November 10, 1992</td>
<td>Reading due: Hocker and Wilmot, pages 206-end</td>
</tr>
<tr>
<td>Session 10</td>
<td>IMPLEMENTATION AND PROJECT PLANNING</td>
</tr>
<tr>
<td>November 17, 1992</td>
<td>Due: Curriculum reports</td>
</tr>
</tbody>
</table>
Session 11  PROJECT PRESENTATIONS  November 24, 1992

Session 12  PROJECT PRESENTATIONS  December 1, 1992

Session 13  TBA  December 8, 1992

Session 14  TBA  December 15, 1992

Projects Due

Session 15  TBA  December 8, 1992

Due:  Individual Essay

9.  List of Topics (tentative)

Session 1  Overview and logistics of course;  FOOD  September 15, 1992

Session 2  UNDERSTANDING CONFLICT: OVERVIEW  Vicki Wright  September 22, 1992

Reading Due:  Hocker and Wilmot, Beginning to page 43.

Session 3  UNDERSTANDING CONFLICT: RESOLUTION PROCESSES  Debi Sorber  September 29, 1992

Reading due:  Hocker and Wilmot, pages 45-96

Session 4  UNDERSTANDING CONFLICT: ROLES IN CONFLICT  Bonnie Woolston  October 6, 1992

Reading due:  Hocker and Wilmot, pages 99-144

Session 5  UNDERSTANDING CONFLICT:  Jones, Reed  October 13, 1992

Reading due:  Hocker and Wilmot, pages 148-203

Session 6  THE CCRC MODEL: COOPERATION  Mondie Gallagher  October 20, 1992

Reading due:  Kreidler, beginning to page 81

Session 7  THE CCRC MODEL: COMMUNICATION  Linda Yusk  October 27, 1992

Reading due:  Kreidler, pages 82-151

Session 8  THE CCRC MODEL: AFFIRMATION  Martha Livingston  November 3, 1992

Reading due:  Kreidler, pages 151 to end
(Check out curriculum for Nov. 17 report)

Session 9  THE CCRC MODEL: PROBLEM-SOLVING  John Park  November 10, 1992

Reading due:  Hocker and Wilmot, pages 206-end
(Check out curriculum for Nov. 17 report)

Session 10  IMPLEMENTATION AND PROJECT PLANNING  Carol Banks  November 17, 1992

Due:  Curriculum reports

Session 11  PROJECT PRESENTATIONS  Maria Daski  November 24, 1992

Session 12  PROJECT PRESENTATIONS  Tori Brady  December 1, 1992

Projects Due

Session 13  TBA  Sandy Wagner  December 8, 1992

Reading:  Fisher or Gordon book
Session 14 TBA Marsha Blakeway
December 15, 1992 Due: Individual Essay