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COMX 413.01: Communication & Conflict Writing

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INSTRUCTOR

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COURSE DESCRIPTION

Conflict is a common feature of personal, professional and public life that has a variety of potential consequences. Although conflict can be a disruptive force, it can also lead to innovation, improved adjustment, and better decisions. By studying conflict, we hope to gain competency at managing conflicts and to move them in a productive direction.

This course examines the intricacies of human conflict with special attention to communication processes that escalate, manage, and mediate disputes. We will cover such topics as the basic elements and nature of conflict, conflict styles, strategies, and patterns, subjective and discursive framing of conflict, power and resistance, integrative negotiation, and conflict mediation. The concepts and theories discussed in the course are broadly applicable to different types of conflict. We will analyze examples of interpersonal, political, environmental, organizational, and family conflicts. Both theory and application are stressed, with an emphasis on their inter-relationship.

The content of COMM 413 (Communication and Conflict-Writing) is equivalent to COMM 412 (Communication and Conflict); however, COMM 413 is a writing intensive class designed to fulfill the Upper Division Writing Requirement of UM’s general education requirements. CREDIT IS NOT ALLOWED FOR BOTH COMM 413 AND COMM 412.

We will work to enhance writing proficiency through in-class workshops. You will submit three short reaction papers that respond to assigned readings, along with a major research paper consisting of a conflict case study. You will submit portions of the case study in stages over the semester and revise the paper based on instructor and peer feedback. Papers will be graded based on writing as well as content.

WRITING OBJECTIVES

By the end of the semester, students should achieve the following learning outcomes for upper-division writing courses:
• Identify and pursue more sophisticated questions for academic inquiry
• Find, evaluate, analyze, and synthesize information effectively from diverse sources
• Manage multiple perspectives as appropriate
• Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
• Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
• Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
• Develop competence in information technology and digital literacy

READINGS (COURSE READINGS ARE POSTED ON MOODLE)

  Chapter 3: Conflict Messages

  Introduction
  Chapter 8: Managing conflict


  Chapter 3: Taking a systems view (read first half of chapter only, pp. 55-62)


Kauffman (Eds), *Framing matters: Perspectives on negotiation research and practice in communication* (pp. 210-233). New York: Peter Lang Publishing.


  
  Chapter 3: Interests and goals
  Chapter 4: Power: The structure of conflict

**READING SCHEDULE**

**EXAM 1**

Introduction (from Folger et al.)
Interests and goals (Wilmot & Hocker, chapter 3)
Taking a systems view (Littlejohn & Domenici)
Conflict messages (Cupach & Canary, chapter 3)
Serial Arguing... (Roloff & Johnson)
“Death to America”: A frame analysis of Osama... (Rogan)
Stepping into the stream of thought (Sillars et al.)

**EXAM 2:**

Managing conflict (Folger et al., chapter 8)
Book summary of *Getting to Yes* (Glaser)
Anatomy of a crisis (Ury & Smoke)
Power: The structure of conflict (Wilmot & Hocker, chapter 4)
Take this job and... (Lutgen-Sandvik)
Mediating conflict (Hale & Thieme)

**REQUIREMENTS**

**EXAMS**

There will be two exams over the lectures and readings. The exams will be a combination of objective and short essay questions. The second exam will be noncumulative.
**REACTION PAPERS**

There are three short (2 page) reaction papers in which you respond to questions about one of the readings. These are due on days when we will discuss the reading in class.

**CONFLICT CASE STUDY**

You will write a paper analyzing a conflict that is in the public domain, for example, a conflict that is portrayed in the news, on the internet, in historical documents, or in literature. The paper should be 8-12 pages, not counting the appendix or references, with standard font, margins, spacing. The conflict can be real or fictional and either historical or contemporary, provided that you can locate sufficient material to conduct an in-depth analysis. To conduct the analysis, you will need written texts (for example, letters, blog posts, speeches, news reports) that give background on the conflict and also provide first person accounts of the conflict from the perspectives of the principal parties. One of the goals of the paper is to analyze how people subjectively and discursively frame conflict, so you need statements from parties who are directly involved in the conflict describing the situation in their own words. Third party analysis (such as news reports, historical analysis, or editorials by third parties) may be useful as background but you will also need first person accounts to conduct the analysis.

The paper may take the form of either: 1) a frame analysis in which you identify subjective and discursive frames in a conflict and analyze their implications (see the Rogan reading as a model), or 2) a conflict assessment focusing on particular aspects of conflict (e.g., power, goals, culture) that seem important to the case that you are analyzing. Some examples of suitable material for either analysis include: 1) documents or web pages produced by organizations involved in a local environmental conflict; 2) speeches, interviews, and other public statements by political figures involved in international disputes; 3) a novel that provides a complex account of family conflict, 4) counter-institutional websites that vent employee and customer dissatisfactions (e.g., targetsucks.com, radioshacksucks.biz, walmartsucks.org); 5) public testimony at meetings (such as City Council meetings) that involve conflicts over land use or neighborhood planning; 6) blogs and other web posts that air conflicts involving celebrities, sports figures and/or their fans; or 7) news stories that reveal differences in media framing of conflict (e.g., stories about Middle East conflicts by U.S. vs. Middle Eastern news sources).

There are other possibilities and I will consider creative ideas but keep in mind that this is not a self-analysis paper, so the conflict should not be one that you have personally experienced or that involves your own circle of acquaintances. In addition, you must work from written texts. Movies and fictional television shows do not provide sufficient material, unless supplemented with transcripts and other documents. In most cases, you cannot conduct your own interviews with disputing parties without first obtaining approval from UM’s Institutional Review Board. Therefore, plan to rely on information that is already published or otherwise in the public domain.
Some papers from past classes are posted on the course Moodle site to serve as examples. Other ideas and guidelines for the research paper will be covered in class.

**ATTENDANCE, PARTICIPATION, AND WORKSHOP PREPARATION**

Class attendance and participation are essential because much of the course content will be presented through class discussions and activities, including writing workshops. More than three absences will result in a grade reduction, with the number of points deducted based on the number of absences over three. In addition, you have to be in class on days when reaction papers are due to get credit, since the reaction papers are designed to stimulate class discussion of the readings. Please come prepared to discuss the readings and your paper on those days. Of course, I will show flexibility toward someone who misses days for reasons that are truly unavoidable, such as an extended illness or family emergency. Please email me if such a situation arises.

**WRITING WORKSHOPS**

You will submit your conflict case study in stages to get instructor and peer feedback. Two class periods will be devoted to writing workshops, in which you provide and receive comments on drafts of the case study. Students will work in groups of four. To prepare for workshops, students will submit their drafts a week in advance by posting on the course Moodle site. Prior to the workshop day, members of each workshop group should read one another’s drafts and bring written feedback to class.

**GRADING**

Grades will be assigned using the +/- system on the following basis (500 total points):

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Exam 1</td>
<td>100</td>
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<tr>
<td>Exam 2</td>
<td>100</td>
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<tr>
<td>Conflict case study – draft</td>
<td>100</td>
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<tr>
<td>Conflict case study - revised</td>
<td>80</td>
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<tr>
<td>Reaction papers (3)</td>
<td>60</td>
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<tr>
<td>Workshop preparation</td>
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<tr>
<td>Workshop 1</td>
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<td>Workshop 2</td>
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**DATES AND DEADLINES**

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<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Wed., Fe. 7</td>
<td>Submit a brief description of plans for the conflict case study that identifies the texts that you plan to analyze.</td>
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<tr>
<td>Date</td>
<td>Event Details</td>
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<tr>
<td>Wed., Fe. 14</td>
<td>Reaction paper #1 due</td>
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<td>Wed., Fe. 28</td>
<td>Reaction paper #2 due</td>
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<td>Wed., Mar. 7</td>
<td>Exam 1</td>
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<tr>
<td>Fri., Mar. 16</td>
<td>Draft intro./background sections for conflict case study due (submit to Moodle site).</td>
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<td>Wed., Mar. 21</td>
<td>Writing workshop</td>
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<td>Wed., Ap. 11</td>
<td>Reaction paper #3 due</td>
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<td>Mon., Ap. 23</td>
<td>Complete draft of conflict case study due (submit to Moodle site).</td>
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<td>Mon., Ap. 30</td>
<td>Writing Workshop</td>
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<td>Wed., May 2</td>
<td>Exam 2</td>
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<td>Wed., May 9</td>
<td>Revised conflict case study due (submit to Moodle site)</td>
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**DISABILITY MODIFICATIONS**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

**ACADEMIC MISCONDUCT**

Academic misconduct includes cheating on exams, plagiarism, interfering with the work of another student, and fabrication of research. Plagiarism entails using the words or ideas of another source without giving appropriate credit to the source. Depending on the severity of the violation, plagiarism or other misconduct will result in an “F” on the assignment, failure of the course, and/or recommendation of a University sanction.