Course Syllabus for HRD 5344: Conflict Resolution

Fall 2025

Instructor: Dr. Katie Stone
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Office Hours:
Mondays 7:00 - 8:00 pm (CST) via zoom and by appointment. (Note: If no one attends office hours by 7:15 pm on Monday evening, I will close office hours for that evening).

Course Description:
Study of the basic theories and concepts of conflict resolution: its philosophical and historical development, paradigms, structure and function, and issues and trends in the field.

Course Format and Structure: The course is offered as a fully online, asynchronous course including few optional synchronous sessions. The course is designed to be highly interactive and centered around active learning. The course is designed to foster student engagement, participation, and hands-on application of concepts. The course structure is built to foster a dynamic and collaborative online learning environment where students are encouraged to take an active role in their learning. Please note that this is not a self-paced course, the course will follow a set schedule as outlined in the syllabus with specific due dates for weekly modules and assignments. Modules will start Monday morning and end Sunday midnight. Modules will be made available based on the weekly schedule; students can complete the chapter readings ahead of time but must follow the schedule of module learning activities as outlined in the syllabus. To be successful in the course, students will need to keep up with the readings and regularly participate in the course learning activities.

Required Textbook/Materials:
1. Furlong, G. T. (2020). *The conflict resolution toolbox: Models and maps for analyzing, diagnosing, and resolving conflict. (2nd Ed).* John Wiley & Sons. ISBN-13: 978-1119717584. You can access the ebook version of the textbook for FREE through this link: https://ebookcentral.proquest.com/lib/uttyler/detail.action?docID=6320000
2. APA 7 Publication Manual ISBN-13:978-1433832161 (optional, but recommended). If you chose not to purchase the APA 7 Manual, please bookmark this site:
   a. https://apastyle.apa.org/products/publication-manual-7th-edition
3. Additional learning materials are provided in the Canvas course site

Course Learning Objectives:
• Critique and discuss with class members various strategies for resolving conflict in the workplace.
• Engage in scholarly writing (developing and strengthening APA skills) and conceptualization of a topic related to conflict resolution.
• Synthesize findings of library research into a group project and poster.

Grading:

A	90-100	B	80-89	C	70-79
D	60-69	F	<-59		

Grading Policy for HRD 5344:

Module Discussions & Learning Activities	180 points (60%)
Group Project and Poster Presentation	90 points (30%)
Final Exam (Reflective Essay)	30 points (10%)
Total Points	**300 Points**

Assignment Descriptions

Online Discussions and Learning Activities:

Online discussions are an important part of an online learning experience; they provide students an opportunity to deepen their understanding of the weekly topics and learn from their peers. Consider the online discussions as mini-essays and assignments designed to help you connect the readings to your personal experiences and contexts. Students are required to submit well thought out responses (at least three paragraphs- double spaced) that demonstrate their deep understanding of the readings, their ability to apply information and connect the concepts to real world contexts. Students are required to respond to the discussion prompt and at least two students' discussion posts. **Answer to the discussion prompts will be due by Friday at midnight, and response to at least two other students' posts by Sunday at midnight**.

The following rubric will be used to grade the discussion posts-

Required Elements	Excellent (13-15 pts)	Good (10-12 pts)	Fair (7-9 pts)	Poor (below 7 pts)
Relevance of Post	Post thoroughly answers the discussion prompt and demonstrates understanding of the material with well-developed ideas. Post integrates assigned reading/ content and makes strong connections to practice. Response is supported by research/ readings and personal experiences.	Post addresses most of the prompt(s) and demonstrates some understanding of the readings with well-developed ideas. Post does provide some connections to readings and personal experience.	Post fails to address all components of the prompt. The response is not well developed and doesn't make clear connections to readings and personal experiences.	Post does not address the components of the prompt.
Quality of Post	Appropriate thoughtful and reflective comments.	Appropriate comments and responds in detail to other students' postings.	Responds, but with minimal effort (for example – "I agree with XX).	Minimal effort.
Contribution to the Learning Community	Provides interesting perspective and insights to the discussion, shares additional resources/ readings related to the topic. Presents creative approaches to topic.	Interacts with other students respectfully and presents relevant viewpoint for consideration.	Minimal effort to contribute to the learning community.	Does not respond to others' or does so in a negative way that detracts from a positive learning environment.

	Writing is free of grammatical, spelling, or punctuation errors.	Writing includes less than 3 grammatical, spelling or punctuation errors.	Writing includes 3-5 grammatical, spelling, or punctuation errors.	Writing contains more than 5 grammatical, spelling or punctuation errors.
Mechanics				

Group Project and Poster Presentation (Group Assignment)

Each student group (size of group based on total enrollment) will choose a suitable topic from their textbook (involving conflict resolution in the workplace) and will thoroughly research their chosen topic and will write a group report (7 to 8 double spaced pages) including Cover Page and Reference Page with at least 2 to 3 sources of references including the textbook; must include the synthesis of at least 2 peer-reviewed journal articles) and present their findings in a visually engaging poster presentation. All sources must be correctly cited and referenced according to APA 7 standards. Students who do not work with their group will earn 0% for this assignment (**30% of course grade**). The grade will be based on both individual contributions and quality of group work. Students will be using Canvas group features to collaborate on the project. Additional guidelines are provided in the Canvas course site. The following milestones and check ins with the instructor are required to share progress on the project.

Milestones for the group assignment:

1	Group Project Topic Selection	9/14/25
2	Draft of Project Outline and Division of Tasks	9/28/25
3	Meeting with the Librarian and Literature Review Completion	10/19/25
4	Final Report Due	11/16/25
5	Poster Presentation Due	11/16/25

Final Exam – (**10% of course grade**).

Instructions will be provided ahead of time, so students have time to prepare for this reflective essay exam.

Make-Up Work and Late Work

Make-Up work is allowed for a medical/official university business excuse with proper documentation. Otherwise, there will be a **50% per calendar day penalty (including weekends)** for all late work not otherwise pre-authorized. Please Email Dr. Stone ahead of time for special cases (such as military duty/training, health or family emergencies; Dr. Stone may request documentation for these situations).

Writing Expectations

This is a graduate-level university course with numerous written assignments that should be free of spelling and grammatical errors and should include sufficient organization, demonstrate critical thinking, and the proper citing of sources and references according to APA 7 guidelines. If you seek assistance from the UT Tyler Writing Center, you should plan in advance for the Center to look over your paper and offer advice. If you need further tutoring, you should plan for at least two hour-long tutorials per assignment. Contact info: UT Tyler Writing Center, (903) 565-5995, email: writingcenter@uttyler.edu

Artificial Intelligence (AI)

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

AI is an important tool in our lives today, however, it is not a substitute for your independent thought and should not be used to write your assignments in this course. This course focuses on developing skills in conflict management. You can use AI tools for brainstorming ideas, enhancing team productivity, designing a poster, formatting documents etc. but not for writing your discussion responses and assignments. **All AI use should be acknowledged and referenced.**

Important Dates:
Census Date = September 8, 2025
Last Day to Withdraw from Classes = November 3, 2025
Please refer to the academic calendar dates.

UNIVERSITY RULES AND POLICIES:

Student Rights and Responsibilities: To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: https://www.uttyler.edu/offices/student-success/policies/

Academic Integrity: Academic integrity is the utmost importance. Academic dishonesty will result in the receipt of an F for a final grade in this course. The assessments included in this course are designed to measure your grasp of the information which is examined throughout the course.

College of Business Statement of Ethics: The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the College of Business and Technology help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business and Technology at The University of Texas at Tyler will:
- Ensure honesty in all behavior, never cheating or knowingly giving false information.
- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
- Develop an environment conducive to learning.
- Encourage and support student organizations and activities.

Disability Accommodation: Any student who feels their performance in this class may be impacted by a disability, in accordance with federal law, must provide documentation of his/her disability. It is

university policy to evaluate the need for an accommodation on a case by case basis. In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079, email: saroffice@uttyler.edu

UT Tyler Resources for Students

UT Tyler Writing Center (903.565.5995)
UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
UT Tyler Counseling Center (903.566.7254)

Module	Date	Topic/Description	Deliverables
1	8/25/25-8/31/25	**Introduction to Course** **Review Syllabus and Course Outline** Read • Chapter 1 • Article by McKee (2014) Harvard Business Review "*Why We Fight at Work*"	1.1 Post introduction on discussion forum 1.2 Take the conflict management style self-assessment quiz and participate in discussion forum 1.3 Participate in Course Review Zoom Session (optional) from 4-5 on August 28
2	9/1/25-9/7/25	**Conflict Resolution Overview** Read • Chapters 2 & 3 • Article: "*How to Manage Conflict*" by Amy Gallo • Article: "*The Secret to Dealing with Difficult People: It's About You*" by Tony Schwartz Watch • TEDx Video by Robin Funsten: "*How Understanding Conflict Can Help Improve Our Lives*" • TED Talk by Margaret Heffernan – "*Dare to Disagree*"	2.1 Participate in Discussion Week 2 2.2 Group will schedule meeting with librarian (Mrs. Watson) to discuss research topics
3	9/8/25-9/14/25	**Model #1: The Stairway** **Choose Topic for the Group Project**	3.1 Participate in Discussion Week 3

		Read	3.2 Submit topic for Group Project on your group site on Canvas
		• Chapter 4 • Article "*How to Resolve a Conflict at Work*" by Jeanne Brett and Stephen B. Goldberg • Article: "*Power and Influence*" by Linda A. Hill and Kent Lineback Watch • TED Talk by Eric Liu "*Why Ordinary People Need to Understand Power*"	
4	9/15/25- 9/21/25	**The Triangle of Satisfaction** Read • Chapter 5 • Article: "*When to Cooperate with Your Competitors*" by Adam Brandenburger and Barry Nalebuff Watch • TED Talk by Dan Ariely "*Are we in control of our decisions?*"	4.1 Participate in Discussion Week 4 4.2. Work on Group Project
5	9/22/25- 9/28/25	**The Circle of Conflict** Read • Chapter 6 Watch • TEDx Video by Louis Evans: "*Own Your Behavior, Master Your Communication*" • TED Talk by Elizabeth Lesser "*Take the Other to Lunch*"	5.1 Participate in Discussion Week 5 5.2 Group Project Outline and division of tasks due – submit on Canvas group site
6	9/29/25- 10/5/25	**The Dynamics of Trust** Read • Chapter 7 • Article "*Begin with Trust*" by Frances Frei and Anne Morriss Watch • TED Talk by Onara O' Neill "*What we don't understand about trust*"	6.1 Participate in Discussion Week 6 Work on group project
7	10/6/25- 10/12/25	**The Law of Reciprocity & The Loss Aversion Bias** Read	7.1 Participate in Discussion Week 7 Work on Group Project

		• Chapters 8 & 9 <u>Listen</u> HBR – "*How to repair a broken relationship at work*" <u>Watch</u> Adam Grant: "*Are You a Giver or a Taker*?" Robert Cialdini: "*The Science of Persuasion*"	
8	10/13/25- 10/19/25	**The Boundary Model and the Social Style Model** <u>Read</u> • Chapters 10 & 11 • Article by Amy Cuddy, Matthew Kohut, and John Neffinger "*Connect, Then Lead"* • Article by Nick Craig and Scott Snoook *What is Your Leadership Signature?*" <u>Watch</u> • TED Talk by LeeAnn Renninger "*The Secret to Giving Great Feedback"* • TED Talk by Celeste Headlee "*How to Have Better Conversations"*	8.1 Participate in Discussion Week 8 Complete literature review for group project
9	10/20/25- 10/26/25	**The Structural and Cultural Dimensions of Conflict** <u>Read</u> • Article by Jeanne Brett, Kristin Behfar, Mary C. Kern "*Managing Multicultural Teams"* <u>Watch</u> • TED Talk by Chimamanda Ngozi Adichie "*The Danger of a Single Story"*	9.1 Participate in Discussion Week 9 Work on Group Project
10	10/27/25- 11/2/25	**Moving Beyond Conflict** <u>Read</u> • Chapter 12 • Chapter 1 of "*Negotiating the Nonnegotiable*" by Daniel Shapiro • Article "*The Best Leaders Allow Themselves to be Persuaded"*	10.1 Participate in Discussion Week 10

		Watch • TED Talk "How to Win Your Night Fight" by Daniel Shapiro • TED Talk by William Ury "*The Walk From "No" to "Yes"*"	
11	11/3/25-11/9/25	**Application and Integration**	11.1 Participate in Discussion Week 11
12	11/10/25-11/16/25	**Finalize Group Project & Poster**	Group Project and Poster Due 11/ 16
13	11/17/25-11/23/25	**Poster Gallery Walk**	Participate in Poster Gallery Walk and provide feedback to peers
14	**11/24/25-11/30/25**	**Thanksgiving Break**	
15	12/1/25-12/7/25	**Course Review** **Reflect on key takeaways**	Final Exam (8 paragraph reflective essay)
16	12/8/25-12/13/25	**Wrap up and feedback**	Course Evaluation

*Note: If an unforeseen reason arises that the tentative calendar needs to be altered, Dr. Stone will upload a new calendar onto Canvas and students will be notified by a Canvas Course Announcement.