

No More Drama: Conflict & Resolution

2024-25 Academic Year

Program Title	Ministry Title	Major	Year	Semester
LS-General Education elective to be delivered across all programs	--	--	N/A	N/A

Course Code:	GNE1 1118	Course Equiv. Code(s):	N/A
Course Hours:	42	Course GPA Weighting:	3
Prerequisite:	N/A		
Corequisite:	N/A		
Laptop Course:	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
Delivery Mode(s):	In class <input type="checkbox"/> Online <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> HyFlex <input type="checkbox"/>		
Remote proctoring required	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
Authorized by (Dean or Director):	Nora Simpson	Date:	August 2024

Prepared by		
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Course Description:

Occasional conflict is a natural aspect of interpersonal relationships—whether at school, in the workplace, at home or beyond. Conflict does not need to be something we fear or resist. Whatever the cause of disagreements between people, conflicts can be resolved in constructive ways—without all the drama. Learners will explore theoretical insights, practical strategies, interest-based methods, and essential conflict communication behaviours for successfully resolving, and even preventing, conflicts in various situations.

Note: this course was previously titled “Conflict & Dispute Resolution”.

Campus Closure Notice

In the event of a campus closure during which time classes cannot be conducted or attended in person, course delivery will be conducted remotely where possible. Should teaching and learning resume on campus, students may be organized into smaller groups for classroom delivery, in accordance with directions from public health authorities. In either situation, the learning plan sequence and/or evaluation methods may be adjusted to address topics requiring hands-on, practical learning activities.

Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: PLAR@durhamcollege.ca for details.

PLAR Eligibility

Yes ☐ No ☒

PLAR Assessment (if eligible):

- ☐ Assignment
- ☐ Exam
- ☐ Portfolio
- ☐ Other

Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

- CLO1 Recognize the nature and scope of interpersonal conflict, as well as various root causes, to inform analysis.
- CLO2 Distinguish conflict "positions" from "interests" for the purpose of generating viable resolution options.
- CLO3 Recognize principled negotiation and mediation as interested-based approaches to conflict resolution that can create enduring win-win outcomes.
- CLO4 Differentiate five conflict resolution strategies people use to handle interpersonal conflict, along the dimensions of assertiveness and cooperativeness.
- CLO5 Identify essential conflict resolution communication behaviours that, when applied in principled negotiation and mediation, will increase understanding in a conflict and impact resolution.

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

- ☒ EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- ☒ EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- ☐ EES 3. Execute mathematical operations accurately.
- ☒ EES 4. Apply a systematic approach to solve problems.
- ☒ EES 5. Use a variety of thinking skills to anticipate and solve problems.
- ☐ EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- ☒ EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- ☒ EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- ☒ EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- ☒ EES 10. Manage the use of time and other resources to complete projects.
- ☒ EES 11. Take responsibility for one's own actions, decisions, and consequences.

Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Assignment: Critical Reflections x 3	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES7, EES10, EES11	30
Quiz: Open-notes Quiz 1	CLO1, CLO2, CLO3	EES2, EES4, EES5, EES7, EES10, EES11	25
Case Study: Conflict Analysis group project	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES4, EES5, EES7, EES8, EES9, EES10, EES11	25
Quiz: Open-notes Quiz 2	CLO1, CLO2, CLO3, CLO4, CLO5	EES2, EES4, EES5, EES7, EES10, EES11	20
Total			100%

Notes:

1. **PREPAREDNESS FOR CLASS:** It is expected that students will complete all asynchronous learning tasks prior to the live class, to support understanding of the materials that will be covered in the live class. Students who do not complete the required asynchronous course work may experience difficulty achieving success in the course.
2. **CORRECT ASSIGNMENT SUBMISSIONS:** It is a student's responsibility to ensure that any assignment submitted electronically is the correct assignment, and is an acceptable file format for DC Connect to read (ie .doc; NOT .pages). It is not the professor's responsibility to notify the student if an incorrect, blank or incomplete assignment file has been submitted.
3. **TECHNICAL DIFFICULTIES:** It is strongly recommended that students start online quizzes, and attempt to submit online assignments, well before the deadline to mitigate the risk of losing marks for late submissions due to experiencing technical difficulties. If a student experiences technical difficulties, they must contact IT support to have a "ticket" opened. The student should save the ticket (email) receipt as evidence that they attempted to submit prior to the deadline.
4. **LATE SUBMISSIONS:** Assignments are due not later than the stated due date & time. Late assignments are penalized in alignment with the importance placed on meeting deadlines in the workplace, and the expectation to demonstrate professionalism competencies in the workplace. Assignments can be handed in late and will be assessed a 10% penalty per calendar day. Students should communicate with their professor at least 24 hours in advance of the due date regarding any challenges they have in completing an assignment on time (otherwise the 10% penalty per day applies).
5. **CONFLICT ANALYSIS CASE STUDY ASSIGNMENT:** Students will analyse a mediation conflict scenario (25%) as a group. Not all students in the group are guaranteed the same grade, since individual student grades will be calculated based on fair and equitable participation. This group assignment is expected to be a collaborative team effort. Students that do not self-enrol in a group during the enrolment window will become a group of 1 (ie do the assignment independently). All group members are expected to keep copies of their work as evidence of their individual contributions. ALL group members are expected to engage in ALL group work activities (discussions, planning, problem solving, file sharing etc). All group members together are responsible for the academic integrity of the group submission, and thus it is critical for ALL members to review and approve the finished group project or product prior to submission.
6. **QUIZ:** There are 2 quizzes in the course, they are "open note" meaning students are expected to take quality notes in class, and then optionally use those notes to complete the quizzes. Quizzes include multiple choice and true-false questions. There is no make-up or re-do of a quiz. Students who must be absent from a quiz due to an extenuating circumstance, must contact the professor in advance of the missed quiz.
7. **MID-TERM GRADE:** An interim mark will be determined to identify academic progress. This mark will be based on the results of the two critical reflections (total 20%) and one quiz (25%).

Required Text(s) and Supplies:

1. No textbook required. All learning resources including videos, readings, worksheets etc will be provided for students in the weekly folders in DC Connect.

Recommended Resources (purchase is optional):

1. See DC Connect weekly folder for any recommended resources

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

General College policies related to	General policies related to
<ul style="list-style-type: none"> + Acceptable Use of Information Technology + Academic Policies + Academic Integrity + Standards for Student Conduct for all Learning Environments can be found at https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf + Information about academic policies and procedures can be found on-line at https://durhamcollege.ca/about/governance/policies 	<ul style="list-style-type: none"> + attendance + absence related to tests or assignment due dates + excused absences + writing tests and assignments + classroom management can be found in the Program Guide (full time programs only) in MyDC https://durhamcollege.ca/mydc/
<p>All students at Durham College have the responsibility to familiarize themselves with and abide by the college's Academic Integrity Policy. Students are expected to complete and submit their own work in an honest manner, in accordance with the policy. Durham College has zero tolerance for breaches of academic integrity. All suspected breaches of academic integrity will be investigated and documented following procedures outlined in the policy, and should a breach be confirmed, appropriate penalties will be levied. Breaches of academic integrity refer to a variety of practices including, but not limited to:</p> <ul style="list-style-type: none"> • copying another person's work; • using unauthorized materials or resources during an evaluation; • obtaining unauthorized copies of evaluations in advance; • collaborating without permission; • colluding or providing unauthorized assistance; • falsifying academic documents or records; • misrepresenting academic credentials; • buying, selling, stealing, soliciting, exchanging or transacting materials or information for the purpose of academic gain; • bribing or attempting to bribe personnel; • impersonation; • submitting the same work in more than one course without authorization; • improper use of computer technology and the internet; • depriving others of academic resources; • misrepresenting reasons for special consideration of academic work; • plagiarizing or failing to acknowledge ideas, data, graphics or other content without proper and full acknowledgement; • any unauthorized use of generative or other artificial intelligence. <p>If you have questions or concerns about what constitutes appropriate academic conduct or research and citation methods, and what your responsibilities are towards academic integrity, please visit the Academic Integrity website on MyDC, reach out to Student Academic Learning Services (SALS), or speak with your professor or Student Advisor.</p>	

Course Specific Policies and Expectations:

Why GNEDS?:

Check out this video: https://www.youtube.com/watch?v=jvH--gzu_l4

Below are the policies relevant to General Education courses at Durham College. General Education faculty strive to provide a supportive and enriching learning environment for all students to practice building 'durable skills' such as critical thinking, communication, collaboration, and more. While the policies below outline overarching guidelines, each faculty member will introduce additional, course-specific policies to enhance the learning experience. Exploring DC Connect and attending classes will familiarize students with relevant expectations. In addition, students are responsible to familiarize themselves with the broader college-wide policies that encompass various aspects of campus life, such as academic integrity, student conduct, and campus resources (see: <https://durhamcollege.ca/about/governance/policies>). By being well-informed about these policies, students can actively contribute to and benefit from various learning environments at DC.

Attendance & Participation:

Active participation and regular attendance are key factors in student success. Research consistently shows that attendance positively correlates with academic achievement. Students are encouraged to attend and participate in all classes, evaluations, and activities, whether in-person or online. Materials provided during class serve as valuable resource aides provided to keep students informed and engaged. For hybrid and online courses, active attendance and participation means embracing the virtual classroom environment and consistently participating in assignments and discussions.

Absence from Class:

Each student is responsible for catching up on any missed materials and in-class instructions. Students should utilize their peers and DC Connect to stay on track. It is essential for students to understand that missing class may hinder their ability to complete subsequent assignments. Overall, students are expected to take proactive steps to manage their absences and stay on track with course requirements.

Punctuality/leaving early:

Punctuality is a vital and enduring skill essential for success in various aspects of life, including academic pursuits. In the classroom, being punctual demonstrates respect for both the instructor and fellow students. Late arrivals can disrupt the flow of learning and can detract from the overall educational experience. Students who arrive late/leave early should make every effort to enter/leave quietly or wait for a suitable break to minimize disruption to ongoing activities. Furthermore, late arrivals/early departures during critical class activities such as guest speakers, graded activities, presentations or tests should be discussed in advance with the professor to ensure the integrity of the academic environment.

Student Success:

Student success matters. When students face any challenges or obstacles that might impact their progress, they are encouraged to reach out to their professors. By doing so, they not only demonstrate their commitment to growth and resilience but also enable their professors to provide the support and assistance they need. Students may be advised to make an appointment with campus resources such as SALS, Access and Support Centre, Campus Health and Wellness Centre, or a Student Advisor (find yours here: <https://durhamcollege.ca/student-life/student-services/student-advisors>).

If applicable:

Content notice:

This course may cover a wide range of topics that could include sensitive or challenging subject matter. Students are encouraged to review the course outline to review subject matter. If there are any topics of concern, students should reach out to the professor to discuss them. The well-being and comfort of all students is important, and professors can provide more detail about the context and presentation of upcoming course material.

General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <https://durhamcollege.ca/about/governance/policies/academic-policies>.
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Week/ Module	Hours:	1	Delivery:	Online
1	Course Learning Outcomes			
	CLO1			
	Essential Employability Skills			
	Taught:	EES1, EES8, EES9, EES11	Practiced:	EES1, EES8, EES9, EES11
	Intended Learning Objectives/Topics			
	Introductions Course expectations Course outline, course learning outcomes, evaluations Introduction to Conflict - Reflect on what is conflict and what does conflict mean to you?			
	Intended Learning Activities			
	Self-directed asynchronous learning activities in DC Connect weekly folders may include: self-assessments, self-reflections, readings, videos, or interactive learning tools such as Padlet etc			
	Resources and References			
	See weekly folder in DC Connect			
	Evaluation			

Week/ Module	Hours: 2	Delivery: In Class
1	Course Learning Outcomes	
	CLO1	
	Essential Employability Skills	
	Taught: EES1, EES8, EES9, EES11	Practiced: EES1, EES8, EES9, EES11
	Intended Learning Objectives/Topics	
	Introductions Course expectations Course outline, course learning outcomes, evaluations Introduction to Conflict - Reflect on what is conflict and what does conflict mean to you?	
	Intended Learning Activities	
	Synchronous learning in the live class. Lecture, discussion & application to deepen learning; participatory engagement activities such as paired and small group discussions, simulation, case study, practice exercises.	
	Resources and References	
	See weekly folder in DC Connect	
	Evaluation	

Week/ Module	Hours: 1	Delivery: Online
2	Course Learning Outcomes CLO1	
	Essential Employability Skills	
	Taught: EES1, EES2, EES4, EES5, EES7, EES8, EES9, EES11	Practiced: EES1, EES2, EES4, EES5, EES7, EES8, EES9, EES11
	Intended Learning Objectives/Topics Understanding Conflict Defining conflict. How do we tend to view conflict? What is the upside of conflict? What does successful resolution look like (substantive and relationship) Recognize interpersonal conflict along cognitive (perception), emotional (feeling), and behavioural (action) dimensions.	
	Intended Learning Activities Self-directed asynchronous learning activities in DC Connect weekly folders may include: self-assessments, self-reflections, readings, videos, or interactive learning tools such as Padlet etc	
	Resources and References See weekly folder in DC Connect	
	Evaluation	

Week/ Module	Hours:	2	Delivery:	In Class
2	Course Learning Outcomes			
	CLO1			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES4, EES5, EES8, EES9, EES11	Practiced:	EES1, EES2, EES4, EES5, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics			
	<p>Understanding Conflict</p> <p>Defining conflict. How do we tend to view conflict? What is the upside of conflict? What does successful resolution look like (substantive and relationship)</p>			
	Intended Learning Activities			
3	<p>Synchronous learning in the live class. Lecture, discussion & application to deepen learning; participatory engagement activities such as paired and small group discussions, simulation, case study, practice exercises. Synchronous learning in the live class. Lecture, discussion & application to deepen learning; participatory engagement activities such as paired and small group discussions, simulation, case study, practice exercises.</p>			
	Resources and References			
	See weekly folder in DC Connect			
	Evaluation			Weighting
	Assignment: Critical Reflections x 3			10
Week/ Module	Hours:	1	Delivery:	Online
3	Course Learning Outcomes			
	CLO1			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES4, EES5, EES8, EES9, EES11	Practiced:	EES1, EES2, EES4, EES5, EES8, EES9, EES11
	Intended Learning Objectives/Topics			
	<p>Mayer Wheel: Causes of conflict:</p> <p>Explore how unmet or obstructed needs are the ultimate cause of conflict other proximate causes include: history, structure or context, emotions, values and communication</p>			
	Intended Learning Activities			
3	<p>Self-directed asynchronous learning activities in DC Connect weekly folders may include: self-assessments, self-reflections, readings, videos, or interactive learning tools such as Padlet etc</p>			
	Resources and References			
	See weekly folder in DC Connect			
3	Evaluation			

Week/ Module	Hours: 2	Delivery:
3	Course Learning Outcomes CLO1	
	Essential Employability Skills	
	Taught: EES1, EES2, EES4, EES5, EES9, EES10	Practiced: EES1, EES2, EES4, EES5, EES9, EES10
	Intended Learning Objectives/Topics Explore how unmet or obstructed needs are the ultimate cause of conflict other proximate causes include: history, structure or context, emotions, values and communication	
	Intended Learning Activities Synchronous learning in the live class. Lecture, discussion & application to deepen learning; participatory engagement activities such as paired and small group discussions, simulation, case study, practice exercises.	
	Resources and References See weekly folder in DC Connect	
	Evaluation	
Week/ Module	Hours: 1	Delivery: Online
4	Course Learning Outcomes CLO2	
	Essential Employability Skills	
	Taught: EES1, EES2, EES4, EES5, EES8, EES9, EES11	Practiced: EES1, EES2, EES4, EES5, EES8, EES9, EES11
	Intended Learning Objectives/Topics Identifying positions and Interests in a conflict How do we find the possible interests? Why focus on interests? (to create win-win, durable outcomes) What are durable outcomes? Positional Bargaining	
	Intended Learning Activities Self-directed asynchronous learning activities in DC Connect weekly folders may include: self-assessments, self-reflections, readings, videos, or interactive learning tools such as Padlet etc	
	Resources and References See weekly folder in DC Connect	
	Evaluation	

Week/ Module	Hours:	Delivery:
	2	In Class
4	Course Learning Outcomes CLO2	
	Essential Employability Skills	
	Taught:	Practiced: EES1, EES2, EES4, EES5, EES7, EES10, EES11
	Intended Learning Objectives/Topics Identifying positions and Interests in a conflict How do we find the possible interests? Why focus on interests? (to create win-win, durable outcomes) What are durable outcomes? Positional Bargaining	
	Intended Learning Activities Synchronous learning in the live class. Lecture, discussion & application to deepen learning; participatory engagement activities such as paired and small group discussions, simulation, case study, practice exercises.	
	Resources and References See weekly folder in DC Connect	
	Evaluation Assignment: Critical Reflections x 3	Weighting 10
Week/ Module	Hours:	Delivery:
	1	Online
5	Course Learning Outcomes CLO3	
	Essential Employability Skills	
	Taught:	Practiced: EES1, EES2, EES4, EES5, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics Interest-based approach: principled negotiation What does this interest-based look like? When to use it? How do we accomplish win-win outcomes via 4 principles? BATNA	
	Intended Learning Activities Self-directed asynchronous learning activities in DC Connect weekly folders may include: self-assessments, self-reflections, readings, videos, or interactive learning tools such as Padlet etc	
	Resources and References See weekly folder in DC Connect	
	Evaluation	

Week/ Module	Hours:	2	Delivery:	In Class
5	Course Learning Outcomes			
	CLO3			
	Essential Employability Skills			
	Taught:	Practiced:	EES1, EES2, EES4, EES5, EES8, EES9, EES10, EES11	
	Intended Learning Objectives/Topics			
	Interest-based approach: principled negotiation What does this interest-based look like? When to use it? How do we accomplish win-win outcomes via 4 principles? BATNA			
	Intended Learning Activities			
Synchronous learning in the live class. Lecture, discussion & application to deepen learning; participatory engagement activities such as paired and small group discussions, simulation, case study, practice exercises.				
Resources and References				
See weekly folder in DC Connect				
Evaluation				
Week/ Module	Hours:	1	Delivery:	Online
6	Course Learning Outcomes			
	CLO3			
	Essential Employability Skills			
	Taught:	Practiced:	EES1, EES2, EES4, EES5, EES8, EES9, EES10, EES11	
	Intended Learning Objectives/Topics			
	Dispute resolution processes that involve third parties, with focus on mediation What does this interest-based approach look like? When to use it? How do we accomplish win-win outcomes? Mediation process and skills Ethical considerations in mediation			
	Intended Learning Activities			
Self-directed asynchronous learning activities in DC Connect weekly folders may include: self-assessments, self-reflections, readings, videos, or interactive learning tools such as Padlet etc				
Resources and References				
See weekly folder in DC Connect				
Evaluation				

Week/ Module	Hours:	2	Delivery:	In Class
6	Course Learning Outcomes			
	CLO3			
	Essential Employability Skills			
	Taught:		Practiced:	EES1, EES2, EES4, EES5, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics			
	Dispute resolution processes that involve third parties, with focus on mediation What does this interest-based approach look like? When to use it? How do we accomplish win-win outcomes? Mediation process and skills Ethical considerations in mediation			
	Intended Learning Activities			
7	Synchronous learning in the live class. Lecture, discussion & application to deepen learning; participatory engagement activities such as paired and small group discussions, simulation, case study, practice exercises.			
	Resources and References			
	See weekly folder in DC Connect			
	Evaluation			
Week/ Module	Hours:	1	Delivery:	Online
7	Course Learning Outcomes			
	CLO1, CLO2, CLO3			
	Essential Employability Skills			
	Taught:		Practiced:	EES2, EES4, EES5, EES10
	Intended Learning Objectives/Topics			
	Open-notes quiz 1 Demonstrate learning weeks 1 to 6			
	Intended Learning Activities			
7	Self-directed asynchronous learning activities in DC Connect weekly folders may include: self-assessments, self-reflections, readings, videos, or interactive learning tools such as Padlet etc			
	Resources and References			
	See weekly folder in DC Connect			
7	Evaluation			

Week/ Module	Hours:	2	Delivery:	In Class
7	Course Learning Outcomes CLO1, CLO2, CLO3			
	Essential Employability Skills			
	Taught:		Practiced:	EES2, EES4, EES5, EES7, EES10
	Intended Learning Objectives/Topics Open-notes quiz 1 Demonstrate learning weeks 1 to 6			
	Intended Learning Activities Synchronous learning in the live class. Lecture, discussion & application to deepen learning; participatory engagement activities such as paired and small group discussions, simulation, case study, practice exercises.			
	Resources and References See weekly folder in DC Connect			
	Evaluation Quiz: Open-notes Quiz 1			Weighting 25
Week/ Module	Hours:	1	Delivery:	Online
8	Course Learning Outcomes CLO4			
	Essential Employability Skills			
	Taught:		Practiced:	EES1, EES2, EES4, EES5, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics Overview Modes of Conflict: avoiding, defeating, compromising, accommodating, and collaborating Critical analysis of when to use each Recognizing your own preferred conflict mode (approach to conflict) and the implications for resolution			
	Intended Learning Activities Self-directed asynchronous learning activities in DC Connect weekly folders may include: self-assessments, self-reflections, readings, videos, or interactive learning tools such as Padlet etc			
	Resources and References See weekly folder in DC Connect			
	Evaluation			

Week/ Module	Hours:	2	Delivery:	In Class
8	Course Learning Outcomes			
	CLO4			
	Essential Employability Skills			
	Taught:		Practiced:	EES1, EES2, EES4, EES5, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics			
	<p>Overview Modes of Conflict: avoiding, defeating, compromising, accommodating, and collaborating</p> <p>Critical analysis of when to use each</p> <p>Recognizing your own preferred conflict mode (approach to conflict) and the implications for resolution</p>			
	Intended Learning Activities			
9	<p>Synchronous learning in the live class.</p> <p>Lecture, discussion & application to deepen learning; participatory engagement activities such as paired and small group discussions, simulation, case study, practice exercises.</p>			
	Resources and References			
	See weekly folder in DC Connect			
	Evaluation			
Week/ Module	Hours:	1	Delivery:	Online
9	Course Learning Outcomes			
	CLO1, CLO2, CLO3, CLO4			
	Essential Employability Skills			
	Taught:		Practiced:	EES1, EES2, EES4, EES5, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics			
	<p>Conflict Analysis: putting it all together</p> <p>nature and scope of conflict; causes of conflict; position and interests; conflict mode</p>			
	Intended Learning Activities			
9	<p>Self-directed asynchronous learning activities in DC Connect weekly folders may include: self-assessments, self-reflections, readings, videos, or interactive learning tools such as Padlet etc</p>			
	Resources and References			
	See weekly folder in DC Connect			
9	Evaluation			

Week/ Module	Hours:	Delivery:
	2	In Class
9	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4	
	Essential Employability Skills	
	Taught:	Practiced: EES1, EES2, EES4, EES5, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics Conflict Analysis: putting it all together nature and scope of conflict; causes of conflict; position and interests; conflict mode	
	Intended Learning Activities Synchronous learning in the live class. Lecture, discussion & application to deepen learning; participatory engagement activities such as paired and small group discussions, simulation, case study, practice exercises.	
	Resources and References See weekly folder in DC Connect	
	Evaluation	
Week/ Module	Hours:	Delivery:
	1	Online
10	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4	
	Essential Employability Skills	
	Taught: EES7	Practiced: EES1, EES2, EES4, EES5, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics Conflict Analysis: group nature and scope of conflict; causes of conflict; position and interests; conflict mode	
	Intended Learning Activities Self-directed asynchronous learning activities in DC Connect weekly folders may include: self-assessments, self-reflections, readings, videos, or interactive learning tools such as Padlet etc	
	Resources and References See weekly folder in DC Connect	
	Evaluation Case Study: Conflict Analysis group project	

Week/ Module	Hours:	Delivery:
	2	In Class
10	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4	
	Essential Employability Skills	
	Taught: EES7	Practiced: EES1, EES2, EES4, EES5, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics Conflict Analysis: group nature and scope of conflict; causes of conflict; position and interests; conflict mode	
	Intended Learning Activities Synchronous learning in the live class. Lecture, discussion & application to deepen learning; participatory engagement activities such as paired and small group discussions, simulation, case study, practice exercises.	
	Resources and References See weekly folder in DC Connect	
	Evaluation Case Study: Conflict Analysis group project	Weighting 25
Week/ Module	Hours:	Delivery:
	1	Online
11	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4	
	Essential Employability Skills	
	Taught: EES7	Practiced: EES1, EES2, EES4, EES5, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics Conflict Analysis: group nature and scope of conflict; causes of conflict; position and interests; conflict mode	
	Intended Learning Activities Self-directed asynchronous learning activities in DC Connect weekly folders may include: self-assessments, self-reflections, readings, videos, or interactive learning tools such as Padlet etc	
	Resources and References See weekly folder in DC Connect	
	Evaluation Assignment: Critical Reflections x 3 Case Study: Conflict Analysis group project	Weighting 10

Week/ Module	Hours: 2	Delivery: In Class
11	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4	
	Essential Employability Skills	
	Taught: EES7	Practiced: EES1, EES2, EES4, EES5, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics Conflict Analysis: group nature and scope of conflict; causes of conflict; position and interests; conflict mode	
	Intended Learning Activities Synchronous learning in the live class. Lecture, discussion & application to deepen learning; participatory engagement activities such as paired and small group discussions, simulation, case study, practice exercises.	
	Resources and References See weekly folder in DC Connect	
	Evaluation Assignment: Critical Reflections x 3 Case Study: Conflict Analysis group project	
Week/ Module	Hours: 1	Delivery: Online
12	Course Learning Outcomes CLO5	
	Essential Employability Skills	
	Taught: EES7	Practiced: EES1, EES2, EES4, EES5, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics Recognize interpersonal conflict along cognitive (perception), emotional (feeling), and behavioural (action) dimensions. Conflict Resolution Behaviours: Seek to understand via active listening Effective Questioning (types of questioning and techniques)	
	Intended Learning Activities Self-directed asynchronous learning activities in DC Connect weekly folders may include: self-assessments, self-reflections, readings, videos, or interactive learning tools such as Padlet etc	
	Resources and References See weekly folder in DC Connect	
	Evaluation	

Week/ Module	Hours: 2	Delivery: In Class
12	Course Learning Outcomes CLO5	
	Essential Employability Skills	
	Taught: EES7	Practiced: EES1, EES2, EES4, EES5, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics Recognize interpersonal conflict along cognitive (perception), emotional (feeling), and behavioural (action) dimensions. Conflict Resolution Behaviours: Seek to understand via active listening Effective Questioning (types of questioning and techniques)	
	Intended Learning Activities Synchronous learning in the live class. Lecture, discussion & application to deepen learning; participatory engagement activities such as paired and small group discussions, simulation, case study, practice exercises.	
	Resources and References See weekly folder in DC Connect	
	Evaluation	

Week/ Module	<div>Hours: 1</div> <div>Delivery: Online</div>
13	Course Learning Outcomes CLO5
	Essential Employability Skills
	<div> Taught: EES7 </div> <div> Practiced: EES1, EES2, EES4, EES5, EES7, EES8, EES9, EES10, EES11 </div>
	Intended Learning Objectives/Topics <p>Recognize interpersonal conflict along cognitive (perception), emotional (feeling), and behavioural (action) dimensions.</p> <p>Conflict Resolution Behaviours: I statements Reframing Paraphrasing</p>
	Intended Learning Activities <p>Self-directed asynchronous learning activities in DC Connect weekly folders may include: self-assessments, self-reflections, readings, videos, or interactive learning tools such as Padlet etc</p>
	Resources and References <p>See weekly folder in DC Connect</p>
	Evaluation

Week/ Module	Hours:	2	Delivery:	In Class
13	Course Learning Outcomes			
	CLO5			
	Essential Employability Skills			
	Taught:	EES7	Practiced:	EES1, EES2, EES4, EES5, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics			
	<p>Recognize interpersonal conflict along cognitive (perception), emotional (feeling), and behavioural (action) dimensions.</p> <p>Conflict Resolution Behaviours: I statements Reframing Paraphrasing</p>			
	Intended Learning Activities			
14	<p>Synchronous learning in the live class. Lecture, discussion & application to deepen learning; participatory engagement activities such as paired and small group discussions, simulation, case study, practice exercises.</p>			
	Resources and References			
	See weekly folder in DC Connect			
	Evaluation			
Week/ Module	Hours:	1	Delivery:	Online
14	Course Learning Outcomes			
	CLO1, CLO2, CLO3, CLO4, CLO5			
	Essential Employability Skills			
	Taught:		Practiced:	EES2, EES4, EES5, EES7, EES10
	Intended Learning Objectives/Topics			
	<p>Open-notes quiz 2 Demonstrate learning weeks 7 to 13</p>			
	Intended Learning Activities			
14	<p>Self-directed asynchronous learning activities in DC Connect weekly folders may include: self-assessments, self-reflections, readings, videos, or interactive learning tools such as Padlet etc</p>			
	Resources and References			
	See weekly folder in DC Connect			
14	Evaluation			

Week/ Module	Hours:	Delivery:
	2	In Class
14	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4, CLO5	
	Essential Employability Skills	
	Taught:	Practiced: EES2, EES4, EES5, EES7, EES10
	Intended Learning Objectives/Topics Open-notes quiz 2 Demonstrate learning weeks 7 to 13	
	Intended Learning Activities Synchronous learning in the live class. Lecture, discussion & application to deepen learning; participatory engagement activities such as paired and small group discussions, simulation, case study, practice exercises.	
	Resources and References See weekly folder in DC Connect	
	Evaluation Quiz: Open-notes Quiz 2	Weighting 20