

**LIGHTHOUSE**  
**Church of All Nations**



**All Nations Leadership Institute**  
[www.allnationsleadershipinstitute.com](http://www.allnationsleadershipinstitute.com)

**Conflict Resolution**

Instructor: Pastor Sharan Trotter

Phone: (773) 677-2621

Email: [sharantrotter708@aol.com](mailto:sharantrotter708@aol.com)

Class Meeting Dates: Thursdays, January 21 to February 25, 2021 (7:00-9:30pm)

**All Nations Leadership Institute Vision**

Our focus is to prepare and equip ministerial leaders for the various roles and capacities of Christian service in an increasingly urbanized, diverse church and globalized community.

**All Nations Leadership Institute Mission**

To properly prepare and equip leaders, All Nations Leadership Institute provides learning experiences built on scriptural truths using a conceptual framework of theory-to-practice and culturally-responsive teaching strategies.

**Course Catalog Description**

Since we cannot entirely remove controversy from our lives, we must equip ourselves to handle conflicts and minimize it as much as possible. Whether it is a conflict of ideas, interests, feelings, or actions, this course seeks to teach students practical applications of resolving the discords of everyday life with biblically based methods. Students will examine topics such as the role of a peacemaker, importance of love and forgiveness in dealing with disagreements, active listening, conflict prevention and one's style of resolving conflict.

## All Nations Leadership Institute Student Policy

### IMPORTANT TO NOTE:

#### Attendance Guidelines

Class attendance contributes to the success of your learning experiences at ANLI. As our courses run six weeks in length, you should attend all of them. Even one missed class sets you behind in your studies. Upon the second absence, you must drop the class and retake it another time. You cannot attend further sessions during that specific block. Three late arrivals or early departures of more than ten minutes, in any combination, equal one absence.

#### Notes:

- If absent, make sure someone from class takes notes. ANLI posts all class documents on your course website. You still must turn in homework for the missed class on the due date.
- The teacher cannot assign points from a missed class because of nonparticipation in the weekly, in-class Activities. Conversely, **the instructor will deduct points for late arrival or early departure.**
- If you are running late to class or cannot attend a class session, please call (708) 385-6020, X113 or e-mail Pastor Debbie Strlek at [debbiestrlek@msn.com](mailto:debbiestrlek@msn.com).

#### Note:

- **You must complete this class with a “C” or better for elder or pastoral ordination eligibility—AND—submit all assignments weekly as scheduled.**
- **All materials are due on the submittal date. Late results in the drop of one letter grade per week.**

#### Inclement Weather

Beginning this year, if we have to close campus due to the weather, classes will resume on Zoom instead.

## ASSIGNMENTS

**Note:** Students often receive a low grade for an assignment due to not following directions, completing all sections, or submitting it late. Following directions, completing assignments and making deadlines are competencies critical to ministry leadership. This gives you real-life practice for field application.

- You should turn in all weekly assignments the following Thursday via e-mail to [sharantrotter708@aol.com](mailto:sharantrotter708@aol.com).
- You can send us your homework directly from Google docs.

- Back up your work on the cloud or work on Google docs to prevent lost documents. We do not accept a computer that does not work or no computer as an excuse for late submission.
- In case your computer does not work, use your mobile device to complete your homework. Both Microsoft and Google offer apps for cell phone usage.
- Carefully read and reread the homework instructions, and then follow them.
- Complete all sections of your homework as specified.
- You must type all assignments in the required writing style and format. (See student writing manual.)

## **ASSIGNMENTS**

### **1. Weekly, In-class Activities**

All students should prepare themselves fully to participate in all class activities, and cannot make up missed in-class activities. If you leave late and/or early, the instructor will deduct participation points for that part of the session.

### **2. Weekly Projects (Due Weeks 2-5)**

These projects include scriptural analysis, case studies, reflections, and research supporting your understanding of conflict resolution. Assignment description and directions will be available weekly.

### **3. Oral Presentation (Due Week 6)**

Prepare a three-minute presentation analyzing how understanding conflict and the building blocks of resolving conflict biblically are important to creating bridges in an increasingly divisive world. Include a one-page visual aid highlighting key points.

### **4. Conflict Resolution Paper 1000-1500 words (Due Week 6)**

Answer the following question. How do we create opportunities for reconciliation in a world that filled with conflict? Include specific strategies to build bridges in an urban culturally diverse ministry. Base your answer on scripture and course material. Include a thesis statement (focus, precise opinion, and main points with supporting evidence.)

## **EVALUATION BREAKDOWN**

### **Grade Breakdown**

Your teacher will grade each assignment according to the correct response, work quality, full thought expression, followed direction, and proper APA formatting. Please follow directions for the assignment! The cumulative total points represent the maximum amount of points of each assignment summed together, upon which your grade is determined. The chart on the next page represents the ANLI grade scale.

### Grading Scale

| Grade/<br>% | A+         | A         | A-        | B+        | B         | B-        | C+        | C         | C-        | D+        | D         | D-        | F=59<br>and<br>below |
|-------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------------------|
|             | 100-<br>98 | 97-<br>93 | 92-<br>90 | 89-<br>87 | 86-<br>83 | 82-<br>80 | 79-<br>77 | 76-<br>73 | 72-<br>70 | 69-<br>67 | 66-<br>63 | 62-<br>60 |                      |

### Course In-Class Assignments and Homework Points

The table on the next page lists all course assignments, as well as each assignment's due date and total possible points. Don't hesitate to ask your instructor for clarification on an assignment's requirements.

### Course and Homework Schedule

| Assignments                                | Due          | Possible Pts.                              | Weight      |
|--|--------------|--|-------------|
| In-Class Discussions (Class participation) | Sessions 1-6 | <b>Up to 100 Total</b><br>16.6 pts/session | 10%         |
| Weekly Projects (4)                        | Sessions 2-5 | <b>400 Total</b><br>100 pts each           | 40%         |
| Oral Presentation and Visual Aid           | Session 4    | <b>200 Total</b>                           | 20%         |
| Conflict Resolution Paper                  | Session 6    | <b>300 Total</b>                           | 30%         |
| <b>Total Class Points</b>                  |              | <b>1000 Points</b>                         | <b>100%</b> |

## Weekly Topics and Homework

| Date/Topic  | Homework/Due Date   |
|---|---|
| <b>Session 1:</b> <ul style="list-style-type: none"> <li>Defining Conflict</li> <li>Peacemakers vs. Peacekeepers</li> </ul>                                 | <b>Due Session 2</b><br>Weekly Project 1  |
| <b>Session 2:</b> <ul style="list-style-type: none"> <li>Peace with God, self, and others</li> <li>Conflict Resolution Styles</li> </ul>                    | <b>Due Session 3</b><br>Weekly Project 2  |
| <b>Session 3:</b> <ul style="list-style-type: none"> <li>Cultural Implications of Resolving Conflict</li> <li>Cultural Landscape Map</li> </ul>             | <b>Due Session 4</b><br>Weekly Project 3  |
| <b>Session 4:</b> <ul style="list-style-type: none"> <li>Transformational Communication</li> <li>Nonverbal Communication and Conflict Resolution</li> </ul> | <b>Due Session 5</b><br>Weekly Project 4  |
| <b>Session 5:</b> <ul style="list-style-type: none"> <li>Case Studies: Resolving Conflict Biblically</li> </ul>   | <b>Due Session 6</b><br>Conflict Resolution Paper<br>Oral Presentation including Visual Aid |
| <b>Session 6:</b> <ul style="list-style-type: none"> <li>Responding to Unresolved Conflict</li> <li>Oral Presentation</li> </ul>                            |   |

**CR Writing Rubric—Up to 100 points (Essay) 2021**

|   | <b>Distinguished</b>  | <b>Target</b>   | <b>Acceptable</b>   | <b>Needs Improvement</b>   |
|---|---|---|---|--|
| <b>Relevancy of Content (Focus) (10%)</b><br><br><u>Definition:</u><br>Relevancy of content deals with the focus of the main idea of your personal reflection and its relevancy to content<br><b>ANLI Leadership Standard 1</b> | <ul style="list-style-type: none"> <li>states main idea (thesis) and key points so that the reader has a clear, vivid mental picture of the intent of the essay</li> <li>provides and supports main idea, showing high relevancy and meaning to the content of the topic (no extraneous details)</li> <li>uses an introduction that launches and explains the main idea (thesis) and key points and thoughtfully composed closing that revisits and brings together main idea and key points</li> </ul> | <ul style="list-style-type: none"> <li>states a clear, basic main idea and its key points</li> <li>maintains the main idea, showing an effective degree of relevancy and meaning to the content of the topic</li> <li>uses a basic introduction presents the main idea and key points and effective closing that includes a direct restatement of the thesis</li> </ul> | <ul style="list-style-type: none"> <li>presents a main idea; however, the reader may need to reread it to be clear about the writer's position or the main idea may be implied</li> <li>does not consistently maintain the main idea and goes off topic in some places</li> <li>does not revisit the main idea and key points</li> </ul>                                | <ul style="list-style-type: none"> <li>does not answer the question,</li> <li>writes on a different topic or presents main idea and key points in an unclear manner</li> </ul>                           |
|   | <b>20 points</b>  | <b>17 points</b>  | <b>15 points</b>  | <b>12 points</b>   |
| <b>Clarity of Content (Organization) (10%)</b><br><br><u>Definition:</u><br>Clarity of content is the logical flow of the presented main idea and key points in your personal reflection<br><b>ANLI Leadership Standard 1</b>   | <ul style="list-style-type: none"> <li>moves the reader through the essay in a logical manner with a beginning, middle and ending</li> <li>uses varied sentence structure to produce cohesion</li> <li>incorporates appropriate transitions (show relationships between ideas) to create coherence</li> <li>shows evenly developed and appropriate paragraphs to separate development of main points</li> </ul>   | <ul style="list-style-type: none"> <li>some structure is evident and clear</li> <li>uses well-constructed sentences for cohesion</li> <li>incorporates simple transitions and includes appropriate ordering of sentences for coherence</li> <li>shows basic paragraphs that are separated as appropriate</li> </ul>   | <ul style="list-style-type: none"> <li>shows an attempt at structure, but the reader may have to infer it</li> <li>presents frequent lapses in clarity and accuracy</li> <li>displays little attempt at varying sentence structure for cohesion</li> <li>incorporates inappropriate transitions that may disrupt coherence</li> <li>show uneven paragraphing</li> </ul> | <ul style="list-style-type: none"> <li>shows little or no attempt at structure</li> <li>writes insufficiently to measure clarity of content</li> </ul>   |
|   | <b>20 points</b>  | <b>17 points</b>  | <b>15 points</b>  | <b>12 points</b>   |
| <b>Analysis (15%) (Elaboration)</b><br><br><u>Definition:</u><br>Degree of scriptural analysis & support of main ideas, including making connections to real-life application<br><b>ANLI Leadership Standards 2,3,5</b>         | <ul style="list-style-type: none"> <li>provides rich, detailed analysis</li> <li>elaborates each point with 3<sup>rd</sup> order support</li> <li>analysis includes understanding of making practical connections</li> </ul>  | <ul style="list-style-type: none"> <li>shows a basic and effective analysis</li> <li>shows even (consistent) analysis throughout the reflection</li> <li>elaborates each point with 2<sup>nd</sup> order support</li> </ul>   | <ul style="list-style-type: none"> <li>presents a simple analysis with surface details</li> <li>shows a partial or uneven analysis</li> <li>elaborates each point with 1<sup>st</sup> order support or support may be uneven (unclear)</li> </ul>   | <ul style="list-style-type: none"> <li>shows no analysis or development</li> <li>rambles in point development</li> <li>provides a “laundry list” of points</li> <li>uses little or no support</li> </ul> |
|   | <b>50 points</b>  | <b>43 points</b>  | <b>38 points</b>  | <b>30 points</b>   |

| SKILLS   | Distinguished 200   | Target 185   | Acceptable 158  | Needs Improvement 138   |
|--|---|--|---|---|
| <b>Grammar, Punctuation and Conventions</b><br><br><b>Definition:</b><br>Use of standard English<br><b>ANLI Leadership Standards 2,3,5</b> | <ul style="list-style-type: none"> <li>constructs writing with up to five grammatical and punctuation errors</li> <li>utilizes a variety in sentence type, length, and complexity.</li> </ul> | <ul style="list-style-type: none"> <li>shows six to ten errors in grammar, punctuation, or spelling (i.e., run-on sentences, fragments, comma splices, dangling modifiers, split infinitives, subject/verb agreement, pronoun/antecedent agreement and tense consistency)</li> </ul> | <ul style="list-style-type: none"> <li>shows eleven or more errors in grammatical and punctuation (i.e., run-on sentences, fragments, comma splices, dangling modifiers, split infinitives, subject/verb agreement, pronoun/antecedent agreement and tense consistency) but errors do not interfere with the meaning</li> </ul> | <ul style="list-style-type: none"> <li>Shows numerous grammatical and punctuation errors</li> <li>Errors in punctuation and grammar interfere with meaning</li> </ul> |
|  | <b>5 points</b>   | <b>4 points</b>  | <b>3.5 points</b>   | <b>3 points</b>   |
| <b>APA</b>   | <ul style="list-style-type: none"> <li>Follows the directions in the syllabus for APA/SBL format and style</li> </ul>   | <ul style="list-style-type: none"> <li>makes one to two errors in APA/SBL format and style</li> </ul>  | <ul style="list-style-type: none"> <li>makes three to four in APA/SBL format and style</li> </ul>   | <ul style="list-style-type: none"> <li>makes five errors or more in APA format and style</li> </ul>   |
|  | <b>5 points</b>   | <b>4 points</b>  | <b>3.5 points</b>   | <b>3 points</b>   |
| <b>Total Student Points</b>  | <b>100 points</b>   | <b>85 points</b>   | <b>75 points</b>  | <b>60 points</b>  |

| Conflict Resolution—Presentation Rubric (2019) |   |  |  |   |
|--|---|--|--|---|
| <b>Topic<br/>(Introduction)</b>                | Appropriately focused introduction with clearly communicated purpose (thesis)   | States a clear, basic main introduction to sermon with focus and its key points  | Presents a partially developed introduction and key points<br><br>May need to make opening more clear                | Launches into the sermon without an introduction or key points  |
|  | <b>35 points</b>  | <b>33 points</b>   | <b>28 points</b>   | <b>25 points and below</b>  |
| <b>TOPIC COMMENTS:</b>                         |   |  |  |   |
| <b>Scriptural Context</b>                      | Clear and convincing command of Scripture that provide insightful explanations of content with biblical truth   | Shows a command of Scripture with explanations providing some insight on content with biblical truth                     | Shows an emerging command of Scripture and may partially support key points throughout the sermon                    | Scripture does not support subject OR used incorrectly  |
|  | <b>35 points</b>  | <b>33 points</b>   | <b>28 points</b>   | <b>25 points and below</b>  |
| <b>SCRIPTURAL CONTEXT COMMENTS:</b>            |   |  |  |   |
| <b>Content</b>                                 | Shows full subject development, mastery, problem solving, and application as it relates to Conflict Resolution  | Somewhat articulates content development, mastery, problem solving, and application as it relates to Conflict Resolution | Inconsistent content development, mastery, problem, and application as it relates to Conflict Resolution             | Unable to follow content development, mastery, problem, and application as it relates to Conflict Resolution  |
|  | <b>35 points</b>  | <b>33 points</b>   | <b>28 points</b>   | <b>25 points and below</b>  |
| <b>CONTENT COMMENTS:</b>                       |   |  |  |   |
| <b>Organization</b>                            | Clearly structured and logical speech with an engaging introduction, a sequenced body with appropriate transitions, and a clear and convincing conclusion | Clear attempt at a structured speech with a beginning, middle, and end with an attempt to use transitions                | Uneven organization making it somewhat difficult to follow the speaker's ideas; sermon may wander off topic at times | Shows little or no attempt at structure; cannot follow the speaker's ideas; speech may be too conversational and may ramble without a clear beginning, middle, or end |
|  | <b>35 points</b>  | <b>33 points</b>   | <b>28 points</b>   | <b>25 points and below</b>  |
| <b>ORGANIZATION COMMENTS:</b>                  |   |  |  |   |



|  |  |  |  |   |
|--|--|--|--|---|
| <b>Delivery</b>                        | A combination of appropriate and effective eye contact, clarity and projection of voice, tone and pace, with gestures that significantly enhance the speaker's words | Some use of appropriate eye contact, clarity and projection of voice, tone and pace, and gestures but lacking one or more components | Lack of eye contact, clarity and projection of voice, tone and pace, and/or appropriate gestures make the sermon difficult to follow                         | Unable to follow sermon due to undeveloped eye contact, clarity and projection of voice, tone and pace, and/or appropriate gestures                 |
|  | <b>35 points</b>   | <b>33 points</b>   | <b>28 points</b>   | <b>25 points and below</b>  |
| <b>DELIVERY COMMENTS:</b>              |  |  |  |   |
| <b>Overall Effectiveness</b>           | Speaker remains enthusiastic, holds audience attention, and goes beyond achieving purpose of presentation within specified time limit                                | Speaker shows basic enthusiasm for sermon, adequately holds audience's attention throughout, and stays within time limit             | Speaker shows some enthusiasm, the audience remains mostly interested, and mostly achieves purpose of the sermon but does not adhere to specified time limit | Speaker lacks enthusiasm, the audience shows a lack of interest, and sermon does not achieve its purpose – Either went over or under the time limit |
|  | <b>25 points</b>   | <b>20 points</b>   | <b>18 points</b>   | <b>13 points and below</b>  |
| <b>OVERALL EFFECTIVENESS COMMENTS:</b> |  |  |  |   |

