



All Nations Leadership Institute
www.allnationsleadershipinstitute.com

Conflict Resolution
Fall 2022

Instructor: Pastor Sharan Trotter
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Class Meeting Dates: Thursdays, October 13 to November 17, 2022 (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

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.

- If you are 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 discussion points when absent from class. 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.
- No makeups of sermons or presentations if you miss class the day of that assignment.

Course Grade

- You must complete this class with a “C” or better and submit all assignments weekly as scheduled for elder or pastoral ordination eligibility.

Due Dates and Late Submission

- All materials are due on the submittal date. Late assignments result in the drop of **ONE LETTER GRADE PER WEEK.**
- Submit late work no later than one week afterwards.
- Back up your work! If you lose a file, turn in the wrong assignment, or your computer breaks preventing you from submitting an assignment on the due date, the homework still counts as late.
- Sermons, presentations, and digital products. Your teacher expects you to present a live sermon on the due date. It must be original, created for the specific course, and not used for a prior purpose or class.

Redo's

- **Students may not elect on their own to redo an assignment for a higher grade.**
- ONLY the teacher makes the decision to revise an assignment. Accordingly, the student must turn in the 'redo' no later than the next class session.

Homework Submission

- Submit homework via e-mail.
- The teacher will not accept, nor count a handwritten assignment.
- Using Google docs works great for document formation, backing up your work, and downloading it to your teacher.

Classroom Protocol

- Please do not bring food to class, even for the break to preserve the integrity of the classroom environment as well as to keep our newly redecorated rooms clean. You may bring a drink to class.
- The building will open to students at 6:30pm to allow teachers time to prepare their classroom.
- To preserve classroom privacy and its optimum environment for both the students and teacher, do not visit other classes at any time before, during, or after session.

ASSIGNMENTS

Note: Please e-mail assignments to sharantrotter708@aol.com.

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 Applications (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. Conflict Resolution Group Teaching (Due Week 5)

Teaching in pairs for ten minutes, you will answer the following question: How do we create opportunities for reconciliation in a world filled with conflict?

- You will teach to either the All Stars or Ignite group. Do use teaching activities that support Gen Y and Z.
- Make it Bible based.
- Include handouts.
- Make your lesson engaging, with minimal lecturing.
- You should feature one group lesson with a learning experience that supports your teaching focus.
- Generally, a lesson should have the following components: introduction, guided practice, independent practice, evaluation, and close.

4. Illustrated, Word-for-Word Sermon (Draft due week 4, final session 6)

Turn in a sermon draft with an illustration and two to three, accompanying power points slides on session four. The sermon will pertain to conflict resolution as assigned by Pastor Sharan. The draft will show exactly what you will say word-for-word in the actual sermon. Note your times throughout to help pace yourself. Your sermon should last five minutes. Explain the illustration and note where it appears in the sermon. Use a physical illustration. Also, submit three to five power point slides fashioned as they would appear on the Jumbotron. The power point slides do not count as an illustration. Your instructors will provide written feedback to you by session 5. Her feedback will reflect sermon strengths, areas for revision, and possible clarification questions.

5. Illustrated Sermon (Due Session 6)

You will deliver a Word-for-Word, illustrated sermon on an assigned characteristic of the fruit of conflict resolution as designated by the teacher. Submit a hard copy of the final sermon with the illustrations indicated on it and copy of your slides to Pastor Sharan at the time of your sermon even if your teacher indicates no changes to the draft. E-mail it as well. **Your teacher expects you to present a live sermon on the due date.**

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/ %	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F=59 and below
	100- 98	97- 93	92- 90	89- 87	86- 83	82- 80	79- 77	76- 73	72- 70	69- 67	66- 63	62- 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	90 Total 15 pts/session	11%
Weekly Applications (4)	Sessions 2-5	400 Total 100 pts each	50%
Conflict Resolution Group Teaching	Session 5	100 Total	13%
Draft Sermon	Session 6 Session 4	60 Total (Up to)	8%
Final Sermon		150 Total (Up to)	19%
Total Class Points		800 Points	101%

Weekly Topics and Homework

Date/Topic	Homework/Due Date
Session 1: <ul style="list-style-type: none"> Defining Conflict Peacemakers vs. Peacekeepers 	Due Session 2 Weekly Application 1
Session 2: <ul style="list-style-type: none"> Peace with God, self, and others Conflict Resolution Styles 	Due Session 3 Weekly Application 2
Session 3: <ul style="list-style-type: none"> Cultural Implications of Resolving Conflict Cultural Landscape Map 	Due Session 4 Weekly Application 3 Sermon Draft
Session 4: <ul style="list-style-type: none"> Transformational Communication Nonverbal Communication and Conflict Resolution 	Due Session 5 Weekly Application 4 Group Teaching
Session 5: <ul style="list-style-type: none"> Case Studies: Resolving Conflict Biblically] Group Teaching 	Due Session 6 Illustrated Sermon
Session 6: <ul style="list-style-type: none"> Responding to Unresolved Conflict Sermon 	

CR Writing Rubric—Up to 100 points (Essay) 2022				
	Distinguished	Target	Acceptable	Needs Improvement
Relevancy of Content (Focus) (10%) <u>Definition:</u> Relevancy of content deals with the focus of the main idea of your personal reflection and its relevancy to content ANLI Leadership Standard 1	<ul style="list-style-type: none"> states main idea (thesis) and key points so that the reader has a clear, vivid mental picture of the intent of the essay provides and supports main idea, showing high relevancy and meaning to the content of the topic (no extraneous details) uses an introduction that launches and explains the main idea (thesis) and key points and thoughtfully composed closing that revisit and brings together main idea and key points 	<ul style="list-style-type: none"> states a clear, basic main idea and its key points maintains the main idea, showing an effective degree of relevancy and meaning to the content of the topic uses a basic introduction presents the main idea and key points and effective closing that includes a direct restatement of the thesis 	<ul style="list-style-type: none"> 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 does not consistently maintain the main idea and goes off topic in some places does not revisit the main idea and key points 	<ul style="list-style-type: none"> does not answer the question, writes on a different topic or presents main idea and key points in an unclear manner
	20 points	17 points	15 points	12 points
Clarity of Content (Organization) (10%) <u>Definition:</u> Clarity of content is the logical flow of the presented main idea and key points in your personal reflection ANLI Leadership Standard 1	<ul style="list-style-type: none"> moves the reader through the essay in a logical manner with a beginning, middle and ending uses varied sentence structure to produce cohesion incorporates appropriate transitions (show relationships between ideas) to create coherence shows evenly developed and appropriate paragraphs to separate development of main points 	<ul style="list-style-type: none"> some structure is evident and clear uses well-constructed sentences for cohesion incorporates simple transitions and includes appropriate ordering of sentences for coherence shows basic paragraphs that are separated as appropriate 	<ul style="list-style-type: none"> shows an attempt at structure, but the reader may have to infer it presents frequent lapses in clarity and accuracy displays little attempt at varying sentence structure for cohesion incorporates inappropriate transitions that may disrupt coherence show uneven paragraphing 	<ul style="list-style-type: none"> shows little or no attempt at structure writes insufficiently to measure clarity of content
	20 points	17 points	15 points	12 points
Analysis (15%) (Elaboration) <u>Definition:</u> Degree of scriptural analysis & support of main ideas, including making connections to real-life application ANLI Leadership Standards 2,3,5	<ul style="list-style-type: none"> provides rich, detailed analysis elaborates each point with 3rd order support analysis includes understanding of making practical connections 	<ul style="list-style-type: none"> shows a basic and effective analysis shows even (consistent) analysis throughout the reflection elaborates each point with 2nd order support 	<ul style="list-style-type: none"> presents a simple analysis with surface details shows a partial or uneven analysis elaborates each point with 1st order support or support may be uneven (unclear) 	<ul style="list-style-type: none"> shows no analysis or development rambles in point development provides a “laundry list” of points uses little or no support
	50 points	43 points	38 points	30 points

Grammar, Punctuation and Conventions Definition: Use of standard English ANLI Leadership Standards 2,3,5	<ul style="list-style-type: none"> constructs writing with up to five grammatical and punctuation errors utilizes a variety in sentence type, length, and complexity. 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Shows numerous grammatical and punctuation errors Errors in punctuation and grammar interfere with meaning
	5 points	4 points	3.5 points	3 points
APA	<ul style="list-style-type: none"> Follows the directions in the syllabus for APA/SBL format and style 	<ul style="list-style-type: none"> makes one to two errors in APA/SBL format and style 	<ul style="list-style-type: none"> makes three to four in APA/SBL format and style 	<ul style="list-style-type: none"> makes five errors or more in APA format and style
	5 points	4 points	3.5 points	3 points
Total Student Points	100 points	85 points	75 points	60 points

Conflict Resolution Sermon Grading Rubric—Up to points cumulative (rev 8/19) 150 Points				
SKILLS	Distinguished	Target	Acceptable	Needs Improvement
Topic (Introduction)	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 May need to make opening clearer	Launches into the sermon without an introduction or key points
	29-27 points	26-24 points	23-21 points	20 points and below
Scriptural Context	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
	29-27 points	26-24 points	23-21 points	20 points and below
Content	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
	29 -27 points	26-24 points	23-21 points	20 points and below
Organization	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
	29-27 points	26-24 points	23-21 points	20 points and below
Delivery	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
	29-27 points	26-24 points	23-21 points	20 points and below

Overall Effectiveness	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
	5 points	4 points	3 points	2 points and below
Totals	150 points	134 points	118 points	103