232 Conflict Resolution
Syllabus ©

Instructor:
Teaching Site:
Semester and Year:

Course Description
This course focuses on how to apply and teach the principles of conflict resolution in the church. Topics include the root causes of conflict, a biblical view of conflict, types of conflict, dealing with conflict, counterfeit peace, personal attacks, power plays, confession and forgiveness, discipline and restitution, when there is no resolution, ministering to problem people, and forced termination. Students will create visual projects and applications for dealing with conflict in ministry.

Course Design
This 14-week course is designed to equip pastors, church starters, leaders, and church members with Bible knowledge, Christian character, servant leadership skills, and teaching experience with the goal of life-change. It addresses the diverse learning styles of adults through active discussion, charts, visuals, Internet research, team-building, and project-based learning. To ensure transfer of credit, changes to this course syllabus must be approved by both Equip Biblical Institute and Southern California Seminary. Over 1,100 church members, leaders, church starters, and pastors have completed EBI courses. Suggestions for improving course design and content are appreciated.

Required Textbooks

Additional Books for Advanced Students and Pastors

Internet Resources
[http://www.csbc.com/]

To receive the MS Word version of the portfolio and notes, email gwoods@socalsem.edu.
Learning Outcomes
The student who successfully completes this course will be able to:

1. Describe the root causes of conflict.
2. Describe forming a theology of reconciliation.
3. Articulate a biblical view of conflict.
4. Explain types of conflict.
5. Explain becoming a redemptive community.
6. Explain when and how to confront.
7. Explain confession and forgiveness.
8. Explain discipline and restitution.
10. Participate in a student presentation on a chapter in *Well-Intentioned Dragons*.
11. Type a 10-page term paper titled "Applications for Conflict Resolution."

Methods of Instruction
Instruction emphasizes active learning, problem-based learning, project-based learning, collaborative team-based learning, reflection, discussion, interactive lecture, story-telling, drama, visuals, term papers, and exams, with the goal of long-term and real-world learning that results in life-change and leading healthy churches. The major pedagogical premise of this course is that students should be treated like the professionals they are becoming. Dr. Gary C. Woods has served as the Bible Department Chairman and Registrar at Southern California Seminary. Dr. Woods has taught for Liberty University and Luther Rice Seminary. He has a Doctor of Education in Technology and Learning from Alliant International University, a Master of Divinity in Missions from Southwestern Baptist Theological Seminary, and a Bachelor of Science in Cross-Cultural and Pastoral Ministry from Liberty University. He has served as a Southern Baptist pastor and church planter with the North American Mission Board, and as a governing board member of GUHSD with over 20,000 students.

Authentic learning involves observation, interpretation, and application. The goal of balanced instruction is to address the learning strengths of diverse adult learners, including verbal, visual, musical, logical, kinesthetic, reflective, interpersonal, natural, and spiritual. Student-centered instruction is most effective when it impacts the mind, the will, and the emotions. TEAM-based Learning: Students are encouraged to study in teams before or after class for at least one hour per week working on study skills, application skills, individual projects, and group projects. Students do not give answers to co-learners, but help them learn how to find the answers. Everyone contributes to the learning process. TEAM = Together Everyone Accomplishes More

In this course students are mentored by Marshall Shelley, a vice president of Christianity Today, Inc. He is also the author of several books including *Well-Intentioned Dragons* and *Helping Those Who Don't Want to Be Helped*. He holds a journalism degree from Bethel College in Minnesota and a M.Div. from Denver Seminary in Colorado. Marshall and his family live in Illinois. ([http://people.uncw.edu/wilkesp/churchstudy/content/advisory.html](http://people.uncw.edu/wilkesp/churchstudy/content/advisory.html)).

Students are also mentored by Jim Van Yperen, Founder and Director of Metanoia Ministries, a nonprofit Christian ministry that serves churches in conflict resolution and in leadership formation ([http://www.christianitytoday.com/cf/2003/111/21.0.html](http://www.christianitytoday.com/cf/2003/111/21.0.html)).
Student Requirements

First, answer the questions in the portfolio before class. This will assist student-leaders in focusing on core information and developing the time-on-task study skills and writing skills essential to effective learning and long-term memory.

Second, maintain the journal in the portfolio. (1) What is God teaching you in this session? (2) How are you going to apply these concepts to your life, family, and ministry? (3) How can your church apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing reflection, application, and decision-making skills essential to spiritual growth.

Third, participate in the discussion of the questions and applications in the portfolio during class. Through discussion students learn from one another and sharpen one another as iron sharpens iron. This will assist student-leaders in developing the relational, speaking, and creative/critical thinking skills essential to effective teaching and servant-leadership.

Fourth, complete the midterm exam. This will assist student-leaders in developing long-term memory through multiple reviews of the core material. Week 7

Fifth, participate in an individual or group presentation on one of the chapters in Well-Intentioned Dragons. Discuss applications found in that book. This presentation can be a PowerPoint, drama, role-play, charts, or drawings. This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective teaching and servant-leadership. Week 13

Sixth, type a 10-page term paper titled Applications for Conflict Resolution. Footnote all the ideas, paraphrases, and direct quotes in your paper, whether from books or the Internet. Font should be Times New Roman 12. Include illustrations and charts. This will assist student-leaders in developing the creative/critical thinking and writing skills essential to effective biblical teaching, preaching, and servant-leadership. Week 13

Seventh, complete the final exam in the portfolio. This will assist student-leaders in developing long-term memory through multiple reviews of the core material and in focusing on transformational leadership and teaching skills. Week 14

Course Objective. Our mission is to bring glory to God by assisting local churches to equip believers to live and minister biblically based on the inerrant Word of God. This equipping includes Bible knowledge, Christian character, and ministry skills. The objective is to take student-leaders from where they are and move them to where they need to be. Students will learn how (1) to read with their brains, (2) to remember what they have read, (3) to sharpen their thoughts through journaling, (4) to speak effectively before others, (5) to work as learning teams of leaders, and (5) to biblically apply what they are learning to life, family, and ministry.

Adults learn in unique ways and so this course incorporates multiple learning styles. According to the Cone of Learning, writing, discussing, and applying concepts are more effective learning strategies than the boring lectures used in many schools. The portfolio is foundational to learning because students remember more of what they write, discuss, and apply. By applying these concepts of champion learners, students will experience transformational growth. Welcome to the disciple-making process!
### Sequence of Instruction

Read the table like this: “At Session ____ on __________, the scheduled session content is ___________, and the assignment due that session is __________.”

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Session Content</th>
<th>Assignment Due</th>
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</table>
| 1       |      | Root Causes of Conflict | - Print 232 Conflict Resolution Portfolio.  
- Discuss portfolio questions and journal applications.  
- Demonstrate how to use the *Life Application Bible* and the *Holman Illustrated Bible Dictionary*.  
- Group Activity: Create a visual summary of one of these chapters. |
| 2       |      | Toward a Theology of Reconciliation | - Study chapters 2-3 in *Making Peace*.  
- Discuss portfolio questions and applications.  
- Group Activity: Create a visual summary of one of these chapters. |
| 3       |      | A Biblical View of Conflict | - Study chapters 4-5 in *Making Peace*.  
- Discuss portfolio questions and applications.  
- Group Activity: Create a visual summary of one of these chapters. |
| 4       |      | Evasive Responders | - Study chapters 6-7 in *Making Peace*.  
- Defensive Responders | - Discuss portfolio questions and applications.  
- Group Activity: Create a visual summary of one of these chapters. |
| 5       |      | Aggressive Responders | - Study chapters 8-9 in *Making Peace*.  
- Church Conflict and Counterfeit Peace | - Discuss portfolio questions and applications.  
- Group Activity: Create a visual summary of one of these chapters. |
| 6       |      | Living under Lordship | - Study chapters 10-11 in *Making Peace*.  
Living in the Light | - Discuss portfolio questions and applications.  
- Group Activity: Create a visual summary of one of these chapters. |

**Assignment Due**

- Type the answers to the portfolio.  
- Work on term paper.  
- Print an article on church conflict to share with your learning team: [http://www.hispeace.org/index.htm](http://www.hispeace.org/index.htm)  
- Print an article on church conflict to share with your learning team: [http://www.pastorhelps.com/Sermons.htm](http://www.pastorhelps.com/Sermons.htm)  
- Print an article on church conflict to share with your learning team: [http://www.living-stones.com/conflictgoogle.htm](http://www.living-stones.com/conflictgoogle.htm)
<table>
<thead>
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<th>Session</th>
<th>Date</th>
<th>Session Content</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Group Activity: Create a visual summary of one of these chapters.</td>
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</table>
| 7       |      | **Confession and Forgiveness**  
           **Discipline and Restitution**  
Discuss portfolio questions and applications.  
Group Activity: Create a visual summary of one of these chapters. |  
- Study chapters 12-13, Epilogue, and Appendix in *Making Peace*.  
- Type the answers to the portfolio.  
- Work on term paper. |
| 8       |      | **Midterm Exam**  
Take the midterm exam.  
Encourage students to share what they have learned.  
Preview the second half of the course.  
Work on term paper in class. |  
- Review the study guide to prepare for midterm. Five hours of study are recommended.  
- Work on term paper.  
- Enroll in the next course.  
- Pay for textbooks for the next course. |
| 9       |      | **Complex Conflicts**  
**Identifying a Dragon**  
**Personal Attacks**  
Discuss portfolio questions and applications.  
Group Activity: Create a visual summary of one of these chapters. |  
- Study chapters 1-3 in *Well-Intentioned Dragons*.  
- Type the answers to the portfolio.  
- Work on term paper. |
| 10      |      | **The Play for Power**  
**The Best Defense**  
**The Second-Best Defense**  
Discuss portfolio questions and applications.  
Group Activity: Create a visual summary of one of these chapters. |  
- Study chapters 4-6 in *Well-Intentioned Dragons*.  
- Type the answers to the portfolio.  
- Work on term paper. |
| 11      |      | **When the Dragon May Be Right**  
**When it’s Time to Confront**  
**When There’s No Resolution**  
Discuss portfolio questions and applications.  
Group Activity: Create a visual summary of one of these chapters. |  
- Study chapters 7-9 in *Well-Intentioned Dragons*.  
- Type the answers to the portfolio.  
- Work on term paper. |
| 12      |      | **Forced Termination**  
**Conflict and the Minister’s Family**  
Discuss portfolio questions and applications.  
Group Activity: Prepare for next week’s student presentations. |  
- Study chapters 10-11 in *Well-Intentioned Dragons*.  
- Type the answers to the portfolio.  
- Work on term paper. |
| 13      |      | **Student Presentations and Term Papers**  
Student presentations.  
Review for final exam.  
Work on term paper. |  
- Prepare for group or individual presentations.  
- Bring a rough draft of your term paper for peer-review. |
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Session Content</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>14</td>
<td></td>
<td><strong>Final Exam and Course Evaluation</strong></td>
<td>□ Review the study guide for the final exam.</td>
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<td>Take final exam.</td>
<td>□ Complete the 10-page term paper.</td>
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<tr>
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<td></td>
<td>Submit portfolio for grading.</td>
<td>□ Complete the portfolio.</td>
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<td></td>
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<td>Submit term paper.</td>
<td>□ Distribute the textbooks, syllabi, and portfolios for the next course.</td>
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<td>Students will debrief by sharing how they are using</td>
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<td></td>
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<td>what they have learned.</td>
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Notice: EBI holds to the *Baptist Faith and Message*. The inclusion of articles, books, or external links in this list does not imply that the opinions expressed represent the official position of EBI.

**Videography**


**Course Bibliography**


Leas, Speed. *Moving Your Church Through Conflict*. Alban Institute, 1985. 1566990122


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**Transfer of Credits to Southern California Seminary**

**Attendance Policy**

Attending class on time is important to receive the most out of the course. Entering class late disrupts the learning process of all students. Students are permitted three absences for a 14-week semester course. For the semester (28 classroom hours plus 68 homework hours) courses, more than 10 minutes late is a Tardy; more than 20 minutes late is an Absence. Two tardies count as one absence. College credit cannot be transferred to Southern California Seminary when a student misses four or more class sessions. A grade of NC (No Credit) will be recorded when a student misses four sessions or does not complete coursework on time. Exceptions must be approved in writing by the class instructor, the Site Director, and the Director of Equip Biblical Institute and will involve additional assignments mandated by Equip Biblical Institute.

**Class Time and Homework Policy**

To transfer credits to Southern California Seminary, each 2-unit course must include at least 28 hours of class time discussion and 68 hours of portfolio homework during the 14-week semester. Courses with less than 28 hours of class time do not meet EBI requirements. Since “time plus focus equals learning” increased classroom time and active learning result in increased learning—and learning is the key to leadership and service. Courses start the first or second week of January, May, and September. For maximum learning, it is recommended that working students take 2 courses per semester or 6 courses per year.

**Late Work Policy**

Completing work on time is an important habit for leaders to develop. Homework should be completed weekly before the class discussion and application. The grade for work that is between 1 and 7 days late is lowered by 20%. The grade for work that is between 8 and 14 days late is lowered by 40%. Work that is over 14 days late will not be accepted except in special cases such as hospitalization or death. Professors are required to send to the EBI offices the grade sheet within 15 days of the end of each course so that transcripts can be updated.

**Portfolio Policy**

To transfer credits from Equip Biblical Institute to Southern California Seminary, students must present a complete portfolio of their course work. The portfolio consists of the questions, journal applications and reflections, term papers, and exams for each course. Upon successful completion of the Associate of Biblical Studies, students may transfer 66 units into the Bachelor of Arts in Biblical Studies degree. If the portfolio for a course is not complete, the credits may not be transferable.
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>950-1,000</td>
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<tr>
<td>A-</td>
<td>90-94%</td>
<td>900-949</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
<td>870-899</td>
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<tr>
<td>B</td>
<td>84-86%</td>
<td>840-869</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
<td>800-839</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>770-799</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
<td>740-769</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
<td>700-739</td>
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<tr>
<td>NC</td>
<td>Below 70%</td>
<td>0-699</td>
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Student Evaluation

<table>
<thead>
<tr>
<th>Evaluation</th>
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<tbody>
<tr>
<td>Portfolio/Group Activities</td>
<td>55%</td>
<td>550</td>
</tr>
<tr>
<td>Midterm Exam</td>
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<td>100</td>
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<tr>
<td>Student Presentations</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Term Paper</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>1,000</td>
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