

COM425: Communication Conflict and Persuasion

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information



Faculty contact information and office hours can be found on the faculty profile page.

Course Description and Outcomes



Course Description:

This course examines communication and conflict in intrapersonal, interpersonal, intercultural, and organizational contexts. Topics covered include conflict styles and strategies for conflict resolution, including collaboration, mediation, and negotiation. The course also considers the role of persuasion in the management of conflict, particularly its role in successful negotiation. Major theories of conflict resolution and persuasion are also addressed.

Course Overview:

This course consists of a mix of readings from two texts and a variety of articles. There are three critical thinking papers, each with a case study option and a reflection option, and a portfolio project with a conflict-focus option and a persuasion-option. Weekly discussions are designed to foster class interaction and to help students contemplate and apply the course materials to their own experiences.

Course Learning Outcomes:

1. Compare and contrast conflict styles, recognizing one's personal dominant conflict style.
2. Examine various interpersonal conflict resolution strategies.
3. Identify the different third-party conflict resolution strategies through mediation and negotiation.
4. Explain the role of persuasion in the following situations: conflict management, interpersonal relationships, intercultural interactions, and the organizational context.
5. Distinguish the links between conflict and persuasion.
6. Recognize the role of culture in conflict, conflict resolution, and persuasion.

Participation & Attendance



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials



Required:

Abigail, R. A., & Cahn, D. D. (2013). *Managing conflict through communication* (5th ed.). Boston, MA: Allyn & Bacon. ISBN-13: 978-0205862139.

Fisher, R., & Ury, W. (2011). *Getting to yes: Negotiating agreement without giving in* (Revised 2nd ed.). New York, NY: Penguin. ISBN-13: 978-0143118756

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

Course Schedule



Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Opening Exercises: Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- Mastery Exercises: Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- Critical Thinking: Assignments are due Sunday at 11:59 p.m. MT.

Week #

Readings

Assignments

1	<ul style="list-style-type: none"> • Chapters 2 & 12 in <i>Managing Conflict through Communication</i> • Kaur, J. (2014). Organizational citizenship behaviors: Managing interpersonal conflict at workplace. <i>IUP Journal of Organizational Behavior</i>, 13(4), 19-37. • Kozan, M.K. (1997). Culture and conflict management: A theoretical framework. <i>International Journal of Conflict Management</i>, 8(4), 338-360. 	<ul style="list-style-type: none"> • Discussion (25 points) • Opening Exercise (0 points) • Mastery Exercise (10 points)
2	<ul style="list-style-type: none"> • Chapter 3 in <i>Managing Conflict through Communication</i> • Benedict, C. (2015). Assertiveness and the four styles of communication. Retrieved from http://serenityonlinetherapy.com/assertiveness.htm • Hulbert, J.E., & Hulbert, D. (1982). The value of assertiveness in interpersonal communication. <i>Management</i>, 71(8), 23-27. • Sadri, G. (2013). Choosing conflict resolution by culture. <i>Industrial Management</i>, 55(5), 10-15. 	<ul style="list-style-type: none"> • Discussion (25 points) • Opening Exercise (0 points) • Mastery Exercise (10 points) • Critical Thinking (120 points)
3	<ul style="list-style-type: none"> • Chapters 4, 6, & 8 in <i>Managing Conflict through Communication</i> • Johnson, J. A. (2012, November 30). Are “I” statements better than “you” statements? Retrieved from https://www.psychologytoday.com/blog/cui-bono/201211/are-i-statements-better-you-statements 	<ul style="list-style-type: none"> • Discussion (25 points) • Opening Exercise (0 points) • Mastery Exercise (10 points)
4	<ul style="list-style-type: none"> • Quigley, B.L. (1998). Identification as a key term in Kenneth Burke’s rhetorical theory. <i>AC Journal</i>, 1(3). Retrieved from http://ac-journal.org/journal/vol1/iss3/burke/quigley.html • Suchan, J. (2014). Toward an understanding of Arabic persuasion: A western perspective. <i>International Journal of Business Communication</i>, 51(3), 279-303. • Walker, F.R. (2005). The rhetoric of mock trial debate: Using logos, pathos, and ethos in undergraduate competition. <i>College Student Journal</i>, 39(2), 277-286. 	<ul style="list-style-type: none"> • Discussion (25 points) • Opening Exercise (0 points) • Mastery Exercise (10 points) • Critical Thinking (125 points)
5	<ul style="list-style-type: none"> • Introduction, Sections I & II in <i>Getting to Yes</i> • Goodman, B. (2007). The art of negotiation. <i>Psychology Today</i>, 40(1), 64-65. • Ury, W., & Fisher, R. (2005). Principled negotiation. <i>Sales and Service Excellence</i>, 5(11), 4. 	<ul style="list-style-type: none"> • Discussion (25 points) • Opening Exercise (0 points) • Mastery Exercise (10 points)
6	<ul style="list-style-type: none"> • Chapters 10 & 11 in <i>Managing Conflict through Communication</i> • Arvanitis, A., & Karampatzos, A. (2013). Negotiation as an intersubjective process: Creating and validating claim-rights. <i>Philosophical Psychology</i>, 26(1), 89-108. • Zartman, W. I. (2008). Introduction: Bias, prenegotiation, and leverage in mediation. <i>International Negotiation</i>, 13(3), 305-310. 	<ul style="list-style-type: none"> • Discussion (25 points) • Opening Exercise (0 points) • Mastery Exercise (10 points) • Critical Thinking (125 points)

7	<ul style="list-style-type: none"> Sections III, IV, & V in <i>Getting to Yes</i> Brox, D. (2011). Power of persuasion. <i>PM Network</i>, 25(12), 56-61. Shultz, D. Z. (2010, July 30). Distance is measure in more than miles. <i>Marketing News</i>, p. 11. Ury, W. (2013). The five Ps of persuasion in Roger Fisher's approach to influence. <i>Negotiation Journal</i>, 29(2), 133-140. 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points)
8	<ul style="list-style-type: none"> Chapters 8 & 9 in <i>Managing Conflict through Communication</i> Lin, Y., Worthington, E. L., Griffin, B. J., Greer, C. L., Opore-Henaku, A., Lavelock, C. R., Hook, J. N., Ho, M. Y., & Muller, H. (2014). Efficacy of REACH forgiveness across cultures. <i>Journal of Clinical Psychology</i>, 70(9), 781-793. Ryan, F., & Gelfand, M. J. (2012). The forgiving organization: A multilevel analysis of forgiveness at work. <i>Academy of Management Review</i>, 37(4), 664-688. 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points) Portfolio (350 points)

Assignment Details



This course includes the following assignments/projects:

Module 2

IMPORTANT! READ FIRST!

In both Critical Thinking options this week, you will analyze a Harvard Business Review Case Study and fill out the "Case Study Analysis Template" found below. Your response to the case study scenario will be no more than 4 pages: everything you think about the problem, all of your suggested solutions, your incorporation of authoritative, credible outside sources, and your final recommendation must fit on the template, along with your justifications. Be judicious in your language use.

Your paper should be 2-4 pages in length, incorporate 3-4 credible sources, be well-written, and be formatted according to CSU-Global Guide to Writing and APA Requirements.

Submit your downloaded and completed Word file with your name and option # added to the file name for grading by your instructor to the CT Assignment dropbox for Module 2.

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

CRITICAL THINKING ASSIGNMENT (120 Points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Managing to Sell but Failing to Communicate: The Case of the Family Behind Dow Jones

In this first option, you will work on a Sage Case Study that deals with communication failures.

Option #2: The Team That Wasn't

In this second option, you will work on a Harvard Business Review article that deals with team conflict.

PORTFOLIO PROJECT REMINDER

Be sure to review the Portfolio Project Description and Portfolio Project Rubric in the Module 8 folder for details.

Module 3

PORTFOLIO PROJECT MILESTONE (Milestones 3 & 5 are worth a total of 30 points out of the entire portfolio grade)

Options #1 & #2 - Submit a paper topic for approval to your instructor, including theoretical perspective(s) you will be using (Module 2 theory information).

Remember you can review the Portfolio Project Description in the Module 8 folder. The Portfolio Project Rubric can be accessed from the Module 8 folder.

Module 4

CRITICAL THINKING ASSIGNMENT (125 Points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Persuasive Case Study Analysis

Choose one of the following editorials (i.e., a more obvious and direct form of persuasion than a news story) about vaccination and consider the author's argument.

Keith, J.J. (2013, September 24). I'm coming out . . . as pro-vaccine. Retrieved from http://www.huffingtonpost.com/jj-keith/vaccines_b_3829948.html

Mercola, J. (2014, April 29). Should parents be allowed to decide about vaccines? Retrieved from <http://articles.mercola.com/sites/articles/archive/2014/04/29/children-vaccines.aspx> (only read the article here, no need to watch the video)

- Briefly summarize the position, avoiding the use of value-laden language.

Now, you are going to analyze the persuasion using concepts from this week's material to support your claims.

- How was ethos used? What about pathos? Logos? How effective was each one? Did one persuade you more than the others? Why or why not?
- How was identification used?
- Which did you find more persuasive, identification or the Aristotelian proofs? Why?

Provide justifications, in the form of research, for your decisions and include references to 3-4 credible sources outside of the course and its required readings/media. Consider searching for these sources in the CSU-Global Library. Your paper should be 2-3 pages in length, well-written, and formatted according to *CSU-Global Guide to Writing and APA Requirements*.

Option #2: Persuasive Reflective Analysis

Think about a recent persuasive event you experienced. This could include a recent negotiation, an impromptu (or planned, though that is a bit less likely) argument over a current event, or any other situation where it was obvious that you were either trying to persuade someone or someone was trying to persuade you.

- Explain the event, being sure to give details on the persuasion that was presented.

Now, you are going to analyze the persuasion using concepts from this week's material to support your claims.

- How was ethos used? What about pathos? Logos? How effective was each one? Was one more effective than the others? Why or why not?
- How was identification used?
- Which did you find more persuasive, identification or the Aristotelian proofs? Why?

Provide justifications, in the form of research, for your decisions and include references to 3-4 credible sources outside of the course and its required readings/media. Consider searching for these sources in the CSU-Global Library. Your paper should be 2-3 pages in length, well-written, and formatted according to *CSU-Global Guide to Writing and APA Requirements*.

Module 5

PORTFOLIO PROJECT MILESTONE (Milestones 3 & 5 are worth a total of 30 points out of the entire portfolio grade)

Options #1 & #2 - Submit an outline of your Portfolio Project paper for approval, including the communication option approach(es) and theoretical perspective(s) you will be using.

Module 6

CRITICAL THINKING ASSIGNMENT (125 Points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Conflicting Parties Case Study Analysis

Read the following case study and then answer the questions below:

Case Study: Two employees, Brian and Jon, have come to you because of clashing work habits. Both work in the same enclosed office, and there are no other spaces available where either could be shifted. Brian likes to work with the door open, but Jon likes the door closed. Brian tends to shift tasks frequently, talking on his cell phone or speaking to people going by, while Jon prefers to do one task at a time. Jon tends to talk to himself as he is working. Jon also likes to put large post-it notes on the wall to visualize what he is working on, while Brian works primarily on his computer. Brian likes to spread a number of different items out to refer to as he is working and tends to leave them on the ground and all around his desk until he is finished. Both are claiming that each other's work habits are preventing each other from working to full capacity.

- First, identify the issues that the conflicting parties should discuss.
- Also, explain fractionation, framing, reframing, and common ground.

- Write out at least four sets of statements that demonstrate fractionation, framing, reframing, and common ground; be sure to have balance, offering one example of each one for each party (total of eight).
- Then imagine yourself as a mediator and write an opening statement for the case provided. Identify the issues that the conflicting parties should discuss. Draft an agreement using the format, "X agrees to this and Y agrees to that." Strive for balance as much as possible and apply terms and concepts from the chapter readings to back up your analysis.

Provide justifications, in the form of research, for your decisions and include references to 3-4 credible sources outside of the course and its required readings/media. Consider searching for these sources in the CSU-Global Library. Your paper should be 2-3 pages in length, well-written, and formatted according to *CSU-Global Guide to Writing and APA Requirements*.

Option #2: Conflicting Parties Reflective Analysis

Think of a recent conflict you experienced. Explain who was involved in the conflict and what the conflict was about. Identify the issues that the conflicted parties discussed (or should have discussed).

Now, you are going to think about how a mediator would have affected the conflict and, possibly, brought it to a mutually satisfactory resolution.

- Explain fractionation, framing, reframing, and common ground.
- Write out at least four sets of statements that demonstrate fractionation, framing, reframing, and common ground; be sure to have balance, offering one example of each one for each party (total of eight).
- Then imagine yourself as a mediator and write an opening statement for the conflict situation you experienced. Identify the issues that the conflicting parties should discuss. Draft an agreement using the format, "X agrees to this and Y agrees to that." Strive for balance as much as possible and apply terms and concepts from the chapter readings to back up your analysis.

Provide justifications, in the form of research, for your decisions and include references to 3-4 credible sources outside of the course and its required readings/media. Consider searching for these sources in the CSU-Global Library. Your paper should be 2-3 pages in length, well-written, and formatted according to *CSU-Global Guide to Writing and APA Requirements*.

Module 8

PORTFOLIO PROJECT (350 points)

Choose one of the following two projects to complete this week. Do not do both projects. Identify your project choice in the title of your submission.

Option #1: —Persuasion Focus

For the Portfolio Project you will have the opportunity to apply what you have learned about conflict and persuasion by analyzing a persuasive encounter you have experienced. You will apply and assess the skills and theories presented in this course as they relate to your case study.

To support your application of concepts, terms, techniques, and theories, draw on and discuss at 4-6 credible/academic sources other than our assigned books (the journal articles are okay). The CSU-Global Library is a good place to find credible sources.

Section One: Introduction—Situation Overview (approximately 2 pages)

Analyze a recent persuasive encounter you have directly experienced (not one described to you by a family member, friend, or coworker). Keep in mind that negotiations involve persuasion, so you can share a recent negotiation or a time when you presented an argument of some sort. In this section, focus on WHAT led to the persuasive encounter. Write a narrative of the persuasive encounter as if you were telling it to another person.

Here are some questions to keep in mind (no need to answer each one; they are offered as possible items for consideration):

- What was the main issue that was at the core of the persuasive encounter?
- Who was involved? What were the relationships among those involved? What power, if any, was evident in the relationship(s)?
- How do you think the other person(s) in the persuasive encounter viewed it?
- Who else may have been affected by this persuasion? How did the impact on them affect your approach?
- Why is the persuasive encounter worthy of analysis? What can you and your reader expect to gain by examining and analyzing the interaction?

Please be specific in use of pronouns and names of people within the interaction. If you want to maintain anonymity of those involved, you may create pseudonyms rather than referring to individuals by position or through some other naming device.

Section Two: Theoretical Connections (approximately 3-4 pages)

The application step of this Portfolio Project incorporates the theoretical perspectives covered in class. To explain your understanding of these theories, indicate which of the following theories of persuasion are most useful for examining the persuasive encounter:

- Ethos
- Pathos
- Logos
- Identification
- Culture and its influence on evidence and persuasion

Link this analysis to theory explanations from your assigned readings and outside sources.

Section Three: Skills Assessment (approximately 3-4 pages)

Evaluate the interaction by applying techniques and skills covered in the course. Which of the following methods are applicable to the interaction that is your case study and why?

- The Negotiation Method
- BATNA—Best Alternative to a Negotiated Agreement
- Negotiation jujitsu

Support your position with reference to the assigned readings and your outside sources.

Section Four: Conflict Assessment (approximately 1 page):

How did conflict affect the persuasion encounter? Be sure to use conflict terminology to examine the role of conflict in the persuasive encounter. You could use any of the following:

- Communication phases and processes in conflict
- Patterns and cycles in constructive and destructive conflict processes
- Communication options in conflict
- The S-T-L-C System
- Conflict climates
- Forgiveness and reconciliation

Section Five: Conclusion and Reflection—Your Overall Learning and Future Application (approximately 1 page)

In conclusion, briefly summarize and restate the main point of your essay. Then address your plans for future learning and application of conflict management and/or persuasion skills.

Here are some questions to keep in mind:

- How have your perspectives changed with regard to conflict management and/or persuasion?
- What has changed?
- What hasn't changed?
- How do you assess your learning in the class?
- How do you see yourself engaging in a lifetime of learning about this issue?

Your Portfolio Project paper should be 10-12 pages in length, well written and organized, and formatted according to the *CSU-Global Guide to Writing and APA Requirements*.

Support your analysis with references from 4-6 credible sources (total) other than assigned readings. The CSU-Global Library is an excellent place to search for sources. Be sure to cite all sources used in your paper in-text and in a References list at the end.

Option #2: -- Conflict Focus

For the Portfolio Project you will have the opportunity to apply what you have learned about conflict and persuasion by analyzing a personal conflict situation you have experienced. You will apply and assess the skills and theories presented in this course as they relate to your case study.

To support your application of concepts, terms, techniques, and theories, draw on and discuss 4-6 credible/academic sources other than our assigned books (the journal articles are okay). The CSU-Global Library is a good place to find credible sources.

Organize your paper per the sections below to complete your analysis of the personal conflict situation.

Section One: Introduction—Situation Overview (approximately 2 pages)

Analyze a recent (i.e., within the last 12 months) interpersonal conflict you have directly experienced (not one described to you by a family member, friend, or coworker). In this section focus on WHAT happened to the individuals involved in the conflict. Write a narrative of the conflict and communication process as if you were telling it to another person.

Here are some questions to keep in mind (no need to answer each one; they are offered as possible items for consideration):

- What was the main issue over which the conflict occurred? What was the triggering event? What gave rise to the conflict?
- Who was involved? What were the relationships among those involved? What power, if any, was evident in the relationship(s)?
- How do you think the other person(s) in the conflict viewed and defined the conflict?

Besides the individuals directly involved in the conflict,

- What others were involved?
- How did the conflict affect them?
- What kinds of feelings did the conflict arouse in you—anger, frustration, etc.? Can you explain these emotions in terms of what the course materials and outside sources explain about conflict?
- Why is the conflict experience worthy of analysis? What can you and your reader expect to gain by examining and analyzing the interaction?

Please be specific in use of pronouns and names of people within the interaction. If you want to maintain anonymity of your conflict participants, you may create pseudonyms rather than referring to individuals by position or through some other naming device.

Section Two: Theoretical Connections (approximately 3-4 pages)

The application step of this Portfolio Project incorporates the theoretical perspectives covered in class. To explain your understanding of these theories, indicate which of the following theories of conflict was most useful for examining your behavior and the reaction of others in the narrative:

- Psychodynamic Theory
- Attribution Theory
- Uncertainty Theory
- Social Exchange Theory
- Systems Theory
- Link this analysis to theory explanations from your assigned readings and outside sources.

Section Three: Skills Assessment (approximately 3-4 pages)

Evaluate the interaction by applying techniques and skills covered in the course. Which of the following methods are applicable to the interaction that is your case study and why?

- Communication phases and processes in conflict
- Patterns and cycles in constructive and destructive conflict processes
- Communication options in conflict
- The S-T-L-C System
- Conflict climates
- The Negotiation Method
- BATNA—Best Alternative to a Negotiated Agreement
- Negotiation jujitsu
- Forgiveness and reconciliation

Support your position with reference to the assigned readings and your outside sources.

Section Four: Persuasion Assessment (approximately 1 page)

How did persuasion affect the conflict and/or the conflict resolution? Be sure to use persuasion terminology to examine the role of persuasion in the conflict/the conflict resolution. You could use any of the following:

- Identification
- Ethos
- Pathos
- Logos
- Cultural influences on persuasion

Section Five: Conclusion and Reflection—Your Overall Learning and Future Application (approximately 1 page)

In conclusion, briefly summarize and restate the main point of your essay. Then address your plans for future learning and application of conflict management and/or persuasion skills.

Here are some questions to keep in mind:

- How have your perspectives changed with regard to conflict management and/or persuasion? What has changed? What hasn't changed?
- How do you assess your learning in the class?
- How do you see yourself engaging in a lifetime of learning about this issue?

Your Portfolio Project paper should be 10-12 pages in length, well written and organized, and formatted according to the *CSU-Global Guide to Writing and APA Requirements*.

Support your analysis with references from 4-6 credible sources other than assigned readings. The CSU-Global Library is an excellent place to search for sources. Be sure to cite all sources used in your paper in-text and in a References list at the end.

Course Policies



Course Grading

20% Discussion Participation
0% Opening Exercises
8% Mastery Exercises
37% Critical Thinking Assignments
35% Final Portfolio Paper

Grading Scale and Policies

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance

with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.