**SYLLABUS**

**ANTI-BULLYING: WHERE TO START**

**Drake University**

**School of Education**

**Des Moines, Iowa**

**Term:** **Instructor:** Brady Fleming

**Course Dates:**  brady.fleming@drake.edu

**Credit Hours:** 3 credit hours

**Course Description:** Bullying and harassment in our schools is reaching epidemic proportions. Although best practice tells us that to halt this steady growth we must approach the problem from a systemic standpoint, the typical classroom teacher does not have the ability to influence such a decision. This course will assist educators in understanding what bullying is and is not; recognizing bullying situations; and acting to halt the progression of these negative statistics and increase the culture and climate of their classroom. In a six-week format, students are guided through various activities including reading, viewing, reflection, and investigations to further increase their knowledge and awareness of topics related to bullying and harassment in our schools.

**Course Goals:**

Upon completion of this course, learners will be able to:

* examine the current reality of bullying, bullying prevention efforts, and bullying policies in their chosen location.
* understand how the different actions of others plays a significant part in how bullying evolves.
* describe the importance of an improved school culture in the support of at-risk populations.
* reflect upon their role as educators in responding to incidents of cyberbullying and harassment.
* use data to construct a systemic goal and action plan to reduce bullying/harassment in their chosen location.

**Required Textbook:**

Bazelon, E. (2014). *Sticks and Stones: Defeating the Culture of Bullying and Rediscovering the Power of Character and Empathy*. New York: Random House.

**Educational Resources:** Along with the text, various readings and videos available on the Internet will be the used. Each module contains “additional resources” for students to explore. In addition, students are encouraged to research additional information using the online resources available through Cowles Library and resources available locally.

**Notes:**

* If you are not in the classroom at this time, for the purposes of this course, whenever it says “classroom,” substitute “environment”. This could include your PTA, district, office, or wherever your circle of influence extends.

**Course Assignments:**

**Module 1**

Bullying Video Research Blog 10 points

Personal Introduction Blog 15 points

Self-Reflection Journal Entry 5 points

**Module 2**

District Policy Review and Reflection Blog 15 points

Administrator Interview on District Policy 20 points

**Module 3**

School Culture Journal 5 points

Relational Aggression Blog 15 points

Student Interview and Recommendations 20 points

**Module 4**

At-Risk Student Populations Blog 15 points

It Gets Better Project Journal Entry 5 points

Personal Bias Paper 20 points

Systemic Change Project Live Chat 10 points

**Module 5**

Cyberbullying Choice Blog 15 points

Megan Meier Journal entry 5 points

Submit final project proposal 5 points

**Module 6**

Media Impact Blog 15 points

Final Reflections Journal Entry 5 points

Final Project: Systemic Change Project 100 points

 **Total Points Possible 300 points**

**Points and Letter Grades:**

 **90-100 % (270 – 300 points) A**

 **80-89 % (240 – 269 points) B**

 **70-79 % (210 – 239 points) C**

 **60-69 % (180 – 209 points) D**

 **Below 60 % (below 179 points) F**

**Statement of Plagiarism:** Academic dishonesty results in failure of this course. Consult the Drake Catalog (p. 26-28) for policies regarding plagiarism, academic dishonesty, and the severity of resulting consequences.  Give credit where credit is due.  <http://www.drake.edu/studentlife/handbook-resources/handbook/academic/#ed>. Use the recent *APA Publication manual* ©2010 to cite references. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not of your own origin in design or completion.  For citation references or APA help see: [http://owl.english.purdue.edu/owl/resource/560/01/](https://urldefense.proofpoint.com/v2/url?u=http-3A__owl.english.purdue.edu_owl_resource_560_01_&d=DwMFaQ&c=Y3sYibTtslYskVBQ_MzSQQ&r=LdLIz5SBzQ3cgJiCzt3Pt6Bnn7oyI7yoQC1xCPOF7pg&m=926nbFinv_8ETw2F0hO5wD7HgNw4o14naPiPXTbQCtk&s=dW5_Qjq6Kz3IRU0TXqiX0vpHG0_VVudnsBxFVzspfRA&e=)

**Accommodations Clause:**

If you have a disability and will require academic accommodations in this course, please contact your instructor at the beginning of the course or prior to the first official day of class. Accommodations are coordinated by Michelle Laughlin. Jean Hansen may assist as well. Their contact information is listed below:

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| --- | --- |
| Michelle LaughlinDirector of Student Disability Services(515) 271-1835michelle.laughlin@drake.edu | Jean HansenSchool of EducationSenior Online Instructional Designer(515) 271-3906jean.hansen@drake.edu |

Again, please be sure to make arrangements for accommodations prior to the start or at the beginning of the course.