SYLLABUS

ANTI-BULLYING: WHERE TO START

Drake University
School of Education
Des Moines, Iowa

Term: 
Instructor: TBD

Course Dates: 
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:

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**
- Personal Introduction Blog: 15 points
- Bullying Video Research Blog: 10 points
- Self-Reflection Journal Entry: 5 points

**Module 2**
- Administrator Interview on District Policy: 20 points
- District Policy Review and Reflection Blog: 15 points

**Module 3**
- Relational Aggression Blog: 15 points
- Student Interview and Recommendations: 20 points
- School Culture Journal: 5 points

**Module 4**
- Systemic Change Project Live Chat: 10 points
- It Gets Better Project Journal Entry: 5 points
- At-Risk Student Populations Blog: 15 points
- Personal Bias Paper: 20 points
- Submit final project proposal: 5 points

**Module 5**
- Megan Meier Journal entry: 5 points
- Cyberbullying Choice Blog: 15 points

**Module 6**
- Media Impact Blog: 15 points
- Final Project: Systemic Change Project: 100 points
- Final Reflections Journal Entry: 5 points

**Total Points Possible**: 300 points
Points and Letter Grades:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100 %</td>
<td>(270 – 300 points)</td>
<td>A</td>
</tr>
<tr>
<td>80-89 %</td>
<td>(240 – 269 points)</td>
<td>B</td>
</tr>
<tr>
<td>70-79 %</td>
<td>(210 – 239 points)</td>
<td>C</td>
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<tr>
<td>60-69 %</td>
<td>(180 – 209 points)</td>
<td>D</td>
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<tr>
<td>Below 60 %</td>
<td>(below 179 points)</td>
<td>F</td>
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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. Kara Wendelin may assist as well. Their contact information is listed below:

Michelle Laughlin  
Director of Student Disability Services  
(515) 271-1835  
michelle.laughlin@drake.edu

Kara Wendelin  
Online Student Support Director  
(515) 271-2506  
Kara.Wendelin@drake.edu

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