SYLLABUS

COURSE NAME
Prevent Bullying in the Classroom - EDIU 9246

PREREQUISITES:
None

REQUIRED TEXT:
None

ESSENTIAL EQUIPMENT AND FACILITIES
A computer with reliable internet access and appropriate system and software to support the Blackboard learning platform. Typical technical requirements for Windows systems users are:

- Windows 2000 (XP or Vista or 7)
- 256 MB Ram
- 28.8 kbps modem (56k or higher recommended) or high-speed internet connection
- Sound Card & Speakers
- Internet Explorer latest version

Also requires Word 98 or newer, PowerPoint, Excel, and Adobe Acrobat Reader.

COURSE DESCRIPTION
Children's safety is important to parents and teachers. Educators want their students to be safe at school and on the playground. Bullying not only hurts the students and makes them daily victims of harassment but also negatively impacts school climate. Students in fear of being bullied can hardly be expected to do their best academic work. Bullying, therefore, directly affects the learning and achievement opportunities of other students.This course is designed to assist the educator to analyze the issues involved with school bullying and to develop effective solutions to deal with bullying behaviors. It will also help the teacher to support the victims of bullying and to learn how to take preventive measures. This course is sure to be one of the most significant classes you can take for your professional development.

LEARNING OBJECTIVES
Upon successful mastery of this course, you will be able to:

- Comprehend the psychology and attitudes of bullying behaviors
- Understand the effects of bullying on the perpetrators and the victims
- Apply appropriate actions in preventing and limiting bullying

- Evaluate solutions, strategies and methods for reducing teasing, harassment and intimidation tactics used by bullies

INSTRUCTIONAL STRATEGIES

Instructional strategies include reading, researching, reflection, and creating lesson plans. Instructional Strategies may be further explained in the course Blackboard site.

CLASS COMMUNICATION

Class Communication will take place using the Messages feature in Blackboard or the University of Massachusetts Global/Chapman email system. Emails from external accounts (GMail, Yahoo, AOL, etc) will not be used for course-specific communication.

RECOMMENDED TEXT:

The Bullying Prevention Handbook: A Guide for Principals, Teachers, and Counselors (Second Edition) by John H. Hoover and Ronald L. Oliver (Solution Tree, 2008). ISBN-10: 1934009113 (232 pages)

OR

The New Bully Free Classroom: Proven Prevention and Intervention Strategies for Teachers K-8 (Updated Edition) by Allan L. Bean (2011). (Free Spirit Publishing, 2011). ISBN-10: 1575423820 (192 pages)

STUDENT PERFORMANCE REQUIREMENTS

This is a three-unit course, so you will be required to log a minimum of 15 hours of work for each unit for a total of 45 hours for the course. This course requires completion of five assignments. Each assignment will be explained in detail.

ASSIGNMENT	PRODUCT
1. Professional Reading and Review Blog	Completed Professional Reading and Review Blog
2. Journal Reflection Paper	Completed Journal Paper
3. Bullying Prevention Plan	Completed Bullying Prevention Plan
4. Annotated Time Log	Completed Annotated Time Log Form
5. End of Course Reflection Paper	Completed Reflection Paper

Assignment #1 - Professional Reading and Review

Your first assignment is the professional reading and review blog. Choose your textbook from one of the recommended books listed above. You may supplement your reading with books, professional journals, or internet articles related to effective research-based strategies for preventing bullying. Please read the steps below that walk you through the assignment.

1. Remember to track your time and put it in your annotated time log. Your time log will be uploaded in Assignment 4, and you may use the form attached below (and in Assignment 4) or create your own form with the same information.

2. Purchase, locate, borrow, or rent your reading materials. A suggested resource list is provided at the end of this syllabus if needed. For this course, read two or more books or other resources, totaling at least 300 pages.
3. You do not need to read an entire book or even read all of the required number of pages from one book or resource. You may choose certain applicable chapters from two or more books/resources.
4. Using the blog, post the following (in one blog post for each resource):
    a. The name of the book and the full reference (title, publisher, date, etc.)
    b. A brief overview of the content of the reading
    c. A discussion of how the readings informed or will inform your teaching experience
    d. An explanation of why you would or would not recommend the reading to a colleague
5. You may review other students' blog posts (if present) for ideas and add comments if you wish (optional). If you choose a book also selected by another student, be sure that your work is original and references how it supports or does not support your own work as an educator.
6. The time you spend reading and reflecting on your chosen books will count as part of your logged time for this course. Please enter the time on the Annotated Time Log.
7. If you have any questions about whether your reading materials are appropriate, contact your instructor.

Assignment #2 - Journal Reflection Paper
Based upon your studies and readings in Assignment #1, you are ready to complete your one-page reflection paper. Write a one-page reflection paper, answering the following questions:

- If you observed a class, how would you know there was an effective bullying prevention program in place? What would you see?
- What student and teacher behaviors would be observable which demonstrate that this issue has been adequately addressed by the climate of the class? Explain.

At this point in the course, you may wish to observe and/or interview another teacher to obtain ideas about how he or she deals with this concern of bullying behaviors. It might assist you in developing your own bully prevention plan.

Assignment #3 - Classroom Bully Prevention Plan
You are ready to write your own bully prevention plan. Use the readings from the textbook and/or your research to help you. The plan should consist of two or three pages and should address the following:

- Your philosophy, values, and core beliefs about bullying in an educational environment
- What you learned about the causes and effects of bullying
- Your goals for creating an environment for learning free of bullying and intimidation
- How you visualize your classroom’s atmosphere for all children
- What your student conduct/classroom rules would state addressing anti-bullying behaviors and attitudes
- Explain two or three possible legal consequences for educators who do not enforce anti-bullying rules, regulations, and laws
- What you would tell students the first day of class about your expectations of them concerning bullying
- How a zero tolerance policy toward bullying can help students to higher levels of learning
- Other important considerations you may wish to incorporate into your plan

Assignment #4 - Annotated Time Log
Assignment #4 is your annotated time log that you should have been using to document your time as you worked through the course.

1. Plan to submit your time on the form included here or a similar one of your own. Be sure to include the date, hours logged, activity, and a detailed reflection. The reflection should include your thoughts about each aspect of your work.
2. Total your time and be sure that you have logged at least 45 hours.

Assignment #5 - End of Course Reflections
For Assignment #5, you will reflect on the course as a whole by responding to specific prompts. Reflect on the course by responding to the questions below. You are welcome to complete this assignment either in writing or via a Prezi, PowerPoint presentation, or video clip of you talking through your reflection or the use of other media approved by your instructor.

At a minimum, respond to the following questions:

1. Did I accomplish what I set out to accomplish?
2. What did I learn that was useful to me as an educator?
3. How did this learning change my thinking or practice?
4. What more would I like to learn about the subject?

METHODS OF EVALUATION FOR DETERMINING GRADES

Grades are determined on a straight-scale basis using the following scale:

Deliverable	Points
Assignment #1: Professional Reading and Review Blog	25
Assignment #2: Journal Reflection Paper	10
Assignment #3: Bullying Prevention Plan	30
Assignment #4: Annotated Time Log	30
Assignment #5: End of Course Reflection Paper	5
TOTAL	100

A	**94.0% and above**	**A-**	**90.0% - 93.9%**		
B+	**88.0% - 89.9%**	**B**	**83.0% - 87.9%**	**B-**	**80.0% - 82.9%**
C+	**78.0% - 79.9%**	**C**	**73.0% - 77.9%**	**C-**	**70.0% - 72.9%**
D+	**68.0% - 69.9%**	**D**	**63.0% - 67.9%**	**D-**	**60.0% - 62.9%**
F	**59.9% and below**				

SUBMITTING INDIVIDUAL AND TEAM ASSIGNMENTS

All assignments must be successfully uploaded from the Review and Complete Assignments link for the corresponding assignment. Assignments are not accepted via Email.

UNIVERSITY OF MASSACHUSETTS GLOBAL ACADEMIC WRITING STANDARDS

Specific writing standards differ from discipline to discipline, and learning to write persuasively in any genre is a complex process, both individual and social, that takes place over time with continued practice and guidance. Nonetheless, University of Massachusetts Global has identified some common assumptions and practices that apply to most academic writing done at the university level. These generally understood elements are articulated here to help students see how they can best express their ideas effectively, regardless of their discipline or any particular writing assignment.

Venues for writing include the widespread use of e-mail, electronic chat spaces and interactive blackboards. University of Massachusetts Global is committed to guaranteeing that students can expect all electronic

communication to meet Federal and State regulations concerning harassment or other “hate” speech. Individual integrity and social decency require common courtesies and a mutual understanding that writing--in all its educational configurations--is an attempt to share information, knowledge, opinions and insights in fruitful ways.

Academic writing (as commonly understood in the university) always aims at correct Standard English grammar, punctuation, and spelling.

The following details are meant to give students accurate, useful, and practical assistance for writing across the curriculum of University of Massachusetts Global.

Students can assume that successful collegiate writing will generally:

- Delineate the relationships among writer, purpose and audience by means of a clear focus (thesis statements, hypotheses or instructor-posed questions are examples of such focusing methods, but are by no means the only ones) and a topic that’s managed and developed appropriately for the specific task.
- Display a familiarity with and understanding of the particular discourse styles of the discipline and/or particular assignment.
- Demonstrate the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing
- Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.
- Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.
- Require more than one carefully proofread and documented draft, typed or computer printed unless otherwise specified.

DOCUMENTATION

Any material not original to the student must be cited in a recognized documentation format (APA, ASA, MLA or Chicago-style) appropriate to the particular academic discipline. For quick reference to documentation standards for various fields you may refer to: https://umassglobal.libguides.com/citations.
Deliberate use of information or material from outside sources without proper citation is considered plagiarism and can be grounds for disciplinary action. See the explanation of Academic Integrity below.

ACADEMIC INTEGRITY

As a learning community of scholars, University of Massachusetts Global emphasizes the ethical responsibility of all its members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. "Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Such violations will be dealt with severely by the instructor, the dean/center director, and the standards committee. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented." Other guidelines for acceptable student behavior are specified in the University of Massachusetts Global Catalog.

AMERICANS WITH DISABILITIES ACT STATEMENT

Any personal learning accommodations that may be needed by a student covered by the “Americans with Disabilities Act” must be made known to the Campus Director or Advisor as soon as possible. **This is the student's responsibility.** Information about services, academic modifications and documentation requirements can be obtained from the Director of a University of Massachusetts Global campus.

QUICK ACCESS TO THE ON-LINE UMASS GLOBAL LIBRARY RESOURCES

ADDITIONAL RESOURCES

Beane, Allan L. (2009). Bullying Prevention for Schools: A Step-by-Step Guide to Implementing a Successful Anti-Bullying Program. Jossey-Bass. ISBN-10: 0470407018
Bullying Prevention for Schools is a step-by-step guide to implementing an anti-bullying program in individual schools or throughout a district. Dr. Beane details how to: implement training for school personnel and volunteers and awareness sessions for students, parents, and the community; establish policies, rules, behavioral expectations, discipline rubrics, and response plans; prepare intervention and prevention strategies; and develop a plan to actively include, involve, and empower students, parents, and the community.

Beaudoin, Marie-Nathalie and Taylor, Maureen E. (2009). Responding to the Culture of Bullying and Disrespect: New Perspectives on Collaboration, Compassion, and Responsibility, Second Edition. Corwin. ISBN-10: 9781412968546
The authors offer educators a comprehensive, therapeutic approach to reducing disrespectful behaviors. Readers will discover how to establish a positive and caring environment that discourages misbehavior while encouraging greater respect, tolerance, and responsibility.

Coloroso, Barbara (2009). The Bully, the Bullied, and the Bystander: From Preschool to HighSchool--How Parents and Teachers Can Help Break the Cycle. William Morrow Paperbacks. ISBN-10: 0061744603
The author explains the three kinds of bullying and the differences between boy and girl bullies; four abilities that protect your child from succumbing to bullying; seven steps to take if your child is a bully; how to help the bullied child heal and how to effectively discipline the bully; how to evaluate a school's anti-bullying policy; and how to deal with cyber bullying.

Goldman, Carrie (2013). Bullied: What Every Parent, Teacher, and Kid Needs to Know About Ending the Cycle of Fear. HarperOne. ISBN-10: 0062105086
A highly-researched guide on responding to bullying, social conflict, and peer victimization. The author offers concrete solutions for parents, teachers, and kids on how to effectively respond to painful situations—whether it is normal social conflict or more serious bullying.

Katch, Jane (2004). They Don't Like Me: Lessons on Bullying and Teasing from a Preschool Classroom. Beacon Press. ISBN-10: 087023213
The author explores the painful problems of bullying, teasing, and exclusion. They Don't Like Me is at once a fascinating, absorbing look into the social lives of children and a book for teachers and parents who are trying to understand how to prevent exclusion and how to support children who are being teased and bullied.

Kevorkian, Meline (2006). Preventing Bullying: Helping Kids Form Positive Relationships. R&L Education. ISBN-10: 1578864844
Preventing Bullying is designed to foster feelings that allow children to put themselves “in someone else's shoes” and to help them recognize the difference between right and wrong in social situations. It contains advice, practical tips, and activities to help students in grades K-12 with making and keeping friends, preventing bullying and teasing, social etiquette, and peer pressure.

Laminack, Lester L. and Wadsworth, Reba M. (2012). Bullying Hurts: Teaching Kindness Through Read

Alouds and Guided Conversations. Heinemann. ISBN-10: 0325043566
Recent research shows that punishing students who bully is not enough, that we must begin every child's education by establishing relationship skills and building empathy among students. The authors recommend a series of read aloud books that can be used as a powerful way to neutralize bullying behaviors, create community in the classroom, and help you meet the Common Core State Standards at the same time.

Miedzian, Myriam (2002). Boys Will Be Boys: Breaking the Link Between Masculinity and Violence. Lantern Books. ISBN-10: 1590560353
Why do some boys become violent men? Miedzian's research indicates absent fathers and the "culture of violence" that promotes war toys, violent films and music, brutal sports, and bigotry. Includes tested school programs for changing the "male mind-set."

Sullivan, Keith (2010). The Anti-Bullying Handbook, Second Edition. SAGE Publications, Ltd. ISBN-10: 9781849204804
The Anti-Bullying Handbook provides a clear overview of what we understand about bullying. It includes what we know and can do about cyberbullying; using puppet theater to teach early childhood and primary children about bullying; and confronting issues through using a collaborative and restorative justice tech