



## Course Syllabus

**Course Title:** Out of the Schools: Cyberbullying Prevention

**Instructor:** Miriam Woods, Jordan Mix, and Kaylyn Fisher

**Course Description:**

More and more students in our schools are experiencing bullying through means like email, social media applications, and text messaging. This issue has left many schools at a loss for what they can do to protect their students.

This online class will examine the issue of cyberbullying and offer insight into what cyberbullying is, how it differs from traditional bullying, and how schools can help. This course will use a variety of resources including from students themselves.

**Credit:** One

**Check the Iowa Teaching Standards that are addressed in this course:**

|   |                                |   |                                  |
|---|--------------------------------|---|----------------------------------|
| X | 1. Enhance Student Achievement |   | 5. Monitoring Student Learning   |
|   | 2. Content Knowledge           | X | 6. Classroom Management          |
| X | 3. Planning and Preparation    | X | 7. Professional Growth           |
| X | 4. Instructional Strategies    | X | 8. Professional Responsibilities |

**INTASC Standards that are addressed in this course:**

## INTASC STANDARDS

**Goals:** Participants will...

- Understand terminology and statistics around cyberbullying
- Gain knowledge about what cyberbullying looks like and how it differs from traditional bullying
- Consider how to change the culture in their schools and communities

**Objectives:** As a result of successfully completing this course, participants will:

- Demonstrate an understanding of cyberbullying, the rates at which it occurs, and how to protect students
- Demonstrate a knowledge of methods to change the climate in a school and classroom setting to improve the safety and well-being of students.

| Week     | Topic/Activity   | In Class          | Out of Class       |
|----------|--|-------------------|--------------------|
|          | <p><b><u>Getting to Know the Class; Additional Readings:</u></b></p> <p>Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!</p> |                   | 3 Hours            |
| <b>1</b> | <p><b><u>What is Cyberbullying?</u></b></p>  |                   |                    |
|          | <p><b>Discussion:</b> Introductions – Participants will introduce themselves in the course page. In addition to introducing themselves, participants are encouraged to develop their online profile so everyone can get to know them.</p>  | 1 Hour            | 2 hours 30 minutes |
|          | <p><b>Discussion:</b> Defining Cyberbullying – Participants will browse the websites of national organizations</p>   | 1 hour 30 minutes | 2 hours 30 minutes |

|          |  |                   |                    |
|----------|--|-------------------|--------------------|
|          | to learn the definition of cyberbullying. They will then discuss what they learned and how that differed from or matched their knowledge before taking this course, as well as whether they have noticed cyberbullying in their schools.   |                   |                    |
|          | <b>Discussion:</b> Cyberbullying vs Traditional Bullying – Participants will read articles discussing the difference between traditional bullying and cyberbullying. They will then discuss whether they feel there should be a distinction between the two or if they are the same.   | 1 hour 30 minutes | 2 hours 30 minutes |
|          | <b>Discussion:</b> Prevalence of Cyberbullying – Participants will review different studies on cyberbullying, including a paper written by Dan Olweus. They will discuss the differences in the findings and which ones they believe to be more accurate based on their personal knowledge of what goes on in their schools.   | 1 hour 30 minutes | 2 hours 30 minutes |
| <b>2</b> | <b><u>What can we do?</u></b>  |                   |                    |
|          | <b>Discussion:</b> Where’s this happening? – Participants will review one study from the previous discussion plus utilize the Anti-Defamation League’s list of known social media platforms where cyberbullying occurs. They will discuss which platforms they have witnessed or heard of cyberbullying happening, and come up with potential ways to alleviate the bullying that happens. | 1 hour 30 minutes | 2 hours 30 minutes |

|          |  |                   |                    |
|----------|--|-------------------|--------------------|
|          | <b>Discussion:</b> Role of the Teacher – Participants will learn about ways that they can help prevent and alleviate cyberbullying. They will discuss what they already do personally, and what (if any) policies their school has in place to address cyberbullying.    | 1 hour 30 minutes | 2 hours 30 minutes |
|          | <b>Discussion:</b> How to work with Parents – Participants will learn strategies that parents can utilize to address cyberbullying with their children. They will discuss ways that they have or could address these issues with parents.                                | 1 hour 30 minutes | 2 hours 30 minutes |
|          | <b>Discussion:</b> How to work with Students – Participants will learn from listening to students about what can be done to address cyberbullying. They will discuss whether they think these strategies will work and how they can present them to students.            | 1 hour 30 minutes | 2 hours 30 minutes |
| <b>3</b> | <b><u>Implementation</u></b>   |                   |                    |
|          | <b>Discussion:</b> Cyberbullying and the Law – Participants will learn about federal and state laws regarding cyberbullying. They will discuss their initial reactions to what the law states, along with whether they think the law goes too far or not far enough.     | 1 hour 30 minutes | 2 hours 30 minutes |
|          | <b>Discussion:</b> Media Response – Participants will read about what the media should keep in mind when reporting on cyberbullying and bullying situations. They will then read an article chronicling a specific bullying incident and analyze what the journalist did | 1 hour            | 2 hours 30 minutes |

|  |   |          |          |
|--|---|----------|----------|
|  | right and what they could improve on, per the suggestions they learned.   |          |          |
|  | <b>Implementation Plan</b> – Participants will write about what they have learned and how they plan to bring it back to their classrooms and schools. | 2 hours  | 2 hours  |
|  | <b>Total Class Time</b>   | 15 Hours | 30 hours |

**Evaluation Strategy:** As this is a new course, evaluations will help determine if participants are being engaged and enjoying the experience. Evaluations will be sent via SurveyMonkey to each participant at the conclusion of each Unit.

They will also complete a course implementation plan in which they indicate how they will apply this learning in their lives and work. This and the Discussion/Shares will be analyzed by the instructors to determine the learning of the participants.

**Course Requirements:**

- A. Participants check all messages from instructors during the duration of the course.
- B. Participants complete all Readings, Videos, Activities, Discussions, Responses, and Shares as instructed.
- C. Participants are respectful of each other. While everyone has a right to have an opinion, bullying, mean-spirited language, or divisive attitudes will not be tolerated.
- D. Demonstrates understanding of the material through participation in the online learning experience.

**Coursework**

Participants can earn up to 120 points total for the course. The following table depicts the breakdown of points possible for the required coursework

| <b>Activity</b>                 | <b>Points</b> |
|---------------------------------|---------------|
| 10 Discussions 5 Points each    | 50            |
| Final Implementation Plan/Paper | 25            |
| <b>Total</b>                    | <b>75</b>     |

**Grading Scale – Graduate Credit**

|                          |   |
|--------------------------|---|
| 100-90% (50-45 pts)      | A |
| 89-80% (44-40pts)        | B |
| 79-70% (39-35pts)        | C |
| 69-60% (34-30pts)        | D |
| 59%-Below (29 pts-below) | F |

**Grading Scale - License Renewal Credit**

|                        |    |
|------------------------|----|
| 100-80% (50-40pts)     | P  |
| 79%-Below (<39 points) | NP |

**Student Requirements**

Students are required to:

- Participate in all discussion forums
- Complete a final implementation plan

**Americans with Disabilities Act:**

If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

**Statement of Plagiarism:** Academic dishonesty results in failure of this course. Give credit where credit is due. Use the APA Publication Manual to cite references when needed. 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 your own origin in design or completion. Submit original assignments. Do not submit work for this course that you have done for other courses.

## Grading Rubrics for Individual Activities

### **Discussion Forums (50 points possible)**

Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

| Grading Rubric for Discussion Forums                      |  |        |
|---|--|--------|
|   |  | Points |
| <b>Critical Thinking</b>                                  | Makes connections to the other content and real life that are supported by reference(s) and example(s) | 1      |
|   | Offers new ideas, connections, or applications   | 1      |
|   | Expresses and justifies personal opinion   | 1      |
| <b>Assignment Specific Criteria</b>                       | Addresses all parts of the assignment, cites sources   | 1      |
| <b>Participation (Responses to at least 2 peer posts)</b> | Responds to other posts (when available)   | 1      |
| <b>Total Points Possible</b>                              |  | 5      |

### Implementation Plan (25 points possible)

The implementation plan is a critical part of this course. Participants must complete a one-page implementation plan. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the Implementation Plan, but additional details will be provided within the course.

| <b>Grading Rubric for Implementation Plan</b> |  |               |
|---|--|---------------|
|   |  | <b>Points</b> |
| <b>Critical Thinking</b>                      | Highlights any new knowledge gained as a result of course.                             | 5             |
|   | Offers new ideas, connections, or applications   | 5             |
|   | Expresses and justifies personal opinion   | 3             |
|   | Discusses Overall Implications   | 2             |
| <b>Assignment Specific Criteria</b>           | Addresses all parts of the assignment, cites sources                                   | 2             |
| <b>Mechanics</b>                              | Writing is clear, well developed, and organized, No or few grammar and spelling errors | 2             |
| <b>Implementation</b>                         | Clearly states ideas to use in the future  | 2             |
|   | States resources to be used  | 2             |
|   | Is realistic in their approach – understands limitations may exist                     | 2             |
| <b>Total Points Possible</b>                  |  | 25            |