



## **Course Syllabus: Stopping Bullying in its Tracks: Understanding Power Imbalance**

**Number of Credits:** 1\*

**Course Instructors:** Miriam Woods, Jordan Mix, Kaylyn Fisher

### **Course Description:**

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. In order to effectively address bullying behavior, one must first examine its underlying causes. This course analyzes the bias and power structure in groups and individuals that leads to aggressive or harassing behavior.

This course will examine the types of privileges that exist in the classroom, workplace and other environments. With privilege, both seen and unseen, comes the bias that perpetuates the imbalance of power among students, peers, administrators and faculty. By exploring this power structure and our own bias, participants will understand root causes of bullying and develop strategies to address it.

Activities in this course will include discussions on privilege and bias, the formation of peer social groups and isolation, micro-aggression, a review of bullying behavior and creating an environment to reduce its pervasiveness, then end with critical legal information and resources for practicing educators, parents and counselors.

### **Learning Objectives:**

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

- Identify the characteristics of relational aggression, peer isolation, harassment, and other traits of bullying
- Demonstrate awareness of the root causes of micro-aggression, social isolation, and the bystander effect
- Identify and Access resources for addressing cyberbullying
- Develop techniques for accessing anti-bullying resources, including reporting procedures and responding to incidents
- Implement methods for creating a safe classroom environment

**\* Course Requirements:**

To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

**Other Course Information:**

**Getting Started**

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

**Participation**

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.

- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the “Submit A File” option.
- You may work collaboratively and submit similar responses on all assignments except for quizzes which must be done individually.

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

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

## Assignment Checklist

Week	Topic/Activity	In Class	Out of Class
	<b><u>Getting to Know the Class; Additional Readings:</u></b> 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!		2 hours
<b>1</b>	<b><u>Social Privilege and Bias</u></b>		
	<b>Discussion:</b> Introductions	1 hour	2 hours
	<b>Discussion:</b> What is Bullying	1 hour	2 hours
	<b>Discussion:</b> Privilege	1 hour	2 hours 30 minutes
	<b>Discussion:</b> Microaggressions	1 hour 30 minutes	2 hours 30 minutes
	<b>Discussion:</b> The Great Game of High School	1 hour	2 hours 30 minutes
<b>2</b>	<b><u>Provocative Victims</u></b>		
	<b>Discussion:</b> Cyberbullying	1 hour 30 minutes	2 hours 30 minutes
	<b>Discussion:</b> Provocative Victim	1 hour	2 hours 30 minutes
	<b>Discussion:</b> Unique Populations	1 hour 30 minutes	2 hours 30 minutes
<b>3</b>	<b><u>Implementation</u></b>		
	<b>Discussion:</b> Misdirections in Bullying Prevention	1 hour	2 hours 30 minutes

	<b>Discussion:</b> State & Federal Bullying Laws	1 hour 30 minutes	2 hours 30 minutes
	<b>Activity/Discussion:</b> Bullying Circle	1 hour	2 hours
	<b>Implementation Plan</b>	2 hours	2 hours
	Total Class Time	15 hours	30 hours

### Coursework

Participants can earn up to 80 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
11 Discussions (5 points each)	55
Final Implementation Plan/Paper	25
<b>Total</b>	<b>80</b>

### Grading Scale – Graduate Credit

100-90% (80-72 pts)	A
89-80% (71-64 pts)	B
79-70% (63-56 pts)	C
69-60% (55-46 pts)	D
59%-Below (45-0 pts)	F

### Grading Scale - License Renewal Credit

100-80% (80-64 points)	P
79%-Below (<63 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.

**Grading Rubrics for Individual Activities**

**Discussion Forums (55 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