

ED 589
SHEDDING NEW LIGHT ON BULLYING BEHAVIOR

SYLLABUS

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CREDIT HOURS:

Three Semester Hours

PREREQUISITES:

A baccalaureate degree is required for graduate level courses.

CATALOG DESCRIPTION:

This course is packed with practical tips for teachers to use immediately to help stop bullying behavior in the classroom. The student will gain a more thorough understanding of the bullying dynamic and the functionality of bullying behavior. Mainly we will look at the solutions to the problem of bullying in schools as we know it through current research. The course will include the latest and most comprehensive research available.

The student will understand the bully/victim dynamic in great detail. They will begin to discriminate a number of subtleties within the bullying dynamic. Learn details such as who is a victim and who is not a victim. Investigate how normal conflict differs from bully/victim problems. The student will also begin to examine solutions to bully/victim problems within schools. Specifically the student will develop, and improve skills concerning how to teach children to build a set of assertiveness skills, how to mobilize the caring community to stand up against bullying, and how to implement effective interventions within classroom settings.

STUDENT LEARNING OUTCOMES:

The student will:

- Investigate personal feelings about bullying behavior.
- Design a lesson plan on the differences between normal conflict and bullying behavior.
- Conduct a student observation.
- Administer a Lichert scale on a student and describe how it can be used with parents.
- Develop an expertise on the definition of bullies, victims, and bystanders and deepen your understanding of how you can apply it in the classroom to decrease bullying behavior.

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COURSE REQUIREMENTS:

There will be six assignments made up from questions from the reading. The student will be required to answer two questions for each chapter. Each question is worth 50 points; the total for each assignment is worth 100 points.

COURSE MATERIALS:

Required Textbook:

Garrity, Carla, Ph.D., Mitchell Baris, Ph.D., and William Porter, Ph.D. *Bully Proofing Your Child: A Parent's Guide*. Sopris West, 2000. ISBN: 1-57035-247-X

ADA STATEMENT:

Students who need special accommodation to complete this class should contact the instructor and the Office of Student Affairs, 719.587.7221 as soon as possible.

GRADE DISTRIBUTION AND SCALE:

In alignment with ASC academic policies, no D may apply to a major or minor field.

Grade Distribution:

Assignments (6)	100 points each	600 points
<u>Program analysis</u>	<u>100 points</u>	<u>100</u>
Total Points		700

Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

COURSE INSTRUCTIONS

Students should read the text and answer the questions in this study guide. The difference between a good and a weaker answer is determined by your ability to illustrate through your writing your understanding of the concept. I expect about a paragraph for each of the questions.

Note: Web sites are constantly changing and you may find that some have moved or are simply no longer available; contact your instructor with any questions.