

COURSE TITLE: THE RESPECTFUL SCHOOL

NO OF CREDITS: 1 QUARTER CREDIT
[Semester Cr Equivalent: 0.66]

WA CLOCK HRS: 10
OREGON PDUs 10
CEU 1.0

INSTRUCTOR: MARY ANN JOHNSON, M.ED ADM.
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COMPLETION DATE: 3 months from your registration date.

LEARNING ENVIRONMENT: This course requires assignment responses to be posted in a password-secured ONLINE website hosted by The Heritage Institute.

COURSE DESCRIPTION:

In moving and forceful language, author Stephen Wessler portrays two sides of the bullying and harassment problem: its power to harm everyone and the methods for stopping it. As a former prosecutor in charge of civil rights in the Attorney General's office in Maine, the author gives hope and encouragement to all participants in the school culture to bring about the needed change.

He shows how the roles of teachers, students, principals, bus drivers and leaders throughout the community creates the positive momentum to turn around the problems caused by verbal and physical abuse in schools, especially middle schools and high schools. The research cited is evidence that there is a real opportunity for the creation of harassment when there is a vacuum of attention and commitment to create a respectful school climate.

This book is highly readable, inspiring and powerful. It starts with a look at verbal abuse, and ends with a discussion of the world events of terrorism and international prejudices. It affirms the potential for constructive and pro-active responses to the problems of hate and harassment. It is a book for everyone involved with children in a social context.

Required textbook to be purchased after registration will cost approximately \$19-\$23 depending on source.

LEARNING OUTCOMES:

Upon completion of this course, participants will:

1. Have a clear picture of the prevalence of verbal abuse in schools, and the emotional impact it has on both direct victims and observers of the abuse.
2. Understand the predictable patterns of escalation from verbal abuse to physical abuse when the problem is ignored.
3. Know the kinds of interventions that work.
4. Understand the needs of victimized students.
5. Understand the role of teachers, administrators, and student leaders in creating the respectful school.

COURSE REQUIREMENTS:

Participants will complete assignments and post responses online to specific questions outlined for each assignment. Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participant's their choice of 10 Washington State Clock Hours, 10 Oregon PDUs or 1 CEU (Continuing Education Units), which translates to 10 hours. The Heritage Institute is an approved provider of Washington State Clock Hours, Oregon PDUs, and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).

UNIVERSITY QUARTER CREDIT INFORMATION:

• UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL

Teachers may opt to register for 1 (one) Antioch University, Seattle, 400 or 500 level quarter credit, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
3. Complete an Integration Paper by answering 5 questions (*Section C: Integration Paper*)

• REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (upper division) and 85% or better to issue credit at the 500 level (Post-baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor

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| 1. Completion of Information Acquisition assignments | 30% |
| 2. Completion of Learning Application assignments | 40% |
| 3. Completion of Integration Paper assignment | 30% |

• CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

COURSE MATERIALS & REQUIREMENTS:

1. Read the book, and complete the written responses you have selected, as you go.
This book is estimated to take 5 clock hours to read.

2. For the remaining 5 clock hours, complete the written responses to each of the 9 Chapters and the Introduction of the book, as directed in the "Assignments" section that follows.

REQUIRED TEXTBOOK:

The Respectful School: How Educators and Students Can Conquer Hate and Harassment by Stephen Wessler with contributing author William Preble. This 188-page, 7" x 9" book (Stock No. 103006; ISBN 0-87120-783-4) is available from ASCD for \$18.95 (ASCD member) and \$22.95 (nonmember). Copyright 2003 by ASCD. Also available from Amazon.com

ORDER INFORMATION:

To order a copy, call ASCD at 1-800-933-2723 (in Virginia 1-703-578-9600) and press 2 for the Service Center. Or buy the book from ASCD's Online Store at www.ascd.org

BIBLIOGRAPHY AVAILABLE ONLINE:

For additional reading you may consider accessing an annotated Master Bibliography relative to this course that enhances any teacher's toolbox. The Bibliography can be downloaded as a PDF from the same course description page as the syllabus on www.hol.edu.

GETTING STARTED:

- Once you have registered for the course, you will be sent an email that contains the website address, password and course key that you need to access your online course, along with instructions on how to log into the online system.
- The assignments listed in this syllabus are also listed at the bottom of each online course document. Access each assignment and enter your responses online. We suggest that you write your responses in a WORD document and then do a copy/paste function into the Responses box.

- When you have completed all assignments for the course, CLICK the 'ALL ASSIGNMENTS COMPLETED' option. The instructor will be notified that you have completed all assignments.
- The instructor will review your work and enter his/her responses online. You will be notified by email when the instructor has marked the course completed, and you will be instructed to log in and view the instructor comments. At that time, you can also SAVE a complete copy of the course assignments and responses.

NOTES TO ALL PARTICIPANTS:

- Unlike a live workshop, you are not required to be present (i.e. online) at specific days or times, participants will work at their own pace.
- All responses will be posted online. Large documents or files may be attached as part of your response by using the “Share A File” option.

ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1:

(a) Briefly introduce yourself and explain your interest in the topic.

From the Introduction:

(b) What series of positive actions to counteract the harassment of the two brothers were presented in the first case study?

Assignment #2:

From the Introduction: How does the data on harassment presented in the Introduction compare with what is happening in your school?

Assignment #3:

From Chapter 1 “From Words to Violence”

Do you hear students routinely use degrading language and put-downs? Even if you do not hear this kind of language, do you think it likely that students use these words? Do you believe that students who use this language intend to disturb and harass, or are they using words to show that they can mimic what they think is “cool”?

Assignment #4:

From Chapter 2 “The Dynamics of School Violence”

Have you seen the “following the pack” phenomenon in your school? What are the school and community resources that can be effective in countering the bully’s false assumption that he/she is a “hero”?

Assignment #5:

From Chapter 3 “The Emotional Impact of Bias, Prejudice, and Harassment”

EITHER:

Ask your students why boys and girls who are harassed might become angry and become reluctant to tell anyone what has happened to them.

OR:

Write a summary of your perception of why victims of harassment might become angry and reluctant to tell anyone what has happened to them. Have you ever worked with such a student?

Assignment #6:

From Chapter 3:

EITHER:

Ask your students what they can do to stop harassment.

OR:

If it isn’t possible at this time to ask students to help with this assignment, write a list of ways you think students can be activated in this cause.

OR:

Review the film scenes from the first “Karate Kid” film and see how Mr. Miyagi helped a victim of harassment and bullying. Can media or stories in books be of any help in working with victims you encounter?

Assignment #7:

From Chapter 4 “The Importance of Teacher Intervention”

What are the common elements of effective teacher intervention? What are the effects of positive teacher involvement?

Assignment #8:

From Chapter 5 “Addressing the Needs of Victimized Students”

EITHER:

Since it is important for students who observe harassment to tell a teacher or administrator as soon as possible, what are ways to increase the possibility of early disclosure?

OR:

What are the suggested ways to respond to students who may be victims?

Assignment #9:

From Chapter 6 “The Role of Administrators”

EITHER:

Although you may not be an administrator, what information was presented to assess good protocols for school policies?

OR:

What security measures does your school have in place (e.g., video cameras on campus or on buses? Metal detectors? Security officers?) Has the school articulated why those measures are needed? What messages do students receive from their implementation? What are the emotional effects of these security measures on students?

Assignment #10:

From Chapter 7 “Developing Peer Leaders”

EITHER:

What are some indicators of effective peer leadership programs?

OR:

What are the attributes of successful peer leadership programs?

Assignment # 11:

From Chapter 8: “Responding to Terrorism and Related Prejudice”

Using insights in the chapter, how would you (or did you) talk with your students if they were to (or did) witness a traumatic or violent event?

Assignment #12:

From Chapter 9 “Standing Up for Each Other”

What steps can your school take to empower students to reach out to classmates who feel excluded and helpless in the face of constant harassment?

This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.

Continue to the next section for additional assignments required for University Quarter Credit

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

Courses taken for the credit option require additional creative work be done beyond that completed for the Clock hour/PDU/CEU level. The extra work should show additional related reading or some learning application project beyond the reading and writing required for the clock hour option.

Work for the credit level must meet professional standards of quality. The assignment(s) chosen are expected to have substance and length appropriate to an additional investment of 10-20 hours of work.

Assignment # 13:

For 400 Level – Complete Part A only

For 500 Level – Complete part A and Part B

Part A: (400 and 500 Level)

Choose *one* (1) of the following assignments and post responses.

(1) Create at least one lesson plan that you could use based on an idea you learned from the book used for this course. Describe the idea or essential question(s) you are employing, the grade level and subject for which the lesson is intended, specifics for introducing the lesson, steps of the content, student work requested, and expectation for gauging effectiveness.

OR

(2) Reflect on the results of use of a strategy from this book, either one you have tried or hope to try. Start by describing the strategy you employed (or hope to employ) and analyze the outcomes (real or possible) with specifics.

OR

(3) Analyze what reservations you think a teacher, administrator, parent and/or student might have about using a strategy or issue advocated in this book. Describe why you think there is a reservation(s). Create a response which acknowledges the reservation and presents information you have found in this book or in additional reading you have done on this subject. (If you also have reservations, describe both sides of the issue.)

Part B: (500 Level ONLY)

Choose *one* (1) of the following assignments and post responses. (This is IN ADDITION TO the 400 level assignments above)

(1) Create a presentation that could be given for a group of colleagues, based on your reading. It can be in the form of a Power Point, or a “lesson plan.” The presentation should include a copy of any handout(s) you will use. (If you ask for feedback, follow the “Peer Response as Part of Assignment Response” directions in Choice #3.)

OR

(2) Compare and contrast the material in this book with information you find in another book or online research of articles. For online research, quote any important URL, write a summary of information you found, and then compare/contrast with information in the book for this course.

OR

(3) Do first hand interviews, including peer responses, of teachers/administrators in the district or parent(s), student(s), or some other appropriate individual(s), and determine things like policy issues, personal points of view, other important sources of information, and what does or doesn't work currently in the area involved.

Each interview event or individual response is rated as equivalent to three-four hours of your work. How to do **peer or interview response(s)**:-- use the following format:

- a) Describe your interview questionnaire or topic you are presenting for peer review, and then
- b) Post peer or interview response(s) to that assignment in the same response box. Use the following format.

PEER RESPONSE or INTERVIEW RESPONSE

Respondent(s) Name:

Relationship to you:
Date of response:
Comments of respondent (or summary of group response):

OR

(4) Create an annotated bibliography of five or more books or articles related to the subject of your course. The annotation should include Title, Author, Publisher (or URL), length of the book or article and your review of information contained. Add your opinion of the value or your criticism of the contents of each book or article, and rate the importance of the material in contrast to the subject of your course.

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QTR CREDIT (cont'd)

C. INTEGRATION PAPER

**Assignment #14: Integration Paper
(Required for 400 and 500 Level Credit)**

Complete the requirements for university quarter credit by submitting a final Integration paper (2-3 pages). A heading is required; please use the following format.

Your Name:	Date:
Course Name:	Course Number:
# of Credits:	Level: (400 or 500)
Advisor Name:	

Respond to each of the 5 questions below. (First list the question and then write your answer)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:

Be sure to mark the "All Assignments Completed" section in the online course environment as this will notify the instructor that you have completed the course.

Upon receiving notification of your completion of all course assignments, your instructor will provide written comments online.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Mary Ann Johnson, M.Ed Adm. has worked with students of all levels, from alternative high school to gifted classes. She has also been a junior high vice principal and is now working with teachers for continuing education in classes, distance learning and building leadership groups.