**Colorado State University, Pueblo**

**Education Department**

**ED 500 – Creating Peaceful Schools**

**Online course, 2021**

**Instructor**  Marianna King

**Instructor’s Office** Off campus

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**Office Hours**

Monday, Wednesday, 8-10 a.m.- via email or phone call

**Class meeting structure**

Online instruction. Emailed feedback and grades from the instructor.

Expected response time to assignments – 2 days

**Course Description**

# This three-credit graduate course investigates and critiques current approaches to school violence prevention and points out their limitation and why most do not work. The course readings present theories and research about the causes of school violence and the role of the culture of violence and the violence industries. Interdisciplinary research is presented, including neuroscientific research about how the brain responds to violent electronic entertainment media, especially violent video games. Practical and workable solutions, as well as resources, are included that help to create peaceful schools.

**Prerequisites**

This is a graduate course so a Bachelor’s degree (any subject) is required. If the student does not have a B.A. degree and wants to take the course, s/he can contact the instructor and discuss the situation.

**Credit hours and expected student effort**

This three-credit course requires a time commitment of up to 112 hours as per CSU’s credit hour policy. This includes reading assignments, online work, completion of written assignments, review of instructor feedback, and a final project.

**Important Dates**

The drop/add date is two weeks after instruction begins and the final project is due by August 4, 2021.

**Course Objectives**

1.To understand standard practices in school violence prevention programs and their limitations

2.To understand the root causes of school violence and how to address them

3.To be able to create an effective school violence prevention program for classrooms or schools

**Student Learning Objectives**

This rating system is for courses that count toward the M.Ed. program – graduate level courses.

This course addresses the following student learning outcomes to the degree shown in the table. The degree to which they are addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment. (3)
2. Understand scientifically-based practices detailed in the text in teaching and learning and know how to relate this understanding to creating peaceful classrooms and schools and creating more conducive learning environments. (4)
3. Demonstrate an understanding of the limitations of standard practices in school violence prevention programs and critically assess how these practices could be changed to become more effective in preventing school violence. (3)

4.Interpret, synthesize, and apply the research detailed in the assigned textbook in order to enhance best practices in teaching. (4)

5.Demonstrate an understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection and collaboration for change. (3)

6.Demonstrate an understanding of models for classroom and school change and current research and trends in recent research that promotes positive classroom and school change (4).

7.Demonstrate an ability to address school reform and leadership in school change relating to classroom and school violence prevention.(4)

**Required Text and Other Materials**

*The Crisis of School Violence: A New Perspective,* by Marianna King. Michigan State University Press, 2020

Brad J. Bushman, “Teaching About Violent Media Effects.” *Teaching of Psychology* 45,

No. 2, (March 2018); 200-206. See Dr. Bushman’s website for this and other articles.

**Other Resources**

American Academy of Pediatrics. “Media Matters,” the national media education campaign of the AAP. This page has links to helpful articles about children and media violence, as well as action alerts and policy statements.

Anderson, Craig. “Video Game Recommendations” accessed through www.psychology.iastate.edu/faculty/caa/index.html A letter to parents, grandparents, and other people with questions about sources of good educational video games and concerns about violent video games, including some recommendations and guidelines.

Braincells.net. This video game, created by the Canadian software company, Live Wires Design, Ltd., is a series of intensive computer games and quizzes that help to prevent cyber-bullying.

Center for Media Literacy. www.medialit.org. A comprehensive Web site of media literacy information and resources. Emphasis on learning to use critical thinking skills in accessing, analyzing, evaluation and creating media. The Center sells quality media literacy teaching resources, including “Beyond Blame: Challenging Violence in the Media.”

Educators for Social Responsibility. Early childhood Peaceable Classroom Project. They publish Dr. Diane Levin's book, Teaching Young Children in Violent Times: Building a Peaceable Classroom.

Media Awareness Network. Funded, in part, by the Canadian Radio-Television Telecommunications Commission. Resources for teachers and parents, such as “Deconstructing Online Hate, “Exploring Media and Race,” “Talking to Kids About Advertising: How Marketers Targets Kids.”

Media Education Foundation. www.mediaed.org. or www.igc.org/mef. Email: mediaed@mediaed.org. Produces and distributes award-winning resources, such as “The Killing Screens: Media and the Culture of Violence,” “Consuming Kids – The Commercialization of Children,” “Media Violence and the Culture of Fear,” “and Dreamworld3” which addresses violence against women.

National Institute on Media and the Family. www.mediafamily.org. “Parents’ Guide to Video Games.” offers a progress report of the industry and focuses and practical advice for parents. “Raising MediaWise Kids,” “How Do I Parent in an On-Line World?” are among the resources available through their website.

TRUCE (Teachers Resisting Unhealthy Children’s Education) www.truceteachers.org. A national group of educators who are deeply concerned about how children’s entertainment and toys affect the play and behavior of children in the classroom. They promote awareness with such resources as “Toys, Play and Young Children Action Guide.” TRUCE also publishes a helpful newsletter.

**Course Requirements**

**June 23 – June 30**

Lesson 1. Read Chapter 1 (Introduction) and Chapter 2 (The Causes of Violence – Standard Explanations). Write a two-page essay summarizing the reading assignment and specifically answer the following questions. 1) What are the primary issues in school violence prevention? 2) What are the standard explanations for youth violence and school violence? 3) What do you think causes youth violence and school violence?

Lesson 2. Read Chapter 3 (Standard Practices in School Violence Prevention). Write a two-page essay summarizing the reading assignment and specifically answer the following questions. 1) What are the standard practices in school violence prevention programs? 2) What are their limitations? 3) Which programs are the most effective and why?

**July 1 – 7**

Lesson 3. Read Chapter 4 (Paolo Freire and the Question of Human Nature). Write a two-page essay summarizing the reading assignment and specifically answer the following questions.

1) What is Paolo Freire's theory of libratory education? 2) Based on the cited research what is human nature? 3) To what extent and in what ways does Freire's theory of education fit the research findings about human nature?

Lesson 4. Read Chapter 5 (The Culture of Violence). Write a two-page essay summarizing the reading assignment and specifically answer the following questions:. 1) Why is the United States called “the culture of violence”? 2) How could this affect school violence?

**July 8 - 15**

Lesson 5. Read Chapter 6 (The Culture of School Violence). Write a two-page essay summarizing the reading assignment and specifically answer the following questions. 1) What are the characteristics of a culture of school violence? 2) To what extent does the school where you teach demonstrate these characteristics?

Lesson 6. Read Chapter 7 (School Shooters – More Lethal Than Ever). Write a two-page essay summarizing the reading assignment and specifically answer the following questions. 1) What are the shared characteristics of school shooters? 2) What are the main theories about the causes of school shootings? 3) Write a composite case study of a school shooter.

Lesson 7. Read Chapter 8 (Media Reality). Watch one-half hour of children's cartoons, the first 15 minutes with the sound turned off and the second 15 minutes with the screeen covered so you cannot see images but just hear the sound. Write a three-page essay summarizing the reading and fieldwork assignments and specifically answer the following questions. 1) What is media reality? 2) What does the research indicate about a connection between violent media consumption and aggressive and violent behavior? 3) What does the research conclude about media exposure and academic performance? 4) What cartoons did you watch and what did they teach you?

**July 16 – 23**

Lesson 8. Read Chapter 9 (Fun and Games). Play a violent video game for 15 minutes. Write a three-page summary of the reading and fieldwork assignments and specifically answer the following questions. 1) What does the research about the effects of violent video game consumption reveal? 2) What are some of the issues and problems associated with regulations and legislation concerning violent video games? 3) What was the video game you played and what was your emotional and physical response to playing this game?

Lesson 9. Read Chapter 10 (The Brain's Response to Violent Electronic Entertainment Media). Write a two-page summary of the reading and fieldwork assignments and specifically answer the following questions. 1) How does the brain respond to violent electronic entertainment media and violent video games? 2) What are the implications in terms of behavior? 3) What are the implications in terms of academic performance?

**July 24 – 31**

Lesson 10. Read Chapter 11 (The Future of Violence). Write a two-page summary of the reading assignment and specifically answer the following questions. 1) Do you think the description of future violence in this chapter is plausible? 2) If “yes”, why or, if “no”, why?

Lesson 11. Read Chapter 12 (What We Can Do). Researching and utilizing pertinent resources listed in the text's appendix, write a five-page essay that answers the following questions. 1) What can teachers do? 2) What can schools do? 3) Create a detailed outline of an effective school violence prevention program for classrooms and for schools.

**August 1 – 4**

Complete and turn in your final project

**Attendance/Participation**

Student participation will be assessed by timely completion of ongoing written assignments and the final project.

**Exams, Quizzes, and Projects**

This course requires no exams or quizzes. The final student project is described in this study guide.

**Use of Technology**

This is an online course so Internet access and experience is necessary.

**Grading**

A, 90-100 points

B, 80-89

C, 70-79

D, 60-69

F, below 60

A minimum grade of C is required for course credit.

11 reading assignments. Eight two-page written assignments and two three-page written assignments, which include fieldwork notes, each worth 10 points for a total of 80 points. The final five-page written assignment is worth 20 points, for a total of 100 points. Note that the lengths of two, three and five pages of written assignments are the minimum length. Longer essays and use of the listed resources are encouraged.

**Late Work**

There is no policy for late work. The online student determines her/his own lesson and course completion schedule within the time requirements for online courses established by Colorado State University, Pueblo.

**Incomplete Grades**

Incomplete grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor and the Associate Dean will develop and agreement for the terms of the incomplete, and sign it.

**Faculty Initiated Student Withdrawal**

Students who are enrolled for this course but do not meet prerequisite requirements (such as being admitted to the Teacher Education Program, having a high enough GPA, submitting background checks to the office, etc.) will be asked to drop the course before the end of the drop period. Students will be notified of this in writing. If a student drops the course before the end of the drop period, it will be removed from his/her transcript and no grade will be issued. However, if the student does not drop the course by the end of the drop period, the instructor will initiate a withdrawal (see university catalog regarding Faculty Initiated Student Withdrawal). The instructor will notify the student of this action in class and/or by contacting them using the email or phone number on file with the Teacher Education Program. If the attempts to contact the student are unsuccessful after one week, the instructor will take the withdrawal form to the department chair for signing. The student will receive a grade of W on his/her transcript for the course.

**Student Conduct**

Students are required to follow the policies set within the Student Code of Conduct at CSU-Pueblo. This Code can be found on the Student Affairs website at https://www.csupueblo.edu/student-affairs/student-conduct/index.html. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

**Accommodations**

<https://www.csupueblo.edu/disability-resource-and-support-center/faculty-staff-resources.html>

If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center (DRSC) as soon as possible to arrange services. The DRSC is located in LARC 169, and can be reached by phone (719-549-2648) and email ([dro@csupueblo.edu](mailto:dro@csupueblo.edu)).

**Academic Dishonesty**

Academic dishonesty is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will follow protocol as identified by their department. Academic dishonesty is grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards. Any student found to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible.

Academic dishonesty is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the CSU-Pueblo Student Code of Conduct. Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct.

**Ongoing Performance Survey**

Information about student performance in this class will be communicated to each student by email for each assignment throughout the course.

**Other Policies**

Courses at CSU Pueblo COVID-19 syllabus statement on Health and Safety policy. The current global situation continues to affect changes in Colorado and on campus. The university is continuing its work to ensure educational excellence for all students. Updates to campus operations are communicated by campus email, on the website and through social media. Health & Safety: When considering the health and safety of our campus community, we require that all students follow proper protocols issued by the University. It is the student’s responsibility to know what these policies are and any changes that may be occurring. Students who fail to follow protocol and guidelines will be referred to the Office of Student Conduct and Community Standards and will need to remove themselves from the classroom. The policies related to this requirement can be found at http://csu-pueblo-policies.colostate.edu/policy.aspx?id=172 and https://www.csupueblo.edu/student-conduct/\_doc/student-code-of-conduct-2020-final.pdf See Campus website for current coronavirus details: https://www.csupueblo.edu/coronavirus/student-resources/index.html Students in need of accommodations, or those seeking an exception to this policy, will need to contact the Disability Resource and Support Center at dro@csupueblo.edu. Counseling Resources: The Student Counseling Center is available for you at no cost for individual therapy online via ZOOM, in person or by phone. They can help with depression, stress, anxiety, homesickness, test anxiety, ADD, bipolar disorder and most other issues. They also provide Acudetox (ear acupuncture) for free. Please call 719-549-2838 Monday through Friday from 8am to 5pm for an appointment. Course Schedule: Student and Faculty safety is our first priority. Every effort will be made by the instructor and university to maintain the course schedule and room on your PAWS schedule. Any unexpected room or delivery method changes will be relayed to you by your instructors as quickly as possible by course announcement in Blackboard and by campus email. This notification will be supported by a university announcement from the President’s office if all campus classes are affected.

# **Mandatory Reporting**

Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity’s website ([www.csupueblo.edu/institutional-equity](http://www.csupueblo.edu/institutional-equity)).

A faculty member is a "Responsible Employee" and so must report to the Director of the Office of Institutional Equity if you tell me that you were subjected to, or engaged in, of any of the following acts: discrimination, protected class harassment, sexual misconduct, intimate partner violence, stalking, and retaliation.