Bullying at School: Research Project

Reading selections for this module:

Article 1:

Article 2:

Article 3:

Article 4:

Article 5:

Article 6:

Article 7:

Article 8:

Article 9:
Olweus, Dan. “A Profile of Bullying at School.” *Educational Leadership* 60.6 (2003): 12–17.

Article 10:

Article 11:

Article 12:
Article 13:

Optional Readings:

**Reading Rhetorically**

This research project will help prepare you for the kinds of research and writing you will do in college in many of your courses, both in English classes and in the classes in your major. It will also give you the opportunity to practice the skills you have been developing in this class: reading texts, evaluating claims and evidence, making arguments and supporting them, and considering the audience. For your research project, you will be reading several different kinds of articles and essays on bullying in schools, a topic that has become even more important after the school shootings at Columbine, Colorado, where two students who had been severely bullied went on a shooting spree and killed many of their classmates.

The articles in your reading packet provide enough material for you to fulfill the research project assignment, but your teacher might also give you some additional research to do. There is a large amount of material on bullying that is fairly new, published either in paper or on the Web in the past few years. You might also have the opportunity to survey and interview people at your school. The purpose of your assignment is for you to learn how to use researched material—to summarize, paraphrase, cite sources, and make an argument that has consequences to an audience that is real (your School Board). This assignment may be conducted as a whole-class project, as small group projects, or even as individual projects to suit your class.

The assignment is as follows:

Propose a Code of Conduct for your school that will take into consideration everything you learn about bullying from your reading, research, and discussions. Your audience will be the School Board, a group of parents, teachers, and administrators who govern school policy. You and your teacher may present your proposal to your School Board. Therefore, you will not only need to be
accurate about your evidence but also have to consider the needs of your school and the beliefs and values of the School Board. Your class may design your own format for this assignment, but a successful proposal might include the following sections:

I. Introduction to the problem
II. Definition of bullying
III. Evidence that illustrates that bullying is a problem in schools
IV. Evidence that illustrates that bullying is a problem in your school
V. Why your school needs a code of conduct
VI. The proposed School Code of Conduct
VII. Conclusion

Prereading

Activity 1

Introducing Key Concepts

Brainstorm words that relate to the words bully or bullying.

Which words have formal connotations and which are more informal? Why do you prefer one word to go into one category rather than the other? In which situations would you use certain words over others? How might that vary by circumstance (audience, purpose)? For your own use, make a list of the bully and bullying terms as shown in the chart below:

| Formal vocabulary related to bullying | Informal vocabulary related to bullying |

Activity 2

Getting Ready to Read

You will not have to share these quickwrites unless you want to. Some of this material may be private or embarrassing. However, you will have the opportunity to share voluntarily after the writing, either in small groups or as a whole class, because some of your experiences might be used as evidence in your proposal to the School Board. These quickwrites will help you start thinking about the topic of bullying.
Quickwrite 1 (10 minutes): Have you ever been bullied? How would you define the bullying that happened to you? How did you deal with it? What were the consequences?

Quickwrite 2 (10 minutes): Have you ever bullied anyone? What did you do? Why did you do it? What did the person you bullied do in response? What happened afterwards?

Surveying the Text
1. Skim the articles on bullying by running your eyes over the pages and making notations on a separate piece of paper about the titles and headings you find in them. What are the major issues about bullying that these articles seem to address?
2. Make a list of the issues that most of the authors seem to discuss.
3. Read the first sentence of each paragraph in the articles.
4. Add any additional issues you find in these sentences to your list.

Finally, read the brief biographies provided for some of the authors.
5. Who is the author and where and when was this article published?
6. Does the author seem to be qualified to write about bullying? Why or why not?

Making Predictions and Asking Questions
Read the first paragraph of each article. In a sentence or two, answer the following questions about the article:
1. What do you think this text is going to be about?
2. What do you think is the purpose of the author?
3. Who is the intended audience for this piece? How do you know?

Article 1. Ron Banks, “Bullying in Schools”

Article 2. Tara Kuther, “Understanding Bullying”


Article 4. Colleen Newquist, “Bully-Proof Your School” (paragraphs 1 and 2)

Article 5. Kathiann Kowalski, “How to Handle a Bully”

Article 6. Curriculum Review, “Keep a Lid on Bullying with a Complaint Box”

Article 7. Pamela Kan-Rice, “School Bullies Are Often Also Victims; Feeling Safe Reduces Youth Bullying”

Article 8. Barbara Coloroso, The Bully, the Bullied, and the Bystander
Introducing Key Vocabulary

The words in group 1 for each article are critical to success in reading about bullying; the words in group 2 are rarer and may not be familiar to you. Seeing the definitions may help you read more productively. After reading each article:

1. Record words you do not know in your vocabulary log.
2. Represent the meanings either in picture form or in a definition of your own words and in a sentence using the word in your log.
3. Create an “advertisement” about the word. Sell a product, utilizing the words your group was given.

**Article 1:** Ron Banks, “Bullying in Schools”

**Group 1**

- harassment (paragraphs 2, 9): To irritate or torment persistently
- empathy (paragraph 4): Identification with and understanding of another’s situation, feelings, and motives
- perpetrators (paragraph 10): To be responsible for; commit: perpetrate a crime; perpetrate a practical joke
- intervention (paragraph 11): Interference so as to modify a process or situation

**Group 2**

- correlated (paragraph 5) or correlation (paragraph 6): To put or bring into causal, complementary, parallel, or reciprocal relation

**Article 2:** Tara L. Kuther, “Understanding Bullying”

**Group 1**

- exclusion (paragraph 2): A deliberate act of omission; for example, “with the exception of the children, everyone was told the news.”
- antagonizing (paragraph 6): To incur the dislike of; provoke hostility or enmity in; for example, “She antagonized her officemates with her rude behavior.”
Activity 5 (Continued)

• retaliates (paragraph 6): To return like for like, especially evil for evil. To pay back (an injury) in kind
• empathy (paragraphs 8 and 13): Identification with and understanding of another’s situation, feelings, and motives
• monitoring (paragraph 9): Monitor—one that admonishes, cautions, or reminds, especially in matters of conduct
• implementing (paragraph 9): To put into practical effect; carry out
• manipulating (paragraph 12): To influence or manage shrewdly or deviously; for example, “He manipulated public opinion in his favor.”

Group 2

• exert (paragraph 2): To bring to bear; exercise; for example, “Exert influence.”
• stunted (paragraph 8): To check the growth or development of
• externalize (paragraph 8): To invent an explanation for . . . by attributing to causes outside the self
• curriculum (paragraph 9): All the courses of study offered by an educational institution
• attitudinal (paragraph 13): A state of mind or a feeling; disposition; for example, “He had a positive attitude about work,” or “He had an arrogant or hostile state of mind or disposition.”

Article 3: Mark Brown, “Life After Bullying”

Group 1

• peer mediation (paragraph 12): A process for settling a dispute. A third party—a person of equal rank, in this case a student—attempts to find common ground that will resolve the dispute.

Group 2

• crusade (paragraph 5): A vigorous, concerted movement for a cause or against an abuse

Article 4: Colleen Newquist, “Bully-Proof Your School”

Group 2

• enormity (paragraph 2): The quality of passing all moral bounds; excessive wickedness or outrageousness; a monstrous offense or evil; an outrage (Often confused with enormousness, which means huge.)
• emphatically (paragraph 7): Without question and beyond doubt

Article 5: Kathiann Kowalski, “How to Handle a Bully”

Group 1

• coerce (paragraph 4): To force to act or think in a certain way by use of pressure, threats, or intimidation; compel
• disciplinarian (paragraph 24): Someone who demands exact conformity to rules and forms
Activity 5 (Continued)

Article 6: “Keep a Lid on Bullying with a Complaint Box”

Group 2
- vigorously (paragraph 1): Marked by or done with force and energy
- access (paragraph 1): The ability or right to approach, enter, exit, communicate with, or make use of; for example, “She has access to the restricted area or has access to classified material.”

Article 7: Pamela Kan-Rice, “School Bullies Are Often Also Victims; Feeling Safe Reduces Youth Bullying”

Group 1
- perpetrator (paragraph 2): To be responsible for; commit; for example, “Perpetrate a crime; perpetrate a practical joke.”

Group 2
- quelling (paragraph 7): To put down forcibly; suppress; for example, “Police quelled the riot.” To pacify; quiet; for example, “He finally quelled the children’s fears.”
- magic bullet (paragraph 12): Something regarded as a magical solution or cure; for example, “There is no magic bullet against cancer.” (Matt Clark).

Article 8: Barbara Coloroso, The Bully, the Bullied, and the Bystander

Group 1
- trivial (paragraph 3): Of little significance or value; ordinary; commonplace
- bigoted (paragraph 5): Blindly and obstinately attached to some creed or opinion and intolerant toward others; for example, “a bigoted person” or “an outrageously bigoted point of view”
- conscience (paragraph 14): The awareness of a moral or ethical aspect to one’s conduct together with the urge to prefer right over wrong; for example, “Let your conscience be your guide.” A source of moral or ethical judgment or pronouncement; for example, “a document that serves as the nation’s conscience.” Conformity to one’s own sense of right conduct; for example, “a person of unfl agging conscience.”

Group 2
- systematic (paragraph 5): Using step-by-step procedures; purposefully regular; methodical
- cowardice (paragraph 14): Ignoble fear in the face of danger or pain
- expediency (paragraph 14): Adherence to self-serving means; for example, “An ambitious politician may be guided by expediency rather than principle.”
- vanity (paragraph 14): Excessive pride in one’s appearance or accomplishments; conceit
Article 9: Dan Olweus, “A Profile of Bullying at School”

Group 1
- proactive (paragraph 5): Acting in advance to deal with an expected difficulty; anticipatory; for example, “proactive steps to prevent terrorism”
- misconceptions (paragraph 10): A mistaken thought, idea, or notion; a misunderstanding
- provocative (paragraph 12): Tending to provoke or stimulate

Group 2
- asymmetrical (paragraph 5): Having no balance or symmetry
- empirical (paragraph 10): Relying on or derived from observation or experiment; for example, “Empirical results supported the hypothesis.” Verifiable or provable by means of observation or experiment
- hypotheses (paragraph 10): Tentative explanations for an observation, phenomenon, or scientific problem that can be tested by further investigation
- restructuring (paragraph 12): To make a basic change in (an organization or a system, for example)
- replications (paragraph 18): A copy or reproduction

Article 10: Eleanor T. Migliore, “Eliminate Bullying in Your Classroom”

Group 1
- belittling (paragraph 4): To represent or speak of as contemptibly small or unimportant; disparage; for example, “That person belittled our efforts to do the job right.”
- convey (paragraph 7): To communicate or make known; impart; for example, “a look intended to convey sympathetic comprehension”
- degrading (paragraph 11): Lowered in dignity; dishonor or disgrace; for example, “a scandal that degraded the participants”
- condone (paragraph 17): To overlook, forgive, or disregard (an offense) without protest or censure

Group 2
- de-escalate (paragraph 4): To decrease or diminish in size, scope, or intensity
- multifaceted (paragraph 11): Having many aspects; for example, “a many-sided subject,” “a multifaceted undertaking”

Article 11: Michael D. Lemonick, “The Bully Blight”

Group 1
- transgressions (paragraph 2): The exceeding of due bounds or limits
- lurked (paragraph 3): To lie in wait, as in ambush; to move furtively; sneak
- targeted (paragraph 4): An object of criticism or attack
Activity 5  
(Continued)

- excessive (paragraph 5): Exceeding a normal, usual, reasonable, or proper limit
- incendiary (paragraph 6): Tending to inflame; inflammatory; for example, “an incendiary speech”
- furtively (paragraph 9): Characterized by stealth; surreptitious

**Group 2**

- rupturing (paragraph 10): The process or instance of breaking open or bursting
- Goth (paragraph 1): A style of rock music that often evokes bleak, lugubrious imagery

**Article 12:** Tonja R. Nansel et al., “Bullying Behaviors Among US Youth: Prevalence and Association With Psychosocial Adjustment”

**Group 1**

- aggression (paragraph 3): Hostile or destructive behavior or action
- solicited (paragraph 7): To seek to obtain by persuasion, entreaty, or formal application; for example, “A candidate solicited votes among the factory workers.”
- deviation (paragraph 12): The act of deviating or turning aside; an abnormality; a departure; for example, “Vice was a deviation from our nature.” (Henry Fielding)
- belittled (paragraph 12): To represent or speak of as contemptibly small or unimportant; disparage; for example, “That person belittled our efforts to do the job right.”
- internalize (paragraph 28): To make internal, personal, or subjective; to take in and make an integral part of one’s attitudes or beliefs; for example, “He had internalized the cultural values of the Poles after a year of living in Warsaw.”

**Group 2**

- psychosocial (paragraph 4): Involving aspects of social and psychological behavior
- prevalence (paragraph 6): The quality of prevailing generally; being widespread; for example, “He was surprised by the prevalence of optimism about the future.”
- stratified (paragraph 8): To form, arrange, or deposit in layers
- demographic (paragraph 10): Of or relating to demography; a statistic characterizing human populations (or segments of human populations broken down by age, sex, or income, etc.)
- querying (paragraph 13): A question; an inquiry; a doubt in the mind; a mental reservation; a notation, usually a question mark, calling attention to an item in order to question its validity or accuracy. Expressing doubt or uncertainty about; for example, “to query someone’s motives.” To put a question to (a person)
- ordinal (paragraph 15): Being or denoting a numerical order in a series; for example, “ordinal numbers,” “held an ordinal rank of
seventh”; the number designating the place of an item in an ordered sequence

- constructs (paragraph 15): Something formed or constructed from parts; a concept, model, or schematic idea; for example, “a theoretical construct of the atom.” A concrete image or idea; for example, “[He] began to shift focus from the haunted constructs of terror in his early work.” (Stephen Koch)
- nonlinear (paragraph 23): Behaving in an erratic and unpredictable fashion; unstable
- longitudinal (paragraph 29): Involving the repeated observation or examination of a set of subjects over time with respect to one or more study variables (such as general health, the state of a disease, or mortality); for example, “A longitudinal study of heart transplant recipients was conducted over a five-year period.”

**Article 13:** Peter K. Smith, Kirsten C. Madsen, and Janet C. Moody, “What Causes the Age Decline in Reports of Being Bullied at School? Towards a Developmental Analysis of Risks of Being Bullied”

**Group 1**

- hypothesis (paragraph 1) (plural, hypotheses): A tentative explanation for an observation, phenomenon, or scientific problem that can be tested by further investigation. Something taken to be true for the purpose of argument or investigation; an assumption
- bias (paragraph 8): A preference or an inclination, especially one that inhibits impartial judgment. An unfair act or policy stemming from prejudice. A statistical sampling or testing error caused by systematically favoring some outcomes over others
- pupils (throughout): British for students

**Group 2**

- monotonic (paragraph 3 and elsewhere): Of a sequence or function; consistently increasing and never decreasing or consistently decreasing and never increasing in value
- peer nomination (paragraph 9 and elsewhere): The act or an instance of submitting the name of one’s peer (equal) to a particular category
- methodology (paragraph 9): A body of practices, procedures, and rules used by those who work in a discipline or engage in an inquiry; a set of working methods; for example, “the methodology of genetic studies,” “a poll marred by faulty methodology.” The study or theoretical analysis of such working methods
- developmental (paragraph 12): A progression from a simpler or lower form or stage to a more advanced, mature, or complex form or stage
- hierarchy (paragraph 14): A series of ordered groupings of people or things within a system; for example, “She put honesty first in her hierarchy of values.” The organization of people at different ranks in an administrative body

Activity 5 (Continued)
Activity 5 (Continued)

- enact (paragraph 16): To make into law; for example, “Congress enacted a tax reform bill.” To act (something) out, as on a stage; for example, “He enacted the part of the parent.”
- formal operational thought (paragraph 16): Part of Piagetian theory of four stages of thought (cognition). Formal operational stage (adolescence and adulthood): In this stage, intelligence is demonstrated through the logical use of symbols related to abstract concepts. Early in the period there is a return to egocentric thought. Only 35 percent of high school graduates in industrialized countries attain formal operations; many people do not think formally during adulthood.
- artifactual (paragraph 19): An inaccurate observation, effect, or result, especially one resulting from the technology used in scientific investigation or from experimental error; for example, “The apparent pattern in the data was an artifact of the collection method.”
- nonchalance (paragraph 48): The trait of remaining calm and seeming not to care; a casual lack of concern
- simplistic (paragraph 65): The tendency to oversimplify an issue or a problem by ignoring complexities or complications

Reading

Activity 6

First Reading - Part A

This first reading of the articles “with the grain” is important for you to understand the problem and the various solutions offered. Because you will be using information from these texts when you write your assignments, you will find annotating particularly helpful, whether directly on the page or on a separate page, so you can find salient points quickly.

1. In small groups in class, silently read the text “Bullying in Schools,” article 1 in your packet. “Read around” a circle, taking note of each paragraph or chunk and discussing its meaning.
2. Notice which textual predictions about the text are confirmed.
3. Make notes as you are reading and listening to the text, making two columns on a sheet of paper. Label one side “What the text says” and the other side “What I think.”
   - What is the problem this author is addressing?
   - What evidence does he provide that the problem exists?
   - Why does he think something needs to be done?
   - What does he think needs to be done?

Activity 7

First Reading - Part B

Since researchers collect much more material than they will actually use in their writing to get the coverage they need, they have to read more than they will use; you will need to do this too. So you should
Activity 7 (Continued)

read all the articles in this packet to understand what goes into a research paper.

An essential part of writing any research paper is annotating your sources and taking notes. The point here is to find the information in your sources that will be useful in your paper.

Now read the next 12 articles in your packet (there are a total of 13 sources), highlighting relevant information and details as you read. Then take notes in your own words on note cards. Label each card with the author of the book or article and the page number or paragraph where you found the information. Remember to put quotation marks around any material that is taken word for word from the source.

In addition, make bibliography cards, either on paper note cards or in your computer, for each source you read. The note card should have all the information you will need to write a complete entry in your Bibliography or Works Cited page (a list of all the sources you use). Arrange these note cards alphabetically, since that is how you will present them in your bibliography. For every source you will need to know the following:

- Author
- Title
- Publication (name of publisher, place published)
- Date published
- Page number(s)
- Date of update on the Web site (if you can find it)
- Date accessed if it’s on a website
- How you got to the Web site (Google, AskJeeves, Yahoo, etc.)
- Paragraph numbers on the Web site (if possible)
- URL if it is accessible to anyone (not a paid subscription or through your library’s subscription)

Activity 8

Looking Closely at Language

The intent of this activity is to build on the vocabulary work you started with key words. As you read the texts assigned (those in your packet and any additional texts), add to your vocabulary words by filling in blanks in your self-assessment worksheet and add words that you come across but do not recognize or cannot define. Look up those words and choose the dictionary meaning that comes closest to the way the word is used in its context.

Make sure you turn this worksheet in so that your teacher knows which words are unfamiliar to you.
Self-assessment worksheet

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Know It Well</th>
<th>Have Heard of It</th>
<th>Don't Know It</th>
</tr>
</thead>
<tbody>
<tr>
<td>harassment</td>
<td>To irritate or torment persistently</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>empathy</td>
<td>Identification with and understanding of another’s situation, feelings, and motives</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>intervention</td>
<td>Interference so as to modify a process or situation</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Rereading the Text

One particularly effective strategy to improve comprehension and key vocabulary building is the I-Chart (Hoffman). The purpose of this chart is to help you compare and contrast key ideas from the articles so you can distinguish differences in their responses to significant questions related to bullying.

An I-Chart is constructed as a table. On the left side are article titles and on the top row, divided into separate columns, are key questions that you pose. As you interact with the texts, you will look for answers in the articles.

Since the focus of this module is on bullying, the I-Chart questions may be similar to those in the example below. Your teacher and you can decide which questions the class may want to answer as you read each article.

Example:

<table>
<thead>
<tr>
<th>Article title</th>
<th>How does the article define bullying?</th>
<th>How does the article present the nature of the problem of bullying?</th>
<th>How does the article characterize victims and bullies?</th>
<th>What solutions does the article offer to the problem of bullying?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Bullying in Schools”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Understanding Bullying”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In small groups, reread the article (or articles) your teacher assigns to your group. After you have finished reading and discussing your article (or articles) as a group, choose one of your members to report to the class as a whole. As groups report to the class, each student should begin to create an I-Chart based on these four potential questions. You will answer the questions about each article and then be able to revisit the questions in your writing at the end of the module. If you cannot find an answer in a text, you should write NA (for “not applicable”).

Analyzing Stylistic Choices

The words authors choose often indicate that they are using vocabulary common to that topic; therefore, the authors are knowledgeable. The words also often show the author’s attitude toward the topic.

Words

- What are some words that are repeated and, because they are repeated, may have significance in many of the articles you have read?
Activity 10 (Continued)
• Which of these words—or additional words—indicate the attitude of the writer toward the topic of bullying?
• How do the specific words the author chooses affect your response?

Sentences
• Some of the articles are formal, and some are informal. How can you tell which is which?
• What effects do the choices of sentence structure and length have on you?

Activity 11

Considering the Structure of the Text
In your packet, look at the texts that have headings. Examine how the headings work: Do they divide large portions of text into manageable sections? Do they give a brief summary of the content in the next few paragraphs? Do they provide key words for the reader? Do some of the headings seem to recur, indicating the headings are used regularly by the scholars in the discipline? Make brief notes about the function of the headings in each article that has headings.

Now that you have seen how headings work, provide headings for the articles that don’t have them. Then compare your headings with those of one or two of your classmates.

Postreading

Activity 12

Summarizing and Responding
Your group is to summarize your text or texts collaboratively, figuring out the main points in each paragraph or section and conveying its meaning in a sentence or two. Choose a recorder for your group to report back to the class as a whole. You may find that the summaries overlap, since all of the articles are on bullying. As you listen to the recorders, one of you can make notes on the whiteboard; by the time everyone is finished, there should be an outline of the most important issues in research on bullying. You may copy down this outline and use it as a starting point for your project.

Activity 13

Thinking Critically
Questions about Logic (Logos)
• Look closely at two of the articles about bullying in your packet. See if you can find a claim that is particularly well-supported. What kinds of support are provided?
• Can you think of counterarguments that the authors don’t consider?
Questions about the Writer (Ethos)
- Take one article that provides information about the author(s). Does this author have the appropriate background to speak with authority on this subject?
- Is this author knowledgeable? How can you tell?

Questions About Emotions (Pathos)
- Look again at the two articles you considered for their logical effect. Do these pieces affect you emotionally? Which parts?
- Do you think the authors are trying to manipulate your emotions? In what ways? At what point?
- Do your emotions conflict with your logical interpretation of the arguments?
- Do you think your own experience (or lack of experience) with bullying makes a difference in your view of the pathos of the articles?

A Question to Develop Critical Thinking
- When you read these articles, what do you think the authors believe about bullying, and what are some things they value? Do they all seem to share the same values and beliefs, or are some of them different?

Connecting Reading to Writing

Writing to Learn

Activity 14 Writing to Learn
You already have a lot of material from your reading notes and exercises that has helped you “write to learn.” If you haven’t organized the material, now would be a good time to do so. You could organize it according to the information mentioned in the assignment by making different piles of notes for the definition of bullying; evidence that illustrates bullying is a problem in schools and in your school; information that says why your school needs a code of conduct; and material that will go into the code itself. Alternatively, you could organize your material according to what you need for your own argument; what you have found in arguments against yours; and the different ways you hope to approach those arguments. You could also organize the materials into folders in your computer if you prefer working that way.

Using the Words of Others

Activity 15 Using the Words of Others
When you are presenting your argument to the School Board, you will probably want to use some of your research to demonstrate the seriousness of bullying, the ways in which it shows itself in your school,
and the reasons your code of conduct is a good one that will succeed in reducing bullying. It is important to take careful notes when you are reading to make sure you have all the information you need to be able to use the material in your notes and to make a complete Works Cited page—a page at the end of your proposal that will list all your sources. (There is a Works Cited page at the end of your packet that you can use as a model.) When you do use material from your sources, you have four options: direct quotation, paraphrase, summary, and synthesis. These are illustrated below.

Remember that you are using your sources to support your own argument. You don’t just string them together and hope they make sense. Every source you use should be a form of evidence for the case you are making for your proposal. Refer back to your I-Chart.

If you feel that an author has said something very well and that your audience needs to know the information, or if you are providing facts or statistics, then it’s best to quote the author. When you quote an author, you need to let your reader know who the author is (if it’s the first time you’re quoting him or her) and some context for your use of the quote. In the direct quotation noted below, the author is identified, and the next phrase provides the context for the quote, explaining what the quote means or refers to. Note that the quotation becomes part of the sentence, so your punctuation should help the reader to read smoothly. In this case, a comma or a colon before the quotation would be correct.

- **Direct quotation:** Barbara Coloroso, in her book *The Bully, the Bullied, and the Bystander*, explains that there are four serious characteristics of bullying: “the imbalance of power, the intent to harm, the threat of further aggression, and the creation of an atmosphere of terror that should raise red flags and signal a need for intervention” (22).

If the material you want to present as evidence for your proposal is difficult to read or understand, you might want to paraphrase it in your own words. This is easy on your reader, and it also helps you understand your reading better. Again, you should provide a context. In the example noted below, all the words are the writer’s (of the proposal), but the meaning is from Coloroso’s book (the original passage is in quotes, shown above). Remember that you must provide citation information in parentheses after paraphrasing just as you do after quoting.

- **Paraphrase:** In her book *The Bully, the Bullied, and the Bystander*, Barbara Coloroso allows that some incidents of bullying may seem unimportant, but if there are serious issues of unequal power, of trying to hurt others, of threatening to continue the harm, and of making the environment extremely unfriendly, then the situation is alarming and something should be done to alleviate it (22).
When you have done a lot of research, you may find that the arguments become repetitive and that you do not need all the details and specifics that exist in the original work. Then you can summarize what you have read. When you summarize, you present the highlights of the work without the details. Summaries include only high-level, important information.

- **Summary:** In her book *The Bully, the Bullied, and the Bystander*, Barbara Coloroso defines bullying (including racist and sexist bullying); examines the characteristics of bullies, victims, and bystanders; provides statistics for the seriousness of the problem of bullying in our schools; and suggests several solutions for consideration by parents, teachers, and school administrators.

As you prepare your proposal, you will find that some of your material is covered by more than one author, or you may want to weave several authors’ ideas into your own paragraph to support the paragraph’s topic. In this case, you can synthesize several articles in your own writing.

- **Synthesis:** Many authors of articles on bullying offer several solutions for schools concerned about the problem. Called “interventions,” some solutions offer a simple change, such as an anonymous “complaint box” (*Curriculum Review*). Other interventions can be a series of characteristics that parents and teachers should look for in students to see whether the students are victims of bullies or are bullies themselves (Banks, Coloroso, Kan-Rice, Kuther, Lemonick, Olweus, Nansel et al., Smith et al.). Still other interventions are proposals for ways in which to significantly reduce bullying in schools (Banks, Coloroso, Kowalski, Kuther, Migliore, Newquist, Olweus, Nansel et al.).

Note that when an article has more than one author, you can cite just the first author and put “et al.” after his or her name to signify the rest of the authors. The reader can refer to your Works Cited page to find the rest of the authors (see next paragraph).

You need to learn to take notes with full citation information because at the end of your proposal you need to present a list of the sources you used—the Works Cited page. Then anyone who wants further information or wants to see the print material directly will be able to find it from the information you provide. The Works Cited page is often called a bibliography, and it is important for readers who need to check the reliability of the sources. Dates and publishing information tell us more than just where to get the source if we want to read it ourselves; the information also helps us know how much we can believe the source. The organization of the information is called “format” and has to be done in a certain way. You must follow the format exactly so your readers can find your source and judge its reliability for themselves. For print material, at a minimum you need to record the author(s), title, city
of publication, publisher, date, and page number. The two most common documentation styles used in the humanities are the Modern Language Association (MLA) format, used mainly by English departments, and the American Psychological Association (APA) format, used by the social sciences. Here is the MLA style for a typical book (in the Works Cited section):


The bibliographic information for the articles in the bullying packet is provided at the beginning of this module. Your reader needs to know the author or authors, the title of the article, and the book or journal where the article is found, along with the publishing information and page numbers. For example, the article in *Educational Research* would be listed on your Works Cited page this way:


Note that all the authors are listed, with the last name first of only the first author, and then the rest of the authors are listed as you would say their names: first name first.

Many of these articles were found on the Web, and you may find additional articles on the Web. To document a Web site, you need to give the author (if known), the title of the site (or a description such as “Homepage” if no title is available), the date of publication or update (if known), the name of the organization that sponsors the site, the search engine (if used), the date of access, and the Web address (URL) in angle brackets. For example:


The author for the site named above is unknown and so is omitted. Sometimes the URL will be omitted because the article was accessed through a university-sponsored gateway, although in that case anyone could have accessed it from the library. This entry would appear in the Works Cited section alphabetized by the first word in the title, “Keep.” Note that all entries in a Works Cited page are in alphabetical order—do not number them. They are alphabetized so that when readers see the author’s name in your text after a quotation, summary, paraphrase,
and so forth, they can then turn to your Works Cited page, find the author alphabetically, and read about the source.

MLA style also requires in-text documentation for every direct quotation, paraphrase, summary, or synthesis. You might believe that documentation is necessary only for direct quotations, but that is not true—the author needs to be cited in all cases. If the author is given in the text, the page number should be given in parentheses at the end of the sentence containing the material. For example, here is a paraphrase of material from the Coloroso book. Because the author is not named in the text, the last name goes in the parentheses.

While it is true that some incidents of bullying can seem unimportant, especially if they are isolated incidents, school personnel should be alert to incidents that involve displaying unequal power, hurting others, threatening to continue the harm, and making the environment extremely unfriendly (Coloroso 22).

Documentation, citation forms, and formatting are all very important in college in almost all subjects. If you are confused or want more information, a good resource online is the Purdue Online Writing Lab (OWL) <http://owl.english.purdue.edu>. This site is helpful for all kinds of writing, especially academic writing. There is a whole section on documenting sources that you can click on.

**Practice with Sources: Quote, Paraphrase, Respond.** Choose three passages from any of the articles you have in your packet that you might be able to use in your proposal. You may want to choose passages that you strongly agree or disagree with. Note that when you punctuate a quote, if the parentheses with the citation information are in the middle of a sentence, put any necessary punctuation marks, such as a comma or semicolon, *after* the parentheses. If the quotation is at the end of the sentence, put the period *after* the citation parentheses. Think of the citation information as part of the sentence. (See examples noted above.)

- First, write each passage down with the correct punctuation and citation for a direct quote.
- Second, paraphrase the material in your own words with the correct citation.
- Third, respond to the idea expressed in the passage by agreeing or disagreeing with it and explaining why, again with the correct citation.
Writing Rhetorically

Prewriting

Activity 16

Reading the Assignment

The articles in this module give you information about bullying, a term professionals use to describe the behavior of students when they tease others or are mean with words or actions. After the school shootings at Columbine in Colorado, educators began to take a closer look at bullying, and some schools made policies as a result of their research. Read the assignment carefully to be sure you understand what you are asked to do.

Writing Assignment

Propose a School Code of Conduct for your school that will take, into consideration what you have learned about bullying from your reading, research, and discussion. Your audience will be the School Board, a group of parents, teachers, and administrators who govern school policy. You and your teacher may present your proposal to your School Board. Therefore, you will not only need to be accurate about your evidence but also have to consider the needs of your school and the beliefs and values of the School Board. Your class may design your own format for this assignment, but a successful proposal might include the following sections:

I. Introduction to the problem
II. Definition of bullying
III. Evidence that illustrates that bullying is a problem in schools
IV. Evidence that illustrates that bullying is a problem in your school
V. Why your school needs a code of conduct
VI. The proposed School Code of Conduct
VII. Conclusion

Read the assignment several times. Underline key words. Since you have read the articles in your packet, you should already be forming some ideas about how to construct a School Code of Conduct and the arguments you will need to make to convince the School Board that they should adopt it. If you have any questions about the assignment, be sure to ask your teacher.
Conducting Research for the Assignment

You will need to do some additional research to strengthen your arguments and your proposed code of conduct.

Secondary Research Assignment: “Secondary research” is research that has already been done and written up. The first 11 articles in your packet are secondary research (the last two, 12 and 13, contain primary research as well). For more secondary research, search your library and the Internet for information on bullying. If you put “bullying” into a search engine, such as Google or Yahoo, you will find many resources. Be careful to evaluate those resources before you use them. For example, one of the articles in your packet came from the Web site of the national Parent-Teachers Association (PTA); it is reputable. If the Web site is associated with a school, the chances are it is reputable, but search through it to find who sponsors it. Some Web sites might be set up by young people to complain about bullying. These are less formal but could provide anecdotal evidence for your proposal; however, it is difficult to tell if such stories are true.

Bring to class one additional piece of information about bullying that you think would add to your class proposal. Remember to write down all the information about your source, including title, author, publisher, date, and Web site if applicable.

Primary Research Assignment 1: Making a questionnaire. In small groups, make a list of questions about bullying in your school. Then in a whole-class discussion, share the items on your list and compose a questionnaire to distribute to people in your school. Some likely people might be the following:

• School nurse or medical professional who serves students who might have been bullied
• School coaches and physical education teachers
• School psychologist (if there is one)
• Teachers who are willing to respond
• Any administrators willing to respond (the principal, vice-principal, guidance counselors, office staff, etc.)
• Parents and teachers, especially those who are members of the School Board
• Students

Be sure to make the questions easy to understand and try to keep the questions from being “leading” (leading the responder to a particular answer, which would bias the questionnaire). Then distribute the questionnaire to the responders. You will have to decide whether the responses are anonymous (in which case no one will know who the responders are and no names will be involved), or you may ask people to respond knowing that they may be quoted. You might ask if they would be willing to be interviewed, or you could give them the choice. Make it
as easy as possible for responders to fill out your questionnaire. Simple questions with yes or no answers or scaled questions (rated from 1 to 5 or similar graphs) are usually easy to answer. You might want to give space at the end for written comments. Allow the responders two days to respond and offer to pick up the questionnaires or arrange to have them placed into an envelope in an easy-to-reach place, such as the school office. (This step is necessary if the questionnaires are anonymous, so the responders can be assured no one will know who answered which questionnaire.)

**Primary Research Assignment 2: Devising a series of interview questions.** These questions will be in addition to those in the first questionnaire and might include asking the persons interviewed how they define bullying, how they feel about it, and what they would do to reduce bullying. Some good ideas for your School Code of Conduct may emerge from these interviews.

**Primary Research Assignment 3: Finding out about your school board.** Ask your parents, teachers, and other members of your school about their impressions of the School Board members. What do the members value? What do they care about, or worry about, regarding your school? If you were writing them a letter, what would be the best approach to ensure that members would read it? Your goal here is to learn enough about the values and beliefs of the School Board members so that you will be able to appeal to them when you present your proposal.

**Activity 17 (Continued)**

**Getting Ready to Write**

**Whole-class discussion:** Discuss as a class the best structure for your proposal, given what you have discovered about bullying in general and bullying at your school in particular. You may find some models in your reading, but be sure your structure is the best for your school.

**Evidence:** In small groups, write down the evidence you have in your notes to support the portion of the proposal your teacher gives you as your responsibility. Decide among yourselves which are the most important points for you to make in this portion.

**Audience:** All members of all the groups should discuss and make notes about the audience. How much do you think the School Board members know about bullying? Why should they care about it? What concerns would they have about your plan (e.g., Does it cost money? Would it violate anyone’s privacy?)? What kinds of persuasion do you think you will need to help them understand your point of view? What would be the best evidence?
Formulating a Working Thesis

In working with your group and afterwards when you are continuing your brainstorming for your proposal, think about and write the answers to the following questions:

• What is your tentative thesis?
• What support have you found for your thesis?
• What evidence have you found for this support (e.g., facts, statistics, authorities, personal experience, anecdotes, stories, scenarios, and examples)?
• How much background information do your readers need to understand your topic and thesis?
• If readers were to disagree with your thesis or the validity of your support, what would they say? How would you address their concerns (what would you say to them)?

Writing

Activity 20

Composing a Draft

Compose a draft: Write for a total of one hour what you would like to see in the proposal to the School Board. You do not necessarily have to start at the beginning with the introduction, although you may. Your goal here is to get down on paper, in complete sentences, your argument for the School Code of Conduct.

Compose the School Code of Conduct: Write for a total of 30 minutes every item you would like to see in the code of conduct you are proposing to the School Board.

Activity 21

Organizing the Essay

The following sections are traditional parts of an essay. The number of paragraphs in an essay depends upon the nature and complexity of your argument.

Introduction

These components might be included in your introductory paragraph or paragraphs:

• A “hook” to get the reader’s attention
• Background information that the audience may need
• A thesis statement, along with an indication of how the essay will be developed (“forecasting”). A thesis statement often states the topic of the essay and the writer’s position on that topic. You may choose to sharpen or narrow the thesis at this point.
Body
The body usually follows this outline:
• Paragraphs that present support of the thesis statement, usually in topic sentences supported with evidence (See “Getting Ready to Write.”)
• Paragraphs that include different points of view or address counter-arguments
• Paragraphs or sentences in which you address those points of view by doing the following:
  – Refuting them
  – Acknowledging them but showing how your argument is better
  – Granting them altogether but showing that they are irrelevant
• Evidence that you have considered your own values, beliefs, and assumptions; the values, beliefs, and assumptions of your audience; and whether you have found some common ground that appeals to the various points of view

Conclusion
A final paragraph (or paragraphs) that includes a solid argument to support the thesis and indicates the significance of the argument—the “so what?” factor

Works Cited (Bibliography)
The Works Cited page presents all the sources you used, arranged alphabetically according to the format your teacher provides.

For this assignment, your teacher may choose among the following alternatives as the best approach for your class:

Alternative 1: Write a proposal to the School Board for a School Code of Conduct about bullying at your school. Be sure you have an introduction, several body paragraphs with topics and evidence that support your argument, and the full School Code of Conduct you have devised. Remember to use parenthetical citations and prepare your Works Cited, or bibliography, page.

Alternative 2: In small groups, collaboratively write up your portion of the proposal to the School Board for a School Code of Conduct at your school. Then all groups will share what they have written, and the class as a whole will work on a complete draft. Remember to include your Works Cited, or bibliography, page.

Alternative 3: As a whole class, collaboratively write a proposal to the School Board for a School Code of Conduct about bullying at your school. Be sure you have an introduction, several body paragraphs with topics and evidence that support your argument, and the full School Code of Conduct you have devised. Remember to include your Works Cited, or bibliography, page.
Developing the Content

Whether you write individually or collaboratively, the final product should reflect the following points. Read and discuss them in class:

- Most body paragraphs consist of a topic sentence (or an implied topic sentence) and concrete details to support that topic sentence.
- Body paragraphs give evidence in the form of examples, illustrations, statistics, and so forth and analyze the meaning of the evidence.
- Each topic sentence is usually directly related to the thesis statement.
- No set number of paragraphs make up a proposal.
- The thesis dictates and focuses the content of a proposal.

Revising and Editing

Revising the Draft

When you have completed the draft of your class proposal, each of you should have the opportunity to review it for revision. As you read the draft, answer the following questions:

1. Have we responded to the assignment?
2. What is our purpose for this essay?
3. What should we keep? Which parts are the most effective?
4. What should we add? Where do we need more details, examples, and other evidence to support our points?
5. What could we delete? Did we use irrelevant details? Were we repetitive?
6. What should we change? Are parts of our proposal confusing or contradictory? Do we need to explain our ideas more fully?
7. What should we rethink? Is our position clear? Did we provide enough analysis to convince our readers?
8. How is the tone? Were we too overbearing, too firm? Do we need qualifiers (words such as “sometimes” instead of “always” or “seldom” instead of “never”)?
9. Have we addressed differing points of view?
10. Does our conclusion show the significance of our proposal?
11. Is our documentation correct? Have we documented all material that was borrowed, whether it is quoted, paraphrased, summarized, or synthesized? Have we included all the necessary material in the Works Cited, or bibliography, page?
12. Did we use language appropriate for the audience we identified? Did we use vocabulary that is mature and specific? Did we choose to refer to definitions from the articles or from class discussions?
13. Is the language and the formality of the language appropriate and well suited for the target audience?
Activity 24

**Editing the Draft**

Edit your draft on the basis of the information you have received from your instructor or a tutor. Use the editing checklist provided to you. The following editing guidelines will also help you to edit your own work:

1. If possible, set the proposal aside for 24 hours before rereading it to find errors.
2. If possible, read the proposal aloud to a friend so you can hear the errors.
3. Focus on individual words and sentences rather than on the overall meaning. Take a sheet of paper and cover everything except the line you are reading. Then touch your pencil to each word as you read.
4. Look for only one type of error at a time—one pattern of errors. Then go back and look for a second type and, if necessary, a third.
5. Use the dictionary to check spelling and confirm that you have chosen the right word for the context.
6. Check the form of documentation within the body of the proposal and on the Works Cited, or bibliography, page. Make sure all the information is correct, including spacing, periods, capitalization, and order of the items.

Activity 25

**Reflecting on the Writing**

Reflect on your experience with this research project by responding to the following questions:

1. What did you learn from this assignment?
2. How do you feel about collaborative writing and why?
3. Do you feel confident about how to do a research paper, or do you still have questions? If you have questions, what are they?
4. Do you think your proposal will be successful?
5. What could you do to follow up on your proposal?

Your teacher will let you know how your proposal will be evaluated. If you have questions, ask them.

Activity 26

**Preparing for Submission**

Once you have completed all the work on your proposal for a School Code of Conduct, discuss as a class the best way to present it. Should it be in a binder? Should it be presented with illustrations or as part of a PowerPoint presentation? Should the whole class present it or just a few students, or should it be presented in written form only? You may want to make an appointment with a representative of the School Board to talk about your proposal and to ask if you could present it to the Board at one of their meetings. With your teacher and the help of other people who know the members and schedule of the School Board, you will be able to find the best way to present your research project so that it will be adopted by your school.
Works Cited


