

**Bullying at School: Research Project  
(Part 2) Weeks 3 & 4**

- Handouts:

Activity 10: Gathering More Evidence to Support Your Claim

Activity 13: Building Structure

Activity 18: Reflection on the Writing

**Activity 9: Summarizing and Responding**

Summarizing and responding are both important strategies in the research process. Write two paragraphs:

- ONE: an overarching summary of bullying in schools—the facts, claims, studies, and proposals that you have read so far. Try to write this paragraph without looking through the articles, using what has “stuck” with you from your reading.
- TWO: a personal response to the topic—what do you agree with, disagree with, like, dislike, wonder about, or worry about? You may refer to the articles for this paragraph but don’t get stuck in them.

**Restatement of Writing Task**

Propose a Code of Conduct for schools that will take into consideration everything you learn about bullying from your reading, research, and discussions. Your audience will be any or all of the following: the School Board, school director, group of parents, teachers, and lawmakers who govern school policy. Therefore, you will not only need to be accurate about your evidence but also consider the needs of today’s schools and the beliefs and values of our culture and people in positions of power. A successful proposal will 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/community
- V. Why schools needs a code of conduct
- VI. The proposed School Code of Conduct
- V. Conclusion

Your purpose is to persuade your audience that bullying is a big problem, that it is unacceptable, and that steps need to be taken to ensure that schools are a safe place.

Each section should be distinct and obvious to the reader. The body sections (II- VI) will likely be 1-2 pages in length each. Your proposal is to be typed, size 12 font, and double spaced, with one-inch margins on all sides.

Part of your proposal must be written in MLA format (discussed in detail below). However, if you are interested in creating a visual component for your proposed Code of Conduct such as a PowerPoint presentation, a movie, or a tri-fold poster, get your teacher's approval and guidelines.

### **Activity 10: Gathering More Evidence to Support Your Claims**

As you move closer to developing your proposal, there may be questions you still need to answer, or pieces of information (facts, statistics, etc.) you want to know. Turn to the remaining two articles provided for this module: “Bullying Behaviors Among U.S. Youth” by Nansel et al and “Bully-Proof Your School” by Colleen Newquist. You may also wish to conduct online research and/or interview people. Decide what you need to find out. There are many online resources available. Be sure that you are consulting credible sources. For interviews, create specific questions to ask school personnel, teachers, and/or students. Plan ahead and schedule a time to talk; people are busy and may not be able to talk to you immediately.

See handout.

### **Activity 11: Prewriting**

**Discussion:** Discuss as a group or individually with your teacher the best structure for your proposal, given what you have discovered about bullying in general and bullying in your community in particular. You may find some models in your reading, but be sure your structure is the best for the situation you want to outline.

**Evidence:** Write down the evidence you have in your notes (or mark with a highlighter) to support your proposal. What are the most important points for you to make in your proposal?

**Audience:** Have a very clear idea who your audience is. How much do you think they 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?



**Activity 13: Building Structure**

The recommended structure for your final product is:

- I. Introduction to the problem
- II. Definition of bullying
- III. Evidence that illustrates that bullying is a problem in schools (and in your school/community?)
- IV. Why schools needs a code of conduct
- V. The proposed School Code of Conduct
- VI. Conclusion
- VII. Works Cited

See handout.

**Activity 14: Using the Words of Others (and Avoiding Plagiarism)****There is a lot to read, but it is very important!**

Your anti-bullying code of conduct needs to be informed by your research on bullying, so it is important to use the articles and notes you took when you were reading or interviewing people at your school to make sure you have all the information you need. You will need to cite your sources in your guide and provide a Works Cited page at the end of your guide that will list all your sources.

When you do use material from your sources, you have four options: direct quotation, paraphrase, summary, and synthesis. These are illustrated below. Every source you use should be a form of evidence for the case you are making in your guide. Examples of each use of the words of others can help you as you write your guide.

**Direct Quotation**

If you feel that an author has said something particularly well, 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 provide some context for the quotation. 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 move smoothly through the writing. In this case, a colon before the quotation is correct because a complete sentence comes before the quotation; a comma would be correct if the words before the quotation did not form a complete sentence.

***Sample 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).

### **Paraphrase**

If the material you want to present as evidence for your guide is longer than a brief quotation, you will want to paraphrase it in your own words. This is easy on your reader; remember your audience will be students, not scholars. Again, you should provide a context. In the example noted below, all the words are the student’s, but the meaning is from Coloroso’s book. (The original passage is in quotes, shown above.) Because these are someone else’s ideas, you must provide citation information in parentheses after paraphrasing just as you did after quoting.

### ***Sample Paraphrase***

In her book *The Bully, the Bullied, and the Bystander*, Barbara Coloroso acknowledges 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).

### **Summary**

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.

### ***Sample 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 about the seriousness of the problem of bullying in our schools; and suggests several solutions for consideration by parents, teachers, and school administrators.

### **Synthesis**

As you prepare your guide, 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 your topic. In this case, you can synthesize several articles in your own writing.

***Sample 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, Nansel et al). Still other interventions are guides 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 might believe that documentation is necessary only for direct quotations, but that is not true. MLA style requires in-text documentation for every direct quotation, paraphrase, summary, or synthesis, which means the author and the page number must be provided in the text.

**Works Cited**

You need to learn to take notes with full citation information because at the end of your guide 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.

Dates and publishing information tell us more than just where to get the source if we want to read it ourselves; this information also helps us know how much we can believe the source. You must follow the format for the Works Cited page exactly because readers will be relying on you to enable them to find the book or article that you have referenced.

For print material, at a minimum you need 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. You will be using the MLA style for this project.

The bibliographic information for the articles in the bullying packet in MLA format is provided at the beginning of this module.

***Sample Work Cited: Book***

Coloroso, Barbara. *The Bully, the Bullied, and the Bystander*. New York: Harper-Quill, 2004. Print.

***Sample Work Cited: Article***

Smith, Peter K., 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.” *Educational Research* 41 (1999): 267–85. Print.

Note that all the authors are listed with the last name first. For more than one author, the rest of the authors are listed as you would say their names: first name first.

***Sample Works Cited: Web Page***

Brown, Mark. “Life After Bullying.” National PTA, 20 Feb. 2005. Web. 1 July 2012.

“Keep a Lid on Bullying with a Complaint Box.” *Curriculum Review* 11 Dec. 2003. PaperClip Communications. InfoTrac. Web. 15 Aug 2004.

Many of these articles were found on the Web, and you may have found additional articles online. Note: the MLA no longer requires the use of URLs in MLA citations since they change so often.

Documentation, citation forms, and formatting are all very important in college in 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 access and use.

**Quote, Paraphrase, Respond**

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. (Refer to the examples above as needed.)

1. First, write each passage down with the correct punctuation and citation for a direct quote. Provide needed context so your reader will understand what it means and why it matters.
2. Second, paraphrase the material in your own words with the correct citation. Provide a context.
3. Third, respond to the idea expressed in the passage by agreeing or disagreeing with it and explaining why, again with the correct citation.

**Activity 15: Using Model Language**

More to read! In the sentences below, see how to...

Introduce and contrast the differing positions:

- In the bullying policy of Apple Juice High School, bullying is defined as...
- The definition of bullying can be viewed from several different perspectives. For example, teachers at Apple Juice High School agree that bullying is... However, an expert on bullying, Dan Olweus, suggests that...
- Experts disagree on what to do about bullying. Some advocate for..., while others believe...

Introduce ideas from particular writers from any of the texts or from the people you interviewed:

- In his firm letter to the U.S. schools, Education Secretary Arne Duncan states that...
- According to the principal of Apple Juice High School, ...

Signal contrary views by adding transitional phrases:

- However, the data presented by Agatston et al. show...
- On the other hand, the experience of students at Apple Juice High School demonstrates that...

Finally, add your own “voice” or perspective to the discussion:

- Although some argue for \_\_\_\_\_, others argue for \_\_\_\_\_. In my view...
- Though researchers disagree, clearly...
- As a student at Apple Juice High School, I believe that bullying...

**Activity 16: First Draft**

Write and write and write! Design, build, film—get it done!

**Activity 17: Revise and Edit Draft of Research Proposal**

When you have completed the draft of your proposal, you should review it for revision individually as well as with your teacher. As you read the draft, answer the following questions:

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

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

1. Set the proposal aside for 24 hours before rereading it to find errors.
2. Read the proposal aloud to a friend or family member 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—such as commas. 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 10: Gathering More Evidence to Support Your Claims

What is the claim? What kinds of support are provided?

Source	Facts, statistics, quotations from experts, findings, etc.	How I see this fitting into or supporting my proposal
<p>“Bullying Behaviors Among U.S. Youth”</p> <p>Nansel, Tonja R., Mary Overpeck, Ramani S. Pilla, W. June Ruan, Bruce Simons-Morton, and Peter Scheidt. “Bullying Behaviors Among U.S. Youth: Prevalence and Association with Psychosocial Adjustment.” <i>NIH Public Access</i>, 25 Apr. 2001. Web. 21 June 2008</p>		
<p>“Bully Proof Your School”</p> <p>Newquist, Colleen. “Bully-Proof Your School.” <i>Education World</i>, 8 Sept. 1997. Web. 21 Jan. 2005.</p>		

<b>Source</b>	<b>Facts, statistics, quotations from experts, findings, etc.</b>	<b>How I see this fitting into or supporting my proposal</b>

**Activity 13: Formulating a Working Thesis**

In the top portion of the triangle, summarize the proposal you will be making to address the problem of bullying in schools.

In the middle of the triangle, do a messy jot-down of the support have you found for your thesis.

In the bottom band of the triangle, list a quick list of evidence have you found for this support (e.g., facts, statistics, authorities, personal experience, anecdotes, stories, scenarios, and examples). If readers were to disagree with your thesis or the validity of your support, what would they say to them? How would you address their concerns?

