

Bullying: A Research Project

Developed by Alison Warriner

Revised by Marcy Merrill and Roberta Ching

MODULE: STUDENT VERSION

Reading Selections for This Module

- Agatston, Patricia W., Robin Kowalski, and Susan Limber. "Students' Perspectives on Cyber Bullying." *Journal of Adolescent Health* 41 (2007). Web. 27 Jan. 2013.
- Banks, Ron. "Bullying in Schools. ERIC Digest" *ERIC Digests* ED407154, Apr. 1997. ERIC Clearinghouse on Elementary and Early Childhood Education. Web. 15 Aug. 2003. <<http://www.ericdigests.org/1997-4/bullying.htm>>.
- Brown, Mark. "Life After Bullying." *PTA.org*. National PTA, 20 Feb. 2005. Web. 1 July 2012. <http://www.pta.org/archive_article_details_1117638232140.html>.
- Coloroso, Barbara. *The Bully, the Bullied, and the Bystander*. New York: Harper-Quill, 2004. Print.
- Duncan, Arne. *Elementary and Secondary Education: Key Policy Letters from the Education Secretary and Deputy Secretary*. US Department of Education, 14 June 2011. Web. 3 Sept. 2012. <<http://www2.ed.gov/policy/elsec/guid/secletter/110607.html>>.
- Kan-Rice, Pamela. "School Bullies Are Often Also Victims; Feeling Safe Reduces Youth Bullying." *University of California Agriculture and Natural Resources News and Information Outreach*. University of California, 2 Sept. 2003. Web. 8 July 2004 <<http://news.ucanr.org/newsstorymain.cfm?story=502>>.
- Kowalski, Kathiann. "How to Handle a Bully." *Current Health* 2 25.6 (1999): 13-16. Web. 15 Aug. 2004. <<http://bgeagles.tripod.com/webquest/handle.htm>>.
- Kuther, Tara L. "Understanding Bullying." *Our Children* 29.2 (2004): 12-13. Print.
- Migliore, Eleanor T. "Eliminate Bullying in Your Classroom." *Intervention in School and Clinic* 38.3 (2003): 172-77. Print.
- 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." *NIH Public Access*, 25 Apr. 2001. Web. 21 June 2008. <<http://www.pubmedcentral.gov/articlerender.fcgi?artid=2435211>>.
- Newquist, Colleen. "Bully-Proof Your School." *Education World*, 8 Sept. 1997. Web. 21 Jan. 2005. <http://www.education-world.com/a_issues/issues/issues007.shtml>.
- Olweus, Dan. "A Profile of Bullying at School." *Educational Leadership* 60.6 (2003): 12-17. Print.
- Stop the Bullying PSA*. Prod. Carol Trulli. Wilmington Middle School, Wilmington, MA, 2010. Web. 29 Jan. 2013. <http://teachertube.com/viewVideo.php?video_id=208328&title=Stop_the_Bullying_PSA>.

Reading Rhetorically

Prereading

Activity 1

Getting Ready to Read—Quickwrites

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 what you wrote about if you wish, either in small groups or as a whole class. These quickwrites will help you start thinking about the topic of bullying.

Quickwrite 1 (10 minutes): Have you ever been bullied? What happened? How did you deal with it? What were the consequences?

Quickwrite 2 (10 minutes): Have you ever bullied anyone or been an onlooker when bullying was happening? What did you do? Why did you do it? What did the person who was bullied do in response? What happened afterwards?

Activity 2

Exploring Key Concepts

You have brainstormed words that relate to the word “bullying.” Now sort these words using the chart below. Which words would a researcher use when writing about the problem of bullying? These are formal words. Which words do you and your friends use to talk about bullies and bullying? These are informal.

Formal vocabulary related to bullying and bullies	Informal vocabulary related to bullying and bullies

As you read the articles in this module, notice the words that the writers use. Which list do they belong on? Why have they chosen words from one list or the other? Continue to add to the list as you find new words.

Text—

Agatston et al., “Students’ Perspectives on Cyber Bullying”

Activity 3

Surveying the Text

Use the questions below to help you survey Agatston et. al., “Students’ Perspectives on Cyber Bullying.”

1. Note the title and headings for the article “Students’ Perspectives on Cyber Bullying.” What are the major issues about bullying that this article seems to address?
2. Read the first sentence of each paragraph in the article. Now what do you think the article will be about?
3. Who are the authors? Do the authors seem qualified to write about bullying? Why or why not? Where and when was this article published?
4. Read the abstract. What is its purpose?
5. What is the purpose for the headings in the article?
6. What is the section labeled References? How do the references work?
7. Locate a recent article or other piece of writing about bullying published on the Internet, such as a blog. Be careful to evaluate the resource before you select it.
 - Is it from a reliable source? If the Web site is associated with an educational organization, the U.S. government, or a reputable newspaper or magazine, the chances are it is reputable. For example, one of the articles in your packet came from the Web site of the national Parent-Teacher Association (PTA); that is a reputable source, and you can probably trust the information in the article. A blog written by an individual that you know nothing about or a site that offers “shocking bullying stories” is less trustworthy.
 - Will the article help your group write its anti-bullying guide? For example, a site that provides quotes about bullying without giving reference information will not be helpful since you will not be able to use any quoted material without references.
 - Survey the text. If it is a useful and credible source, print it and bring it to class. Remember to write down all the information about your source, including title, author, publisher, date, and Web site if applicable. If the article you located does not seem reliable or will not be useful for your writing group when you write your anti-bullying guide, continue searching until you find a relevant article from a reliable source.

Activity 4

Making Predictions and Asking Questions—Quickwrite

My definition of bullying:

Questions about bullying that I hope to answer by reading the articles assigned for this module:

- 1.
- 2.
- 3.

Activity 5

Understanding Key Vocabulary

Good readers know that when they learn the definition of a word, they can often understand the meanings of other forms of the word. For example, if they learn what a verb means, they can figure out what a noun or an adjective based on that verb means. In this module, many words reappear throughout a reading or in more than one reading; however, they often appear in different forms. This activity is designed to introduce a small number of key words in both a verb and a noun form. You can learn two new words for the price of one! Using a dictionary, fill in the blanks.

Verb	Definition	Noun	Definition
harass	deliberately annoy or threaten over time	harassment	annoyance or threats over time
	understand someone's feelings and problems	empathy	
perpetrate		perpetrator	someone who causes a situation, especially a bad situation, to continue over time

Verb	Definition	Noun	Definition
exclude	keep someone or something out		
retaliate			the act of harming someone to get even
monitor		monitor	
		implementation	the process of making something happen
mediate	help others come to an agreement		the process of helping others come to an agreement
coerce			the process of forcing someone to do something by threatening the person
target		target	
provoke	deliberately make someone angry		
		victim	A person who has been harmed or taken advantage of

Texts—

Banks, “Bullying in Schools”

Olweus, “A Profile of Bullying at School”

Agatston et al., “Students’ Perspectives on Cyber Bullying”

Kowalski, “How to Handle a Bully”

Kan-Rice, “School Bullies Are Often Also Victims”

Reading

Activity 6

Reading for Understanding

This first reading of each article “with the grain” is important for you to understand the problem and various solutions offered. Because you will be using information from these texts when you write your assignments, taking notes or annotating will be essential so you can find information, useful insights, memorable quotations, and other material quickly.

1. Survey and then read Banks, “Bullying in Schools.” Notice which of your predictions about the text are confirmed.
2. Write on a sheet of paper the bibliographical information for the text:
 - Author (last name, first name)
 - Title of article (in quotation marks)
 - Publication (underlined)
 - Name of publisher, place published. Date published
 - Page number(s)
 - Date downloaded from internet; URL (if text is located on the internet)
3. On a piece of paper, make two columns, and label one side “What the text says” and the other side “What I think.” Take notes in both columns as you read. Be sure to use quotation marks if you quote exact words from the article.

Activity 7

Considering the Structure of the Text—Interpreting a Diagram

Look at the diagram of The Bullying Circle (Figure 1) in Olweus, “A Profile of Bullying at School.”

1. What does the title and subtitle tell you about the diagram?

2. What does The Bullying Circle represent? Who is at the center? Who is on the outside? What do the labels for each of the circles tell you?
3. Look back at the section of the article labeled “Victims and the Bullying Circle.” What part of that section is further explained by the diagram? Why did Olweus include a diagram in the article?

Activity 8

Considering the Structure of the Text—Using Headings and Other Text Features

Headings in articles can

- Divide large portions of text into manageable sections
- Give a brief summary of the content for a section of text
- Introduce key words
- Outline the structure of an article

In your packet, look at the headings in the three articles you have read: Agatston et al., “Students’ Perspectives on Cyber Bullying,” Banks, “Bullying in Schools,” and Olweus, “A Profile of Bullying at School.” Make brief notes about the function of the headings in each article. Then discuss with your class the purpose of the headings.

Agatston et al., “Students’ Perspectives on Cyber Bullying”:

Banks, “Bullying in Schools”:

Olweus, “A Profile of Bullying at School”:

Now look at the article or chapter of a book that you found independently. What are its text features? Why did the writer choose those particular features?

Activity 9

Mapping the Organizational Structure

Map the organizational structure of Kowalski, “How to Handle a Bully” and Kan-Rice, “School Bullies Are Often Also Victims,” by taking the following steps:

- Draw a line across the page where the introduction ends. Is it after the first paragraph, or are there several introductory paragraphs? Is it in the middle of a paragraph? How do you know that the text has moved on from the introduction?

- Draw a line across the page where the conclusion begins. Is it the last paragraph, or are there several concluding paragraphs? How do you know that the text has reached the conclusion?
- Mark where a new idea starts or where a shift in the text occurs. Label what that chunk does (what function it serves).
- Discuss in groups or as a class why the lines were drawn where they were.
- Then provide headings or titles for these sections that serve different functions or offer different information than the others. Turn to article 5 (Kowalski) and article 7 (Kan-Rice), and as you return to the sections you chunked, create headings since the authors did not do so. How would you help readers move through these articles?

Activity 10

Noticing Language

Identify the subjects and main verb phrases of the sentences in the “Discussion” section of Agatston et. al., “Students’ Perspectives on Cyber Bullying” by highlighting or underlining them.

When do the writers use passive verbs? Why do you think they don’t use personal pronouns (I, we, my, our, mine, ours) to talk about their research and conclusions?

Texts—

Kowalski, “How to Handle a Bully”

Arne Duncan’s June 14, 2011 Policy Letter

Others selected by the teacher

Postreading

Activity 11

Summarizing and Responding—Collaborative Reading

In order to build a deeper understanding of one article, you will discuss it in a group, with each group member having a particular responsibility. You will be given a set of tasks. As the whole group works through the tasks together one at a time, one student will be responsible for facilitating the discussion for a particular task. You will discuss the possible answers and decide on the best one as a group. Then you will all write down exactly the same answer.

(The articles will be assigned to groups by the instructor.)

- **Student A** leads a discussion to **summarize** the article in one to three sentences. The group agrees on the exact wording of the summary, and each student writes it in his or her notes.

- **Student B** leads a discussion to select a **quotation** from the article that is central to its meaning. The group agrees on the quotation and its importance to the article. Each member writes down the quotation, introducing it and punctuating it correctly.
- **Student C** leads a discussion to **analyze** the main idea of the article. Look at the article, and explore the implications of what is being said. In other words, ask “So what?” Why does the author or expert include information or evidence? Why is it significant? Also consider what has not been said. Did the author leave out some needed information or not consider another perspective? What does it prove or disprove? What are the potential positive and/or negative consequences? Discuss as a group, and then write one to three sentences of analysis.

As you listen to your classmates present their articles, take notes. Did the article agree with or contradict the main point of your article? Did it add additional information? Did it provide a new perspective? Did it suggest different solutions?

(Adapted from Rebecca Mitchell, English Department, CSU Sacramento, and Katrine Czajkowski, Sweetwater Union High School District, Imperial Beach, CA)

Activity 12

Gathering Evidence to Support Your Claims

Part of your task in creating an anti-bullying guide is to inform new students about the bullying policy that your school or school district already has, as well as let them know about the resources that exist to help them if they are victims of bullying or if they observe bullying happening to someone else. In your writing group, decide each person’s responsibility for finding out what exists currently in response to bullying. Students who do the online research may want to help interview people also. As a group, decide what you need to find out and create specific questions to ask school personnel, teachers, and students. Plan ahead and schedule a time to talk; people are busy and may not be able to talk to you immediately.

- Go online, and locate the official school or school district bullying policy. Read it carefully, and summarize the most important points.
- Go online, and find out what other resources exist. For example, what activities are being conducted? What is offered for students? For parents? How do you report bullying? What are individual schools doing?
- Talk to school personnel. Make an appointment to meet with the principal, vice-principal, or school counselor. Prepare a list of questions to ask that will help your group create the anti-bullying policy. Take careful notes of their answers. Include the name and position of the person you are interviewing.

- Talk to teachers. What is their responsibility with respect to bullying? Do they teach about bullying? How do they think students should respond to bullying? Be sure to take notes on who they are and what they say.
- Talk to students. For example, do they think bullying is a serious problem at your school? How do they think your school can be made a safer place? What responsibility do students have when they see bullying happening? Take careful notes.

Meet with your writing group members and share what you have discovered. Discuss how you will use this information and your insights as you create your anti-bullying guide.

Activity 13

Thinking Critically

Survey, read, and annotate Arne Duncan’s June 14, 2011 Policy Letter, and review your annotated copy of Kowalski, “How to Handle a Bully.”

Questions about Logic (Logos)

1. Look at your annotated copies and notes for Kowalski, “How to Handle a Bully” Which claims are particularly well supported? What kinds of support are provided? Which is most convincing? How does Duncan support his argument?
2. Can you think of counterarguments that the authors don’t consider?

Questions about the Writer (Ethos)

3. Who is Arne Duncan? What is the occasion for this letter? Why does he have credibility in writing about guarantees under the Equal Access Law?
4. How does Kowalski, “How to Handle a Bully,” appeal to ethos?

Questions about Emotions (Pathos)

5. Look at Kowalski’s article and Duncan’s letter. Do these pieces affect you emotionally? Which parts?
6. Do your emotions conflict with your logical interpretation of the arguments when you read Kowalski?
7. Do you think your own experience (or lack of experience) with bullying makes a difference in your view of the pathos of this article?
8. Now look at the article or book chapter that you found independently. What appeals to ethos, pathos, and logos does it make?

Activity 14

Reflecting on Your Reading Process

1. What have I learned from joining this conversation about bullying? What do I want to learn next?
2. What reading strategies did I use or learn in this module? Which strategies will help me read other texts? How will these strategies apply in other classes?
3. In what ways has my ability to read and discuss texts like this one improved?
4. What have I learned about working collaboratively in a group to plan and carry out tasks?

Connecting Reading to Writing

Discovering What You Think

Activity 15

Considering the Writing Task—How to Handle Bullying: A Guide for New Students

Bullying is a serious problem in schools, and cyber bullying has extended the reach of bullies into cyberspace. You have learned about definitions of bullying as well as considered various views of the causes and possible responses to bullying that can be made by schools, teachers, and students. You have also analyzed your own school's bullying policy and talked to school personnel and students about the problem. For this project, you and the other members of your writing group will write a guide for new students at your school so that they understand what bullying is and how best to respond to it, either as a target or an observer. Your purpose is to persuade new students that bullying is unacceptable and that they need to take action to ensure that their school is a safe place.

You should base your advice on the research you have conducted and include a reference list of your sources. Your guide should be accessible and engaging for your audience of new students and should be revised and edited so that it is publishable. The body of your guide should be 4-5 pages long. Make it visually appealing and readable by using headings, bullet points, graphs, and illustrations as appropriate.

You may choose to structure your guide in the following way:

- I. Cover
- II. Introduction to the problem
- III. Definition of bullying—based on research and student viewpoints

- IV. Your school’s bullying policy—what new students need to know
- V. Examples that illustrate the nature of bullying in schools including yours
- VI. Advice for how to respond if you are bullied or you observe someone else being bullied
- VII. Conclusion
- VIII. Works cited

Once you have completed your guide, your writing group will make a presentation to share your findings with students in your class or with others. This presentation should include either a video or a PowerPoint. If your group decides to make a video, it should be at least two minutes long and use sound, pictures, and movement. The video you watched as part of Activity 13 can be a model, but the purpose for your video is to persuade new students that bullying is unacceptable and that they need to take action to ensure that their school is a safe place. If your group creates a PowerPoint, you should have at least 15 slides. They should convey the main points of your guide in a visually engaging way, but you should provide the details to your audience as you make your presentation. Your presentation will be an important part of your grade for this project.

Activity 16

Planning for Collaborative Writing

The advice you give new students will need to be informed by the research you have done, and you will need to synthesize it into a document that will be accessible and engaging for your audience. Your message and your language will need to be precise, and your format will need to convey your ethos as experts on the topic. Your guide will become a public document for all to see, so it will need to go through several drafts, be carefully revised, and meticulously edited. Everyone in your writing group will have to contribute their best at every stage of the project. Discuss the following questions with your group, and as you discuss the questions, fill out the planning sheet.

1. What is a guide? How is it different from an academic essay? What do we want our anti-bullying guide to accomplish?
2. What do new students need to know about bullying? What do we wish we had known as new students? What have we learned from our reading and research that we want to share with these new students?
3. What are the parts of an anti-bullying guide? (See Considering the Writing Task.) Who will be responsible for each part? Remember that the work involved in different parts varies, so try to balance how much each person has to do.

4. How much time will we have to meet in class? Will we meet outside of class? When and where? Will we communicate electronically? How?
5. How will we share preliminary drafts as we go along? When should we merge the parts of the guide so that we have enough time to revise? When will we edit the guide for grammatical and mechanical errors and typos?
6. When is the official first draft due? How will we revise in the light of feedback from our teacher and perhaps from another writing group? When is the final draft due?
7. When and how will we create a video or PowerPoint to accompany our guide?
8. When and how will we create our oral presentation? When is it due?

Task	Due date	Who is responsible?
Investigation into school/district policy		
Interviews of school personnel, teachers and students		
Individual drafts of sections of guide		
Group draft of guide with sections merged		
Revision of guide		
Final draft of guide		
Video/PowerPoint		
Oral presentation		

Activity 17

Taking a Stance—Trying on Words, Perspectives, and Ideas

One way to practice looking at the situation from multiple perspectives is to engage in an activity in which you adopt different personas. There will be solid agreement that bullying must be stopped. Your primary audience will be new students, but others will read and decide if your guide is worth sharing with them. In your writing group, discuss the following questions:

- What might your teachers say about your guide? Is their perspective about how to create a safe environment at your school different from yours?
- What might parents, the school principal, or the vice principal say about your guide?
- What argument might some of the authors you have read or some of the people you have talked to make?
- How can you best convince others that your anti-bullying guide is worth giving to new students? How can it help improve the environment at your school?

Writing Rhetorically

Entering the Conversation

Activity 18

Writing and Sharing Preliminary Drafts

Make sure all the members of your writing group understand clearly what they are responsible for contributing to the initial document, and confirm the way in which everyone will share what they have written and when they must have their preliminary draft completed.

Once everyone has completed his or her part of the document, the group needs to read everyone's sections and offer suggestions, either electronically or face-to-face. Consider the following questions:

- How well has the writer fulfilled the purpose for the particular section?
- Does the writer need to add more evidence from the readings and interviews and cite the sources for that evidence?
- Does the writer need to provide more explanation of what the evidence demonstrates (in other words, analysis)?
- Is the section the right length? Has the writer included too much information or information that doesn't belong in this section?
- Will new students understand the content of the section and be convinced by the argument? If not, what changes does the writer need to make?

Everyone then needs to revise his or her section, and the process should be repeated until the group is satisfied with the parts, keeping in mind the deadline for turning in the first draft to the teacher.

Considering Structure

Before the official draft is turned in, someone needs to volunteer to merge the parts and create a single document. After the document has been merged, you need to work as a group one more time to ensure that the ideas flow logically and the style is uniform so it sounds like it was written by a single person, not a group.

The writing task includes a structure for the assignment:

- I. Cover
- II. Introduction to the problem
- III. Definition of bullying—based on research and student viewpoints
- IV. Your school’s bullying policy—what new students need to know
- V. Examples that illustrate the nature of bullying in schools including yours
- VI. Advice for how to respond if you are bullied or you observe someone else being bullied
- VII. Conclusion
- VIII. Works cited

Now that you have read the merged guide, revisit the structure and make sure it is the most effective way to present your material.

- Are there parts that need to be expanded or made more concise?
- Are the parts in the order that makes the most logical sense?
- Are there parts that need to be added?
- Does the guide use headings, subheading, bullets, and other text features to make it visually appealing?
- Are there any other changes that will improve your guide for your intended audience and others who will be reading it?

After you have discussed these questions in your writing group, reassign responsibilities to make sure everyone has a fair share of the new work. Reconfirm deadlines and means of communication, and schedule a meeting to review the new version of the guide.

Using the Words of Others (and Avoiding Plagiarism)

Your anti-bullying guide 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, Olweus, Nansel et al., Smith 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. <http://www.pta.org/archive_article_details_1117638232140.html>.

"Keep a Lid on Bullying with a Complaint Box." *Curriculum Review* 11 Dec. 2003. PaperClip Communications. InfoTrac. Web. 15 Aug 2004. <<http://0search.epnet.com.library.csuhayward.edu:80/login.aspx?direct=true&d b=aph&an=11735009>>.

Many of these articles were found on the Web, and you may have found additional articles online. 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

Choose three passages from any of the articles you have in your packet that you might be able to use in your guide. 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. (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 21

Using Model Language

In this activity, it is your job to examine the definition of bullying, implied or overt, in your school or school district's bullying policy. Refer to your school or school district's bullying policy and the appropriate articles to complete the sentences below.

You can introduce and contrast the differing positions:

- In the bullying policy of Martin Luther King High School, bullying is defined as...
- The definition of bullying can be viewed from several different perspectives. For example, teachers at Martin Luther King 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...

You can 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 Martin Luther King High School, ...

You can 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 Martin Luther King 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 Martin Luther King High School, I believe that bullying...

Revising and Editing

Activity 22

Rhetorical Analysis of a Draft

A rhetorical analysis of a rough draft requires the writer to assess writing based on the purpose of the writing, the message of the argument, the needs of the audience, and the ethos the writer adopts.

Here are some questions that support a rhetorical assessment of a draft:

1. How well does our guide address the needs of our audience of new students and others (parents, teachers, principals) who will read it?
2. What types of evidence and appeals does this audience value most highly? How have we used these kinds of evidence and appeals? Do we need to make any changes?
3. How have we established our authority to address this issue? What credibility do we have with this audience?
4. Do we need to make any changes to ensure that our guide communicates successfully to new students as well as parents and others who may read it?

Activity 23

Editing the Draft

Edit your draft on the basis of the information you have received from your instructor or peer editor. 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 guide aside for 24 hours before rereading it to find errors.
2. Decide how you want to go about editing. You may want to divide into pairs and read sections out loud to each other, or you may want to work as a group and take turns reading out loud while everyone else asks questions and points out errors (always remembering to maintain a constructive and respectful attitude).
3. After reading aloud, divide up the sections, and 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 a dictionary to check spelling and confirm that you have chosen the right word for the context. Remember that spell check won't catch certain kinds of spelling errors.
6. Check the form of documentation within the body of the guide and on the Works Cited page. Make sure all the information is correct, including spacing, periods, capitalization, and order of the items. It helps to read down: check all the author titles first, then all the titles, then all the publication information. Errors will show up that might not appear if you read line by line.

Activity 24

Reflecting on Your Writing Process

You have just engaged in writing a public document collaboratively. Undoubtedly, you have learned and grown as a writer during this process. You and your group have also faced challenges and some aspects of the collaborative writing process have probably been more positive than others.

Write an essay in which you reflect on what you learned about the process of writing collaboratively. Be sure to demonstrate what you have learned during the Expository Reading and Writing course about how to develop and organize an academic essay. You are writing an argument, so provide specific evidence from your anti-bullying guide as well as a description of your group's process, your successes and the way you resolved any problems. Use the questions below to help you discover what you want to say.

1. What were the best parts of working with a group? What were the problems? How did your writing group overcome them?
2. What were some of the most important decisions your writing group made as you wrote your anti-bullying guide?
3. In what ways have you become a better writer by writing collaboratively? What would you do differently next time?
4. What are you most of proud about this project?