

T&L 2900 – Understanding Aggression: Coping with Aggressive Behavior in the Classroom

Course at a Glance

Instructor: Dr. Karen Lea

Length: Approximately 45 hours, complete in 4 months

Dates: Rolling admission

Number of Graduate Professional Development Credits: 3, from the University North Dakota

Introduction

This course is about violence in America, about the aggression in our schools, classrooms, streets, homes and elsewhere. The course speaks to the hate, the fights, the anger, the crimes committed and the victims in our schools and society. It is a course about students, children, teenagers, adults and neighbors, all of us. The course will consider the many forms of aggression, both criminal and otherwise; its costs and motivation; its perpetrators and targets; its likely and unlikely locations; its impact on our schools, the children; and, most especially, its several causes and promising solutions.

Topics of interest will include violence and the challenge of raising and working with children; aggression in our classrooms; American youth gangs and their influence; past and future sports violence; “hot spot” locations of frequent violence; and the aggression-promoting role of alcohol, temperature, driving, television and other features of modern life. The course also will answer questions such as: Is aggression always bad? How do aggressive thoughts lead to aggressive actions? Is aggression, at least for some people, an addiction? Does the victim contribute to being attacked? Is dating a dangerous proposition? How are acts of aggression dealt with in other countries, and are there any lessons for America?

The goal of this course is to help educators and adults in general better understand how aggression affects our lives and the lives of children. Hopefully such greater understanding and more skilled efforts at prevention will substantially reduce the aggression and violence that has become all too common in America’s schools.

This course is designed to be an informational course with application to work or work-related settings. The intervention strategies are designed to be used with students having high aggression and violent tendencies, ranging in age from approximately three to eighteen years of age.

This online, self-paced program can be started and completed at the student’s own leisure **within four months from the UND assigned course start date after enrollment.**

Learning Objectives

As a result of this course, participants will demonstrate their ability to:

- 1) review the history of aggression and how society came to be such an aggressive place

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- 2) identify the causes of aggressive behavior, both internal and external
- 3) explain how aggression is expressed in various social settings such as schoolyards, classrooms, sports, homes, etc.
- 4) identify perpetrators and victims of aggression and violence
- 5) identify locations of high aggression and violence
- 6) provide solutions for reducing aggression and violence in classroom and other school settings
- 7) provide information on how educators can help students/children reduce feelings of aggression and violent tendencies

Session Topics

The course is divided into four chapters and five to ten exercises within each chapter.

Chapter 1: Introduction & Characteristics

- Introduction
- How Did We Get Here?
- The Costs of Aggression
- Is Aggression Always Bad?
- America, the Safe

Chapter 2: Behaviors & Techniques

- Learning to Be Aggressive
- Us Versus Them
- Aggressive Thoughts and Aggressive Actions
- Low Empathy, High Aggression
- Television as a Tutor: Aggression 101
- Alcohol and Aggression: Courage in a Bottle
- Does the Victim Help Cause Violence?
- Words That Hurt
- Hot Days, Hot Tempers
- Auto Aggression
- Jump! Jump! The Suicide-baiting Crowd

Chapter 3: Acts & Forms of Violence

- The Journey to Crime
- Other Acts of Aggression
- Vigilante Injustice
- Fear of Crime
- The Home and Family
- Sports Violence: Past, Present and Future
- Play Fighting and Real Fighting – Is there a Connection?
- The Ride to and Through School: Safe or Scary?
- Teaching Prosocial Behavior to Antisocial Youth
- A Short Course on Gangs

Chapter 4: Preventing Violence

- Raising Children to Resist Violence
- Tantrums
- Nonaggressive Children From Aggressive Environments
- Dating as a Dangerous Game
- Let's Both Calm Down, Then We'll Talk
- Take my Wife, Please
- Why Is Aggression so Hard to Change?
- Downsizing Deviance
- Complex Problems Demand Complex Solutions

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- A Look to the Future

Course Materials

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course. There are NO required textbooks.

Assignments & Examinations

Assignments-

This course has two required writing components. **ALL ASSIGNMENTS ARE REVIEWED.**

1) *Essay Requirement: Critical Thinking Questions*

There are four Critical Thinking Questions that you must complete. You will do research on the questions and write brief essay responses relating it to the course content (and your personal experiences, when possible).

2) *Essay Requirement: Journal Articles*

This task requires you to write a review of three peer-reviewed or scholarly journal articles, preferably written by an author with a Ph.D. (blogs and news articles are not acceptable) of your choice on a topic related to this course.

Examinations-

At the end of each chapter, you will be expected to complete an examination designed to assess your knowledge. There are a total of 4 exams in this course. You may take these exams a total of three times.

Grading

This online course uses **Letter Grading (A, B, C, or F).**

- All writing assignment scores will make up a final score for writing assignments.
- All examination scores will be make up a final score for examinations.
- Final Grade: The final writing assignment score and the final examination score **will be averaged** to determine your final grade, using the grading scale below.

Course Grading Scale for Letter Grades:

A = 90 - 100% of total score
B = 80 - 89%
C = 70 - 79%
F= below 70%

Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: <http://und.edu/student-affairs/code-of-student-life/>