



SCHOOL VIOLENCE
(2026_SPRG_4319_21043)

W01_ School Violence

Type: Classroom

Building: Morelock Academic Room: 00107

Class Hours: Tuesday/Thursday 05:00 PM - 06:30 PM

Assistant Professor Ercan BALCIOGLU

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Office Hours: Tuesday MORNING by appointment

Campus Office: MAB 109D

Contacting Me: The best way to reach me is via Blackboard Message. I will respond to your Blackboard message as soon as possible.

COURSE MATERIALS

The following course materials are required:

Thomas W. Miller, 2(023). School Violence and Primary Prevention, 2nd ed., ISBN 978-3-031-13134-9

American Psychological Association. (October 2019). *Publication Manual of the American Psychological Association* (7th ed.). Retrieved from <https://apastyle.apa.org/products/publicationmanual-7th-edition-spiral>

Additional resources, including supplementary readings, videos, and other materials, will be made available on Blackboard throughout the semester.

SRSU LIBRARY SERVICES

The Sul Ross Library provides free resources and services for the entire SRSU community, including books, articles, and online databases accessible at www.library.sulross.edu. Off-campus access requires your LoboID and password. Librarians are available for assistance via email (srsulibrary@sulross.edu), phone (432-837-8123), or in person.

Logging into your Sul Ross Blackboard account connects you directly to the library webpage, where you can explore online databases and access articles on the reading list.

Please note, the syllabus is subject to updates. Regularly check course announcements for changes. The instructor reserves the right to modify the syllabus as necessary.

COURSE DESCRIPTION

School Violence is an interactive, computer-based course designed to provide students with a comprehensive understanding of violence in school settings and effective intervention strategies. The course examines the nature of school violence, including the motivations underlying aggressive behavior, and explores how factors such as media influence, community context, and family dynamics contribute to violent outcomes. Emphasis is placed on recognizing warning signs, understanding escalation processes, and applying evidence-based identification and intervention approaches for managing disruptive or out-of-control behaviors.

Students will also be introduced to national resources available to educators, parents, and school professionals. Through instruction, guided practice, and evaluation, the course aims to enhance students' ability to analyze violence, understand its causes, and implement practical strategies to reduce the occurrence of violence in schools and

surrounding communities. This self-supporting course is delivered entirely online and can be completed on a home or school computer. Technical support resources are available through the course Help section.

COURSE LEARNING OBJECTIVES

On successful completion of this course, you will be able to

- **Identify** major forms, causes, and risk factors of school violence.
- **Explain** how individual, social, and environmental influences contribute to violent behavior in schools.
- **Analyze** real-world cases of school violence using criminological and educational frameworks.
- **Evaluate** prevention and intervention strategies based on empirical evidence.
- **Apply** evidence-based practices to propose strategies for reducing school violence and improving school safety.

Course Instructional Methods

The course will be taught using multiple instructional methods. These methods will include lecture, group discussion and oral presentations with an associated critical discussion. Typically, course topics will be introduced via lecture format incorporating interpretive discussions. Literature discussions will utilize small group discussions following by classroom presentation and discussion.

SRSU Distance Education Statement

Distance education students have full access to academic resources, including library services, online databases, and technology support. Visit the SRSU website for details.

Students must use their Sul Ross email and submit assignments via Blackboard, which requires secure login. All students are expected to follow academic honesty and conduct policies outlined in the student handbook. Web-based course participants must maintain the necessary equipment and software as specified on the SRSU website. Instructions for filing complaints are also available in the student handbook.

Academic Integrity

Students are responsible for reviewing and adhering to the Sul Ross Student Handbook. Both the university and the instructor prioritize academic integrity and strictly enforce institutional guidelines and course policies.

Students must exhibit scholarly behavior, including punctuality, preparedness, and meaningful participation. Academic dishonesty, including but not limited to the following, will not be tolerated:

Submitting work used for another course or professor as original.

Presenting another's work as one's own.

Using professional works or online sources without proper citation.

Collaborating on assignments or exams when prohibited.

Be sure that you understand the university's Academic Honesty Policy. It is important that you refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. You should also be aware that as a member of the academic community, it is your responsibility to turn in all suspected violators of the honor system. Plagiarism will not be tolerated. This includes but is not limited to: inappropriate citations of sources, "padding" your references, purchasing and/or copying a paper from the internet or friend, copying and pasting from a resource, and so on. Plagiarism of assignments will result in a grade of 0 and will be reported. The use of AI sources is also prohibited unless explicitly permitted. Violations may lead to failing grades on assignments or the course, and further disciplinary action. Academic dishonesty undermines the value of higher education.

APA Style

This course will use the American Psychological Association (APA) Seventh Edition formatting and style guide for all written assignments. If you have any questions or concerns regarding the use of APA a number of resources have been provided below. Please note that all external sources must be appropriately cited. A failure to do so

constitutes plagiarism and is a violation the course academic honesty standards. Beside numerous online sources you can also visit the following link for help with APA
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.

Student Support Services

Sul Ross State University offers various programs to help students succeed, including advising, counseling, mentoring, tutoring, supplemental instruction, and writing assistance. For a complete list of services, visit Student Support Services. For more information, contact SSS at (432) 837-9118 or visit Ferguson Hall, Room 105.

Counseling Services: Sul Ross students have access to nine free counseling sessions through TimelyCare. For 24/7 support, visit TimelyCare/SRSU. In-person counseling is also available in Ferguson Hall, Room 112 (Alpine campus), and via telehealth for remote and RGC students.

Students with Special Needs - Americans with Disabilities Act as Amended (ADAAA)

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email mschwartz@sulross.edu. The office is located on the first floor of Ferguson Hall # 112, and the mailing address is P.O. Box C-122, SRSU, Alpine. Texas, 79832.

Late Assignment Submission Policy

Students are expected to complete coursework on time and submit assignments by the specified deadlines. Late work is generally not accepted, as students are informed of deadlines at the beginning of the term. If an assignment or exam is missed, students must provide a valid, university-recognized excuse. It is the student's responsibility to plan accordingly and stay aware of deadlines by regularly reviewing the syllabus.

Departmental Bachelor's Degree Program Marketable Skills

The Texas Higher Education Coordinating Board (THECB) sets statewide goals through the 60x30TX initiative. The THECB plan includes four major goals in 60x30TX: Educated Population, Completion, Marketable skills, and Student debt. The [60x30TX](#) plan was designed to tie together all four student-centered goals. 60x30, which measures the educated population in Texas, is the overarching goal at the center of the plan and calls for 60 percent of 25- to 34-year-olds in Texas to hold a credential or degree by 2030. The 60x30 goal is supported by the other three goals (completion, marketable skills, student debt) that will get Texas to 60 percent by 2030.

By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills. Students who can effectively market their skills to potential employers can secure employment that pays competitively. Marketable skills include interpersonal, cognitive, and applied skill areas, are valued by employers, and are primary or complementary to a major. Marketable skills are acquired by students through education, including curricular, co-curricular, and extracurricular activities. Marketable skills are often called "employability skills" in other countries, or "transferable skills" here in the states. They include both technical and soft skills.

The marketable skills of Homeland Security and Criminal Justice BS Programs are listed as follows:

1. Students Develop Verbal and Written Communication Skills.
2. Students Access Resources with Crime Data and Work with Numbers and Demonstrate Quantitative Skills.
3. Students Use Critical Thinking and Observation.
4. Students Use Teamwork and Work Collaboratively.
5. Students Develop Multicultural Understanding.
6. Students Analyze the Factors Contributing to Crime.

7. Students Know Legal Codes & Procedures and Safety.

Classroom Climate of Respect

Students are expected to respect their classmates' and instructors' privacy and the work or comments they produce. Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Supportive Statement

I am to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of SRSU to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Support for Students with Disabilities

If you have, or think you may have, a disability (including an invisible disability such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services. This instructor will be as flexible as possible to accommodate the needed services. Any student who has a concern or needs to make special arrangements for meeting the requirements of the course is encouraged to speak with the instructor.

MAKEUP AND LATE WORK

The scheduled dates of all exams and written assignments are clearly indicated in this syllabus. No make-up exams or late papers will be accepted without my **prior approval**.

DISCUSSION QUESTIONS: For each chapter, I will post four questions that are geared to help students think about the topics discussed in the chapter and to help facilitate discussion in class. Each student is required to answer ALL four questions for each of the four chapters they will be assigned over the course of the semester. Each question should be answered in about one paragraph or 150 words (1/2 page), and should be typed and double spaced. Students are also responsible to help guide discussion on their particular chapter; therefore, points will be deducted if the student is not in attendance for their assigned chapter discussion. Further details about the rules of this assignment will be given in class.

REACTION PAPERS: Reaction paper are brief written assignments that allow students to reflect critically on assigned readings, videos, or class discussions. Rather than summarizing the material, students are expected to engage with key ideas, connect them to course concepts, and offer informed opinions or questions. These papers are designed to encourage thoughtful analysis, active learning, and the application of theory to real-world issues related to school violence.

EXAMS: There will be two exams: a midterm and a final. Each will be a combination of identification, short answer, and essay questions. The exams are designed to test your familiarity with the lecture material, reading assignments, and your independent ability to apply what you have learned.

ASSIGNMENTS: Students will be required to submit three assignments during the semester. The assignment needs to be about one page in length and follow the format that will be discussed in class. Further details about the rules of this assignment will be given in class.

Grading Components		Course Grade Scale	
Assessment	Points	Letter Grade	Points Range
Reaction Papers (15 x 10 points)	150	A	500 – 450
Midterm Exam	150	B	449 – 400
Final Exam	200	C	399 – 350
Total Possible Points	500	D	349 – 300
		F	299 & below

COURSE SCHEDULE

This schedule is subject to change at the discretion of the instructor. Please check Blackboard regularly for any updates.

Week	Dates	Topics	Assignments
1	January 14-18th 1 st Day of class	Welcome and Course Introduction & Requirements	Syllabus & Semester Project Guidelines
2	January 19-25	Chapters 1	Reaction Papers 1
3	January 26-Feb 1	Chapters 2	Reaction Papers 2
4	February 2-8	Chapters 3	Reaction Papers 3
5	February 9-15	Chapters 4	Reaction Papers 4
6	February 15-22	Chapters 5	Reaction Papers 5
7	February 23- March 1	Chapters 6	Reaction Papers 6
8	March 2-8	Midterm Exam	
9	March 9-15	Spring Break	
10	March 16-22	Chapters 7	Reaction Papers 7
11	March 23-29	Chapters 8	Reaction Papers 8
12	March 30-April 5	Chapters 9	Reaction Papers 9
13	April 6-12	Chapters 10	Reaction Papers 10
14	April 13-1	Chapters 11	Reaction Papers 11
15	April 20-26 April 29 th Last day of Class	Chapters 12	Reaction Papers 12
16	May 1	Final Exam	

****Syllabus is subject to updates and changes by announcement, always look to the course announcements and reminders for updates. The faculty member reserves the right to amend this syllabus as needed****