

**Ashland University – Online**  
2015 Syllabus

Course: *LGBTQI Basics: A Look at New Trends in Public Education*  
Call #: TBD  
Credit: 2 graduate semester hours  
Instructor: Cory Chan-Frederick, M.Ed.  
Contact: cory@thefrederickcenter.com|740-517-6997 (wkd 5pm – 9pm EST)  
Date: TBD (online)

**The Frederick Center of Professional Development Conceptual Core** - The Frederick Center (TFC) was founded in order to address issues of social equality and social justice by delivering courses and imparting knowledge, tools, and resources to people in the 'helping professions'. Through education, together, we can change the world.

Professional Standards

*NCATE Diversity Standard #4d*

- "... all teacher candidates must develop proficiencies for working effectively with students and families from diverse populations and with exceptionalities to ensure that all students learn"
- Teachers and teacher candidates must "...understand the potential impact of discrimination based on race, class, gender, disability, sexual orientation, and language on students and their learning"

*Ohio Department of Ed. – Standard Four: High Quality Professional Development (HQPD)*

- 4.1 Professional learning opportunities are based on identified needs.
- 4.2 Professional development includes a variety of learning experiences.

Overview

Lesbian, gay, bisexual, transgender, queer/questioning, and/or intersex (LGBTQI) students face many obstacles in our society. Bullying, depression, underachievement, and self-harm are just a few of the issues affecting this vulnerable community. Whether for religious, political, or cultural reasons, LGBTQI youth struggle to be respected in their schools. Misinformation, stereotypes, and a general lack of understanding are all contributing factors. Fortunately, however, legislation such as Title IX is being used to protect these students from harassment and discrimination. This course highlights some of the experiences of students and teachers as we discover new strategies and policies to support LGBTQI students.

## **Objectives**

- Analyze key situations that LGBTQI students face in public education
- Explain how Title IX can be evoked to protect LGBTQI students
- Define therapeutic and medical procedures for transgender youth
- Apply best practices to address unique challenges like coming out and transitioning

## **Communication**

The fastest way to contact me is via text or phone: 740-517-6997 (weekdays 5 PM – 9PM EST). You can also reach me at **cory@thefrederickcenter.com**. Please be sure to state your name and the course name in the body of your email or text, so I can quickly and easily identify your needs.

## **Course Materials**

Reading assignments, lectures, and additional resources will be posted on *the CONTENT page*. The required films are available for purchase and viewing instantly online (the links are provided), and they may also be available at your local library, video rental store, or DVD kiosk. *Please remember that it is your responsibility to locate and view these films. Don't wait until the last minute to search for them. If the provided link doesn't work for you, you may need to Google the film title, and/or search for clips on YouTube, Amazon Instant Video, Walmart.com, or similar sites.*

## **Course Requirements**

Assignments are MANDATORY and must be submitted via the method stated. All the course materials, lectures, and exams are available on the course website. It is important to check course website regularly for information regarding the class.

## **Class Chat Posts (20 pts.)**

The online Class Chat is a place where we will share our opinions about the course materials. Class Chat posts should reflect your own feelings, thoughts, etc., and you will also post brief responses to your classmates. Information shared in the discussion is visible to each person registered for the course and should be kept confidential.

## **Graduate Project OPTION #1: Create a Website (80 pts.)**

Objective: Design a website that illustrates your understanding of EACH of the objectives listed in the course syllabus.

Details: For each objective, create a unique page on your website to address that learning goal (e.g. an objective states "... define key terms", so you design a Key Terms page that lists definitions we covered throughout the course). Make

sure that each page is well-written and provides a clear understanding of what you have learned during the course.

In addition to the pages for your objectives, your website should have:

1. “Home” page. This is the “landing” page and the first page visitors to your website will see. It should describe the purpose of your website and encourage visitors to explore your other pages. Please include your name and course name on the bottom of the Home page.
2. “Resource” page. Please use this page to list all the resources/citations used in your research (APA style).
3. At least one (1) hyperlink that will direct visitors to another website outside your own website (e.g. on your Home page, you reference a case study of first-year teachers, and you create a hyperlink to a YouTube video of their interviews).

Method: Using the free website builder, [www.webs.com](http://www.webs.com), create your website. For a video tutorial on designing a Webs website, visit <https://www.youtube.com/watch?v=9gHxtC7YGL0>. (Please note: you may choose to use a different web builder as long as it allows you to meet all the criteria.)

Format: Your site can have as many pages as you like, as long as it is concise and consistent. **Include your name and course name at the bottom of your Home page.**

Grading: For maximum points, your site should:

1. Illustrate your **understanding and mastery of the learning objectives** (40 pts.)
2. Have a **Home page** that welcomes and introduces visitors to your website (15 pts.)
3. Have a **Resource page** that lists each of your references in APA style (15 pts.)
4. Include at least **one (1) hyperlink** that helps support your content (5 pts.)
5. Include **pictures** to create visual interest (5 pts.)

Submission: This project is due two weeks after the last day of the course. Copy and paste your website’s URL ([www.example.webs.com](http://www.example.webs.com)) in the body of an email **including your name and course name**, and send to your instructor.

**Graduate Project OPTION #2: A Letter to My School Board (80 pts.)**

Objective: After reading/viewing the course materials, pick one of the topics we have discussed and consider how this particular issue affects students in today's classroom.

Details: Write a business letter (700 - 850 words) to your school board (real or imagined) **explaining to them the importance of creating a safe and inclusive space** for students in your school. In your letter, **include statistics about discrimination and violent** acts against this particular population of students, as well as **“best practices” for support**. Your letter should also address each of the objectives covered during the course.

Method: Think about at least one important issue we've discussed that impacts the physical/emotional well-being of students in school. Conduct research on this subject using **peer-reviewed journals or reputable documentaries**. Insert a parenthetical (in-text) citation for each of the references used.

Format: Your letter should be a minimum of 700 words and a maximum of 850 words. This is a business letter and should have appropriate grammar and punctuation, 1 inch margins, 12 point Times New Roman font, and single-spaced. **Parenthetically cite at least five references**; only two may be from this course. Be sure to include your name in the body of the letter. **In addition, include your name and course name in the file name when you save it.**

Grading: For maximum points, your letter should:

1. Illustrate your **understanding and mastery of the learning objectives** (40 pts.)
2. Emphasize the **importance of, and "best practices" for, creating a safe and inclusive space** for students (15 pts.)
3. Include **statistics and other facts about the emotional/physical well-being** of this population of students (15 pts.)
4. Parenthetically **cite at least five references** (5 pts.)
5. Be written in a **business letter format** (5 pts.)

Submission: This project is due two weeks after the last day of the course. Save your letter as a .pdf (portable document format) **including your name and course name in the file name**, and email the document to your instructor.

### **Criteria for Grading Student Work**

All students will be graded on their adherence to the directions and scope of the project, the use of appropriate grammar, logical reasoning, and appropriate citations.

### **Grades**

Your grade (Pass/Fail) will be based on the following scale:

Pass	100pts. – 70pts.
Fail	< 70pts.

### **Late Submissions/Requirements Not Met**

Assignment submitted after the posted date will not be graded. If an assignment cannot be submitted due to a technical problem, you **MUST** notify me immediately. A grade can be changed only in the case of an error or formal grade appeal. If you are missing

work, you will receive an "I" (incomplete) or "PR" (progress) as appropriate for the class and circumstances.

**Academic Dishonesty**

DO NOT SUBMIT COURSEWORK FROM ANOTHER CLASS. DO NOT RESUBMIT PREVIOUSLY SUBMITTED WORK. The Frederick Center for Professional Development Code of Conduct prohibits all forms of academic dishonesty. These include cheating; plagiarism; forgery; furnishing false information to TFC staff, instructor, website, etc.; and alteration or misuse of TFC's intellectual property, intellectual property of instructors, documents, records, identification, and/or websites is strictly prohibited. If a participant engages in course-related academic dishonesty, they will be barred from this and any additional current, or future courses in which they may be, or may attempt to be enrolled.

## **Intellectual Copyright Policy (as set out in the Faculty Handbook)**

The lectures, online activities and all materials associated with this class and developed by the instructor are copyrighted in the name of Cory Frederick on July 4, 2012 unless otherwise stated.

## **Special Accommodations**

Any student who suspects they may need an accommodation based on the impact of a disability should contact the class instructor privately to discuss the student's specific needs and provide written documentation.

## **Modifications**

This syllabus may be modified as required.

## **Agenda**

**Module 1 – The Basics:** This module explores the key terms and foundations as well as biological and social constructs that influence our understanding of “gender” and sexual orientation. We will also hear anti-LGBTQI points of view, which historically, have come from religious ideology, and these views have shaped public school policies.

1. View
  - a. Section 1, Lecture 1 “Start here”
  - b. Section 2, Lectures 2 – 4
  - c. [“What Makes You Gay?: The Older Brother Effect”](#)
  - d. [“Study of Gay Brothers”](#)
  - e. [“Why Does Sean Harris Want You to Punch Gay Children”](#)
  - f. [“For the Bible Tells Me So”](#)
  - g. [“Law Student Sent to Ex-Gay Therapy”](#)
  - h. [“Alan Chambers on Exodus International”](#)
  
2. Read
  - a. [“LGBT Terminology”](#) (Johns Hopkins University, 2014)
  - b. [“Questioning your sexual orientation or gender-identity”](#) (PFLAG, 2007)
  - c. [“Male Sexual Orientation Influenced by Genes”](#) (The Guardian, 2014)
  - d. “A Content Analysis Exploring Lesbian, Gay, Bisexual, and Transgender Topics in Foundations of Education Textbooks” (Macgillivray and Jennings, 2008)
  - e. [“Transgender youth: Invisible and vulnerable”](#) (Grossman and D’Augelli, 2006)
  - f. “Intersex and the Right to Identity” (Fraser et al., 2012)
  - g. [“We Are the Youth”](#) (Blog)
  
3. Do

- a. Post a biographical introduction (150-200 words) on the Class Chat by Friday at 11:59PM. Include information about why you decided to take this course and what you hope to learn. Reply to at least one other student OR question posed.

**Module 2 – The Lived Experience:** In this module, we will discover what life is like for many people in the LGTBQI community. Listen to the experiences of youth as they describe coming out to family and friends.

1. View
  - a. Section 3, Lectures 5 - 12
  - b. [“Kicked Out: LGBT Youth Experience Homelessness”](#)
  - c. [“The Incredibly True Adventures of Two Girls in Love”](#)
  - d. [“Stories of Young Transgender Children”](#)
  - e. [“Bisexuality” The Myths and Medical Truths”](#)
  - f. [“It Gets Better” - American Institute of Bisexuality”](#)
  - g. [“Bullied: a Student, a School, and a Case that Made History”](#)
  - h. [“Intersex Children: Waiting to Decide on Sex Surgery?”](#)
  
2. Read
  - a. “Lesbian, Gay, Bisexual, and Transgender Youth Talk about Experiencing and Coping with School Violence: A Qualitative Study” (Grossman, et al., 2009)
  - b. “Coming Out as Gay” (Perrin-Wallqvist and Lindblom, 2015)
  - c. “Outed at School” (Ettinghoff, 2014)
  - d. “My Life as a Gay Teenager” (2012)
  
3. Do
  - a. Visit the “Harvard Project Implicit Bias Test” at <https://implicit.harvard.edu/implicit/Study?tid=-1> (at the bottom of the page, click “I wish to proceed”) On the subsequent page, click “Sexuality IAT”. Take the test, and write a brief reflection on your experience taking the test. You DO NOT need to discuss your results, but you should describe your feelings about taking the test. Post your reflection on the Class Chat. **Due Friday at 11:59PM.**

**Module 3 – Legal Protections and Best Practices:** Discover ways to increase the inclusion and support of LGBTQI students in public schools. Understand how Title IX can be evoked to protect students who experience discrimination and harassment based on their gender identity and/or sexual orientation.

1. View
  - a. Section 4, Lectures 10 & 11 “Best Practices”
  - b. [“The Story of Jazz”](#)
  - c. [“It’s Elementary: Talking about Gay Issues in Schools”](#) (parts 1 - 5)
  
2. Read
  - a. “Best Practices: Creating an LGBT-inclusive School Climate (Teaching Tolerance, 2013)
  - b. “Department of Education: Title IX prohibits Gender-based Harassment”

- c. "Title IX Protections from Bullying and Harassment in Schools"
- 3. Do
  - a. Research one (1) current event affecting LGBTQI youth in public schools. In a brief paragraph, describe the details of the event, and post your description on the Class Chat.  
**Due Friday at 11:59PM.**