

## **EDUC 330: LGBTQ+ Issues in Education**

**Professor:** Susannah Boyle, PhD.

**Office Hours:** By appointment – email me for Zoom appointment

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### **Course Materials:**

This is an open educational resources course with NO required textbook. Materials will be provided to you via D2L.

### **Course Description:**

Provides an overview of past, current, and emerging LGBTQ+ issues, policies, and advocacy in P-12 and higher education. Investigates these issues from a variety of historical, cultural, and theoretical perspectives.

Pre-req: 60 credits (junior standing)

### **Course Objectives:**

- 1) Identify current and emerging issues and policies involving LGBTQ+ learners, families, and educators in the U.S. including variations at local and state levels.
- 2) Describe history of LGBTQ+ issues in education in the U.S. from a variety of perspectives, including multicultural, feminist, and intersectional perspectives.
- 3) Analyze how LGBTQ+ history informs current educational policy.
- 4) Apply knowledge of history and current policy to evaluate current and emerging issues and advocacy from a variety of perspectives.
- 5) Analyze current resources (including but not limited to academic reports, curricula, lesson plans, literature, websites and other online resources, etc.) for LGBTQ+ learners, families, educators, and allies from a variety of perspectives.
- 6) Interact with other students to respectfully discuss LGBTQ+ issues in education.
- 7) Reflect on how learning from a variety of perspectives and viewpoints informs understandings of LGBTQ+ issues in education through journals and discussion participation.
- 8) Design an action plan, lesson plan, creative work, or other document that engages with history, current policies and/or emerging issues involving LGBTQ+ learners, families, educators, and allies from a variety of perspectives.
- 9) Create an interactive presentation that demonstrates an understanding of a specific LGBTQ+ issue in education from two or more perspectives and that discusses how that issue can be addressed.

### **Perspectives Requirement:**

This course meets the Perspectives (P) course requirements for your degree. The chart below lays out how exactly the P requirements will be met in the course:

<b>P Requirement</b>	<b>Objectives</b>
Course involves students in active speaking and listening roles.	6, 7, 9
Course requires students to be in roles that place them in interaction with an audience of their peers so that oral communication is interactive and reciprocal.	6,7, 9
Assessment of student learning in oral communication roles contributes to students' overall course grade.	6, 7, 9
The course involves students in writing activities.	7, 8
Writing assignments constitute at least 20% of students' overall course grade.	7, 8
The course is interdisciplinary in content.	1-9
The course requires student to identify, critically analyze, and resolve complex problems that require the application of knowledge from two or more academic disciplines.	1-9
The course enables quality interaction among students and instructor.	6-9
The course does not have more than two prerequisites from a single department/ The course is accessible to non-majors as well as majors.	Junior standing is the only req.

**Assignments:**

*NOTE: Specific guidelines for all assignments will be provided in D2L.*

**LGBTQ+ Perspectives Paper:** All choices are open to all majors. Choose **one** of the following projects:

A) Action Plan

You can design an action plan for members of a community, school, or other organization that engages with history, current policies and/or emerging issues involving LGBTQ+ learners, families, educators, and allies from a variety of perspectives. This plan should also provide strategies for members to engage with LGBTQ+ issues equitably.

B) Lesson Plan

You can design a lesson plan for P-12 students or adult learners that engages with history, current policies and/or emerging issues involving LGBTQ+ learners, families, educators, and allies from a variety of perspectives. This plan should provide information on LGBTQ+ issues that is developmentally appropriate as well as strategies for teaching about LGBTQ+ issues.

C) Creative Work

You can design a creative work (e.g., creative writing, dance/movement, dramatic performance, visual art) that engages with history, current policies and/or emerging issues involving LGBTQ+ learners, families, educators, and allies from a variety of perspectives. This work should be accompanied by a written paper that explains how the work engages with LGBTQ+ issues from a variety of perspectives.

D) Other Paper

You can write another type of paper that engages with history, current policies and/or emerging issues involving LGBTQ+ learners, families, educators, and allies from a variety of perspectives. Students must have the professor approve their choice before participating in this option.

**Interactive Presentation:** You will work with a small group to create a 20-30 minute interactive presentation that demonstrates an understanding of a specific LGBTQ+ issue in education from two or more perspectives and that discusses how that issue can be addressed. This presentation should include at least three opportunities for audience engagement. Be prepared to present during an online synchronous course meeting (date/time to be determined). A list of suggested issues will be provided, however, you can also choose your own issue with professor approval.

**Online Discussion Engagement:** You will participate in online discussions of course materials, posting in response to prompts and replying to classmates. Students are expected to respectfully discuss LGBTQ+ issues and themes. Students who do not engage respectfully (including but not limited to the use of personal attacks, use of slurs, harassment of another student, etc.) will receive an 0.

**Reflection Journals:** You will write 6 journal entries on LGBTQ+ issues from various perspectives (3-5 paragraphs each).

Grading Policies:

**Course Evaluation**

<b>Assignment</b>	<b>Point Value</b>	<b>Objective Alignment</b>
LGBTQ+ Paper Topic	5	1-2, 8
LGBTQ+ Paper Draft	25	1-5, 8
Final LGBTQ+ Paper	100	1-5, 8
Interactive Presentation	100	1-6, 9
Online Discussion Engagement	60	1-7
Reflection Journals	60	1-5, 7
<b>Total</b>	<b>450</b>	

## Grading Policy

95-100= A	82-84 = B-	69-71 = D+
92-94 = A-	79-81 = C+	65-68 = D
89-91 = B+	<u>75-78 = C</u>	62-64 = D-
85-88 = B	72-74 = C-	Below 62 = F

## Late Assignments:

All late assignments will be accepted within three days of the deadline. A late penalty may be applied at the discretion of the professor. After three days, the assignment will be given 0 but you may still submit it for feedback.

You are allowed one no-questions-asked extension on an assignment of your choice. You must request this extension by emailing the professor **before** the deadline has passed.

You are responsible for checking for successful submission on D2L. Taking a screenshot of assignment submissions is highly recommended.

## Discussion Participation:

It is your responsibility to make certain you complete discussion posts and replies every two weeks. Late or missing discussions will affect your online engagement grade.

## Spelling/Grammar Expectations:

For both the Final LGBTQ+ Paper and the Interactive Presentation assignments, more than 3 spelling/grammar errors will result in a 10% point deduction. All written assignments must be typed, double-spaced, 12-point font, descriptive writing, and submitted to D2L on the due date. Constant spelling/grammar errors in discussion posts and reflection journals will affect your online engagement/reflection journal grades.

## GENERAL POLICIES:

**Commitment to positive and just learning environment:** The professor in this course is committed to social justice and expects to maintain a positive learning environment based upon an open communication, mutual respect and nondiscrimination.

**Important note:** If you are a person with a disability and anticipate needing any type of accommodations, please advise me in writing with suggestions for how I can assist you to maximize your participation and completion of all assignments. This should be accomplished no later than the end of the first week of classes.

**Life and Learning Needs:** All students have life and learning needs that extend beyond the classroom. A list of counseling, disability, health, housing, food, financial, LGBTQIA and other resources available on-campus and in Lancaster County is here: <http://millersville.edu/currentstudents/life-resources.php>

If you have need of additional resources or have difficulty accessing resources above, please let me know if you feel comfortable doing so. That will enable me to connect you with others in the university who may be able to help.

### **Academic Conduct**

Academic dishonesty will not be tolerated in this class. All suspicions of academic dishonesty will be handled according to the [University's policy on academic honesty](#). Consequences may include failure of the assignment, failure of the course, or expulsion from the University. The content of the [Student Handbook/Code of Conduct](#) applies to this course.

### **Disability**

If you have a disability or suspect that you have a disability that requires any type of accommodation to fulfill the requirements of this course, please notify the course instructor.

### **Title IX Statement**

Millersville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq., and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University's Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.

Information regarding the reporting of sexual violence, and the resources that are available to victims of sexual violence, is available at <http://www.millersville.edu/sexualviolence/index.php>.

### **Counseling Services**

Students sometimes face mental health or drug/alcohol challenges in their academic careers that interfere with their academic performance and goals. Millersville University is a caring community and resources are available to assist students who are dealing with problems. The Counseling Center (717-871-7821) is an important resource for both mental health and substance abuse issues. Additional resources include: Health Services (871-5250), Center for Health Education & Promotion (871-4141), Campus Ministries, and Learning Services (717-871-5554).