



## Course Syllabus

**Course Title: Understanding & Supporting Transgender Youth**

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### **Course Description:**

Transgender and gender non-conforming youth face a hostile terrain in schools and communities. According to the 2007 GLSEN report titled *Harsh Realities: The Experiences of Transgender Youth in Our Nation's Schools*:

- Less than a fifth of transgender students said that school staff intervened most of the time or always when hearing homophobic remarks (16%) or negative remarks about someone's gender expression (11%)
- 2/3 of transgender students self unsafe in school because of their sexual orientation (69%) and how they expressed their gender (65%)
- Almost half of all transgender students reported skipping class at least once in the past month because they felt unsafe or uncomfortable

Transgender and gender non-conforming youth are often times ostracized from schools and communities. This class will provide an in-depth look at the experiences of transgender and gender non-conforming youth, gender identity, experiences of intersex/middlesex youth, ways schools and communities can be supportive of these youth and their families, and critical legal information when working with these students.

This course is based off of the books The Transgender Child: A Handbook for Families and Professionals by Stephanie Brill and Transgender 101: A Simple Guide to a Complex Issue by Nicholas Teich.

**Credit:** One

### **Check the Iowa Teaching Standards that are addressed in this course:**

X	1. Enhance Student Achievement		5. Monitoring Student Learning
	2. Content Knowledge	X	6. Classroom Management
X	3. Planning and Preparation	X	7. Professional Growth
X	4. Instructional Strategies		8. Professional Responsibilities

**INTASC Standards that are addressed in this course:**

**INTASC STANDARDS**

**Goals:** Participants will...

- Understand terminology surrounding transgender ism
- Gain knowledge about the coming out process, experiences of transgender youth, and resources available for Iowa students
- Consider how to more effectively work with transgender students

**Objectives:** As a result of successfully completing this course, participants will:

- Demonstrate an understanding of how to create safer learning environments and communities for transgender and gender non-conforming students
- Demonstrate a knowledge of basic transgender and gender non-conforming issues including school climate, history, coming out process, and supports

### **How Does This Course Support The Iowa Core?**

Issues impacting our transgender youth are shown to affect the school learning environment in a variety of ways and impact students' mental health due to isolation, discrimination, and bullying. There are evidence based protocols and programs that have research substantiating effective practices when dealing with this issue.

Within this 21st century skill framework, learning skills have been identified for students to be successful and productive citizens. They are: critical thinking and problem solving; collaboration and leadership; agility and adaptability; initiative and entrepreneurialism; effective oral and written communication; accessing and analyzing information; and curiosity and imagination. Issues impacting trans\* youth can interfere with acquiring all of these skills and affects the entire school community. This course provides educators and support personnel with knowledge and strategies to help trans\* students better and develop proficient 21<sup>st</sup> century learning skills.

### **Outline, including Timeline and Learning Strategies:**

This outline is designed on the suggested pace an online learner would take this course.

<b>Unit</b>	<b>Topic/Activity</b>	<b>In Class</b>	<b>Out of Class</b>
	<b>Getting to Know the Class; Additional Readings:</b> Take the time to get to know the class layout, read over the Help Section, and review any other materials present in the class to get started. Take your time!		3 hours
<b>1</b>	<b><u>The Down Low</u></b>		
	<b>Discussion: Introductions</b> – Participants will share a little about themselves and why they decided to take this class.	30 minutes	2 hours
	<b>Discussion: Is My Child Transgender?</b> – Participants will read from Chapter 1 of the book <i>The Transgender Child</i> and review the Genderbread Person. Participants will share what they learned from the readings, and describe the gender binary, definitions of gender, gender identity, gender expression, sex, and sexual orientation.	1 hour	2 hours
	<b>Discussion: Boys Will Be Girls</b> – Participants will watch the 20/20 interview of transgender children, their	1 hour	2 hours

	families, and with experts. Participants will discuss the Boys Will Be Girls videos and answer critical thinking questions related to the information presented.		
	<b>Discussion: Coming Out</b> –Participants will read from The Transgender Child on Developmental Stages of Transgender individuals and from Transgender 101 on the Coming Out Process. Participants will discuss the coming out process of transgender persons vs LGB persons.	1 hour	2 hours
	<b>Discussion: Transition</b> – Participants will read about the transitioning process and steps youth take to begin/complete the process of transitioning. Participants will discuss the transitioning process and other critical thinking questions presented in the discussion prompt.	1 hour	2 hours
2	<b><u>Cultural Scope</u></b>		
	<b>Research/Discussion:</b> Participants will read from the report – Harsh Realities about the experiences of transgender youth in schools and research videos of transgender youth, their families, or additional documentaries on YouTube.	1 hour	2 hours
	<b>Discussion: Me My Sex &amp; I</b> – Participants will watch this documentary about intersex persons. Participants will discuss the video and intersex persons and critical thinking questions regarding information presented in the video.	1 hour	2 hours
	<b>Discussion: Transgender Herstory (History)</b> – Participants will read from Chapter 5 of Transgender 101 A Simple Guide to a Complex Issue by Nicholas Teich. Participants will watch video segments on Two-Spirits, an important part of Native American culture and history. Participants will share what they learned and identify key moments in transgender rights movement.	2 hours	2 hours
	<b>Discussion: Transgender Educators</b> – Participants will watch two videos on transgender educators. Participants will discuss the readings and transgender educators.	1 hour	1 hour
	<b>Discussion: International Day of Transgender Remembrance</b> – Participants will discuss the stories they read and identify three things that can be improved nationally, state level, or in their own communities/schools to make climate more open/affirming for trans persons. Participants will review the website and read some of the stories featured.	1 hour	1.5 hours
3	<b><u>Putting It To Work!</u></b>		
	<b>Discussion: Creating a Trans* Inclusive Classroom</b> – Participants will read articles and watch a short video on ways to ensure their classroom is inclusive of	1 hour	2 hours

	transgender students. They will then answer critical thinking questions on the course materials and their own experiences.		
	<b>Reading: Educational System</b> – Participants will read from The Transgender Child and examine educational issues that transgender youth and their families experience. Participants will share their thoughts, ideas, and other comments about the educational system.	1 hour	2 hours
	<b>Discussion: Case Study 1</b> – Participants will read a real-world scenario of a transgender student and discuss how they would respond within their educational setting.	30 minutes	30 minutes
	<b>Discussion: Case Study 2</b> - Participants will read a real-world scenario of a transgender student and discuss how they would respond within their educational setting.	30 minutes	30 minutes
	<b>Discussion: Case Study 3</b> - Participants will read a real-world scenario of a transgender student and discuss how they would respond within their educational setting.	30 minutes	30 minutes
	<b>Activity: Implementation Plan/Final Thoughts</b> – Participants will identify three things they can do in their classroom following this class and reflect on the class as a whole.	1 hour	2 hours
	<b>Total Class Time</b>	15 hours	30 hours

**Evaluation Strategy:** As this is a new course, evaluations will help determine if participants are being engaged and enjoying the experience. Evaluations will be sent via SurveyMonkey to each participant at the conclusion of each Unit.

They will also complete a course implementation plan in which they indicate how they will apply this learning in their lives and work. This and the Discussion/Shares will be analyzed by the instructors to determine the learning of the participants.

**Course Requirements:**

- A. Participants check all messages from instructors during the duration of the course.
- B. Participants complete all Readings, Videos, Activities, Discussions, Responses, and Shares as instructed.
- C. Participants are respectful of each other. While everyone has a right to have an opinion, bullying, mean-spirited language, or divisive attitudes will not be tolerated.
- D. Demonstrates understanding of the material through participation in the online learning experience.

## Coursework

Participants can earn up to 90 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
15 Discussions/Activities (5 Points Each)	75
Final Implementation Plan/Paper	25
<b>Total</b>	<b>100</b>

## Grading Scale – Graduate Credit

100-90% (100pts-90pts)	A
89-80% (89-80pts)	B
79-70% (79-70pts)	C
69-60% (69-60pts)	D
59%-Below (59 pts-below)	F

## Grading Scale - License Renewal Credit

100-80% (100-80 pts)	P
79%-Below (<79 points)	NP

## Student Requirements

Students are required to:

- Participate in all discussion forums and complete all quizzes
- Complete a final implementation plan

## Americans with Disabilities Act:

If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

## Grading Rubrics for Individual Activities

### **Discussion Forums (65 points possible)**

Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

<b>Grading Rubric for Discussion Forums</b>		
		<b>Points</b>
<b>Critical Thinking</b>	Makes connections to the other content and real-life that are supported by reference(s) and example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	1
<b>Participation (Responses to at least 2 peer posts)</b>	Responds to other posts (when available)	1
<b>Total Points Possible</b>		5

### **Implementation Plan (25 points possible)**

The implementation plan is a critical part of this course. Participants must complete a one-page implementation plan. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the Implementation Plan, but additional details will be provided within the course.

<b>Grading Rubric for Implementation Plan</b>		
		<b>Points</b>
<b>Critical Thinking</b>	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	2
<b>Mechanics</b>	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
<b>Implementation</b>	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
<b>Total Points Possible</b>		<b>25</b>