

**Randolph College**  
**PED 262S – LGBTQ+ Experiences in Sport**  
**Summer**

**Instructor:** Meghan Halbrook, Ph.D.

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**Office hours:** *Email to set up an appointment via phone or chat. I will check email regularly throughout the day. There will also be weekly office hours online via Moodle Chat.*

**Dates:**

**Location:**

<https://moodle.randolphcollege.edu>

***Required Text:***

- Krane, V. (2019). *Sex, Gender, and Sexuality in Sport: Queer Inquiries*. New York, NY: Routledge.

***Additional Readings:***

- Several additional readings will be posted on Moodle throughout the semester. You are expected to read these materials for discussion posts and quizzes. *Please check your email account and Moodle regularly.*
- ***It is your responsibility to access Moodle daily/weekly to monitor posted information/coursework.***

***Description and Objectives of this Course:***

This course will review the history of American openly LGBTQI athletes. By gaining an historical understanding of the contributions of these athletes, we will explore the social, political, economic, and cultural constraints that have been placed on these athletes, and their attempts to transcend such limitations. We will use gender as a means of understanding the evolution of openly LGBTQI athletes in sport, and will also trace the manner by which issues of class and race inform their journeys over time, particularly with regard to issues of femininity, masculinity, and homonegativity.

- ❖ Identify how homonegativity in athletics and physical education affect individual students, coaches, and teachers, as well as sport teams.
- ❖ Integrate LGBTQI concerns with other social justice issues such as race, sex, religion, disability and class and their interaction with homonegativity in sport.
- ❖ Discuss practical and effective strategies for addressing homonegativity in sport
- ❖ Compose sample policies for schools and sport teams toward the goal of creating and maintaining a respectful and safe athletic climate for LGBTQI students, teachers, and coaches

***Class Format:***

Given that this is an online course, there will be no required “in-class” meetings. However, it is recommended that students arrange **one optional time to chat with the instructor via phone call or FaceTime (approximately 10 minutes) during the first two weeks of the course.** All students who schedule and attend this session will earn 5

bonus points on their final point total. The purpose of this meeting is to talk and better convey the expectations of online learning and this course – it is not required.

***Grading Policy:***

Assignments are expected no later than 11:59pm on the date due. Please note exams, quizzes, and discussion posts **will not** be accepted late. I will do my best to return all written work to you within **7 business days** of submission. Please check the grades tab in Moodle for updated grades throughout the semester.

If you have grade concerns, I have a 24/7 policy. That is, you must wait 24 hours after receiving the grade before contacting me and then must submit your concerns via a Word document through email within 7 days of when your grade was posted. In your document, please outline specific reasons for your concerns (be thorough), as well as what you believe to be a reasonable solution/resolution. I welcome any and all inquiries, but please follow these guidelines so that your concerns are communicated clearly and we can resolve any issues in a timely manner.

***Participation:***

Since we do not have the typical 40-45 hours spent in class with lecture and discussion, you can expect a different workload in this course focused on reading, analyzing required sources, and doing written work based on experiential assignments. Thus, there is less sitting in class, similar reading to a normal course but more writing, using discussion boards, and independent work than a typical face-to-face course. To do well, you must read the book and take notes based on your readings. You will need these for your quizzes, assignments, and discussion posts. An online 5-week course is an intensive experience. While the time period is approximately 1/3 that of a regular semester, the course addresses the same amount of knowledge and skill development as a long semester course. Participants can thus expect to spend three times as much time in a 5-week course as in a 15-week course.

Please note, discussion boards will represent student participation. Participation is not merely “showing up”, it is also making substantial contributions to class discussions. Participation should meaningfully contribute to the learning environment in the discussion forums. I expect you to contribute new points of view, question the information, and support or refute the research as appropriate. That means that you **MUST reference the text in your responses**. Just speaking for speaking’s sake is not active participation, it is disruption. Please consider how the information you present may facilitate the learning of your classmates and instructor.

My hope as your professor is to encourage *true learning*, which is absolutely dependent on your willingness to be open to perspectives different than your own. However, that should only be the springboard and not the endpoint of your thought process. **All contributions to class discussion posts should be constructive and respectful.**

***Additional Expectations of Students:***

- Preparing for class means completing assigned readings on time, and participating in discussions and activities.
- Make-up quizzes are not permitted unless discussed with the instructor **in advance** and in person. Emergencies do occur. Please contact the professor via e-mail or phone with concerns if an emergency does arise.

- E-mail is not an appropriate means for turning in work. All assignments are to be completed and submitted to Moodle on or before the date listed in the syllabus. Unless approved in advance, e-mailed assignments will not be accepted.

***Expectations of the Instructor:***

- The professor will be prepared to teach and facilitate learning.
- Grade and treat students fairly.
- Facilitate a safe and productive learning environment.
- Return and post grades with feedback in a timely manner.
- Respond to e-mails in a timely manner (24 hours or less).

***\*It is my belief that we are all responsible for our own development. This class will provide you with many opportunities to grow as a person and as a professional. It is your responsibility to take advantage of these opportunities. As it is in life, you will get out of this class what you put into it.\****

***Professional Correspondence:***

Professional writing is expected in papers, discussion posts, and e-mails. If you expect me to respond to your e-mail, you should:

- Include a descriptive subject line such as PED 262S
- Address me in the e-mail (e.g. – Dr. Halbrook, Professor Halbrook)
- Write your question or concern in full sentences using proper grammar and punctuation. Any “text message” writing is not acceptable (e.g. – “u” instead of “you”)
- Include a closing (e.g. – Thanks, Sincerely) and sign your name

***Discussion Posts (5 threads x 20 points each = 100 pts)*** – Discussions are posts to and between students and the instructor. A topic, activity, or question is posed and students are expected to answer thoroughly drawing from their experiences and readings. Students will respond to their classmates and use their classmates to gain knowledge about the topic. **Discussion posts are due by 11:59pm of Tuesday of each week and responses to at least 3 other students are due by Friday at 11:59pm.**

Following each initial discussion thread, students will be required to respond separately to at least three of their classmates’ postings by the end of each unit/week. Additional posts and comments will also be considered while grading, though posting beyond three times is not required. One grade will be given for the entire series of posts within each discussion thread. You must post your initial response to the discussion prompt by 11:59 pm on the date listed in the course outline. Each discussion has a specific due date listed and the three responses to your classmates’ posts are then due by the end date. This allows time for you to read classmates’ posts and place your 2 responses to their posts by the final day of the unit. Grading will be completed as follows: Up to 10 points for the initial post, up to 7 points for the two best responses to your classmates’ posts, and up to three points for professional writing. Therefore, even if you have a stellar initial response to the discussion prompt but fail to reply to any of your classmates with quality in depth responses than your maximum grade would be 11/20 for that discussion (10/10 for the initial post, 1/3 for professional writing, 0/7 for responses to classmates).

Your comments will be graded on both a quality and quantity basis. Your comments should advance the discussion, add value, and be relevant. **Comments such as “I agree” or “good point” are not value added. In order to receive credit you must explain your position AND relate it to relevant course content from your textbook or readings.** I encourage you to discuss how the course material relates to your personal experience as well.

Online etiquette is very important. Respect must be shown at all times and rudeness will not be tolerated. Please recognize that online communication is rather “flat”. Be cautious when using sarcasm or negative statements in your discussion posts to classmates or the instructor. While sharing differences in opinions are fully supported, disrespect will not be tolerated.

**Do Not** attach word or pdf files to a discussion board. Instead, create your discussion post in a Word file, spell check it and save it. Then copy and paste the text into the discussion board box..

**Quizzes** – Quizzes are always **due by Friday at 11:59pm**

- **Quizzes (5 x 10 pts = 50 pts)** - Each quiz will be a timed, online format with 10-15 multiple choice or short answer questions. You will have **15 minutes** to complete each quiz. To prepare for quizzes well, read each chapter ahead of time and take detailed notes on key points. Then review these points prior to starting the exam or create your own study guide on the material. If you only review the slides, it will be very difficult to earn full credit on the quizzes. Do not start a quiz until you can dedicate the full time (15 minutes).
- Quizzes are all graded out of 10 pts. Each quiz must be completed by the deadline for each unit (11:59pm). If you fail to take the quiz by this time, you will receive 0 points for that quiz.
- **Make-up quizzes will not be administered unless there is an extenuating circumstance approved by the instructor IN ADVANCE (i.e. 24 hours before class begins).**

**Final Project**

- The final project is an assignment that will be completed individually. The research paper is intended to allow students to tackle a specific issue faced within LGBTQ+ sport community, and develop a strategy for dealing with that issue.
- Students should demonstrate an ability to synthesize information from class, external sources, and current events, in order to exhibit proficient knowledge on the topic.
- The required paper must be type written in 12-pt font, conform to **APA format** with 1-inch margins on all sides. Basic APA guidelines will be provided.

Directions:

1. Identify a topic that is interesting to you (to be approved by professor).
2. Write a 4-5 page paper summarizing and discussing the relevant issues. Answer the following questions:
  - a. What is your topic? (less than a page)
  - b. Why is it an important/interesting topic?
  - c. How is this topic relevant to LGBTQ+ Experience in Sport, as well as in society as a whole?

- d. What information has been addressed in class, in the textbook, or in the professional literature that could be helpful in better understanding the issues?

### ***Extra Credit***

Additional credit opportunities may be available throughout the summer term. If so, they will be announced in to the entire class. **Individual extra credit opportunities will not be offered.**

### ***Course Evaluation:***

#### Assignments and points:

	Points Available	My Points Earned	
<b>Quizzes</b>	50	_____	A = 90%
<b>Assignments</b>	60	_____	B = 80%
<b>Discussion Posts</b>	100	_____	C = 70%
<b>Journals</b>	50	_____	D = 60%
<b>Final Project</b>	40	_____	F = Below 60%
	300		

Points needed to earn for the grade you wish to obtain

<i>Grade Desired</i>	<i>Percentage Required</i>	<i>Point Translation</i>
A	90.00 – 100%	270-300
B	80.00 – 89.99%	240-269
C	70.00 – 79.99%	210-239
D	60.00 – 69.99%	180-209
F	< 60.00%	<179

### ***Academic Honesty***

“I pledge absolute honesty in my academic work and in all personal relationships at Randolph College. I will maintain the integrity of my word, and I will respect the rights of others. Realizing that these standards are an integral part of life at Randolph College, I assume my obligation to uphold this honor pledge. If at any time I fail to live up to my obligation of this pledge, I will report myself to the Chair of the Judiciary Committee. I will also ask others to report themselves for any infraction of this pledge.”

*Please keep in mind that copying and pasting information from the web or other electronic source without properly citing is plagiarism. Using the work of other students with or without permission and without citing is also unacceptable.*

Other Examples of academic dishonesty include, but are not limited to:

- Collusion between students in quizzes, exams, and other assessments

- Representing another's work or ideas as one's own (including both published and unpublished work/ideas)
- Failing to give proper recognition to quoted, paraphrased, or summarized work taken from print or electronic sources
- Submitting the same work for two different classes and/or assignment, in the same or different semesters.

### ***Inclusivity Statement***

Randolph College is committed to providing learning experiences that are accessible for all students, and will make reasonable accommodations for individuals with documented disabilities. If you have a learning difference or a disability – mental health, medical, or physical impairment – please contact Diane Roy, Coordinator of Disability Services, in the Academic Services Center, 4th floor, Lipscomb Library; at (434) 947-8132; or at [droy@randolphcollege.edu](mailto:droy@randolphcollege.edu).

\*\*Students with disabilities needing accommodations in summer online classes at Randolph College may send any requests for accommodations and accompanying documentation to [accessibility@randolphcollege.edu](mailto:accessibility@randolphcollege.edu). Students enrolled at other colleges or universities may submit current letters of accommodation from their home school. Students who are not currently receiving accommodations and would like to inquire about receiving them in summer online classes at Randolph College can send any pertinent documentation or inquiries to the Coordinator of Disability Services at the email address listed above.

### ***Mandated Reporter Policy:***

At Randolph College, all College faculty are mandated reporters. In the event that you choose to write or speak about having experienced sexual violence, including rape, sexual assault, sexual harassment, intimate partner violence, or stalking **and specify that this violence occurred while you were a Randolph student**, I must inform the College's Title IX Coordinator, Dean Thornton. We do this to make sure you are able to get all the information and support you need. I understand you may not be interested in making a complaint at this time; however, I am required to report what you confide in me.

### Proposed Course Outline *(Subject to Change)*

**Note:** Detailed instructions for each key assignment and discussion thread will be posted online when you click on the assignment. Students wishing to earn a high grade in this course are highly encouraged to review these guidelines prior to completing assignments.

<b>Week</b>	<b>Dates</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments Due</b>
1	<b>Unit 1 – Intro</b>	Course Overview and Introductions  Definitions and Overview of LGBTQI Individuals in Sport	Syllabus  Chapter 1, 2, & 4  PowerPoint  Research Article	<b>Intro Discussion</b>  <b>Syllabus Quiz</b>  <b>Assessment</b>  <b>Journal Week 1</b>
2	<b>Unit 2 – Sexual Orientation</b>	Sexual Orientation & Sport	Chapters 5, 6, and 7  PowerPoint  Research Article	<b>Discussion 2</b>  <b>Quiz 2</b>  <b>Media Exploration</b>  <b>Journal Week 2</b>
3	<b>Unit 3 – Gender Identity</b>	Gender Identity & Sport	Chapters 9 and 10  PowerPoint  Research Article	<b>Discussion 3</b>  <b>Quiz 3</b>  <b>Immersion</b>  <b>Journal Week 3</b>
4	<b>Unit 4 – Intersex Variations</b>	Intersex Variations & Sport	Chapters 11 and 12  PowerPoint  Research Article	<b>Discussion 4</b>  <b>Quiz 4</b>  <b>Athlete Ally</b>  <b>Journal Week 4</b>
7	<b>Unit 5 – Looking Forward</b>	Looking Forward – What’s Next and How Can We Help?	Chapters 3, 8, and 13  PowerPoint  Research Article	<b>Discussion 5</b>  <b>Quiz 5</b>  <b>Final Project</b>  <b>Journal Week 5</b>

**Final Project Grading Rubric**  
40 Points

	1 Poor	2 Average	3 Good	4 Very Good	Grade
<b>Content of the Paper</b>	The content is lacking in two or more areas. The material shows no depth to the argument/ideas presented (key material/sources not included).	The content is lacking in one area. The material does not show good depth to the argument/ideas presented (key material/sources are limited).	The content of the paper is nearly complete, given the constraints of the assignment. Main themes are identified and compared /contrasted with depth and support from the literature.	The content of the paper is complete, given the constraints of the assignment. Main themes are well identified and compared /contrasted with sufficient depth and support from the literature.	<b>Out of 24</b>
<b>Organization of Material</b>	The paper lacks an overall clear structure, making the flow of ideas hard to follow (introduction, body, and conclusion). Paragraphs and sentences are at times difficult to decipher. Transitions are abrupt and there is little attempt to introduce or summarize key points.	The paper lacks a clear structure, making the flow of ideas hard to follow (introduction, body, and conclusion). Paragraphs and sentences are at times difficult to decipher. Little attempt was made to introduce or summarize key points	At times, paper lacked general structure. Paragraphs and sentences at times were awkwardly worded and constructed. Overall, a summarization of key points occurred	The ideas presented are structured in a clear manner, making key points easy to distinguish. The student introduces the material, transitions well between different sections of the paper, and summarizes appropriately at the end.	<b>Out of 6</b>
<b>Grammar and Writing Style</b>	There are major problems with grammar, spelling, or punctuation that impede readability. The tone of the paper is inappropriate - too informal or inconsistent. The paper does not appear to have been proof read.	There are significant problems with grammar, spelling, or punctuation that affect readability. The paper does not appear to have been proof read.	There are minor problems with grammar, spelling, or punctuation.	The paper is well written. The student shows competence in grammar, spelling, and punctuation which suggests good skills and evidence of proof reading. The tone is consistent and appropriate to the assignment.	<b>Out of 6</b>
<b>APA Style</b>	The paper does not follow APA style. Problems include:	Paper has significant APA style problems:	Paper has only minor APA style problems:	The paper shows an excellent understanding of APA style including structure and citing sources appropriately.	<b>Out of 4</b>

**Discussion Entries Grading Rubric:**  
*100 Points Total – 20 Points Each*

	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Very Good</b>
<b>Content</b> (out of 10)	(3 or less) No discussion of the important concepts	(4-6) Missed the most important concepts, and/or provides a weak explanation of the relationships.	(7-8) Identifies all important concepts, but fails to fully explain their relationships	(9-10) Identifies and fully explains all important course concepts that relate to student's experiences.
<b>Personal Reactions</b> (out of 7)	(2 or less) No reaction	(3) A very short reaction, or one that indicates that the student has not spent time reflecting on personal experiences/opinion.	(4-5) Complete and concise, but missing adequate description.	(6-7) Complete and concise summary of personal experience and relation to course concepts.
<b>Professional writing</b> (out of 3)	(0) Does not follow professional writing guidelines; does not appear to have been proofread.	(1) Major errors in professional, academic writing; does not follow two or more guidelines.	(2) Minor errors in professional, academic guidelines.	(3) Reflects a professional, academic perspective, consistent with professional writing instructions.