

# GENDER:

The Gender-Friendly Primer on

# YOUR

What to Know, What to Say, and

# GUIDE 2ND EDITION

What to Do in the New Gender Culture

## Writing Practice

### A Starting Place Discussion Guide for Writers, Editors and Journalists

*Gender: Your Guide* (GYG) is aimed at people who may not know much about gender diversity, and welcomes beginners into the project of making spaces where gender is less rigid: a source of more joy and less harm. This discussion guide offers a starting place for a group of people whose work includes writing.

**For the facilitator! Before you host the discussion...** read at least Chapters 1 through 6, and familiarize yourself with the content on grammar, particularly the grammatical correctness of singular they/them: sidebars on pages 109 and 127, and the 'But Grammar! Argument' section in Chapter 9 (pages 214-217).

#### Suggested advanced reading for everyone:

- Chapter 3: Learning About the Transgender Spectrum
- Chapter 4: A Gender-Neutral Pronoun Primer

**Begin your discussion by...** encouraging participants to share their own challenges with singular they usage and reflect on how these challenges are addressed in the chapters they read in advance.

#### Suggested group readings (together, aloud) and activities:

- Read the 'But Grammar! Argument' section in Chapter 9 (pages 214-217, no sidebar), then:
  - Invite the group to discuss **conversations** they have had with other writers (etc.) about singular they/them pronouns. How does what you read together connect to the issues raised?
- Read pages 129-131, then:
  - Invite thoughts and examples of the two **pronoun workarounds** offered.
  - Select (whether ahead of time or when everyone is together) a few brief passages from news stories, blogs, novels, etc. In pairs, try to 'translate' the passage(s) so that they are (gender) pronoun-free. How does this feel, and is it successful?
- Read pages 136-143 (no sidebars), then:
  - Together adapt the tips for **asking** privately, listening and paying attention to situations where you are writing about or quoting someone you do not know. What needs tweaking in order to fit the context(s) in which you work?
- Read the sidebar on page 216, then:
  - Have you ever encountered (or perhaps been) an **(in)corrector**? Discuss some of the particular issues that can arise in newsrooms, publishing house or other settings where an (in)corrector is in a position of power. What can one do in this situation?

#### Next steps:

- Make a plan to read and discuss implications of GLAAD Media Reference Guide - In Focus: Covering the Transgender Community (<https://glaad.org/reference/covering-trans-community/>) for your practice.