

**George Mason University
College of Education and Human Development
Secondary Education Program**

**SEED 370-DL2: “Young Adult Literature in Multicultural Settings” (3 credits)
Spring 2023**

Distance Education Course: Asynchronous

Faculty

Name: Laurel Taylor
Office Contact: Email for questions and concerns
Office location: All office hours are conducted on Zoom. See link below.
Office phone: I do not have an office phone. Please email with any questions.
Office Hours: I’m always happy to Zoom. Just email me to set up a time.
Office Hour Link: [Zoom Link](#)
Email Address: ltaylo4@gmu.edu

Contact me via email or set up a time for office hours for any questions, concerns, or clarifications regarding assignments or course readings.

Prerequisites/Corequisites

None

University Catalog Course Description

Examines literary works written for and about young adults, introduces critical issues surrounding teaching of young adult literature in multiculturally diverse schools, and requires reading and review of young adult literature.

Course Overview

This course will introduce students to the concept of using Young Adult Literature to understand and connect with young people in diverse settings. The course readings will also provide an avenue to discuss relevant social issues and how these issues impact young people in and outside of school. Students will compose critical reflections to explore elements of literature and genre, make cross-curricular connections, and apply readings across a variety of social, political, historical, and cultural contexts. Students will analyze and apply their understandings of a variety of texts by participating in course discussions, reflections, small-group activities, and multimodal presentations.

This course fulfills the Mason Core Literature requirement and addresses the following learning outcomes:

- 1) Read for comprehension, detail and nuance.
- 2) Identify the specific literary qualities of language employed in the texts they read.
- 3) Analyze the ways specific literary devices contribute to the meaning of texts.
- 4) Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which

literary text is produced.

5) evaluate a critical argument in others' writing as well as one's own.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 21st.

All SEED classes have designated delivery modes and specific modes for each class session (e.g., face-to-face, virtual synchronous, virtual asynchronous). The majority of SEED classes are held in a face-to-face mode. **Students are expected to attend every class session in the mode that it is offered.** If you must miss a class session for illness or another valid reason, you are expected to proactively communicate (ahead of the class session) with your instructor about your expected absence.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- To get a list of supported operating systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week
Our course week will begin on each Monday and end on each Sunday as indicated on the Schedule of Classes. This means that I will post the week's work no later than Monday, and all assignments for that week will be due by 11:59 PM on Sunday.
- Attendance
Students are expected to fully participate in all aspects of the class including discussion boards, assignments, and literature circles.
- Technical Competence
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor

and/or College or University technical services.

- Technical Issues

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the class schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Accommodations

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

This course is designed to enable students to do the following:

- Read for comprehension, detail, and nuance
- Analyze the ways specific literary devices contribute to the meaning of a text
- Demonstrate knowledge of the emergence of the genre known as young adult literature through course assignments
- Review (through course assignments) a wide range of young adult literature, including literature that is popular with adolescents, that is well regarded among ELA educators and media specialists, and that represents a wide range of cultural experiences
- Demonstrate familiarity with some of the most well-known authors of young adult literature through course assignments
- Develop and demonstrate awareness of issues associated with the use of young adult literature in today's public schools through course assignments (e.g., censorship)
- Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which a literacy text is produced
- Consider and articulate instructional purposes and strategies for incorporating young adult literature into the middle and high school curricula (or another relevant field of interest to the student) through course assignments
- Explore and demonstrate knowledge of research, theory, and practice associated with young adult literature, through course assignments

Professional Standards

Upon s of this course, students will have met the following professional standards:

INTASC (The Interstate Teacher Assessment & Support Consortium):

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make

the discipline accessible and meaningful for learners to assure mastery of the content.

- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Required Texts

Cisneros, Sandra. (1984). *The House on Mango Street*.

Reynolds, Jason. (2015). *Long Way Down*.

Stone, Nic. (2017). *Dear Martin*.

Murphy, Julie. (2015). *Dumplin*.

Takei, George. (2019) *They Called Us Enemy*.

Choice Texts

In addition to the requires texts listed above, each student will read six additional young adult texts of the many listed below. Please note these books will NOT be shelved with the course texts, but you can find them in any library, bookstore or on Amazon or other bookselling websites. Finally, the list below is neither exhaustive nor complete.

Classics

Anderson, Laurie Halse. (1999). *Speak*.

Bloom, Judy. (1970). *Are You There, God? It's Me, Margaret*.

Hinton, S.E. (1967). *The Outsiders*. Lowry, Lois. (1993). *The Giver*.

Paulsen, Gary. (1987). *The Hatchet*.

Taylor, Mildred. (1976). *Roll of Thunder, Hear My Cry*.

L'Engle, M. (1962). *A Wrinkle in Time*.

Relationships, Gender, & Sexuality

Albertalli, Becky. (2015). *Simon vs. The Homo Sapiens Agenda*. Callender,

Cacen. (2020). *Felix Ever After*.

Lo, Malinda. (2021). *Last Night at the Telegraph Club*.

Menon, Sandhya. (2017). *When Dimple Met Rishi*.

Rivera, Gabby. (2021). *Juliet Takes a Breath*.

Girard, M.E. (2016). *Girl Mans Up*.

Sáenz, Benjamin Alire. (2014). *Aristotle and Dante Discover the Secrets of the Universe*.

Pacton, Jamie. (2020) *The Life and (Medieval) Times of Kit Sweetly*.

Wang, Jen. (2018). *The Prince and the Dressmaker*.

Historical/Memoir/Nonfiction

Beah, Ishmael. (2008). *A Long Way Gone: Memoirs of a Boy Soldier*.
Chee, Traci. (2020). *We Are Not Free*.
Hesse, Karen. (1999). *Out of the Dust*.
Latham, Jennifer. (2017). *Dreamland Burning*.
Lerner, Sarah. (2019). *Parkland Speaks: Survivors from Marjory Stoneman Douglas Share Their Stories*.
Lewis, John. (2015). *March*.
Pitman, Gayle. (2019). *The Stonewall Riots: Coming Out in the Streets*.
Saedi, Sara. (2018). *Americanized: Rebel Without a Green Card*.
Satrapi, Marjane. 2003. *Persepolis: The Story of a Childhood*. Sepetys,
Sepetys, Ruta. (2016). *Salt to the Sea*.
Slater, Dashka. (2017). *The 57 Bus*.
Spiegelman, Art. (1986). *Maus: A Survivor's Tale: My Father Bleeds History*. (Volume 1)

Family & Mental Health

Alkaf, Hanna (2019). *The Weight of Our Sky*.
Arnold, David. (2016). *Mosquitoland*.
Caletti, Deb (2018). *A Heart in a Body in the World*. Fox,
Helena. (2020). *How it Feels to Float*.
Jackson, Tiffany D. (2018). *Monday's Not Coming*
Khorram, Adib. (2018). *Darius the Great is Not Okay*.
Mahoney, Rebecca. (2021). *The Valley and the Flood*.
Small, David. (2010). *Stitches: A Memoir*.
Zentner, Jeff. (2016). *The Serpent King*.

Stories of Resilience

Acevedo, Elizabeth. (2019). *With the Fire on High*.
Anderson, Laurie Halse. (2019). *Shout*.
Boulley, Angeline (2021). *Firekeeper's Daughter*.
Jaramillo, Ann. (2008). *La Linea*.
Nayeri, Daniel. (2021). *Everything Sad Is Untrue*.
Warga, Jasmine. (2019). *Other Words for Home*.
Woodson, Jacqueline. (2014). *Brown Girl Dreaming*.
Zoboi, Ibi. (2017). *American Street*.

More Great YA

YOUR CHOICE – read ANY of the below recent award-winning YA texts OR any previous texts you have not yet read OR email me if you would like to explore a text that is not listed here!

Acevedo, Elizabeth. (2018). *The Poet X*.
Alexander, Kwame. (2014). *The Crossover*.
Adeyemi, Tomi. (2018). *Children of Blood and Bone*.
Anderson, Natalie (2017). *City of Saints & Thieves*.
Browne, Mahogany. (2021). *Chlorine Sky*. Emezi,
Akwaekwe. (2019). *Pet*.

Frost, Helen. (2015). *Hidden: A Novel*.
Gharib, Malaka (2019). *I Was Their American Dream: A Graphic Memoir*.
LaCour, Nina. (2017). *We Are Okay*.
Onome, Louisa. (2021). *Like Home*.
Pullman, Phillip. (1995). *His Dark Materials: The Golden Compass* (Book 1). Saied
Méndez, Yamile. (2020). *Furia*.
Sharpe, Tess (2021). *The Girls I've Been*.
Shusterman, Neal. (2016). *Scythe*.
Stone, Nic. (2018) *Dear Justyce*.
Tahir, Sabaa. (2015). *An Ember in the Ashes*.

Note: Additional, article-length required readings will be assigned during the course of our class and provided electronically.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor via Blackboard.

Assignments

1. **Book Soak:** Students will choose a location (public library, book store, or other location approved by the professor) and take an assigned amount of time to explore the young adult books being promoted. Students will complete an observation form and write a reflection on trends, personal reactions and general observations about young adult literature based on their time walking the shelves.
2. **Analytical Reflections:** Students will compose four, short (3-5 page) reflections in which they will synthesize readings and class discussion. In these analytical reflections, students will engage in literary analysis using specific details from the assigned texts to form a well-supported argument. Connections between students' experiences, other assigned texts, and social, political, historical, and cultural contexts should be discussed with an emphasis on teaching Young Adult Literature in the secondary classroom.
3. **Final Analytical Reflection:** A longer (5-8 page) final analytical reflection will serve as a culminating assignment for this course. Students will apply their knowledge of literary analysis in this summative assignment based on their ongoing peer discussions (via Literature Circles and the Reading Response Discussion Blog) and feedback from their previous Analytical Reflections.
4. **Synchronous Literature Circle Discussion:** Once during the semester students will be assigned to a literature circle and meet either through Zoom or Blackboard Collaborate to discuss the assigned text. Prior to meeting, students will submit discussion questions and students will submit a reflection after the discussion.
5. **Weekly Reading Response Activities:** Each week students will complete an assigned activity that provides students an opportunity to reflect on the readings. Discussion boards, response questions, and reflection forms will be used throughout the semester to provide students a variety of ways to respond.

More detailed assignment descriptions and grading expectations can be found on Blackboard.

Grading

Assignment	Points
Book Soak	15
Analytical Reflections	25 each (100 points total)
Final Analytical Reflection	35
Asynchronous Literature Circle Discussion	20
Weekly Reading Response Activities	5 each (50 points total)
Total Points Possible	220

Grading Scale

Undergraduate

A = 93-100%

A- = 90-92%

B+ = 86-89%

B = 82-85%

B- = 80-81%

C = 70-79%

D = 60-69%

F = Below 60%

B- or below is not a passing course grade for licensure

Grading Criteria and Mastery Grading

All assignments will be evaluated holistically using a mastery grading system, the general rubric described below, and a specific rubric provided with each assignment. A student must demonstrate “mastery” of each requirement of an assignment; doing so will result in a “B” level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of the work—will they student be assessed with an “A” level score. With a mastery grading system, students must *choose* to “go above and beyond” in order to earn “A” level scores.

- “A” level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant components. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers’ efforts.
- “B” level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- “C” level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- “D” level score = Student provides incomplete responses to assignment requirements. Student did not follow all format and component guidelines. Development of ideas is extremely vague, incomplete, or rudimentary. Very limited support for assertions is provided.
- “F” level score = Student work is so brief that any reasonably accurate assessment is impossible.
- Incomplete (IN): This grade may be given to students who are passing a course but who may be unable

to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member.

- AB = A temporary grade of “AB” may be given to students with prior approval of their dean/director to be absent from the final examination/project. A final grade of “AB” will convert to “F” after the ten day make-up period unless a grade change is submitted.

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles:

<http://cehd.gmu.edu/values/>.

GMU/CEHD Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

Notice of Mandatory Reporting of Sexual Assault, Interpersonal Violence, and Stalking

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

GSE/CEHD Information

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Resources and Selected Bibliography

The ALAN Review
The Bulletin of the Center for Children's Books
English Journal
The Horn Book Magazine Interracial
Books for Children
Journal of Adolescent and Adult Literacy Kirkus
Review
Language Arts
The New Advocate
The New York Times Book Review
Publisher's Weekly
The Reading Teacher
School Library Journal
Voice of Youth Advocates (VOYA)
Wilson Library

Reference Texts and Indexes

Authors of Books for Young People
Best Books for Young Adult Readers
Black Authors and Illustrators of Books for Children & Young Adults Book
Review Digest
Book Review Index
Books for the Teen Age. New York Public Library
Children's Book Review Index
Children's Books. Awards & Prizes
Children's Literature Awards and Winners
Children's Literature Review
Something About the Author
Something About the Author. Autobiography Series
St. James Guide to Young Adult Writers
The Coretta Scott King Awards Book, 1970-1999 The
Newbery & Caldecott Awards

Schedule of Topics and Assignments

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Topic(s)	Readings Due	Assignments Due
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1 1/23-1/29	Introduction to YA Literature	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Access course • Review syllabus • Book Bingo Activity • Practice using quotations in lit review and MLA formatting practice
2 1/30-2/5	The How & Why of YA Lit Criticism of YAL	<ul style="list-style-type: none"> • Cisneros (1984) 	<ul style="list-style-type: none"> • Cisneros discussion board entries • History Lecture Reflection • Paragraph Lit Analysis
3 2/6-2/12	Critical Analysis of YA Lit	<ul style="list-style-type: none"> • <i>Choose from</i> Classics 	<ul style="list-style-type: none"> • Classics Reading Quiz • Reflective Analysis #1 Due (Cisneros & Classics)
4 2/13-2/19	Critical Conversations, Politics, & Censorship	<ul style="list-style-type: none"> • Reynolds (2015) 	<ul style="list-style-type: none"> • Book Soak Due • Weekly Reading Activity
5 2/20-2/26	Exploring Identity: Race & Culture	<ul style="list-style-type: none"> • Stone (2017) 	<ul style="list-style-type: none"> • Synchronous Literature Circle
6 2/27-3/5	Exploring Identity: Relationships, Gender, & Sexuality	<ul style="list-style-type: none"> • <i>Choose from</i> Relationships, Gender, & Sexuality 	<ul style="list-style-type: none"> • Reflective Analysis #2 Due (Stone & Identity)
7 3/6-3/12	Exploring Identity: Family & Mental Health	<ul style="list-style-type: none"> • <i>Choose from</i> Family & Mental Health 	<ul style="list-style-type: none"> • Weekly Reading Reflection

8 3/20-3/26	Applications of YAL: Understanding Self & Others	• Murphy (2015)	• Character analysis exercise
9 3/27-4/2	Applications of YAL: Trauma & Healing	• <i>Choose from Stories of Resilience</i>	• Reflective Analysis #3 Due (Murphy & Trauma)
10 4/3-4/9	Applications of YAL: Understanding History	• Takei (2019)	• Graphic Novel Analysis
11 4/10-4/16	Applications of YAL: Empathy	• <i>Choose from Historical, Memoir, & Nonfiction</i>	• Reflective Analysis #4 Due (Takei & Empathy)
12 4/17-4/23	Other YA Genres	• <i>Choose from More Great YA or choose your own</i>	• Reader Profile Activity
13 4/24-4/30	The Future of YAL: What is/What isn't YA?	• TBD	• (Optional) Final Reflective Analysis Paper Draft Due
14 5/1-5/7	Writing Week	• None	• None
15--Finals 5/8-14	Reflection Week	• None	• Final Reflective Analysis Paper Due

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- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- Please remember that the Student Evaluation of Teachers (SET) is an important tool for helping professors meet student needs. Please be on the look out for the link to complete this evaluation towards the end of the course.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>

The Secondary Education (SEED) Program “Seeds”



As illustrated by the model above, the SEED program is guided by five “Seeds” or principles that students are expected to understand and learn to apply in their teaching and professional lives: Social Justice, Inquiry and Reflection, Advocacy and Agency, Partnership and Collaboration, and Respect and Relationship. SEED students address each Seed in a developmental fashion, twice during their licensure program and once again during the master’s teacher research capstone experience:

- Each Seed is introduced and students demonstrate initial understandings and consider initial applications to teaching of the Seeds (as determined by the program and course instructor) during one of the five pre-licensure courses (“Foundations,” Methods I, Human Development, Methods II, Content Literacy)
- All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds (in a manner they determine) during internship and internship seminar
- All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)

Course	Seed/Definition	Key Assignment Description
<p>“Foundations of Secondary Education”</p>	<p>“Advocacy and Agency” The SEED program educates teachers to develop a commitment to advocating for and developing agency in every young person. Teachers’ advocacy activities begin with pedagogical interactions and extend into school and community contexts. Similarly, teachers’ consideration of youths’ agency begins with enabling them to act independently and make choices in their own best interests—in the classroom and beyond.</p>	<p>Multi-Genre Blog The multi-genre blog is a collection of self-contained artifacts, representing multiple genres, united by a common theme. Each piece included in the collection must represent an aspect of the teacher candidate’s teaching philosophy, and be drawn from their research, clinical and life experience, and class discussions. The blog must demonstrate the teacher candidate’s understanding of why and how they will advocate for their students’ well-being and success and help their students</p>

		develop greater agency in school and beyond.
Methods I	<p>“Social Justice”</p> <p>The SEED program educates teachers to develop a commitment to social justice. Such a commitment encompasses the belief that all members of our school, university, and broader communities can contribute to disrupting inequitable interactions, practices, and structures, with a focus on enhancing each individual’s opportunity to learn and succeed. Social justice is also closely aligned with “equity,” which involves the implementation of anti-oppressive and antiracist interactions, practices, and structures that ensure that every individual has an unbiased, impartial, responsive, and appropriately-scaffolded opportunity for academic and professional success.</p>	<p>Lesson Plan</p> <p>Using a provided format, the lesson plan must include objectives, standards, instructional plans, assessments, classroom layout(s), a teacher script, and all materials that would be given to students as part of the lesson. The lesson must demonstrate the teacher candidate’s ability integrate justice concepts/content into their instruction.</p>
“Human Development and Learning”	<p>“Relationships with and Respect for Youth”</p> <p>The SEED program educates teachers to develop relationships with and respect for youths. When a school culture promotes respect, support for students’ identities, senses of belonging, and tolerance, students are able to work as active participants in the classroom and the community. Secondary teachers who create a welcoming environment in their classrooms; who strive to know and honor students’ backgrounds, preferences, and perspectives; who build relationships with young people based on trust and mutual understanding; and who connect curriculum to students’ cultures hold key to effective instruction. Their instruction will contribute to developing unique individuals who will be able to connect their life experiences to learning.</p>	<p>Case Study/Student Application Project</p> <p>The case study/student application project is a summative assessment of the teacher candidate’s ability to use psychological theory to analyze problems in a classroom and practice approaches a thoughtful, ethically principled teacher would use to solve problems. The case study/student applicant project must demonstrate the teacher candidate’s understanding of how and why teachers can use psychological theories and principles to develop relationships with and demonstrate respect for youths, with an ultimate goal of enhancing adolescents’ school and life success.</p>
	Inquiry and Reflection	Unit Plan/Lesson Implementation

<p>Methods II</p>	<p>The SEED program educates teachers who appreciate and know how to ask questions about their practices and who are critically reflective of their pedagogies, empowered by evidence. The ability to inquire and reflect on one’s teaching practice is foundational to educators’ ongoing and self-directed professional growth across their professional lifespans. Educators who can inquire into and consistently implement effective instructional practices--and who can critically reflect on and evaluate their pedagogies--will be the most responsive teachers and will best inspire students to learn.</p>	<p>Teacher candidates will use the “backwards design” process to develop a plan for teaching a unit which actively involves students in meaningful learning; individualizes learning to accommodate the strengths and needs of students; and provides authentic assessments. Unit plans will include objectives, a calendar, and an outline of each day in the unit. One lesson of the unit must be taught/co-taught in the teacher candidate’s clinical experience classroom, and the unit plan and lesson implementation must demonstrate the candidate’s understanding of how and why teachers use inquiry and reflection to improve their pedagogical practices and enhance student learning.</p>
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<p>Content Literacy</p>	<p>“Collaboration and Partnership” The SEED program educates teachers who value collaborative engagement in learning and teaching and supporting collaboration through different forms of partnership. Collaboration takes on many forms, including collaboration amongst teacher candidates and their peers, course instructors and faculty advisors, mentor teachers in schools, their students and their students’ families and caregivers, and amongst experts in their fields of teaching. These collaborations occur through a shared understanding of partnership. By spanning multiple boundaries, the SEED program supports partnerships with local schools and their divisions, with state and national professional associations, and with international experiences in other countries.</p>	<p>Disciplinary Literacy Inquiry Project Teacher candidates complete an inquiry into methods of supporting students’ comprehension in their respective content areas. Using resources from class and peer-reviewed articles, candidates develop an understanding of how to guide and deepen students’ comprehension, addressing questions including “Why is it important to be literate in our respective subject areas?”. The inquiry project must demonstrate the candidate’s understanding of how why teachers collaborate with other education professionals, students, families and caregivers and others to support students’ subject area comprehension and literacy learning.</p>
<p>Internship and</p>	<p>All SEED Seeds: Applications to Teaching</p>	

Internship Seminar	All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds during internship and internship seminar.
Teacher Research (for Master's students only)	<p style="text-align: center;">All SEED Seeds: Applications to Teaching and Teaching Inquiries</p> All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)