

George Mason University
College of Education and Human Development
Secondary Education

SEED 370.B02: Young Adult Literature in Multicultural Settings
3 Credits, Summer 2023
Distance Education Course: Asynchronous

Faculty

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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 [select either a synchronous or 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 May 22.

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/Ultra/Getting_Started/Browser_Support
- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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/en-us/help/14209/get-windows-media-player>
 - 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 and Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- 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.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

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 completion 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, crossdisciplinary 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

Each student will need copies of a variety of young adult texts. The books will not be shelved with the course textbooks at the university bookstore. However, you can find them in any library, bookstore or on Amazon or other bookselling websites. All students will need a copy of the following five texts:

1. Cisneros, Sandra. (1984). *The House on Mango Street*.
2. Reynolds, Jason. (2015). *Long Way Down*.
3. Stone, Nic. (2017). *Dear Martin*.
4. Murphy, Julie. (2015). *Dumplin*.
5. Takei, George. (2019) *They Called Us Enemy*.

Choice Texts

In addition to the required texts listed above, each student will read six additional young adult texts of the many listed below. The list 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). *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, 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, Akwaeke. (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 and/or Examinations

1. **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.

2. **Synchronous Literature Circle Discussion:** Four times during the semester, students will be assigned to a literature circle (a group of about 3-6 students) 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.
3. **Reading Response Discussion Blog:** Students will produce ongoing documentation of their thoughts and analysis of each text on Blackboard. These responses will include, but are not limited to, students’ personal response, connection, and understanding of the text; analysis of literary language and qualities, including symbolism, imagery, and other specific choices made by the author; and connections between the text and its social, political, historical, and/or cultural context, including connections to and implications for social, political, and youth-led movements. Students will also be asked to consider implications of this assignment for their own teaching and/or career path.

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

Grading

Assignment	Points
Analytical Reflections	40
Virtual Literature Circle Discussions	40
Reading Response Discussion Blog	20
Total Points Possible	100

Graduate	Undergraduate
A = 95-100%	A = 93-100%
A- = 90-94%	A- = 90-92%
B+ = 87-89%	B+ = 86-89%
B = 83-86%	B = 82-85%
B- = 80-82%	B- = 80-81%
C = 70-79%	C = 70-79%
F = Below 70%	D = 60-69%
	F = Below 60%
<i>B- or below is not a passing course grade for licensure</i>	<i>B- or below is not a passing course grade for licensure</i>

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.
- **Absent (AB):** This grade 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/policies-procedures/>

Core Values Commitment

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

Notice of mandatory reporting of sexual assault, sexual harassment, 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 additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Resources and Selected Bibliography

The ALAN Review

The Bulletin of the Center for Children’s Books

English Journal

The Horn Book Magazine Interracial

Booksfor 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

Class Schedule

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

Week	Topic(s)	Readings Due	Assignments Due
Week 1 5/22 – 5/28	<ul style="list-style-type: none"> Introduction to young adult literature (YA lit) 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Access Course Review syllabus Book Soak Activity
Week 2 5/29 – 6/4	<ul style="list-style-type: none"> The “how” and “why” of YA lit Criticism of YA lit 	<ul style="list-style-type: none"> Cisneros (1984) 	<ul style="list-style-type: none"> Submit reading plan to Reading Response Blog Lit Circle Discussion #1
Week 3 6/5 – 6/11	<ul style="list-style-type: none"> Critical analysis of YA lit 	<ul style="list-style-type: none"> Choose from Classics 	<ul style="list-style-type: none"> Reading Response Blog Reflective Analysis #1 (Cisneros & Classics)
Week 4 6/12 – 6/18	<ul style="list-style-type: none"> Critical Conversations, Politics, & Censorship 	<ul style="list-style-type: none"> Reynolds (2015) 	<ul style="list-style-type: none"> Reading Response Blog
Week 5 6/19 – 6/25	<ul style="list-style-type: none"> Exploring Identity: Race & Culture 	<ul style="list-style-type: none"> Stone (2017) 	<ul style="list-style-type: none"> Reading Response Blog Lit Circle Discussion #2

Week 6 6/26 – 7/2	<ul style="list-style-type: none"> Exploring Identity: Relationships, Gender, & Sexuality 	<ul style="list-style-type: none"> Choose from Relationships, Gender, & Sexuality 	<ul style="list-style-type: none"> Reading Response Blog Reflective Analysis #2 (Stone & Identity)
Week 7 7/3 – 7/9	<ul style="list-style-type: none"> Exploring Identity: Family & Mental Health 	<ul style="list-style-type: none"> Choose from Family & Mental Health 	<ul style="list-style-type: none"> Reading Response Blog
Week 8 7/10 – 7/16	<ul style="list-style-type: none"> Applications of YA lit: Understanding Self & Others 	<ul style="list-style-type: none"> Murphy (2015) 	<ul style="list-style-type: none"> Reading Response Blog Lit Circle Discussion #3
Week 9 7/17 – 7/23	<ul style="list-style-type: none"> Applications of YA lit: Trauma & Healing 	<ul style="list-style-type: none"> Choose from Stories of Resilience 	<ul style="list-style-type: none"> Reading Response Blog Reflective Analysis #3 (Murphy & Trauma)
Week 10 7/24 – 7/30	<ul style="list-style-type: none"> Applications of YA lit: Understanding History 	<ul style="list-style-type: none"> Takei (2019) 	<ul style="list-style-type: none"> Reading Response Blog Lit Circle Discussion #4
Week 11 7/31 – 8/6	<ul style="list-style-type: none"> Applications of YA lit: Empathy 	<ul style="list-style-type: none"> Choose from Historical, Memoir, & Nonfiction 	<ul style="list-style-type: none"> Reading Response Blog Reflective Analysis #4 (Takei & Empathy)
Week 12 8/7 – 8/12	<ul style="list-style-type: none"> Other YA Genres 	<ul style="list-style-type: none"> Choose from More Great YA <i>or choose your own</i> 	<ul style="list-style-type: none"> Reading Response Blog

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
Foundations of Secondary Education	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.	Teacher Candidate Digital Portfolio This digital portfolio is a website the teacher candidate creates to begin assembling products and artifacts that illustrate their emerging philosophy of teaching, experiences designing instructional materials, interviews and reflections from clinical experiences, and professional documents such as resumes and work experience. Pieces that teacher candidates add to the digital portfolio demonstrate their agency as educators inside and outside of classrooms, candidates’ advocacy of critical issues relevant to secondary education, and candidates’ thinking on how educators, their learners, policy makers, and community members all have different agency in making choices related to secondary education.
	Social Justice The SEED program educates teachers to develop a commitment to social justice. Such a commitment encompasses the belief that all members of our	Lesson Plan Using a provided format, the lesson plan must include objectives, standards,

Methods I	<p>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>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 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 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>
Methods II	<p>Inquiry and Reflection 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>Unit Plan/Lesson Implementation 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>
	<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,</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</p>

Content Literacy	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.	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.
Internship and Internship Seminar	All SEED Seeds: Applications to Teaching 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)	All SEED Seeds: Applications to Teaching and Teaching Inquiries 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)	