

**Winter 2006**  
**University of Detroit Mercy**  
**Introduction to Education - EDU 400**

**Monday 1:00-3:30 p.m. (C&F 139)**  
**Monday 6:40-9:10 p.m. (Briggs 10)**

- Professor:** Donald G. DiPaolo, Ph.D.  
Chair, Education Department
- Work phone: 313-578-0472  
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- Office hours: Tuesday, 4-6 p.m.  
Thursday, 2-4 p.m.
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- Description:** Introduction to Education 3 credits
- "Provides a field research experience of the teaching profession through teaching activities, relevant research and inquiry. Thirty hours of field experience in an elementary/secondary school is mandatory and forms the core of this course. Students gain 'first hand' classroom experience to clarify career goals and aspirations, as well as an action learning opportunity to integrate the UDM teacher education framework of *Teacher as Scholar, Inquiring Educator, and Moral Agent*."
- Required Texts:** Fenstermacher, G., Soltis, J. (2004). *Approaches To Teaching*. New York: Teachers College Press.  
Palmer, P. (1998). *The Courage To Teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey Bass  
Delpit, L. (1995). *Other People's Children: Cultural conflict in the classroom*. New York: New Press
- Goals:**
1. Students will participate in the creation of community as they reflect thoughtfully about a life in teaching.
  2. Students will become familiar with the State of Michigan standards for teaching as well as the UDM Education Department theoretical framework.
  3. Students will gain hands-on knowledge of learning in schools.
  4. Students will clarify their career goals and aspirations and begin developing a pedagogical philosophy.
  5. Students will become insightful observers of practice.
  6. Students will understand the cultural context in which learning

takes place and will understand how this context impacts life and learning in schools.

7. Students will grapple with issues of social justice in education.
8. Students will have meaningful dialogue about their observations and experiences in schools.

**Course Requirements:**

1. Attendance and participation in every class is mandatory. There will be a 10% grade reduction for each class missed.
2. A total minimum of 30 hours of field research and observation must be completed. It is recommended that you begin this as soon as possible *after* class on January 23. It is also suggested that you make arrangements to be with **one specific teacher** once or twice a week until you reach the 30 hours. For those of you who are already in schools, we will discuss accommodations for you.
3. You must maintain a journal of field observations that will be turned in as part of the Field Work Packet.
4. You need to maintain an attendance log to be signed by the supervising teacher. This will be part of the Field Work Packet as well.
5. You must have an evaluation completed by the supervising teacher turned in with the Field Work Packet. Once again, there will be some adjustments for those already employed in schools.
6. The Field Work Packet will be turned in during class on ***April 3, 2006***.
7. Completion of assigned readings by the assigned date is critical.

**Code of Ethics:**

The *UDM Teacher Candidate Code of Ethics* calls us to responsible and ethical practices. Among the most serious academic offenses is plagiarism, submitting the words or style of another author or source without acknowledgement or formal documentation. Plagiarism, therefore, is considered as misrepresentative or fraudulent work. Any fraudulent work submitted will result in the automatic forfeiture of course credit.

**Course Evaluation:** Student course evaluations are an important source of information for curricular and teaching improvement in the College of Liberal Arts and Education. As such, all students enrolled in CLAE courses are **required** to complete an online course evaluation. We will complete these together in class on April 17.

**Evaluation:**

50%	<u>Attendance and participation in classes</u>	<b>Grade given</b>
	∞ Mandatory attendance	
	∞ Thoughtful participation	
	∞ Active listening	
	∞ Evidence of having readings completed ahead of time	

- 50% Field Work Packet **Pass/Fail given**
- ∞ As described and expanded on during class session two, this includes: 1) A journal of your time in schools and other reflections you choose to add; 2) A log of your visits; and 3) An evaluation by your supervising teacher.
  - ∞ Specifics of what I am looking for in the journal will be presented in class.
  - ∞ This Field Work Packet is due in class on April 3, 2006.

### Tentative Class Schedule:

Class	Date	Focus Topic	Assignments/Readings To Be Completed By This Date:
<b>"Teacher as Scholar"</b>			
1	1.9.06	<u>Introduction to Us</u> <i>The Invitation</i> Expectations for Community Board of Directors Syllabus The Third Eye	-Begin reading <i>Approaches to Teaching</i> immediately -Read handouts and create personal schedule/binder according to syllabus
MLK Day ~ Week off from class			
2	1.23.06	<u>Introduction to Field Work</u> <i>Three Letters From Teddy</i> Stand & Deliver Field Packet & Field Work The Third Eye	-Continue reading <i>Approaches to Teaching</i> -Read handouts from class -Develop <i>The Third Eye</i>
Week off from class			
<b>"Teacher as Inquirer"</b>			
3	2.6.06	<u>Introduction to Teaching</u> Images of Teacher Approaches to Teaching Activity	-Complete <i>Approaches to Teaching</i> -Find a placement -Field observations & journal writing -Begin reading <i>The Courage to Teach</i> by 2.7.06
4	2.13.06	<u>Introduction to Teaching</u> "Images of Teacher" Discussion Finding Your Style Talking About Teaching: The Practicum	-Field observations and journal writing -Continue reading <i>The Courage to Teach</i> -Read and mark-up handbook
5	2.20.06	<u>The Larger Frame as Professionals</u> UDM Education Department State of Michigan Department of Education Key People to Meet	-Field observations and journal writing
6	2.27.06	<u>Life, Learning &amp; Self in Schools</u>	-Complete <i>The Courage to</i>

		Placing the “Self” in Schools Dialogue Circles	<i>Teach</i> (focus chapters announced in class) -Field observations and journal writing
Spring Break ~ Week off from class			
7	3.13.06	<u>Life, Learning &amp; Self in Schools</u> The Paradox of Teaching & Learning	-Complete <i>The Courage to Teach</i> (focus chapters announced in class) -Field observations and journal writing -Begin reading <i>Other People’s Children</i> by 3.14.06 at latest
<b>"Teacher as Moral Agent"</b>			
8	3.20.06	<u>Teaching for Social Justice</u> Crossing the Line	-Field observations and journal writing
9	3.27.06	<u>Teaching for Social Justice</u> <i>Other People’s Children</i> Beyond Black and White	-Complete <i>Other People’s Children</i> -Field observations and journal writing
10	4.3.06	<u>Closure Activities</u> Making Sense of the Field Making Sense of My Future	<b>-Field Work Packet due to Dr. DiPaolo in class</b>
Week off from class			
11	4.17.06	<u>Closure Activities</u> Evaluations Letter to Self	