

Education Studies Fall 2012 Course Descriptions

ED 100. EXPLORATION OF EARLY CHILDHOOD CLASSROOM TEACHING 3 Credits, TU/TH 3:40-5:00pm, Mary Ellen Towne

The study of child development and educational practice as it pertains to young children from birth to eight years. The course includes a history of early childhood programs and a consideration of different program models. Students will participate three hours per week at the Skidmore Early Childhood Center, the campus lab school, applying theory to practice. Students will observe off-campus early childhood settings to strengthen understanding of models of early education. (*Non-liberal arts.*)

ED 103. INTRODUCTION TO TEACHING 3 Credits, TU/TH 9:40-11:00am, Leah Lembo

Consideration of the role of the teacher, the nature of the learner, conceptions of teaching, factors affecting instructional decisions, philosophies of education that guide the practice of teaching, curriculum innovations and trends, and the school as an institution. Includes observation and fieldwork in local schools, K-12.

ED 115. SCHOOL AND SOCIETY 4 Credits, TU/TH 2:10-3:30pm, Hope Casto

An introduction to the foundations of American education exploring the historical, philosophical, and social contexts of schooling. An exploration of the purposes of education within a democracy where the goals are influenced by politics, the law, global competitiveness, multiculturalism, and social justice. Examination of the 19th century Common School period, 20th century standardization and consolidation, and 21st century plans for school choice. Students study the intersections of race, culture, immigration status, language, gender, sexual orientation, and ability with education. (Fulfills social science requirement.)

ED 117. ALTERNATIVE EDUCATION: THE QUEST FOR A DIFFERENT SCHOOL EXPERIENCE

3 Credits, W/F 10:10-11:30am, Joan Swanson

A comparative study of alternative education models in the United States, including Waldorf Progressive, Montessori, and religious schools. Students will also examine alternative, magnet, and charter schools in the public system, homeschooling, and depending on student interest, art or environmental education programs. Students will grapple with the tensions between theory and practice by comparing course material with classroom observation in local alternative schools.

ED 200. CHILD DEVELOPMENT AND LEARNING 3 Credits, M/W 2:30-3:50pm, Joan Swanson

A study of basic facts, issues, and methods of inquiry in human development from conception to adolescence. The course covers theory and research relating to the physical, cognitive, social, and emotional development of children and emphasizes the impact of child developmental knowledge on instruction. Students will have the

opportunity to extend their knowledge through observations and service-learning opportunities. Required of majors. Not open to juniors and seniors.

ED 213. THE EXCEPTIONAL CHILD IN THE ELEMENTARY SCHOOL
3 Credits, TU/TH 5:30-6:50pm, Laura Ficarra

A comprehensive survey of the field of special education with special emphasis on individual differences and the strategies for adapting programs to students with disabilities and gifted children. Topics will include the impact of PL 94-142 and Section 504 on the elementary school program.

ED 223. ADOLESCENT DEVELOPMENT
3 Credits, M 5:30-8:30pm, Joan Swanson

Examination of the adolescent period to determine what characteristics distinguish this stage of life from that of childhood and adulthood. Readings from anthropological, historical, sociological, biological, psychological, and literary perspectives are used to investigate the adolescent experience and to determine whether it is universal or particular.

ED 233. EMERGENT LITERACY
4 Credits, TU/TH 12:40-2:00pm, W 12:30-1:50pm, Susan Lehr

Exploration of theory and research for emergent literacy. Students focus on language acquisition, concepts of print, writing and spelling development, and are introduced to critical literacy through the lens of early childhood curriculum. Students research and present current topics in literacy, and explore and analyze instructional models that support development of emergent readers and writers. The laboratory component allows student link theory into practice by learning how to prepare a literate environment for emergent readers and writers. (Required of majors. Not open to first year students.)

ED 261A. 1000 BOOKS
1 Credit, TU 12:40-2:00pm

The 1000 Books program promotes early literacy development through the enjoyment of hearing books read aloud, provides a basic familiarity with print, and fosters an appreciation of children's literature with pre-school children in order to prevent reading problems in the primary grades. Skidmore students mentor children who are enrolled in the home-based Head Start program on a weekly basis in the child's home for one hour. Skidmore mentors meet weekly with the 1000 Books coordinator for a one and a half hour discussion and preparation for the mentoring sessions. Skidmore mentors keep weekly journals and assessments of the mentoring sessions and the child's progress. Students also have weekly readings assigned and reflection assignments based on their readings.

ED 350. STUDENT TEACHING
16 Credits, Seminar W 5:30-7:30pm, Leah Lembo

Student teaching integrated with methods and materials of teaching in the elementary school using a full-time semester block plan. Seniors who have satisfactorily completed the junior year program and have demonstrated professional attitudes and practices included in the program description are eligible.