

Education Studies Spring 2012 Course Descriptions

ED 100 EXPLORATION OF EARLY CHILDHOOD CLASSROOM TEACHING

2 credits, 3:40-5:00pm TH

Mary Ellen Towne

Observation and participation in the teaching programs of the Skidmore Early Childhood Center. Students are required to participate a minimum of three hours per week in one of the assigned classrooms under the supervision of the classroom teacher and meet one hour and 20 minutes a week with the instructor and other participants to discuss the range of elements that create effective early childhood programs. *Non-liberal arts.*

ED 115 SCHOOL AND SOCIETY

4 credits, 9:40-11am TU/TH and 10-11am W

Hope Casto

An introduction to the social, historical, and philosophical foundations of the issues involved in educating young people in the United States. The social context of education in the U.S. is explored, including the influence of the courts, politics, multiculturalism, and recurring controversy over issues of race, class, and gender. In addition, this course will help students develop the skills necessary for interpreting and resolving new issues as they arise, including a critical, reflective perspective toward the public debate of educational issues. (Fulfills social sciences requirement.)

ED 200 CHILD DEVELOPMENT AND LEARNING

3-4 credits, 2:30-3:50 M/W

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. Requirement of majors. Not open to juniors and seniors.

ED 213 THE EXCEPTIONAL CHILD IN THE ELEMENTARY SCHOOL

3 Credits, 5:30-8:30pm TU

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 231 CHILDREN'S LITERATURE**4 credits, 11:10am - 12:30pm TU/TH****Susan Lehr**

A survey of children's literature. Students will be introduced to a variety of genres, authors, and illustrators with an emphasis on selection criteria and implementation of literature-based programs in the elementary classroom. A consideration of trends and issues in children's literature. Exploration of topics related to censorship, gender roles, violence, as well as political and social themes. Not open to first-year students. Required of majors.

ED 261A 1000 BOOKS**1 Credit, 12:40-2:00pm TU****Mary Ellen Towne**

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 261A DEVELOPING A TEACHING PORTFOLIO**1 Credit, 5:30-6:30pm W****Leah Lembo**

This course is designed to help education majors make the transition to the teaching profession. Students will compile an on-going teaching portfolio that includes coursework samples, curriculum and lesson plans, a professional dossier, and capstone reflections. Open to current juniors and seniors in the major.

ED 323 ADOLESCENT DEVELOPMENT**3 credits, 5:30-8:30pm M****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 334 PRACTICUM IN INTEGRATED CURRICULUM AND INSTRUCTION

4 credits, 9am - 12:30pm W

Leah Lembo

Prepares students to make informed decisions related to curriculum and instruction in elementary education. Topics include lesson planning, choosing resources to support student learning, applying various instructional strategies including the use of technology, using assessment data to strengthen the teaching and learning process, and learning to use self-evaluation and reflection. Includes a laboratory component in the Early Childhood Center. The social studies curriculum will be the focus for modeling integrated teaching. Taken concurrently with ED335 and ED336. Open only to juniors admitted to the professional sequence. *Non-liberal arts.*

ED 335 TEACHING READING IN THE ELEMENTARY SCHOOL

4 credits, 9am - 12:30pm M

Susan Lehr

An advanced reading course which includes the effective teaching of reading in the content areas, constructing and administering informal reading inventories, exploring current models of remediation and implementing thematic webbing in the elementary classroom. Throughout the semester, students will have supervised observations as they practice their skills in elementary school classrooms. Taken concurrently with ED334 and 336. *Prerequisite:* ED233. Open only to juniors admitted to the professional sequence. *Non-liberal arts.*

ED 336 TEACHING ELEMENTARY MATHEMATICS AND SCIENCE

4 credits, 9:00-11am and 11:15am-1:15pm F

Dan Hurwitz and John-Michael Caldaro

A course designed to introduce students to current principles and methods for teaching mathematics and science in the elementary school. Topics and content will be addressed using active-learning and cooperative-learning strategies, manipulative materials, active-assessment and technology-based-assessment techniques, and current research of interest and relevance to educators. Throughout the semester, students will have supervised observations as they practice their skills in elementary school classrooms. Taken concurrently with ED334 and 335. Open only to juniors admitted to the professional sequence. *Non-liberal arts.*

ED 351 ISSUES IN EDUCATION

4 Credits, 5:30-7:30pm TH

Hope Casto

In this seminar, students research and discuss current issues in education. A major paper reporting the results of the student's library or empirical research is required. Students are encouraged to pursue topics that reflect the application of theory into practice while also integrating coursework and teaching experiences acquired both locally and abroad. This course is a capstone experience and is required of those seniors seeking departmental honors. As such, it is open only to seniors and with the permission of the instructor.