

# Education Studies Fall 2011 Course Descriptions

## **ED 100. EXPLORATION OF EARLY CHILDHOOD CLASSROOM TEACHING** **2 Credits, 3:40-5:00pm TH**

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 103. INTRODUCTION TO TEACHING** **3 Credits, 4:00-5:20pm M/W**

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, 9:40-11:00am TU/TH**

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 19<sup>th</sup> 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 213. THE EXCEPTIONAL CHILD IN THE ELEMENTARY SCHOOL** **3 Credits, 5:30-8:30pm TU**

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 200. CHILD DEVELOPMENT AND LEARNING** **3-4 Credits, 2:30-3:50pm M/W**

Development of the child from the prenatal period to puberty with a focus on domains of learning, factors affecting learning and learning processes. Students engage in systematic observations in the Greenberg Child Care Center and the Early Childhood Center on campus. In addition, students participate approximately 2-3 hours per week in a service-learning project with children, families or agencies that serve children. The service-learning component connects experiential and academic understandings of children's growth and development. The service-learning field

Component constitutes 1 credit of this 4 credit course. (Required of majors. Not open to juniors and seniors. Juniors who are declaring an education studies minor may register with the permission of the instructor.)

**ED 216. SCHOOLING THE MASSES FROM COLONIAL TIMES TO PRESENT**  
**3 Credits, 12:40-2:00pm TU/TH**

An examination of the formation of the public school system and the stated and unstated goals of schooling in light of our current expectations of schools. Students will study historical movements including the Common School and Progressive education with particular attention to the rise of the Current standards movement. They will also explore the evolution of local, state, and federal roles in education and the opportunities and barriers that schools have created for women and racial and ethnic minorities in the United States.

(This course can be used by Education Studies majors to meet the American History requirement of the major.)

**ED 233. EMERGENT LITERACY**  
**4 Credits, 2:10-3:30pm TU/TH, 2:30-3:50 W**

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, 12:30-2:00pm T**

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 5:30-7:00pm W**

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.