

Education Studies Department

Course List, Fall 2016

ED 100. FOUNDATIONS OF EARLY CHILDHOOD EDUCATION AND CLASSROOM TEACHING

3 Credits, Mary Ellen Towne

Tuesday & Thursday, 2:10pm – 3:30pm

The study of child development and educational practices as it pertains to young children from birth through eight years of age. The course explores the history of early childhood programs and a consideration of different program models. The course will also explore four core elements of the early childhood education: children, teachers, classrooms and curriculum. Students will engage in extensive observation and participation in the Early Childhood Center (ECC) classroom and visit off-campus environments to strengthen understanding of models of early education, and to reflect upon and interpret their experiences in journal writing and through classroom discussions and activities. (Non-liberal arts.)

ED 103. INTRODUCTION TO TEACHING

3 Credits, Michele May

Monday & Wednesday, 11:15am – 12:35pm

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, Hope Casto

Tuesday & Thursday 12:40pm – 2:00pm

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 200. CHILD DEVELOPMENT AND LEARNING

3-4 Credits, Joan Swanson

Monday & Wednesday 2:30pm – 3:50pm

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, Michelle Shephard

Monday, 5:30pm – 8:20pm

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, Michele May

Tuesday & Thursday, 9:40am – 11:00am

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, Julianne Lewis

Tuesday, 12:40pm - 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 1000 Books coordinator for a one and a half hour discussion and preparation for the morning 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 338. Teaching Elementary Science

2 Credits, Amy Shaw

Wednesday, 4:20pm – 6:20pm

Designed to introduce students to current principles and methods for teaching 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.

Prerequisites: Not open to first-year students, required of majors.

ED 233. EMERGENT LITERACY

4 Credits, Michele May

Tuesday & Thursday, 11:10am – 12:30pm

Lab: Monday, Wednesday OR Friday, 8:30am – 10:30am

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 students to link theory into practice by learning how to prepare a literate environment for emergent readers and writers.

Note(s): Required of majors. Offered in fall semester. Open to junior Education majors only.

ED 216. SCHOOLING THE MASSES

4 Credits, Hope Casto

Tuesday & Thursday, 3:40pm – 5:00pm

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.

ED 314. EDUCATIONAL ASSESSMENT AND THE EXCEPTIONAL CHILD

3 Credits, Laura Ficarra

Thursday 5:30pm – 8:20pm

The study of educational assessment procedures and instruments and their interpretation and application in preparing educational environments for children who are disabled and nondisabled. Students will develop comprehensive evaluation plans, design criterion referenced tests and observational systems, and assess individual children.

Prerequisites: ED 213

Note(s): Not for liberal arts credit.