

# Spring 2014 Course Descriptions

## **ED 100 - Foundations Of Early Childhood Education and Classroom Teaching TU/TH 2:10pm - 3:30pm**

**Credits: 3**

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.

**Note(s):** Not for liberal arts credit.

## **ED 103 - Introduction to Teaching**

**Credits: 3 M/W/F 1:25 pm - 2:20pm**

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 field work in local schools, K-12.

## **ED 115 - School and Society**

**Credits: 4 Wed/Fri 8:40am - 10:00am**

An introduction to the foundations of American education exploring the historical, philosophical, and social contexts of schooling. Students will explore the purposes of education within a democracy where the goals are influenced by politics, the law, global competitiveness, multiculturalism, and social justice, and examine the nineteenth-century Common School period, twentieth-century standardization and consolidation, and twenty-first-century plans for school choice. Students study the intersections of race, culture, immigration status, language, gender, sexual orientation, and ability with education.

**Note(s):** Required of majors. (Fulfills social science requirement.)

## **ED 200 - Child Development and Learning**

**Credits: 3, 4 TU/TH 9:40am – 11:00am**

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.

**Note(s):** Required of majors. Not open to juniors and seniors.

## **ED 213 - The Exceptional Child in the Elementary School**

**Credits: 3 W 5:30pm – 8:30pm**

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.

**Note(s):** Fall semester. Required of majors.

## **ED 231 - Children's Literature**

**Credits: 4 TH 5:30pm – 8:30pm**

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.

**Note(s):** Not open to first-year students. Required of majors.

## **ED 261 – Multicultural Education**

**Credits: 3 TU/TH 11:10am – 12:30pm**

An introduction to the theories, goals, and history of the field of Multicultural education. Course topics will include race, culture and knowledge construction; identities and education; anti-racist and anti-bias schooling practices; and teacher education and identity in classrooms. Within each topic, theory and practice will be combined to understand how multicultural education has developed and how it is currently implemented in educational settings.

## **ED 261 A – 1000 Books**

**Credits: 1- TU 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 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 334 - Practicum In Integrated Curriculum and Instruction**

**Credits: 4 8:40am – 10:00am**

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. The social studies curriculum will be the focus for modeling integrated teaching.

**Prerequisites:** Open only to juniors admitted to the professional sequence. Taken concurrently with ED335 and ED336.

**Note(s):** Not for liberal arts credit.

## **ED 335 - Teaching Reading In The Elementary School**

**Credits: 4 M 9:00am – 1:00pm**

An advanced reading course that includes the effective teaching of literacy and literature in the upper elementary classroom, grades 3-6. The course builds on and applies theory and concepts learned in Emergent Literacy. It includes developing curriculum for literature studies, teaching writing, teaching literacy across the curriculum, and assessment of readers and writers, with a focus on readers at risk. Throughout the semester, students will have supervised observations as they practice their skills in elementary school classrooms.

**Prerequisites:** [ED 233](#). Open only to juniors admitted to the professional sequence. Taken concurrently with [ED 334](#) and [ED 336](#).

**Note(s):** Spring semester only. Not for liberal arts credit.

## **ED 336 - Teaching Elementary Mathematics and Science**

**Credits: 4 F 9:00am – 1:15pm**

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.

**Prerequisites:** Open only to juniors admitted to the professional sequence. Taken concurrently with [ED 334](#) and [ED 335](#).

**Note(s):** Not for liberal arts credit.

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### **ED 337 - Advanced Child Development: Theory and Practice**

**Credits: 3 TU/TH 12:40pm – 2:00pm**

An advanced course in child development in which students integrate theory and research to build teaching skills and practices that promote developmentally appropriate, child-centered lessons, activities, and classroom environments. Topics include: contemporary issues among school students; perspectives and approaches to behavior and classroom management; teaching and learning processes that foster academic achievement; design and implementation of individualized interventions; and theories and strategies for social-skills building.

**Prerequisites:** [ED 200](#) or [PS 207](#).

### **ED 351 - Issues In Education**

**Credits: 4 TU 5:30pm – 8:30pm**

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.

**Prerequisites:** only open to seniors and with the permission of the instructor.

**Note(s):** This course is available on an independent study basis when necessary.