

# FALL 2015 Course Descriptions

## Education Studies Department

### **ED 100 - Foundations Of Early Childhood Education and Classroom Teaching**

**Credits: 3**

**TU/TH 2:10pm – 3:30pm**

**Mary Ellen Towne**

The study of child development and educational practice 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 early childhood education: children, teachers, classrooms and curriculum. Students will engage in extensive observation and participate 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.

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

M. Towne

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

**Credits: 3**

**TU/TH 11:10am – 12:30pm**

**Christine Dawson**

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**

**TU/TH 3:40pm – 5:00pm**

**Hope Casto**

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**

**M/W 9:05am – 10:25am**

**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.

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

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

**Credits: 3**

**M 5:30pm – 8:30pm**

**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.

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

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

**Credits: 4**

**W 11:15am – 2:00pm**

**Soyong Lee**

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 233 - Emergent Literacy

**Credits: 4**

**F 8:40am – 11:30am**

**Soyong Lee**

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 261A – 1000 Books

**Credits 1**

**W 12:40pm – 2:00pm**

**Julianne Lewis**

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 324 – Education, Policy, Politics, and Law in the U.S.

**Credits 3**

**W 5:30pm – 8:30pm**

**Hope Casto**

An introduction to the politics of education; students will study the past and current state of schooling in the U.S. through the lenses of policy, politics, and law. National, state, and local education formulation and implementation will be explored through a focus on particular topics, which may include desegregation, high stakes testing, early childhood education, and school choice. (*Prerequisite: ED 115*)

# ED 350 - Elementary Education Student Teaching

**Credits: 16**

**TU 5:30pm – 7:30pm**

**Christine Dawson**

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.

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