

SKIDMORE COLLEGE EDUCATION STUDIES

Fall 2018 Courses

ED 100. FOUNDATIONS OF EARLY CHILDHOOD EDUCATION & CLASSROOM TEACHING

3 Credits, Mary Ellen Towne, Tuesday & Thursday, 2:10-3:30pm

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, Marisol Diaz, Wednesday & Friday, 10:10-11:30am

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.

ED 115. SCHOOL AND SOCIETY

4 Credits, Hope Casto, Tuesday & Thursday, 9:40-11am

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, Tuesday & Thursday, 11:10am-12:30pm

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, Laura Ficarra, Tuesday, 5:30-8:20pm

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 216. SCHOOLING THE MASSES

3 Credits, Hope Casto, Tuesday & Thursday, 12:40-2pm

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 U.S.

ED 231. CHILDREN'S LITERATURE

4 Credits, Marisol Diaz, Wednesday & Friday, 12:20-1:40pm

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.

ED 233. EMERGENT LITERACY

4 Credits, Marisol Diaz, Wednesday & Friday, 8:40am-10:00am

Lab: Monday, Tuesday OR Thursday, 9-11am

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.

ED 338. TEACHING ELEMENTARY SCIENCE

2 Credits, Virginia Lee, Wednesday, 2:30-4:30pm

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.

ED 350. STUDENT TEACHING

16 Credits, Joan Swanson, Seminar Wednesday, 5:30-7:20pm

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.