

SKIDMORE COLLEGE EDUCATION STUDIES

Spring 2018 Courses

ED 103. INTRODUCTION TO TEACHING

3 Credits, Marisol Diaz, Tuesday & Thursday, 2:10pm -3:30pm

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, Jay Meeks, Tuesday & Thursday, 3:40pm – 5:00pm

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 117. ALTERNATIVE EDUCATION

3 Credits, Joan Swanson, Tuesday & Thursday, 12:40pm – 2:00pm

A comparative study of alternative education models in the United States, including Waldorf Progressive, Montessori, and religious schools. Students will also examine alternative, magnet, and charter schools in the public system, homeschooling, and depending on student interest, art or environmental education programs. Students will grapple with the tensions between theory and practice by comparing course material with classroom observation in local alternative schools.

ED 200. CHILD DEVELOPMENT AND LEARNING

3-4 Credits, Joan Swanson, Tuesday & Thursday, 9:40pm – 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. (Required of majors. Not open to juniors and seniors.)

ED 213. THE EXCEPTIONAL CHILD IN THE ELEMENTARY SCHOOL

3 Credits, Joan Swanson, Monday & Wednesday, 2:30pm-3:50pm

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 217. MULTICULTURAL EDUCATION

3 Credits, Cerri Banks, Wednesday, 11:40am – 2:20pm

An introduction to the theories, goals, and development of the field of multicultural education. Course topics will include the interaction of race and culture with the construction of knowledge; student and teacher identities within education; and anti-racist and anti-bias schooling practices. Within each of the areas of study, theory and practice will intersect to understand how multicultural education is implemented in educational settings

ED 231. CHILDREN'S LITERATURE

4 Credits, Marisol Diaz, Tuesday & Thursday, 11:10am – 12:30pm

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. (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 314. EDUCATIONAL ASSESSMENT AND THE EXCEPTIONAL CHILD

3 Credits, Laura Ficarra, Tuesday, 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. Not for liberal arts credit.)

ED 334. PRACTICUM IN INTEGRATED CURRICULUM AND INSTRUCTION

4 Credits, Hope Casto, Friday, 9:05am – 12:05pm

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

4 Credits, Marisol Diaz, Wednesday, 8:30am – 11:30am

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 ED334 and ED336.

Note(s): Not for liberal arts credit.

ED 336. TEACHING ELEMENTARY MATHEMATICS

4 Credits, Virginia Lee, Monday, 9:05am – 12:05pm

A course designed to introduce students to current principles and methods for teaching mathematics 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 ED334 and ED335.

Note(s): Not for liberal arts credit.

ED 338. TEACHING ELEMENTARY SCIENCE

2 Credits, Virginia Lee, Friday, 12:20pm – 2:10pm

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: ED103 or EDS major.

ED 375. SENIOR THESIS IN EDUCATION

4 Credits, Hope Casto, Wednesday, 5:30pm – 8:20pm

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: Open only to senior EDS majors and minors.