

**Skidmore College: Education Studies**  
**Spring 2017 Courses**

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

**3 Credits, Mary Ellen Towne**

TU/TH 2:10-3:30pm

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.

**ED 103 - Introduction to Teaching**

**3 Credits, Michele May**

TU/TH 9:40-11am

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, Kim Stein**

TU/TH 12:40-2pm

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 217 – Multicultural Education**

**3 Credits, Hope Casto**

M/W 4-5:20pm

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 213 - The Exceptional Child in the Elementary School**

**3 Credits, Laura Ficarra**

TU 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 231 - Children’s Literature**

**4 Credits, Michele May**

TU/TH 9:40-11am

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 334 - Practicum In Integrated Curriculum and Instruction**

**4 Credits, Christine Dawson**

M 8:40am-12:20pm

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, TBA**

W 8:40am-12:20pm

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): Spring semester only. Not for liberal arts credit.

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

**4 Credits, Jerilyn Hogan**

M 5:30-8:20pm

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.

### **ED338 – Teaching Science in the Elementary Classroom**

**2 Credits, Amy Shaw**

TH 4:30-6:30pm

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. 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 362B – Professional Education Portfolio****2 Credits, Christine Dawson**

W 5-6:20pm

As a part of their professional obligations, educators must routinely communicate with a variety of audiences (e.g., students, colleagues, administrators, parents) about their professional choices and decisions. This course prepares education majors to make and communicate evidence-based claims for a variety of purposes, to different audiences, and using multiple genres (e.g., professional portfolio of lesson plans and instructional materials, analysis of student learning, job search and networking materials, and professional presentations).

Prerequisites: open only to junior or senior EDS majors

**ED 362C – Adolescent Literacy****3 Credits, Christine Dawson**

M/W 2:30-3:50pm

This course complicates “commonsense” notions of literacy, addressing issues of literacy as social theory, cultural construct, and educational and social practice. With a focus on adolescent learners, this course asks: How can educators support adolescent learners in recognizing and expanding their literacy practices? How do theoretical approaches shape middle/high school curriculum and instruction? How are language and literacy used to mark, exclude, and include individuals and groups? How does literacy relate to adolescents’ ability to “read” and participate in their world? We will examine learning environments and build a repertoire of pedagogical strategies for supporting adolescent students’ language and literacy development across the curriculum.

Prerequisites: ED103 or permission of instructor

**ED 375 – Senior Thesis****4 Credits, Michele May**

T 5:30-8:20pm

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 seeking departmental honors.

Prerequisites: Open only to seniors and with permission of instructor.