

SKIDMORE COLLEGE EDUCATION STUDIES

Fall 2017 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, Kim Stein, Tuesday & Thursday, 12:40pm – 2:00pm

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 200. CHILD DEVELOPMENT AND LEARNING

3-4 Credits, Joan Swanson, Monday & Wednesday, 2:30pm – 3:50pm

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, 5:30pm – 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 223. ADOLESCENT DEVELOPMENT

3 Credits, Joan Swanson, Wednesday, 5:30pm – 8:20pm

An exploration of how adolescents learn in light of adolescent development processes. The course will integrate theoretical and educational foundations as well as current research while examining the physical, social-emotional, and cognitive changes occurring in the period between childhood and adulthood. Students will gain an understanding of the developmental role played by contextual influences impacting the period of adolescence including the community, family, school, work, peers, culture, significant others, and biological imperatives. Special topics include identity, gender, autonomy, sexuality, moral development, and possible pathology. We will identify how these subtopics affect students as they progress through adolescence.

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 233. EMERGENT LITERACY

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

Lab: Monday, Tuesday OR Thursday, 8:30am – 10:30am

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

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 324. EDUCATION POLICY, POLITICS, & LAW IN THE U.S.

3 Credits, Hope Casto, Monday & Wednesday, 4:00pm – 5:20pm

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 policy 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. Prerequisites: ED115.

ED 338. TEACHING ELEMENTARY SCIENCE

2 Credits, Virginia Lee, Monday, 11:15am – 1:05pm

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 350. STUDENT TEACHING

16 Credits, Hope Casto, Seminar Monday, 5:30pm – 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.