

Education Studies Spring 2013 Course Descriptions

ED 100. Foundations of Early Childhood Education and Classroom Teaching

3 Credits

Tues & Thurs 3:40pm -5:00pm

Mary Ellen Towne

The study of child development and educational practice as it pertains to young children from birth to eight years. The course includes a history of early childhood programs and a consideration of different program models. Students will participate three hours per week at the Skidmore Early Childhood Center, the campus lab school, applying theory to practice. Students will observe off-campus early childhood settings to strengthen understanding of models of early education.

Not for liberal arts credit.

ED 103. Introduction to Teaching

3 Credits

Tues & Thurs 9:40am -11:00am

Leah Lembo

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 104. Human Intelligence(s) and Learning Environments

3 Credits

Weds & Fri 10:10am -11:30am

Joan Swanson

The investigation, analysis, and evaluation of research, theory, and history concerning human intelligence(s) and giftedness. Students will learn that how and why we measure intelligence is related to the needs of a changing society. They will become familiar with procedures for measuring intelligence and educational practices that respond to intellectual diversity. They will also develop an appreciation for what it is like to possess exceptional or unusual potential and better understand the unique characteristics, needs, and concomitant problems of gifted learners. Students will examine qualities of learning environments that are responsive to these needs and abilities. Readings and audiovisual materials will be used to demonstrate how theory informs practice.

ED 115. School and Society

4 Credits

Tues & Thurs 11:10am -12:30pm

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 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.

Required of majors. (Fulfills social science requirement.)

ED 200. Child Development and Learning

3-4 Credits

Mon & Weds 2:30pm -3:50pm

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.

Required of majors. Not open to juniors and seniors.

ED 231. Children's Literature

4 Credits

Tues & Thurs 12:40pm -2:00pm

Susan Lehr

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 314. Educational Assessment and The Exceptional Child

3 Credits

Thurs 5:30pm -8:30pm

Laura Ficarra

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

3 Credits

Tues & Thurs 2:10pm -3:30pm

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 policy formulations 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 334. Practicum in Integrated Curriculum and Instruction

4 Credits

Weds 9:00am - 1:00pm

Leah Lembo

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.

Not for liberal arts credit.

ED 335. Teaching Reading in The Elementary School

4 Credits

Mon 9:00am - 1:00pm

Susan Lehr

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 [ED 334](#) and [ED 336](#).

Spring semester only. Not for liberal arts credit.

ED 336. Teaching Elementary Mathematics and Science

4 Credits

Fri 9:00-11:00am & 11:15am – 1:15pm

Dan Hurwitz & John Caldaro

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

Open only to juniors admitted to the professional sequence.

Taken concurrently with [ED 334](#) and [ED 335](#).

Not for liberal arts credit.

ED 337. Child Development II: Theory into Practice

4 Credits

Mon. 5:30pm - 8:00pm

Joan Swanson

An advanced course that increases specialized child development knowledge and skills. Students will use course content and assignments in classroom situations to develop teaching practices that promote inclusive classroom learning environments. Topics include: general knowledge of the most common special needs and learning disabilities among elementary school students; introduction to models of inclusion classrooms; perspectives and approaches to behavior and classroom management; teaching and learning processes that foster academic achievement and positive classroom communities; design and implementation of individualized interventions; and theories and strategies for social-skills building. Throughout the semester, students will have supervised observations as they practice their skills in elementary school classrooms.

Prerequisites [ED 200](#).

ED 351. Issues in Education

4 Credits

Tues 5:30 -8:00 pm

Hope Casto

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

Only open to seniors and with the permission of the instructor.

This course is available on an independent study basis when necessary.