

Syllabus
CURR 5404:
Facilitating Literacy in Preschool and Kindergarten Classrooms

The Reflective Educator: Answering the Call, Honoring the Commitment

**College of
Education**

Governed by *rules
and regulations*

Professional
Societies
CDE/CCHE
NCATE

Guided by
knowledge

Philosophy
Standards
Field of study
Research
Best practice
New technology
Thoughtful
reflection

Balanced by
diversity

Needs
Society
Ideas
Perspectives

Served by *integrity*

Professionalism
Ethics
Accountability
Commitment

Renewed by
learners

Active
Dynamic
Developing
Contributing

**Preparing
educators who
will:**

Provide leadership
for the
transformation of
schooling

Prepare students for
living productively
within a democratic
society

Promote the value
of each individual

Honor the diverse
cultures within our
democratic society

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Course Description:

Historical background of reading readiness and strategies for advancing literacy in the preschool and kindergarten classroom.

Syllabus

- Block One** Overview and Introduction
Text Reading: Chapter One: Introduction to Early Literacy Instruction
Journey Into Literacy Text
- Block Two** How Does Reading Develop
- Block Three** Reading Readiness: Historical Perspective
Text Reading: Chapters Two: Approaches, Strategies and Materials for Teaching Early Literacy
- Block Four** The Literate Preschool and Kindergarten child.
Text Reading: Chapter Three: Developing Competency in Listening Skills and Oral Language Ability
- Block Five** Theories of Early Reading Instruction
Text Readings: Chapter Four: Developing Competency in Letter name Knowledge and in Word Identification Skills
- Block Six** Research Support for Code Emphasis in Early Reading Instruction
Text Reading: Chapter Five: Developing Competency in Vocabulary and Comprehension Skills

Block Seven Language Experience and Early Reading Instruction
Text Reading: Chapter Seven: Assessment Devices and Strategies
Chapter Eight: Teaching Literacy to Children with Special Needs

Block Eight The Reading-Writing Connection

Text: Strategies for Developing Emergent Literacy
By: Wilma Miller
McGraw Hill, 2000
ISBN # 0-07-289372-9

Text: Journey into Literacy (No chapter summaries required for this book)
Swaby, Barbara
Available in the UCCS Bookstore

Text Book and Module Reading Assignments:

1. For **each** lecture (or module), please write **one short paragraph** identifying **one new insight** you have gained as a result of the lecture (module) and **one strategy** you intend to or have integrated into your professional practice. This paragraph should be succinctly written, of **no more than 1/3 of a page**.

2. For **each** chapter of your text, please write **one short paragraph** identifying **one strategy or practice** that you have integrated or will integrate into your classroom instruction. This paragraph should be succinctly written, of **no more than 1/3 of a page**.

Paper: Application of emergent literacy strategies to practical instructional settings. This paper should identify the **major new insights** you have gained as a result of taking the class. **Specific strategies** that you have integrated or plan to integrate into your teaching should be presented.
This paper should not exceed two pages in length and may be done effectively in one page.