### Course Description:

This course is designed to explore and understand the current theories of play interpretation, creativity and be able to both observe and facilitate their role in the development of young children. An analysis and examination of the nature of creativity and creative expression among young children will be investigated. An identification of the aesthetics domain (art, drama, music, movement, etc.) will be covered along with methods for bringing them into the young child's world.

**NAEYC GUIDELINES ADDRESSED**

4. Teaching and Learning

Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement, and evaluate experiences that promote positive development and learning for all young children.

b. Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children’s development and learning.
XI. Course Objectives:

Knowledge
(Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge)

1. Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight. (4.b)
2. Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (*)
3. Describe the nature of play and creativity which include giving several definitions, describing the characteristics of the highly creative person and describing the process of play and creativity. (*)
4. Describe conditions which promote and inhibit creative teaching and learning. (*)

Performance (Skills)
(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.)

1. Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem. (4.b)
2. Establish and maintain physically and psychologically safe and healthy learning environments for children. (*)
3. Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices. (4.b)
4. Demonstrate the ability to establish conditions which stimulate creative expression. (4.b)
5. Develop materials and ideas which can be used to stimulate creative expression and reinforce skills. (4.b)
6. Identify appropriate ways of promoting each child's total development through experiences in art, music, drama and other avenues of creative expression. (4.b)

Disposition(s)
(Values, commitments, and professional ethics that influence behaviors toward students,
families, colleagues, and communities and affect student learning, motivation, and development as well as educator’s own professional growth—guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)

1. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. (*)

2. Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (young children, parents, and other professionals) as a basis for program and planning and modification, and continuing professional development. (NAEYC 5.1.)

4. Demonstrate awareness of and commitment to the profession’s code of ethical conduct. (NAEYC 5.4)

5. Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice. (NAEYC 5.5.)

6. Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team. (NAEYC 5.6)

7. Serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators. (NAEYC 5.7)

XII. Texts, readings, and instructional resources:

Required Textbook(s):

**Suggested Readings:**

### XIII. Assignments, evaluation procedures, and grading policy:

#### Course Requirements:
1. Observation & Participation in Kindergarten Class Room
2. Teach 2 Fingerplays to the class
3. Team Project
4. Originate a Learning Toy
5. Exam

#### Course Grading:
- Assignments
  - Observation & Participation: 10%
  - Fingerplays: 10%
  - Team Project: 35%
  - Learning Toy: 15%
  - Exam: 30%

  **Grading Scale:**
  - A = 95-100
  - A- = 92-94
  - B+ = 88-91
  - B = 85-87
  - B- = 82-84
  - C+ = 78-81
  - C = 75-77
  - C- = 72-74
  - D+ = 68-71
  - D = 65-67
  - D- = 60-64

#### Course Policies:
1. Projects are to be submitted on or before due dates. Late projects will not be accepted.
2. Although content is of primary concern, appearance, grammar and composition, spelling and handwriting will be considered in all course requirements.
3. Three absences will result in an automatic administrative drop from the class or an automatic F in the class.

### XIV. Class Schedule:

*Course outline subject to change*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 16</td>
<td>Introduction/Orientation</td>
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<tr>
<td>January 23</td>
<td>Play: Nonessential or Educational</td>
<td>Chapter 1</td>
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<td>The Development of Play</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>January 30</td>
<td>The Development of Play</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>February 6</td>
<td>Workshop I</td>
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<td></td>
<td>Finger-plays</td>
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<tr>
<td>February 13</td>
<td>Play as the Cornerstone of Development</td>
<td>Chapter 3</td>
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<tr>
<td></td>
<td>Finger Plays</td>
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<tr>
<td>February 20</td>
<td>Fostering Playful Learning through Ongoing Assessment</td>
<td>Chapter 6</td>
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<tr>
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<td>Orchestrating Children’s Play: Setting the Stage &amp; Interacting with Children</td>
<td>Chapter 4</td>
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<tr>
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<td>Finger-plays</td>
<td>Chapter 5</td>
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<tr>
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<td>Workshop II</td>
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<td>Journal Article 1 due</td>
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<td></td>
<td>Finger-plays</td>
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<tr>
<td>March 6</td>
<td>Midterm</td>
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<tr>
<td>March 13</td>
<td>Spring Break</td>
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<td>March 20</td>
<td>The First Two Years of Life</td>
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<td>The Preschool Years from Two to Five</td>
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<tr>
<td></td>
<td>Finger-plays</td>
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<tr>
<td>March 27</td>
<td>Workshop III</td>
<td></td>
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<tr>
<td></td>
<td>Finger-plays</td>
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<td>April 3</td>
<td>Language, Literacy and Play</td>
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<td></td>
<td>Finger-plays</td>
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<tr>
<td>April 10</td>
<td>Research</td>
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<tr>
<td>April 17</td>
<td>Fostering Cognitive Competence through Playful</td>
<td>Chapter 10</td>
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XIV. Class Schedule (continued):

<table>
<thead>
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<th>Date</th>
<th>Topic</th>
<th>Chapters</th>
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<tbody>
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</table>
Learning and Playful Teaching
Finger-plays
Journal 2 due

April 24
Group Presentations
Finger-plays

May 1
Group Presentations

May 8,
Demonstration of Learning Toy (Final)

Collection of Student Assignments for Accreditation Purposes
Assignments for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of COE programs. Names and other identifying elements of all assignments may be removed before being included in any report. Your cooperation in the review of COE programs is appreciated. If you don’t wish to have your coursework used, it is your responsibility to let the professor know. Thank you.

Disability Resource Center
The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. If you have a documented disability that may require assistance, you will need to contact the Disability Resource Center for coordination in your academic accommodations. The DRC is located in the Reynolds Student Services Complex in Room 137. The DRC phone number is 895-0866. (TDD 895-0652)

Academic Integrity Statement
UNLV and its College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students in exhibiting honesty while carrying out academic assignments, and procedural steps for dealing with violations of academic integrity, are delineated within the Handbook of Regulations Governing Probation and Suspension Within The College of Education. This publication may be found in the Curriculum Materials Library (CML-CEB 101), or the Office of the Dean of the College of Education (CEB-301). To help familiarize yourself with copyright and fair use policies, the University encourages you to visit copyright web page at http://www.unlv.edu/committees/copyright.

Religious Holidays
It is UNLV’s policy to give students who miss class because of observance of religious holidays the opportunity to make up missed work. Students are responsible for notifying the instructor no later than the last day of registration for the semester or summer term of plans to observe the holiday.

Finger-plays
Each student will select two finger-plays and teach them to the class. You will need to demonstrate the finger-play and then provide an instructional approach that you would use in a classroom of young students.
Learning Toy or Game

Students will originate an educational toy or game for young children which is self corrective. When constructing this learning instrument it is important that the creator consider the developmental and academic value inherent in the product. Include theory to back up you academic claims. Also include the instructions on how to use your product.

Criteria:
Written Paper
Organization: 5
Instructional Directions: 10
Objectives: 20
Creativity: 10

Learning Game or Toy
Oral Presentation:
Creativity: 10
Organization: 5
Self Corrective: 10
Objectives: 10
Toy or game: 20
Total 100

Observation and Participation (Paradise Elementary School)

Guidelines will be forthcoming.

Team Presentations:

Team Topics
1. Movement Exploration
2. Puppetry
3. Nutrition
4. Bulletin Boards
5. Storytelling and Poetry
6. Music

The purpose of this assignment is to provide teachers of young children with research materials, activities, organization and the opportunity to conduct a mini workshop pertinent to selected topic.

Presentation Ideas
What is the importance of your topic?
What new research has been conducted?
What materials and activities would be of value for the teacher of young children?
Construct a bibliography.

You are required to make an Oral Presentation as well as generate a written presentation.

Criteria for Oral Presentation:
Organization 20%
Activities 80%
Total 100%

Criteria for Written Presentation:
Table of contents 10%
Goals 10%
Organization 10%
Research section supporting the use of your discipline (2-3 page review) 20%
Activities 30%
Bibliography 10%
Each members responsibilities or contribution 10%
Total: 100%

Activity Format:

Objective/Purpose of Activity:
Procedure:

Materials:

Evaluation:

Team Project Rubric

<table>
<thead>
<tr>
<th>Proficiency (60%)</th>
<th>Format (10%)</th>
<th>Completeness of oral Presentation (30%)</th>
<th>Completeness of Written Presentation</th>
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<tbody>
<tr>
<td>* Clear and logical</td>
<td>* Provides significant info.</td>
<td>* Provides significant info.</td>
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<tr>
<th>Target</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
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<td>* Sequence and order * Easy to follow * Typed * Appropriate grammar and spelling</td>
<td>* All major areas are discussed; * issues-pro and con * research * content</td>
<td>* All major areas are discussed; * issues-pro and con * objectives * research * reflection</td>
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<td>* Provides sufficient info. * Some areas are discussed: * issues-pro and con * research * content</td>
<td>* Provides sufficient info. * Some areas are discussed: * issues-pro and con * objectives * research * reflection</td>
<td>* Provides little info. * Provides little info. * Poor grammar and spelling</td>
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<td>* No logical sequence * No areas are discussed</td>
<td>* No areas are discussed</td>
<td>* Not typed</td>
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<td>* No areas are discussed</td>
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