<table>
<thead>
<tr>
<th><strong>Prefix &amp; Number:</strong></th>
<th>ECE 441-01</th>
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<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Play Theory, Creativity &amp; Aesthetics in ECE</td>
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<tr>
<td><strong>Credit:</strong></td>
<td>3 hours</td>
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<tr>
<td><strong>Semester/Time/Location:</strong></td>
<td>Spring, 2009  Tuesday 4:15-6:45</td>
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<tr>
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<td>Tuesday 2:00-4:00. Wednesday 10:00-12:00</td>
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<tr>
<td><strong>Prerequisite Course(s):</strong></td>
<td>ECE 250 or consent of instructor</td>
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**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. Report on two readings relevant to this course
2. Teach 2 Fingerplays to the class
3. Team Project (Children’s Museum)
4. Originate a Learning Toy
5. Exam

Course Grading:

Assignments
- Report on two readings 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.

ECE-441 Play Theory, Creativity & Aesthetics in ECE
XIV. Class Schedule:

*Course outline subject to change

Spring 2008

January 13  
Introduction/Orientation

January 20  
Play: Nonessential or Educational Chapter 1  
The Development of Play Chapter 2

January 27  
The Development of Play Chapter 2

February 3  
Workshop I  
Finger-plays

February 10  
Visit Children’s Museum

February 17  
Fostering Playful Learning through Ongoing Assessment Chapter 6  
Orchestrating Children’s Play: Setting the Stage & Interacting with Children Chapter 4  
Finger-plays

February 24  
Workshop II  
Journal Article 1 due  
Finger-plays

March 3  
Midterm

March 10  
The First Two Years of Life  
The Preschool Years from Two to Five  
Finger-plays

March 17  
Workshop III  
Finger-plays

March 24  
Language, Literacy and Play  
Finger-plays

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XIV. Class Schedule (continued):

March 31  Research

April 6-11  Spring Break

April 14  Fostering Cognitive Competence through Playful Teaching and Learning  Chapter 10
          Finger-plays
          Journal 2 due

April 21  Group Presentations
          Finger-plays

April 28  Group Presentations

May 5  Demonstration of Learning Toy

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 you 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.
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Fingerplays
Each student will select two fingerplays and teach them to the class. You will need to demonstrate the fingerplay and then provide an instructional approach that you would use in a classroom of young students. Fingerplays can be found in "Ring of Ring of Roses"

Journal Articles (2)
This assignment requires the participant to select, read and critique a research study or educational article on some area of play theory, creativity or aesthetics in early childhood education. During the search for an appropriate study, it is hoped that students will learn about the many types of professional journals available in the university library and the information they contain.

Journals to be used:

Assignment Profile

Author(s), (Year of Journal). Title of Article (small case letters except first word), Name of Journal, Volume(issue), pages.

Provide purpose: a paraphrase of the researchers words
Subjects: name, age, sex socioeconomic status, hereditary and environmental factors, (if applicable)
Procedure: description of steps taken and any special apparatus, tests or techniques
Results: findings
Conclusions: researcher's interpretations of whether hypothesis is substantiated
Reflections: the most important section, the place for students to express personal opinions, questions to consider. Is it a worthwhile study? Are there any points of agreements or disagreements with the researcher? What are the theoretical implications?
Learning Toy or Game

Students will originate an educational toy or game for young children which. When constructing this learning instrument it is important that the creator consider the developmental and academic value inherent in the product. 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
Objectives: 10
Toy or game: 30
Total 100
Team Presentations:

Team Topics: Children’s Museum
Include exhibits using:
  Movement Exploration
  Puppetry
  Nutrition
  Bulletin Boards
  Storytelling and Poetry
  Music

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

Presentation Ideas
What is the importance of your Children’s Museum?
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 booklet of what’s involved in your Children’s Museum

Criteria for Oral Presentation:
Organization
Activities
Total

Criteria for Written Presentation:
Table of contents
Goals
Organization
The importance of the activities
Activities
Bibliography
Each members responsibilities or contribution
Total:

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# Team Project Rubric

**Proficiency (10%)**

- Clear and logical sequence and order
- Easy to follow
- Typed
- Appropriate grammar and spelling

**Format (30%)**

- Provides significant info.
- All major areas are discussed; activities (12 or more)
- time allowance
- content
- organization

**Completeness of Oral Presentation (30%)**

- Provides significant information
- All major areas are discussed:
  - goals
  - objectives
  - activities (20 or more)
  - values of activities
  - introduction
  - bibliography

**Completeness of Written Presentation (60%)**

- Provides significant information
- All major areas are discussed:
  - goals
  - objectives
  - activities (20 or more)
  - values of activities
  - introduction
  - bibliography

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**Target**

**Exemplary**

- Somewhat logical sequence and order
- Difficult to follow
- Typed
- Minimal grammar and spelling errors

**Acceptable**

- No logical sequence
- No areas are discussed
- Not typed
- Poor grammar and spelling

**Unacceptable**