Department of Special Education  
College of Education, University of Nevada, Las Vegas

I. Prefix & Number: ECE 441

II. Title: Play Theory, Creativity & Aesthetics in ECE

III. Credit: 3 hours

IV. Semester/Time/Location: Spring, 2018 Tuesday 4:00pm-6:45pm

V. Instructor: Dr. Kathleen S. O'Hara

VI. Office Location: CBC C237

VII. Office Hours: By appointment only

VIII. Telephone/email: oharak3@unlv.nevada.edu

X. Prerequisite Course(s): ECE 250 or consent of instructor

X. 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.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, September 6, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university that could not reasonably been avoided. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=4&navoid=1642

Academic Misconduct
Academic integrity is a legitimate concern for every member of the Campus community; we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s educational mission. An example of academic
misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing Classes
Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct
Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

Copyright
The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)
The UNLV Disability Resource Center (SSC-A, Room 143, https://www.unlv.edu/drc, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.
Final Examinations
The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification in Online Courses
All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus. UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy, which defines, “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades
The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources
Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries’ Research Consultation website: http://guides.library.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at: http://ask.library.unlv.edu/
Missed Classwork
Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=26&navoid=6046.
In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail
Rebelmail is UNLV’s official email system for students, and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.

Tutoring and Coaching
The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A,
Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement
As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, https://www.unlv.edu/about/statements-compliance.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another’s points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

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. (InTASC 1.a, NAEYC1.a, NAEYC1.b, NAEYC5.b)
   Measurement/Evaluation: Exam, Team Project

2. Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (InTASC1.b, InTASC2.g, NAEYC1.a, NAEYC1.b, NAEYC1.c, NAEYC4.c)
   Measurement/Evaluation : Exam, Team Project

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. (InTASC2.a, InTASC4.d, NAEYC1.b, NAEYC1.c, NAEYC5. NAEYC5.b, NAEYC5.c)
   Measurement/Evaluation : Exam, Team Project

4. Describe conditions which promote and inhibit creative teaching and learning. InTASC1.d, InTASC3, InTASC8, NAEYC1.b, NAEYC1.c, NAEYC4.c, NAEYC5.b, NAEYC5.c)
Measurement/Evaluation: Exam, Team Project

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. (InTASC1.b, InTASC2.a, INTASC3.c, InTASC5.g, InTASC8.m, NAEYC4.a, NAEYC4.b, NAEYC4.c, NAEYC4.d, NAEYC5.a, NAEYC5.b, NAEYC5.c)
   Measurement/Evaluation: Team Project

2. Establish and maintain physically and psychologically safe and healthy learning environments for children. (InTASC1.b, INTASC3.f, InTASC5.g, InTASC8, NAEYC4.a, NAEYC4.b, NAEYC4.c, NAEYC4.d, NAEYC5.a, NAEYC5.b, NAEYC5.c)
   Measurement/Evaluation: Team Project

3. Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices. (InTASC6.a, NAEYC3a, NAEYC3.d)
   Measurement/Evaluation: Learning Toy or game

4. Demonstrate the ability to establish conditions which stimulate creative expression. (InTASC8.i, NAEYC4.b, NAEYC4.c, NAEYC5, b)
   Measurement/Evaluation: Team Project

5. Develop materials and ideas which can be used to stimulate creative expression and reinforce skills. (4.b)
   (InTASC4.g, InTASC5.c, NAEYC4.b, NAEYC4.c, NAEYC5, b, NAEYC5.c)
   Measurement/Evaluation: Learning Toy or game

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)
   (InTASC5.a, InTASC8.e, NAEYC4.b, NAEYC4.c, NAEYC5.a, NAEYC5.b, NAEYC5.c)
   Measurement/Evaluation: Exam, Team Project

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. (InTASC2.a, NAEYC2.a, NAEYC2.b, NAEYC2.c)
   Measurement/Evaluation: Exam

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 (InTASC6.a, NAEYC3a, NAEYC3.d) 
Measurement/Evaluation: Team Project

3. Demonstrate awareness of and commitment to the profession's code of ethical conduct. (InTASC9.o, NAEYC6.b) 
Measurement/Evaluation: Team Project

4. Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice. (InTASC9.n, NAEYC6.a, NAEYC6.b, NAEYC6.e) 
Measurement/Evaluation: Report on Two Readings

5. Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team. (InTASC9.m, NAEYC6.a, NAEYC6.c) 
Measurement/Evaluation: Team Project

6. Serve as advocates on behalf of young children and their families, improved quality of and services for young children, and enhanced professional status and working conditions for early childhood educators. (InTASC9.o, NAEYC6.e) 
Measurement/Evaluation: Team Project

Internet Resources:

The Division for Early Childhood (CEC): 
http://www.dec-spied.org/

UNLV Library: 
http://www.library.unlv.edu/

National Association for the Education of Young Children http://www.naeyc.org/about/mission

XII. Texts, readings, and instructional resources:
Required Textbook(s):


Suggested Readings:

Description of Instructional Procedures:

The primary in-class instructional formats for this course include lecture and discussions; collaborative/cooperative learning activities, individual and small group problem solving and contextual applications; role-play/simulations; media presentations, community resource personnel. Out-of-class learning activities may include, but are not limited to the following learning activities: assigned readings; a paper or project; and Webcampus postings and/or discussions.

XIII. Assignments, evaluation procedures, and grading policy:

Course Requirements:

1. Journal Critiques (2)
2. Originate a Learning Toy or Game
3. Teach 1 Finger play to the class
4. Read 1 children’s book to the class (interactive)
5. Team Project
6. Midterm Exam

Assignments:

1. **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. *(25 points each/50 points total)*

Journals to be used:

Assignment Profile

Reference the article at the top of paper *(APA 6th Edition examples are below)*

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?

**Journal Article Criteria:**

| Organization (APA style, grammar, spelling, continuity, punctuation and order): | 5 points |
| Content: Information Data (subjects, procedure, results, conclusions): | 15 points |
| Reflections: | 5 points |
| **Total:** | **25 points** |

Please remember you have to complete two journal critiques, each worth 25 points for a total of 50 points!

**2.** **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 your academic claims. Also include the instructions on how to use your product.

**Criteria**

**Written Paper:**

| Organization: | 5 points |
| Instructional Directions: | 10 points |
| Objectives: | 20 points |
| Creativity: | 10 points |
| **Total:** | **45 points** |

**Learning Game or Toy**

**Oral Presentation:**

| Creativity: | 10 points |
| Organization: | 5 points |
| Self-Corrective: | 10 points |
| Objectives: | 10 points |
| DAP toy or game: | 20 points |
| **Total:** | **55 points** |

Total points for Written Paper (up to 45 points) + Total points for Learning Game oral presentation (up to 55 points) = 100 possible points!

**3.** **Fingerplays (1)**
Each student will select one 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. **25 points total**

4. **Book Read (1):**
Each student will select one children’s book and read the book to the class. You will need to demonstrate questioning techniques and make the book read interactive. **25 points total**

5. **Team Presentations:**

Team Topics

1. Movement Exploration
2. Technology
3. Nutrition
4. Storytelling and Poetry
5. 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?  
Create a relevant reference page

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

**Criteria for Oral Presentation:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>20</td>
</tr>
<tr>
<td>Activities</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
</tr>
</tbody>
</table>

**Criteria for Written Presentation:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of contents</td>
<td>10</td>
</tr>
<tr>
<td>Goals</td>
<td>10</td>
</tr>
<tr>
<td>Organization</td>
<td>10</td>
</tr>
<tr>
<td>Research section supporting the use of your discipline</td>
<td>20</td>
</tr>
<tr>
<td>(2-3 page review)</td>
<td></td>
</tr>
<tr>
<td>Activities (3 required)</td>
<td>30</td>
</tr>
<tr>
<td>Reference Page</td>
<td>10</td>
</tr>
<tr>
<td>Each members responsibilities or contribution</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

**Total points for Oral Presentation (up to 50 points) + Total points for Written Presentation (up to 100 points) = 150 possible points!**
6. **Exam:**
One test is required. One will be given mid-session and will be taken in class and consist of 10 to 15 short-answer questions that cover material presented in class and in the assigned readings (type of exam is subject to change). **(100 points)**

**Course Grading:**
Assignments
Journal Critiques 100 points (50 points each)
Fingerplay 25 points
Book Read 25 points
Team Project 150 points (100 points written assignment/50 points oral presentation)
Learning Toy 100 points
Exam (Midterm) 100 points
Assignments Total 500 points

**Grading Policy:**
Final grade for this class will be determined by computation of the simple arithmetic **average** of scores obtained on the **one non-comprehensive 10-15 short answer exam, the finger play, the book read, the team project, the two journal article critiques, and the game or toy activity**. The exam is worth 100 points, the finger play is worth 25 points, the book read is worth 25 points, the team project is worth 150 points, the two journal article critiques are worth 100 points, and the game or toy is worth 100 points (500 total). The following scale will be used to determine the course grade:

- 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
- F = 59 and below

As per UNLV policy an 'I' (Incomplete) will be given only if the instructor determines that the reason for non-completion is satisfactory. It is given only when a minor part of the course work remains incomplete and the major portion has been completed at a level that is clearly passing. Students must make up an Incomplete in a 400-level or lower course in one semester or the Registrar's Office will automatically record a grade of 'F'.

**Course Policies:**
1. Projects are to be submitted on or before due dates. **Late projects will not be accepted and a zero will be given for any late assignments.**
2. Although content is of primary concern, appearance, grammar and composition, spelling and handwriting will be considered in all course requirements.
3. APA 6th Edition must be used for all written assignments.
Attendance:
Regular attendance in class is expected, that is, your grade will not be positively affected by attendance; however, repeated absences that are not excused can result in points being deducted from your final grade. **One absence is permitted each semester, and each additional absence beyond the first absence will result in 10 points being deducted from the final point total at the end of the term.**

This class is supported by WebCampus. Each student enrolled in the class is expected to log on to WebCampus and to monitor closely the class site for messages and additional assignments on a daily basis.

XIV. Course Rubrics

**Journal Article Critique Rubric**

<table>
<thead>
<tr>
<th>Proficiency Target</th>
<th>Completeness of Written Presentation (including format)</th>
</tr>
</thead>
</table>
| **Exceeds Expectations** | Clear and logical sequence and order  
 Easy to follow  
 Typed  
 Appropriate Grammar and Spelling  
 APA format  
 Provides significant info: All required criteria for written presentation is available journal is cited, provide purpose, subjects, procedure, results, conclusions, and reflections  
 **45-50 points** |
| **Meets Expectations** | Somewhat logical sequence and order  
 Difficult to follow  
 Typed  
 Minimal grammar and spelling errors  
 Minimal APA format errors  
 Provides sufficient information  
 Some required criteria for written presentation is available  
 **35-40 points** |
| **Below Expectations** | No logical Sequence  
 Not typed  
 No APA format  
 Poor grammar and spelling  
 None of the required criteria for written presentation is available  
 **35 -0 points** |

Comments:
Journal Article Critique Format

Purpose:

Subjects:

Procedure:

Results:

Conclusions:

Reflections:
Learning Game or Toy Rubric

<table>
<thead>
<tr>
<th>Proficiency Target</th>
<th>Completeness of Oral Presentation</th>
<th>Completeness of Written Presentation (including Format)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Expectations</strong></td>
<td>Provides significant info</td>
<td>Clear and logical sequence and order</td>
</tr>
<tr>
<td></td>
<td>Creative</td>
<td>Easy to follow</td>
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<tr>
<td></td>
<td>Organized</td>
<td>Typed</td>
</tr>
<tr>
<td></td>
<td>Explains how toy/game is self-corrective in nature</td>
<td>Appropriate Grammar and Spelling</td>
</tr>
<tr>
<td></td>
<td>Discusses objectives</td>
<td>APA format</td>
</tr>
<tr>
<td></td>
<td>Developmentally</td>
<td>Provides significant info</td>
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<tr>
<td></td>
<td>Appropriate for the age group it represents</td>
<td>Organized</td>
</tr>
<tr>
<td></td>
<td>Research</td>
<td>Instruction Directions</td>
</tr>
<tr>
<td></td>
<td>Content</td>
<td>Objectives</td>
</tr>
<tr>
<td></td>
<td><strong>50-55 points</strong></td>
<td>Creative</td>
</tr>
<tr>
<td><strong>Meets Expectations</strong></td>
<td>Provides sufficient info</td>
<td>Somewhat logical sequence and order</td>
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<tr>
<td></td>
<td>Some areas are discussed</td>
<td>Difficult to follow</td>
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<tr>
<td></td>
<td>Research</td>
<td>Typed</td>
</tr>
<tr>
<td></td>
<td>Content</td>
<td>Minimal grammar and spelling errors</td>
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<tr>
<td></td>
<td><strong>40-49 points</strong></td>
<td>Minimal APA format errors</td>
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<tr>
<td><strong>Below Expectations</strong></td>
<td>Provides little info</td>
<td>Provides sufficient information</td>
</tr>
<tr>
<td></td>
<td>No areas are discussed</td>
<td>Objectives</td>
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<td>Some instruction directions are given</td>
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<td></td>
<td>Somewhat creative</td>
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<td></td>
<td></td>
<td>Some Objectives</td>
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<tr>
<td></td>
<td><strong>35-44 points</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>40 – 0 points</strong></td>
<td>No logical Sequence</td>
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<td>Not typed</td>
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<td>No APA format</td>
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<td></td>
<td></td>
<td>Poor grammar and spelling errors</td>
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<td>None of the required criteria for written presentation is available</td>
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Comments:
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<th>Format of Written Presentation</th>
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<td>Difficult to follow Typed</td>
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Activity Format for Team Presentations

Purpose of Activity:

Objectives/State Standards:

Procedure:

Materials:

Evaluation:
XV. **Class Schedule:** Course outline subject to change

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Content</th>
<th>Readings</th>
<th>Assignments</th>
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</table>
| Week 1 1/21/2020 | Introductions  
Review Syllabus | Please Read [Importance of Play Article](#) given in class and located in Course Materials Folder | Create creative name tag and return to class 1/23 |
| Week 2 1/28/2020 | Developmentally Appropriate Practices  
Sign up for assignments/group projects  
Review APA 6th Edition | Read [DAP article](#) - located in Course Materials Folder | Be sure to sign up for all class projects and know the date you are presenting |
| Week 3 2/4/2020 | The Development of Play  
Characteristics of Play  
Categories of Play  
5 Finger plays | Read [Chapter 2](#) in Kieff & Casbergue | Work on Journal Articles |
| Week 4 2/11/2020 | Embedding Play Theory into daily instruction and Curriculum  
5 Finger plays | Read [Chapter 4](#) in Kieff & Casbergue | [Journal Article Critique 1 Due](#) |
| Week 5 2/18/2020 | Fostering Language and Literacy Through Play  
5 Finger plays | Please Read [Play and Language Development](#) article located in Course Materials Folder  
Read [Chapter 9](#) in Kieff & Casbergue | |
| Week 6 2/25/2020 | Fostering Cognitive Competence through Play – Math  
5 Finger plays | Please Read [Math and Play](#) article located in Course Materials Folder  
Read [Chapter 10](#) in Kieff & Casbergue | |
| Week 7 3/3/2020 | Fostering Creative Expression through Play  
Review for Midterm  
5 Finger plays | Read [Chapter 8](#) in Kieff & Casbergue | Prepare for Midterm |
<p>| Week 8 3/10/2020 | MIDTERM EXAM | | |
| Week 9 3/17/2020 | NO CLASS SPRING BREAK | Enjoy your week off!! | |</p>
<table>
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<th>Week</th>
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<th>Activity</th>
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<th>Assignment</th>
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