Play Theory, Creativity & Aesthetics

I. Prefix and Number: ECE 441
II. Title: Play Theory, Creativity, & Aesthetics
III. Credit: 3 Credit Hours
IV. Semester: Spring 2016
V. Instructor: Christy Baxter
VI. Office Location: CEB 315
VII. Office Hours: T & TH 10am-1pm; W 1-4pm and by appointment
VIII. Office Phone: 702-895-2966
   E-Mail: christine.baxter@unlv.edu
IX. 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.

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.
   \((\text{InTASC} 1.a, \text{NAEYC}1.a, \text{NAEYC}1.b, \text{NAEYC}5.b)\)
   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.
   \((\text{InTASC}1.b, \text{InTASC}2.g, \text{NAEYC}1.a, \text{NAEYC}1.b, \text{NAEYC}1.c, \text{NAEYC}4.c)\)
   Measurement/Evaluation: Exam, Team Project

3. Describe the nature of play and creativity, which includes giving several definitions, describing the characteristics of the highly creative person and describing the process of play and creativity.
   \((\text{InTASC}2.a, \text{InTASC}4.d, \text{NAEYC}1.b, \text{NAEYC}1.c, \text{NAEYC}5., \text{NAEYC}5.b, \text{NAEYC}5.c)\)
   Measurement/Evaluation: Exam, Team Project

4. Describe conditions that promote and inhibit creative teaching and learning. \((\text{InTASC}1.d, \text{InTASC}3, \text{InTASC}8, \text{NAEYC}1.b, \text{NAEYC}1.c, \text{NAEYC}4.c, \text{NAEYC}5.b, \text{NAEYC}5.c)\)
   Measurement/Evaluation: Exam, Team Project

ECE 441 Spring 2016
**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, NAEYC3.a, NAEYC3.d)
   
   Measurement/Evaluation: Learning Toy or game

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

5. Develop materials and ideas that 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

XII. Texts, readings, and instructional resources:

Required Textbook(s):

Suggested Readings:

XIII. Assignments, Evaluation Procedures, and Grading Policy

Academic Requirements

Course Requirements:
1. Report on two readings relevant to this course (25 points each, 50 points total)
   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
   Must include the article and full citation:
   Format: Author(s), (Year of Journal). Title of article (small case letters except first word), Name of Journal In Italics, Volume(issue), pg number-pg number.  
   (See APA citation tutorial on WebCampus)
   Provide overview of purpose: a paraphrase of the researchers' words

ECE 441 Spring 2016
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? How will reading this inform your teaching practice?

2. Teach 2 Fingerplays to the class (25 points each, 50 points total)
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. You will provide a handout and instructional cues for the class for both of your fingerplays.

3. Team Project (200 points)
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.
Team Topics
1. Movement Exploration
2. Puppetry
3. Nutrition
4. Bulletin Boards
5. Storytelling & Poetry
6. Music

Presentation Considerations
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.

<table>
<thead>
<tr>
<th>Criteria for Written Presentation</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 (2-3 pages)</td>
<td>20</td>
</tr>
<tr>
<td>Activities</td>
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<tr>
<td>References/Bibliography</td>
<td>10</td>
</tr>
<tr>
<td>Each Members’ Contribution</td>
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<td><strong>Total</strong></td>
<td><strong>200</strong></td>
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<table>
<thead>
<tr>
<th>Criteria for Oral Presentation</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Members Present Equally</td>
<td>20</td>
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<tr>
<td>Engaging Activities</td>
<td>60</td>
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<tr>
<td>Visual Display</td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
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</tbody>
</table>
4. **Originate a Learning Toy or Game (100 points)**
Students will originate a self-corrective educational toy or game for young children. 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.

<table>
<thead>
<tr>
<th>Criteria for Written Paper</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Organization</td>
<td>5</td>
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<tr>
<td>Instructions/Directions</td>
<td>10</td>
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<tr>
<td>Objectives</td>
<td>10</td>
</tr>
<tr>
<td>Creativity</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Criteria for Written Paper</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toy or Game</td>
<td>20</td>
</tr>
<tr>
<td>Objectives</td>
<td>10</td>
</tr>
<tr>
<td>Self-Corrective</td>
<td>10</td>
</tr>
<tr>
<td>Organization</td>
<td>10</td>
</tr>
<tr>
<td>Creativity</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
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5. **Exam (100 points)**
Students will take an exam covering content in course lectures, readings, texts, and other supplemental materials. This exam will be comprehensive.

**Administrative Requirements**
All assignments will be due on the assigned days unless arrangements have been made with the professor. If the assignment is late and no arrangements have been made, ten points will be deducted for each day an assignment is late. Attendance is required. One absence is permitted, and each absence in excess of the first will result in 5 points being deducted from the final grade. 5 absences will result in an administrative drop from the course or an F in the course.

**Course Grading:**

**Assignments**
- Report on two readings: 2@25 each = 50 points
- Fingerplays: 2@25 each = 50 points
- Team Project: 200 points
- Learning Toy: 100 points
- Exam: 100 points

The final grade will be calculated by finding the mathematical average of points accumulated out of the total points possible for the course.

**Grading Policy**
- A 95–100
- A- 90–94
- B+ 87–89
- B 83–86
- B- 80–82
- C+ 77–79
- C 73–76
- C- 70–72
- D+ 67–69
- D 63–66
- D- 60–62
- F 59 or less
### XIV. Weekly Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics &amp; Textbook Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>January 19</strong>&lt;br&gt;Introduction &amp; Overview&lt;br&gt;The Play Debate</td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>January 26</strong>&lt;br&gt;Looking at Play Through Teachers’ Eyes&lt;br&gt;Play and Development: Theory (Chapters 1 &amp; 2)</td>
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<tr>
<td><strong>Week 3</strong></td>
<td><strong>February 2</strong>&lt;br&gt;Play as the Cornerstone of Development&lt;br&gt;Orchestrating Children’s Play (Chapters 3 &amp; 4)</td>
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<tr>
<td><strong>Week 4</strong></td>
<td><strong>February 9</strong>&lt;br&gt;Play &amp; Interactions&lt;br&gt;Play as a Tool for Assessment (Chapters 5 &amp; 6)</td>
<td>Reading Report #1 Due</td>
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<tr>
<td><strong>Week 5</strong></td>
<td><strong>February 16</strong>&lt;br&gt;Play in Mathematics Curriculum (Chapter 7)</td>
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<td><strong>Week 6</strong></td>
<td><strong>February 23</strong>&lt;br&gt;Language, Literacy, and Play (Chapter 8)</td>
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<tr>
<td><strong>Week 7</strong></td>
<td><strong>March 1</strong>&lt;br&gt;Science in the Play-Centered Curriculum (Chapter 9)</td>
<td>Reading Report #2 Due</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td><strong>March 8</strong>&lt;br&gt;The Arts in Play&lt;br&gt;Play and Socialization (Chapters 10 &amp; 11)</td>
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<tr>
<td><strong>Week 9</strong></td>
<td><strong>March 15</strong>&lt;br&gt;Outdoor Play&lt;br&gt;Toys and Technology as Tools (Chapters 12 &amp; 13)</td>
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<tr>
<td><strong>BREAK</strong></td>
<td><strong>March 22</strong>&lt;br&gt;Spring Break – No Class</td>
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<tr>
<td><strong>Week 10</strong></td>
<td><strong>March 29</strong>&lt;br&gt;Integrating Play Development &amp; Practice (Chapter 14)</td>
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<tr>
<td><strong>Week 11</strong></td>
<td><strong>April 5</strong>&lt;br&gt;Fingerplay Presentations</td>
<td>Fingerplays Due</td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td><strong>April 12</strong>&lt;br&gt;Learning Toys Presentations</td>
<td>Learning Toys Due</td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td><strong>April 19</strong>&lt;br&gt;Learning Toys Presentations</td>
<td></td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td><strong>April 26</strong>&lt;br&gt;Team Project Presentations</td>
<td>Team Projects Due</td>
</tr>
<tr>
<td><strong>Week 15</strong></td>
<td><strong>May 3</strong>&lt;br&gt;Team Project Presentations</td>
<td></td>
</tr>
<tr>
<td><strong>Week 16</strong></td>
<td><strong>(of May 10)</strong>&lt;br&gt;Final Exam</td>
<td>Final Exam – Date &amp; Time TBD</td>
</tr>
</tbody>
</table>

ECE 441 Spring 2016
XV. Provost Statements

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; 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 when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

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 information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to 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.

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, January 29, 2016, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. 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 time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.
UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/

Rebelmail – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.
# Team Project Rubric

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format</th>
<th>Completeness of oral presentation (30%)</th>
<th>Completeness of written presentation (60%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target/Exemplary</td>
<td>• Clear and logical sequence and order&lt;br&gt;• Easy to follow&lt;br&gt;• Typed&lt;br&gt;• Appropriate grammar and spelling</td>
<td>• Provides significant information&lt;br&gt;• All major areas are discussed&lt;br&gt;• Issues (pros/cons)&lt;br&gt;• Research&lt;br&gt;• Content</td>
<td>• Provides significant information&lt;br&gt;• All major areas are discussed&lt;br&gt;• Issues (pros/cons)&lt;br&gt;• Objectives&lt;br&gt;• Research&lt;br&gt;• Reflection</td>
</tr>
<tr>
<td>Acceptable</td>
<td>• Somewhat logical sequence and order&lt;br&gt;• Difficult to follow at times&lt;br&gt;• Typed&lt;br&gt;• Minimal grammar and spelling errors</td>
<td>• Some areas are discussed&lt;br&gt;• Issues (pros/cons)&lt;br&gt;• Research&lt;br&gt;• Content</td>
<td>• Some areas are discussed&lt;br&gt;• Issues (pros/cons)&lt;br&gt;• Objectives&lt;br&gt;• Research&lt;br&gt;• Reflection</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>• No logical sequence and order&lt;br&gt;• Poor grammar and spelling errors&lt;br&gt;• Not typed</td>
<td>• Not all areas are discussed&lt;br&gt;• Provides little information</td>
<td>• Provides little information&lt;br&gt;• Not all areas are discussed</td>
</tr>
</tbody>
</table>
Activity Format:

Objective/Purpose of Activity:

Procedure:

Materials:

Evaluation: