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.

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

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.)
3. Demonstrate awareness of and commitment to the profession’s code of ethical conduct. (NAEYC 5.4)
4. 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.)
5. 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)
6. 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)

**Texts, readings, and instructional resources:**
Required Textbooks


Assignments, evaluation procedures, and grading policy:

Academic Requirements

1. **Discussion Postings ~ Due Sept 23 & 30, Oct 7 & 14 by 5:00 pm**
   Students will be assigned to discussion groups. Discussions are related to chapter/course topics. Students will earn 5 points for participating in weekly discussions. Discussion participation must be completed by 5 p.m. PDT on Thursday of each week.

   Participation includes two parts: (1) responding to the posted discussion item (2.5 points), and (2) responding to a response of at least one other student in your discussion group (2.5 points). *For both your initial response, and your response to the posting of at least one other student, the basic length should be 2-3 paragraphs and all postings should be comprehensive in scope and depth.*

   This assignment must be completed in groups via the discussion icon/link. (4 discussions; 5 points per discussion; 20 points possible in total).

2. **Play Vignette Reflections ~ Due September 29 by 5:00 pm**
   Choose two (2) of the provided play vignettes. For each of your chosen vignettes write a reflective piece noting what you see as being valuable, important, and/or problematic about each. Describe what you see as the potential (or the perils) and the ‘necessary conditions’ for incorporating such a practice into an early childhood setting. Be as specific as you can about the role/responsibilities of the teacher in creating both the physical and interactional environment to support and enhance such play. Each response should be no more than two pages in length. (10 points each for a total of 20 points)

   Chose two of the following vignettes to review:
   - Vignette 1: “The Explorers’ Club” by David Sobel
   - Vignette 2: “Amos Bear Gets Hurt” by Laurie Read
   - Vignette 3: “The Suicide Game” by Jane Katch
3. **Research Project ~ Primary Assignment ~ Due October 8 by 5:00pm**

   Students may choose a topic area or the instructor will assist in the determination of topic areas. **Topic areas must be determined, and approved by the instructor, by September 24.** Students will plan and generate a presentation which explores play as a foundation for creativity and aesthetics in early childhood education. The presentation will be posted for your discussion group to review. Presentations should be power point with a one page summary/handout in a Microsoft document that classmates may download for future reference. Refer to the rubric included in this syllabus for assignment criteria/outline.

   All presentations should be comprehensive in scope, aesthetically pleasing, include appropriate language. Presentations will include: 1) introduction (why the topic is important), 2) issues for the topic (conceptual and practical problems), 3) strategies worth considering in exploring the topic, 4) questions that you may be struggling with, 5) articulate why this topic is important to you and warrants a place in early childhood education, and, 6) references. This assignment is the primary assignment for this course. (35 points)

   Topic areas for research are limited to those outlined inclusive of creative and aesthetic considerations. Suggested topic areas: emotions/feelings and play; music and play; drama and play; art and play; early literacy and play; therapeutic value of play; nature play; play based literacy; media influence on play; cultural considerations and play; adult expectations of play.

4. **Learning Toy or Game ~ Due October 15 by 5:00pm**

   Students will create an educational toy or game for young children. When constructing this learning instrument it is important that the creator to consider the developmental and academic value inherent in the product. Students will create the toy/game and describe how the item will be used, materials required, construction directions, and utility of the item for both large and small groups of children. Assignment submissions to the assignment drop box should include a photograph(s) of your item as well as a written document outlining the use, materials, and construction details. Include the instructions on how to use your product. (25 points)
A 95 – 100    C  73 – 76
A- 90 – 94    C-  70 – 72
B+ 87 – 89    D+  67 – 69
B  83 – 86    D  63 – 66
B- 80 – 82    D-  60 – 62
C+ 77 – 79    F  59 or less

Administrative Requirements

All assignments will be due on the assigned days unless arrangements have been made with the instructor. Due to the accelerated format of this course, one point will be deducted for each day an assignment is late.

Class Schedule:
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/ Videos</th>
<th>Assignments</th>
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</table>
| September 20 to 24 | Development of play  
Play and child  
development  
Creative process | Van Hoorn, Nourot,  
Scales, & Alward  
chapters 1 to 4  
Edwards chapters 1 to 3 | Discussion  
Postings Due |
| Sept 27 to October 1 | Play and assessment  
Play-centered curriculum  
Music and play  
Visual arts | Van Hoorn, Nourot,  
Scales, & Alward  
chapters 5 to 7  
Edwards chapters 4 and 5 | Discussion  
Postings Due  
Play Vignette  
Reflections Due |
| October 4 to 8 | Play-centered curriculum  
Drama and creativity  
Experimentation | Van Hoorn, Nourot,  
Scales, & Alward  
chapters 8 to 10  
Edwards chapters 6 and 7 | Discussion  
Postings Due  
Research Project  
Due |
| October 11 to 15 | Socialization, toys,  
technology and play  
Literature and creativity  
Summary | Van Hoorn, Nourot,  
Scales, & Alward  
ch. 11 to 13  
Edwards chapters 8 and 9 | Discussion  
Postings Due  
Learning Toy or  
Game Due |

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 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 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/committees/copyright/.

Disability Resource Center (DRC)
It is important to know that over two-thirds of the students in the DRC reported that this syllabus statement, often read aloud by the faculty during class, directed them to the DRC office. The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan. UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC-A), Room 143, and the contact numbers are: Voice (702) 895-0866, fax (702) 895-0651. For additional information, please visit: http://drc.unlv.edu/.

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 last day at late registration 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 which could not be avoided. For additional information, please visit: http://catalog.unlv.acalog.com/content.php?catoid=1&navoid=44&bc=1.

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, #22 on the current UNLV map. 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 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.

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 exhibiting honesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated in 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), the Department of Educational Leadership (CEB 320), or the Office of the Dean of the College Education (CEB 301).

Collection of Student Assignments for Accreditation Purposes
Assignments completed 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 will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated. Thank you.

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**ECE 441 Play Theory, Creativity & Aesthetics in ECE Research Project Rubric**

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<th>Proficiency</th>
<th>Format (10 points possible)</th>
<th>Completeness of Information (25 points possible)</th>
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<td>Exceeds Expectations</td>
<td>Clear and logical sequence/order</td>
<td>Provides significant information</td>
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<td>Easy to follow</td>
<td>All major areas are discussed</td>
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<td>Appropriate grammar and spelling</td>
<td>Organized</td>
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<td>Meets Expectations</td>
<td>Somewhat logical sequence/order</td>
<td>Provides sufficient information</td>
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<td>Difficult to follow</td>
<td>Some major areas are discussed</td>
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<td>Minimal grammar and spelling errors</td>
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<td>Below Expectations</td>
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