I. Prefix & Number: ECE 441
II. Title: Play Theory, Creativity & Aesthetics in ECE
III. Credit: 3
IV. Semester: Spring 2011
V. Instructor: Nicholle Goldstein
VI. Office Location/Hours: CEB 115/By Appointment
VII. Class Location/Hours: CEB 142/Friday, 4:00-8:00pm & Saturday, 8:00-4:00pm
VIII. Telephone/Email: 528-7554 / WebCampus Mail
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.

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.)
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)

**XII. Texts, readings, and instructional resources:**

**Required Textbook(s):**
XIII. Assignments, evaluation procedures, and grading policy:

Instructional Procedures:

1. In-class instructional formats for this course include lecture and discussions; collaborative/cooperative learning activities, individual/small group problem solving and contextual applications; role-play/simulation; and student presentations.

2. Out-of-class learning activities may include, but are not limited to the following learning activities: assigned reading, journal review, team project and origination of a toy.

Academic Requirements:

1. Fingerplays- Due January 29
   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. (10)

2. Journal Article Review- Due February 5
   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?

Journal Article Criteria:
Organization (APA style, grammar, spelling, continuity, punctuation and order) 2
Content: Information Data 4
Reflections: 4

Total 10

3. Exam – Due February 11
Completion of one examination. The exam will be based on assigned readings, class discussions, handouts, and notes. (30)

4. Team Project – Primary Assignment- Due February 12
Team Topics:
Include exhibits using:
  Movement Exploration
  Puppetry
  Nutrition
  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 team topic?
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 is involved in your team project

Criteria for Oral Presentation:
Organization 5
Activities 15

Criteria for Written Booklet:
Table of contents 2
Goals 2
Organization 2
Activities 5
Bibliography 2
Each member’s contribution 2

Total 35

5. Originate a Learning Toy- Due February 12
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.

Written Paper Criteria:
Organization: 2
Instructional Directions: 2
Objectives: 2
Creativity: 1

Oral Presentation Criteria:
Creativity: 2
Organization: 2
Objectives: 2
Toy or game: 2

Total: 15

Grading Policy:
Journal Article Review 10
Fingerplays 10 (5 each)
Team Project 35
Learning Toy 15
Exam 30

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:
1. Projects and assignments are to be submitted on or before due dates. Late projects or assignments
will not be accepted.
2. Exam is to be taken at scheduled time. No make ups will be administered.
3. Although content is of primary concern, appearance, grammar and composition, spelling and
handwriting will be considered in all course requirements.
4. Due to the accelerated nature of this course attendance is mandatory. Each unexcused absence
will result in a 5-point deduction from final grade. More than one hour missed of a class will be
considered an absence.
XIV. Class Schedule:

*Course outline subject to change

Spring 2011
January 21     Introduction/Orientation
                Play and Development
                Required Text Ch. 1-3

January 22     Orchestrating Play
                Required Text Reading Ch. 4-6

January 28     Play-Centered Curriculum: Math and Language
                Required Text Reading Ch. 7-8

January 29     Play-Centered Curriculum: Science and the Arts
                Required Text Reading Ch. 9-10
                Workshop I: Fingerplay Presentations Due

February 4     Outdoor Play and Socialization
                Required Text Reading Ch. 11-12

February 5     Toys and Technology
                Integrating Play, Development and Practice
                Required Text Reading Ch. 13-14
                Workshop II: Journal Article Review Presentations Due

February 11    Exam

February 12    Workshop III: Team Project Presentation Due
                Demonstration of Learning Toy Due
University Policies

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) – The Disability Resource Center (DRC) determines accommodations that are “reasonable” in promoting the equal access of a student reporting a disability to the general UNLV learning experience. In so doing, the DRC also balances instructor and departmental interests in maintaining curricular standards so as to best achieve a fair evaluation standard amongst students being assisted. In order for the DRC to be effective it must be considered in the dialog between the faculty and the student who is requesting accommodations. For this reason faculty members have any questions regarding the DRC, they should call a DRC counselor.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The DRC is located in the Student Services Complex (SSC-A), Room 143, phone (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 of 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 have been avoided. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=4&navoid=164.

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.
Any other class specific policies (e.g., absences, make-up exams, extra credit policies, plagiarism/cheating consequences, policy on pagers/mobile phones, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)
Activity Format:

Objective/Purpose of Activity:

Procedure:

Materials:

Evaluation:
# Team Project Rubric

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format (10%)</th>
<th>Completeness of Oral Presentation (30%)</th>
<th>Completeness of Written Presentation (60%)</th>
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<td>• Clear and logical sequence and order</td>
<td>• Provides significant information</td>
<td>• Provides significant information</td>
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<td>• Easy to follow</td>
<td>• All major areas are discussed</td>
<td>• All major areas are discussed</td>
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<td>• Typed</td>
<td>• Activities (12 or more)</td>
<td>• Activities (20 or more)</td>
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<td>• Appropriate grammar and spelling</td>
<td>• Time allowance</td>
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<td>• Content</td>
<td>• Introduction</td>
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<td>• Organization</td>
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<td>2 Acceptable</td>
<td>• Somewhat logical sequence and order</td>
<td>• Provides sufficient information</td>
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<td>• Difficult to follow</td>
<td>• Some areas are discussed</td>
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<td>• Typed</td>
<td>• Activities</td>
<td>• Goals</td>
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<td>• Minimal grammar and spelling errors</td>
<td>• Time allowance</td>
<td>• Objectives</td>
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<td>• Content</td>
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<td>• Bibliography</td>
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<td>Unacceptable</td>
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<td>• Provides little information</td>
<td>• Provides little information and order</td>
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<td>• No areas are discussed</td>
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<td>• Poor grammar and spelling</td>
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