Legal Disclaimer:
“This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.”

The Quality Enhancement Plan (QEP)
“The Quality Enhancement Plan (QEP) is a course of action designed to enhance student learning and is a required component of the accreditation process conducted by the Southern Association of Colleges and Schools (SACS).

The UTSA QEP Quantitative Scholarship: From Literacy to Mastery provides you with the skills needed to evaluate and interpret data, understand risks and benefits, and make informed decisions in your personal and professional lives. The plan focuses on integrating quantitative reasoning and communication skills in existing courses across the undergraduate curriculum. The SACS team will visit UTSA during March 23-25, 2010 to review the reaccreditation plan. All UTSA students, faculty, and staff are encouraged to learn more about the QEP by visiting the website www.utsa.edu/qep ”

Department of Interdisciplinary Learning and Teaching Mission:
The mission of the Department of Interdisciplinary Learning and Teaching is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership.

Goals: The Department of Interdisciplinary Learning and Teaching will create a context that nurtures interdisciplinary learners who:

⇒ Acquire and demonstrate content and discipline knowledge
⇒ Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices
⇒ Are producers, disseminators, and critical consumers of research
⇒ Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices
⇒ Articulate their professional philosophy and demonstrate a strong professional identity.
CATALOG DESCRIPTION

3 Hours Credit
A study of the current knowledge of play and creativity and the relationship between children's play and cognitive, social, and affective development. Will provide early childhood and primary educators with knowledge and skills necessary to promote and guide children's play behaviors as the child's primary learning mechanism. Emphasis on effective strategies, equipment, materials and activities that support and encourage children's play and creativity at the early childhood and primary levels. Field experiences are required.

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES (EC-6) STANDARDS

REQUIRED TEXTBOOKS

**Standard I.** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6**

**Students**
The beginning teacher knows and understands:

1.1k the intellectual, social, physical, and emotional developmental characteristics of students in early childhood through grade 6

Including:
the stages of play development (i.e., from solitary to cooperative) and the important role of play in a student's learning and development

• developmental changes in a student's thinking (i.e., from primarily concrete thinking to the ability to reason and think logically, to understand cause and effect, and to organize information systematically)

1.2k the implications of students' developmental characteristics for planning appropriate instruction

Including:
• the lifelong impact of the experiences provided in early childhood through grade 6 on individual development and on society
• the wide range of individual developmental differences that characterizes students in early childhood through grade 6 (e.g., resulting from different rates of development in various domains) and the implications of such developmental variation for instructional planning
• how developmental characteristics of students in early childhood through grade 6 (e.g., attention span, need for physical activity and movement) impact learning and performance
• the importance of helping students in early childhood through grade 6 apply decision-making, organizational, and goal-setting skills (e.g., selecting learning centers to work in, putting materials away in the appropriate place, completing a self-initiated project)
• students' reliance on concrete thinking, motor and sensory input, and direct experience for development of skills and knowledge, and the implication of such understanding for instructional planning and assessment
• how to use knowledge of the developmental characteristics and needs of students in early childhood through grade 6 to plan meaningful, integrated, and active learning and play experiences that promote the development of the whole child
Application: What Teachers Can Do

Teachers of Students in Grades EC–6

Students
The beginning teacher is able to:
1.1s plan lessons that reflect an understanding of students’ developmental characteristics and needs;
1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–6

Maintaining a Physical and Emotional Environment that is Safe and Productive
The beginning teacher knows and understands:
2.19k features and characteristics of physical spaces (e.g., learning centers, play areas) that are safe and productive for learning;
2.20k the benefits and limitations of various arrangements of furniture in the classroom;
2.21k procedures for ensuring safety in the classroom;
2.22k physical accessibility as a potential issue in student learning; and
2.23k students’ emotional needs and ways to address those needs.

Application: What Teachers Can Do

Teachers of Students in Grades EC–6

Maintaining a Physical and Emotional Environment that is Safe and Productive
The beginning teacher is able to:
2.18s organize the physical environment to facilitate learning;
2.19s create a safe and inclusive classroom environment;
2.20s use effective strategies for creating and maintaining a positive classroom environment; and
2.21s respect students’ rights and dignity.

REQUIRED TEXTBOOKS AND MATERIALS


- We will have additional readings (listed on the course schedule) posted on Moodle. Students are required to download and read additional readings as needed.
- One disposable camera or digital camera for pictures OR if you join La Clase Mágica you can use your iphone.
- PLEASE BRING TEXTBOOKS AND READINGS TO CLASS if you join La Clase Mágica you can download the articles to your Netbook.
STUDENT EVALUATION

NOTE: ALL ASSIGNMENTS MUST BE SUBMITTED IN ORDER TO RECEIVE FINAL GRADE FOR COURSE. THERE WILL BE NO EXCEPTIONS.

Using a criterion reference point system, individual project and final grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
<th>My Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Assignments</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment #1 Outdoor play—Traditional Children’s Games</td>
<td>20</td>
<td></td>
<td></td>
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<tr>
<td>Assignment #2 San Antonio Children’s Museum</td>
<td>25</td>
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<td>Assignment #3 Playground Evaluation Where Will Children Play?</td>
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<tr>
<td>Assignment #4 Developmentally and Culturally Appropriate Environments for Young Children</td>
<td>50</td>
<td></td>
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</tr>
<tr>
<td>Play Portfolio</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Work</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exams (2 @ 25)</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>250</td>
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</tbody>
</table>

Grade Distribution
A = 225 - 250
B = 200 - 224
C = 175 - 199
D = 150 - 174
F = 149 – below

ATTENDANCE POLICY
Attendance of scheduled classes is mandatory for the completion of this course. In-class activities cannot be replicated outside of class sessions. If an absence is unavoidable, please notify the instructor prior to class or leave a message. It is the student's responsibility to listen for their names during roll call. In order to be considered present for the class, the student must arrive on time and remain for the entire class period. Students who arrive more than 10 minutes late and leave more than 10 minutes before class is over are not allowed to sign the class roster and will be counted absent. Upon the third absence the student will receive a reduction in the final grade by one letter.
Note that travel plans are not considered an “emergency” (“emergency” is left to the discretion of the instructor). Attendance to field experiences is also mandatory and students must sign it at assigned field site. If you join La Clase Mágica, attendance to the field site on Tuesdays from 3:30-5:00 is also mandatory. Students will be asked to drop the course if they cannot comply with this policy.

PROFESSIONALISM
Students are expected to act professionally at all times including during class and at field placement sites. Students must dress professional when visiting field sites. Students must refrain from conversations during class. Please turn-off all cell phones and pagers since they cause distraction, particularly when you are working with the children. Do not send text messages during class or at your field placement. Students may use laptop computers to take notes. Students must refrain from checking their email or surfing the Internet during class lectures (See “Fitness to Teach” policy document located in the COEHD website http://coehd.utsa.edu/FTT/FitnessToTeach.pdf)

EXPECTATIONS
Quality of Work
A standard of written English appropriate for elementary teachers will be expected. All written work submitted must be of professional quality, neatly presented, grammatically correct, and free of spelling and punctuation errors. All written assignments should be prepared on a computer with appropriate word processing software. Facilities are available on campus for this purpose. To improve readability of papers, standard print styles should be used (e.g. Times, Geneva, New York). Font size must be 12 point. Do not use bold lettering. Title pages, including your name, course/section number and date are required for all written assignments. Pages should be stapled together. Full credit cannot be earned for work that does not meet these standards.

Submission of Assignments
Assignments must be submitted on or before the specified due date. No late work will be accepted unless delay is unavoidable and the student has discussed the situation with the instructor prior to the due date (10 points will be deducted). If you are absent on the day an assignment is due, you should make arrangements to submit the assignment on time to avoid the loss of points for late submission. Assignments must be complete upon submission. No incomplete assignments will be accepted, unless the student talks with the professor. No resubmissions will be allowed unless requested by the instructor.

Policy on Scholastic Dishonesty
Students are expected to demonstrate professional conduct during class sessions. In order to minimize distractions, students should not leave the room during class unless an emergency arises. Students should also refrain from engaging in individual conversations and from working on other assignments during lectures or class discussions. Any other discipline issues will be managed as the UTSA Faculty Handbook specifies. Students are expected to be above reproach in scholastic activities. Students who violate rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, any incidence of student dishonesty will be managed as outlined in the UTSA Student Guide.

Students with Disabilities
Students with disabilities must be registered with the Office of Disability Services (MS 2.03.18, telephone 458-4157(Voice), 458-4981 TTY, UTSA Downtown BV 1.302 458-2816) in order to receive support services. If you need accommodation for a disability, please contact me at your earliest convenience.
ASSIGNMENTS, EXAMS AND FIELD EXPERIENCES

Field Experiences
All students are required to do field experiences for the completion of this course. Field experiences will assist the students in applying theoretical knowledge gained in the course. Each student is expected to attend the dates and times of the field experiences which will take place during class time for four weeks (every other week) from 8-10:45, February 19th to April 9th. The field experiences will take place at Carroll Head Start Center in SAISD. Students will begin the field experiences of February 19th with an orientation to the Center. Once the orientation is over, students will go to their assigned classroom and stay until 10:45. Students must ask the teacher regarding materials that can be used such as scissors, paints, blocks, etc. Other materials students will take to field experience. The class instructor will explain during class. If you join La Clase Mágica, you will have additional field experiences on Tuesdays from 3:30-5:30 at Las Palmas Elementary in Edgewood ISD.

Class Assignments
The style of the course is lecture together with hands-on participation. Students are expected to prepare for classroom discussions and activities by completing assigned readings prior to coming to class. Such preparation will help them understand and internalize the content matter more effectively as well as actively participate in class discussions, activities, and group work.

*Exams
There will be two exams for this course. One will be multiple choice and will be done through Moodle. The second one will be posted on Moodle and students need to turn in a paper copy.

Assignment #1
Outdoor Play—Traditional Children’s Games
Purpose: This assignment is designed to help the preservice teacher emphasize the importance of allotting time for gross motor activities that promote language and literacy, social skills as well as the awareness of diversity in play.

Procedure:
1. Select two children’s games, a traditional “American” children’s game such as “Duck Duck Goose” or “London Bridge is Falling Down”, traditional “Latino” games such as “Doña Blanca” or “La Rueda de San Miguel”, or hand clapping games often found in the African American culture. The second games should be from a different culture (could be a different culture within the US) or country. You do not need props but the games must include gross motor activities. In order to find this information, do a webquest. You can download children’s songs using your itune account if you join La Clase Mágica.
3. We will play some of the games in our classroom.
4. On a one-page paper, write the names of the games, any songs or chants that go along with them, directions to play the games and a brief reflection regarding how children played the game.
5. (LCM) The children will write to El Maga describing their experiences playing these games.
Assignment #2
The San Antonio Children’s Museum
Purpose: The preservice teacher will experience different concepts and skills that children acquire through play at the museum.

Procedure:
1. The students will take a virtual tour of different children’s museums across the US and compare with the San Antonio Children’s Museum.
2. Students will volunteer at the San Antonio Children’s Museum twice a semester (once if you join LCM) for two hours each visit. The museum is open from Tuesdays to Sundays. I will provide scheduling information. The museum will validate the parking tickets. You must park at the Mid-City Parking Garage located on the corner of College Street and Navarro, across from La Mansion Hotel.
3. After completing the service learning experience write answers to the following questions comparing and contrasting the SA children’s museum with the one you found online.
   a. Describe the children’s museum.
   b. Are the activities exploratory, creative, and playful? What is the educational value? How do they motivate parent-child or teacher interaction?
   c. Describe the children. Could you tell if they were with a group or with their families?
   d. What language(s) were the children speaking? Was there a person who spoke their language to explain activities? How can a second-language learner obtain the same experience as an English speaker?
   e. How are children with disabilities included in the educational experiences at the museum? How can a child with a disability obtain the same experience as a typically developing child?
   f. How does the museum reflect the different cultures represented in San Antonio?
   g. What type of play did the children exhibit?
   h. How are the children exploring the materials?
   i. How are the children engaging in pretend play?
   j. How do the children explore concepts?
   k. How do children self-regulate?
   l. How would you use the children’s museum in grades EC-6?
   m. Reflection as it relates to the educational value of play.
   n. How can teachers modify this learning experience in their classroom (this question refers to the use of learning centers in EC-6).

Assignment #3
Playground Evaluation: Where will children play?
Purpose: The purpose of this assignment is to practice evaluating playgrounds for safety and for play value using the principles you have read about and discussed in class.
Procedure:
- Working in groups, you will select a community to go evaluate the children’s playgrounds provided by the City of San Antonio. Each member of the group will select one playground to evaluate from that community. Select a community different than your own. Check out the City of San Antonio Parks and Recreation website http://www.sanantonio.gov/sapar/ to select a park.
- Rate the playground using the playground checklist provided on Moodle. Remember to take a ruler or measuring tape with you to the site. You must take pictures of your site to include in a presentation you that will be required to present during class. Be creative in using technology.
during your presentation (no power point presentations) We will divide the class into different "community" groups (Downtown, West Side, South Side, North Side, etc.).

- **Individually**, prepare a 2-page narrative paper describing the playground based on information collected using the checklist. The name and location of the playground should appear at the top of the checklist and at the top of the narrative. The narrative should be broken into three headings:
  a. (1) Description of the neighborhood where the playground is located, description of playground including playground equipment and measurements;
  b. (2) Playground Strengths: cover playground contents including type of equipment and measurements, safety, accessibility for children with special physical needs, and play value in your narrative;
  c. (3) Playground weaknesses: what are the major problems/concerns of the playground
  d. (4) Playground use: discuss the different types of play you observed and how the children used the equipment; Improvement: specific in recommending improvements;
  e. (5) Recommendations: what will you recommend for improvement for the playground?
  f. Your findings will be presented using a power point presentation.

- For LCM students in addition to evaluating your playground, you will take time to take the children you are working with outside and play in the playground. Instead of just supervising the children, you will engage in play with the children by asking them what they want to play in the playground. Notice their choices and have them write to *El Maga* about their experiences in the playground.
**Assignment #4**

*Creating Developmentally and Culturally Appropriate Environments for Young Children*

**Purpose:** The purpose of this assignment is to help the preservice teacher develop a culturally and developmentally appropriate environment early childhood classrooms. The preservice teacher will implement a variety of learning centers in which different types of play will be promoted to enhance learning—including dramatic play, constructive play, and physical play. **Students will complete different tasks throughout their fieldwork.**

<table>
<thead>
<tr>
<th>TASK</th>
<th>DESCRIPTION</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>Task 1a</td>
<td><strong>Play in the Learning Centers</strong></td>
<td>Students will observe children in different learning centers and draw a map of the classroom at field site. Students will identify the different types of play used by the children and write a one-page paper describing the children’s play and the learning centers. Include skills that you think the children are using. Take pictures and include in the paper. Complete the ECES (Early Childhood Ecology Scale) after observing the classroom.</td>
</tr>
<tr>
<td>Task 1b (LCM)</td>
<td>Traditional Children’s Games</td>
<td>Students will engage children in one traditional game preferably outside in order for children to be able to move. [LCM--Have the children write to El Maga to discuss why they liked the game.]</td>
</tr>
<tr>
<td>Task 1c (LCM)</td>
<td><strong>Literacy Play</strong></td>
<td>Select a developmentally and culturally appropriate children’s book. Read to the children in the library center or during circle time depending on what the teacher selects. [LCM, you will read the book to the children you will be assigned on the first day. Have the children write to El Maga about the book you read to them.]</td>
</tr>
<tr>
<td>Task 2 (LCM)</td>
<td><strong>Constructive Play—Art</strong></td>
<td>Students will assist children with art activities in the art center that will allow them to illustrate their own books by using different types of media including paints and colors. Students will take pictures of the children’s book. Write a one-page paper describing how children were playing with art. Relate to readings about Reggio Emilia approach. Describe in your paper the concepts or skills gained by the children. Identify appropriate Prekindergarten Guidelines or TEKS that can be targeted through art and play. Take pictures and include in the paper. [Children participating in the LCM program can draw their illustrations using appropriate software. Children need to write to El Maga regarding this experience.]</td>
</tr>
<tr>
<td>Task 3</td>
<td><strong>Dramatic Play</strong></td>
<td>Students will develop a Dramatic Play Prop box that will be set up in the housekeeping center. The students will select a theme for the box and include articles of clothing, costumes, household articles, items made from recycled materials, real items, etc. Thrift stores are suitable stores to buy dramatic play materials. When there is a choice, choose the real article over a toy or replica of one. Use your imagination and creativity. Try not to purchase any items look through your garage etc. and see what you can find. Write a one-page paper describing how children were playing with the prop box. Describe in your paper the concepts or skills gained by the children through dramatic play. Identify appropriate Prekindergarten Guidelines or TEKS that can be targeted through dramatic play. Take pictures and include in the paper. [For LCM the children create their drawing of their structures using appropriate software. The children will take a picture of their structure and then draw it. Children need to write to El Maga regarding this experience.]</td>
</tr>
<tr>
<td>Task 4 (LCM)</td>
<td><strong>Constructive Play—Blocks</strong></td>
<td>Students will observe constructive play center by having children play with wooden blocks (preferably) or any type of block to enhance their mathematical thinking using the seven levels of block building. Students need to bring “junk” items to add to the center. The students will encourage children to create different structures that they are interested in knowing more about or building or they can create their own structure, draw it, and write about it. Write a one-page paper describe the concepts or skills gained by the children. Identify appropriate Prekindergarten Guidelines or TEKS that can be targeted through block play. Take pictures and include in the paper. [For LCM the children create their drawing of their structures using appropriate software. The children will take a picture of their structure and then draw it. Children need to write to El Maga regarding this experience.]</td>
</tr>
</tbody>
</table>
Instructions for Dramatic Play Prop Box

1. Think about the goals for children as they use these materials. What concepts do you hope they will acquire? What vocabulary might they use while playing? In what ways would you like to see their play extended? Think about how you could introduce a dramatic play center using materials in your prop box. Think of resource people or field trips that could reinforce or extend the thematic concepts that the materials in your box promote.

2. Put your materials in a sturdy box with a lid. Legal or document boxes or those that contain photocopy paper are best. On one side, label the outside of the box with the following information:
   - Names of students contributing to the box
   - Theme:
   - Materials in Box
   - On the opposite side of the box, draw or paste a picture that would help a child identify the theme or contents of the box.

3. On the inside lid of the box, tape a copy of the sheet that has the goals, vocabulary, etc. If you have more than one sheet, use a plastic sheet protector, tape that to the inside lid, and slide the sheets into the protector.

4. Decorate the box to make it attractive to a child. The idea is to encourage the child to use the contents of the box.

5. Write a brief letter to parents with instructions on how to use the box, the purpose, and the benefits of play for children’s development. Parents will be able to check out the box and take it home for one week.

6. Describe in your paper the concepts or skills gained by the children. Identify appropriate Prekindergarten Guideline or TEKS that can be targeted through art and play.

7. Take pictures of the prop box (if possible with children using it).

Assignment #5
Play Portfolio
This assignment will allow students to combine the information gained throughout the semester and present it to the class using technology. It is the student’s responsibility to find out the most creative way to present the information. The students must use the disposable camera or digital camera to keep pictures of observations. Write one paragraph that describes your philosophy of play for learning and teaching.