THE UNIVERSITY OF TEXAS AT SAN ANTONIO
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF INTERDISCIPLINARY LEARNING AND TEACHING
ECE 3313 Play, Creativity & Learning EC-6 Spring 2010 Th 5:30-8:15 BV 3.304

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Office: DB 4.122
Office Phone:(210) 458-2610
Office Hours: After class and by appointment
Email: All communication must be done through Blackboard

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**

**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**

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
Teacher Application: What Teachers Can Do
Teachers of Students in Grades EC–6

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;
Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

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.

Teacher 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.
**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>Maximum points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Assignments</td>
<td>20</td>
</tr>
<tr>
<td>Play Beliefs (5)</td>
<td></td>
</tr>
<tr>
<td>Play Memories (5)</td>
<td></td>
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<tr>
<td>Know your Theory (5)</td>
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<tr>
<td>Play Theory (5)</td>
<td></td>
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<tr>
<td>Assignment #1</td>
<td>15</td>
</tr>
<tr>
<td>Outdoor play— <em>Traditional Children’s Games</em> (Field experience)</td>
<td></td>
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<tr>
<td>Assignment #2</td>
<td>20</td>
</tr>
<tr>
<td><em>San Antonio Children’s Museum</em> (Field experience)</td>
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<tr>
<td>Assignment #3 Playground Evaluation</td>
<td></td>
</tr>
<tr>
<td>Where Will Children Play? (Field experience)</td>
<td></td>
</tr>
<tr>
<td>Assignment #4</td>
<td>50</td>
</tr>
<tr>
<td><em>Developmentally and Culturally Appropriate Environments for Young Children</em> (Field experience)</td>
<td></td>
</tr>
<tr>
<td>Assignment #5</td>
<td>25</td>
</tr>
<tr>
<td>Play Portfolio</td>
<td></td>
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<tr>
<td>Field Work</td>
<td>35</td>
</tr>
<tr>
<td>Attendance</td>
<td>10</td>
</tr>
<tr>
<td>Exams (2 @ 25 each)</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>

**Grade distribution**

- A = 225 – 250
- B = 200 – 224
- C = 175 – 199
- D = 150 – 174
- F = 149 - below
REQUIRED TEXTBOOKS AND MATERIALS

Additional readings may be posted on Blackboard. Students required to download and read as needed.

Disposable camera or digital camera for pictures

ATTENDANCE POLICY
Attendance is mandatory for the completion of this course. In class learning activities and lectures cannot be replicated for the purpose of teacher preparation. If absence is unavoidable, notify the instructor prior to class or leave a message. In order to receive credit in every class, you must arrive within 10 minutes and remain until within 10 minutes of the end of class. If you must leave early, you will be counted absent. After a third absence, a reduction of one letter grade will be given. Field experience is also mandatory and students are to sign in at their assigned school. 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 since they cause a 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. For 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. 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 of an emergency. Any discipline issues will be managed as the UTSA Faculty Handbook specifies. 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 accommodations for a disability, please notify me immediately.
ASSIGNMENTS 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 the day for four weeks (every other week) at the assigned time at the respective school to deliver the specified assignments. In addition, field experience that include observations will also take place prior to these assignments.

Class assignments
The style of the course is lecture with hands-on experience/participation. Students are expected to prepare for classroom discussions and activities by completing assigned readings prior to coming to class. Such preparation will assist the internalization of the content matter more effectively. Participation in class discussions, activities, and group work will support this learning process.

Assignment #1
Outdoor Play – Traditional Children’s Games (Due January 28)

Purpose: This assignment is designed to help the preservice teacher emphasize the importance of gross motor activities that promote language and literacy learning 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 game should be from a different culture (could be a different culture within the U.S.) or country. You do not need props but the games must include gross motor activities. Possible resources include Jose Luis Orozco at http://www.joseluisorozco.com/ or go to YouTube children’s chants/songs and download to your itunes (2) Analyze the Texas Prekindergarten Guidelines at http://www.tea.state.tx.us/curriculum/early/preguide.html or TEKS for kindergarten at http://www.tea.state.tx.us/teks/ to identify skills practiced during the games. (3) We will play some of the games in our classroom. You will play these games with the children at your field placement. Talk with your teacher regarding the best time to play these games. (4) You will turn in 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) On a one page paper, write the names of the games, any songs or chants that go
Along with tem, directions to play the games and a brief reflection regarding how children played the game.

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 U.S. and compare with the San Antonio Children’s Museum. (2) Students will visit the San Antonio Children’s Museum. (3) After completing the observation write answers to the following questions comparing and contrasting the SA children’s museum with the one you found on line.

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) What languages 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?
d) 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? How does the museum reflect the different cultures represented in San Antonio?
e) What type of play did the children exhibit?
f) How are the children exploring the materials?
g) How are the children engaging in pretend play?
h) How do the children explore concepts?
i) How do children self-regulate?
j) How would you use the children’s museum in grades EC-6?
k) Reflection as it relates to the educational value of play.
l) 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: (1) 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 groups 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. (2) Rate the playground using the playground checklist provided (see p. 258). Remember to take a ruler or measuring tape with you to the site. You must take pictures of your site to include in a slide presentation you will be required to present during class. We will divide the class into different “community” groups (Downtown, West Side, South Side, North Side, etc.). (3) 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 include the following:

a) description of the neighborhood where the playground is located, description of playground including playground equipment and measurements;
b) 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) playground weaknesses: what are the major problems/concerns of the playground

d) playground use: discuss the different types of play you observed and how the children used the equipment; Improvement: specify recommended improvements;
e) recommendations: what will you recommend for improvement for the playground?

(4) In addition to evaluating your playground, you will take time to observe the students out in your field experience as they interact with the contents of the play area. Engage conversation with them and ask what they like/want to play when they are out on the playground. Notice their choices and include in your narrative.
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 in 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. A classroom map will be created electronically (see sample pgs. 241-242).

Procedure: There are three tasks described below.

<table>
<thead>
<tr>
<th>TASK</th>
<th>Description</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Constructive Play -- Blocks</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. The UTSA student will help the children create their drawing of their structures using appropriate software. The children will take a picture of their structure and then draw 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 your reflection paper.</td>
</tr>
<tr>
<td>2</td>
<td>Constructive Play -- Art</td>
<td>Students will set up an art center assisting children with art activities that will allow them to illustrate their own books by using different types of media including paints and colors. Students will take pictures of their products. Write a one-page paper describing how children were playing with art. 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 your paper.</td>
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<tr>
<td>3</td>
<td>Dramatic Play</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</td>
</tr>
</tbody>
</table>
to buy dramatic play materials. Use your imagination and creativity. Try not to purchase any articles but resort to looking through your garage first. 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.

**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.

The following rubric will be used to determine the 25 point value for this project.

1-5 points creativity
1-5 points organization
1-5 points philosophical statement that is clear
1-5 points resources used meaningfully
1-5 points knowledge of play is evident
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-14-10</td>
<td>Introductions Syllabus/Calendar Play memories Field Placement Host</td>
<td>Chapter 1 &amp; 2 Isenberg &amp; Jalongo p. 153 referenced in Ch. 1</td>
</tr>
<tr>
<td>1-21-10</td>
<td>Understanding Children’s Creative Thought and Expression Supporting Children’s Play, Games and Inventions <em>My Education Lab vignettes</em></td>
<td>DUE: Assignment #1 due to Dr. Setien Traditional Children’s Games Chapter 3 Isenberg</td>
</tr>
<tr>
<td>1-28-10</td>
<td>Fostering Creative Thought and Expression <em>My Education Lab vignettes</em></td>
<td>Chapter 7 Isenberg Chapter 5 Isenberg</td>
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<td></td>
<td></td>
<td><strong>Special Reading</strong> <a href="http://ecrp.uiuc.edu/v7n2/forman.html">http://ecrp.uiuc.edu/v7n2/forman.html</a> Begin Field Work – Introduction</td>
</tr>
<tr>
<td>2-4-10</td>
<td>Designing Environments that Support Creativity and the Arts Engaging Children in Music, Movement and Dance <em>My Education Lab vignettes</em></td>
<td>Chapter 6 Isenberg</td>
</tr>
<tr>
<td>2-11-10</td>
<td>Promoting Children’s Art <em>My Education Lab vignettes</em></td>
<td>Assignment #4 (task 1) due to Dr. S. Observe Children in Learning Centers Chapter 4 Isenberg Traditional Children’s Games(FIELD)</td>
</tr>
<tr>
<td>2-18-10</td>
<td>Puppets Can Talk Puppet Making <em>My Education Lab vignettes</em></td>
<td>Assignment #4 (task 2) due to Dr. S. Constructive Play – Blocks Chapter 6 pgs. 212-215</td>
</tr>
<tr>
<td>3-4-10</td>
<td>Outdoor Play/Playgrounds (Small group assignments)</td>
<td>Constructive Play –Art (FIELD)</td>
</tr>
<tr>
<td>3-11-10</td>
<td>Exam</td>
<td>Assignment #2 due to Dr. Setien</td>
</tr>
<tr>
<td>3-18-10</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>3-25-10</td>
<td>Assessing Creative Processes and Products of Children</td>
<td>Chapter 9 Isenberg Chapter 10 Isenberg</td>
</tr>
<tr>
<td>Date</td>
<td>Activity Description</td>
<td>Details</td>
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<tr>
<td>4-1-10</td>
<td>Continue Assessing Student Products</td>
<td>Assignment #2 (FIELD tentative)</td>
</tr>
<tr>
<td>4-8-10</td>
<td>Outdoor Play/Playgrounds Reports by groups</td>
<td>Assignment #3 due to Dr. Setien Playgrounds</td>
</tr>
</tbody>
</table>
| 4-15-10   | **NO CLASS** Interdisc. Studies Colloquium at UTSA       | April 16-17  
Mandatory; more details later |
| 4-22-10   | Last names A-L                                            | Assignment #3 (FIELD)                        |
|           |                                                           | Play Portfolio Presentations                 |
| 4-29-10   | Last names M-Z                                            | Assignment #3                                |
|           |                                                           | Play Portfolio Presentations                 |
| 5-6-10    | Final Exam                                                |                                               |