

SYLLABUS ECED 4320.01
Play and the Developing Child
Fall 2016



Location: Arbor 1310.03

Time: Wednesdays, 4:00 pm – 6:50 pm

Instructor: Dr. Amber L. Brown

Office: B1119-03, Bayou Building **Office Phone:** (281) 283-3627

Email: browna@uhcl.edu

Office Hours: Tuesdays, 1:00 pm – 3:00 pm; Wednesdays, 10:00 am - 12:00 pm;
or by appointment

Secretary: Sharon Klein; 1119 Bayou Building; (281) 283-3540

Course Information

Course Credit: 3 credit hours

Prerequisite: None

Required Text:

Van Hoorn, J., Monighan-Nourot, P., Scales, B., & Rodriguez-Alward, K. (2015). *Play at the Center of the Curriculum*. (6th ed.). Boston: Pearson. ISBN-13: 978-0-13-346175-6

Recommended Supplemental Texts:

Copple, C. & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs* (3rd ed). Washington, DC: National Association for the Education of Young Children. ISBN: 978-1-9288-9664-7

Additional Readings available on Blackboard: TBD

Catalog Description: Focus on philosophy, research and applications of modern play and environments for play. Influences of play on child development, cognition, culture and overall health. The role of play in the early childhood curriculum will be emphasized. Field experiences required.

Methodology: This course will utilize interactive class discussions via discussion boards, readings, research via the Internet and library, critical reviews, and videos to enhance participants' critical thinking and analysis of issues related to play experiences and development in young children.

Course Objectives:

Upon completion of this course, candidates will be able to:

1. Identify the value of play as an educative tool
2. Trace the historical roots of play

3. Demonstrate knowledge of past and current play theories/theorists
4. Analyze past and current play research
5. Investigate the influence of diversity and individual differences in the development of play
6. Identify and examine current issues and trends regarding play
7. Demonstrate knowledge of the role of play in the development of young learners
8. Identify and develop strategies that encourage and enhance the play skills of young learners
9. Evaluate the influence of technology and play
10. Explore outdoor play as an educative tool
11. Distinguish how family, school, and community partnerships support the development of play
12. Develop strategies for supporting play for young learners with special needs
13. Identify and explore the role of play as an educative tool in assessment
14. Identify and explore the role of play as an educative tool across the curriculum
15. Demonstrate knowledge of the tenets of play leadership

Web Sites:

- NAEYC:
www.naeyc.org
- Texas Infant, Toddler, and Three-year-Old Early Learning Guidelines:
<http://earlylearningtexas.org/itelg.aspx>
- Texas Prekindergarten Guidelines:
<http://tea.texas.gov/index2.aspx?id=2147495508>
- Texas Early Learning Pathways (alignment of TX Infant, Toddler, and Three-Year-Old Early Learning Guidelines and the TX Pre-kindergarten Guidelines):
<http://earlylearningtexas.org/media/24000/texas%20early%20learning%20pathways.pdf>
- Texas Core Competencies for Early Childhood Practitioners:
<https://tecpds.org/Resource/pdf/CoreCompetencies/texascorecompetencies-pract-admin.pdf>

Organizations with a Focus on Play and Playgrounds

- [American Association for the Child's Right to Play \(IPA/USA\)](#)
U.S. affiliate of international non-profit advocacy group
- [The Association for the Study of Play \(TASP\)](#)
Academic organization promoting scientific play research
- Boundless Playgrounds <http://www.boundlessplaygrounds.org/>
A national non-profit dedicated to helping communities create barrier-free playgrounds.
- Center for Creative Play <http://www.nonprofitfacts.com/PA/The-Center-For-Creative-Play.html> A national leader in the design and development of all-inclusive play environments, with a mission of promoting the importance of play for all children.

- [International Playground Contractors Association \(NPCAI\)](#)
A worldwide partnership formed to contribute to the advancement of the playground building industry by promoting playground installation as a legitimate contracting profession within the playground industry.
- [International Playground Equipment Manufacturers Association](#)
IPEMA, the International Playground Equipment Manufacturers Association, provides 3rd party Product Certification services for U.S. and Canadian public play equipment and public play surfacing materials in the U.S. We service IPEMA-certified member companies, affiliated playground industry groups and anyone with an interest in playground equipment regulations.
- [National Program for Playground Safety \(NPPS\)](#)
Education and advocacy program at the University of Northern Iowa
- [Out2Play](#)
Out2Play, Inc. is a non-profit organization dedicated to building and refurbishing playgrounds throughout the New York City public school system.
- [Peaceful Playgrounds](#)
Provides educational materials to introduce children and school staff to the many choices of activities available on playgrounds and field areas.
- [Planet Earth Playscapes](#)
Planet Earth Playscapes creates one-of-a-kind, natural, community built, play and learning environments for children, which consist of a combination of free-flowing grassy hills, trees, sculptures, boulders, herbs, sand and water and more.
- [Play for Peace](#)
Global organization using cooperative play for communities in conflict
- [Playing for Keeps](#)
A national non-profit organization that works to educate the public about constructive play.
- [Play Pumps International](#)
Play Pumps International's mission is help improve the lives of children and their families by providing easy access to clean drinking water, enhancing public health, and offering play equipment to millions across Africa.
- [Project Joy](#)
A non-profit organization dedicated to fostering the healthy development of young children who are at risk.
- [Shane's Inspiration](#)
The mission is to create Universally Accessible Playgrounds and programs that integrate children of all abilities socially, physically and emotionally.
- [Playground Magazine](#)
National magazine for creative playground design and standards
- [Voice of Play](#)
A website sponsored by International Play Equipment Manufacturers (IPEMA) that contains information about the physical, social, emotional and cognitive benefits of play, playground certification and safety standards, a resource kit for parents, and an area to ask questions to play experts.

STANDARDS COVERED IN THIS COURSE

National Association for the Education of Young Children (NAEYC) Standards

NAEYC Standards:

- Standard 1. Promoting Child Development and Learning
- Standard 2. Building Family and Community Relationships
- Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families
- Standard 4. Using Developmentally Effective Approaches
- Standard 5. Using Content Knowledge to Build Meaningful Curriculum
- Standard 6. Becoming a Professional
- Standard 7. Early Childhood Field Experiences

Field Experience Statement

1. Field Experience Placement

Students who are in their own classrooms or centers can do their field experiences at their own place of employment. Students who are not currently employed in a center with children ages 0 - 5, will be placed in an appropriate setting by the instructor to do field experience.

2. Required Formal Approval of School District

No candidate may begin any field experience prior to the formal approval of the school district or center.

3. Required Criminal Background Check

In accordance with Senate Bill 9, it is required that school districts, charter schools, or private schools conduct criminal background checks on all district employees, any person that is volunteering, or completing any kind of field experience. Each person to whom this applies must provide the school district with driver's license information and any other information necessary to conduct the criminal background check.

For assignments that require either class wide, group participation or activities in which candidates are necessarily interacting with minor students, each candidate must complete the appropriate criminal background check form and submit it to the instructor by the stated due date on the syllabus. In most cases this applies even if the candidate is an employee of the district.

For assignments that require candidates to visit schools (eg., interviews, etc.), it is the responsibility of the candidate to provide the school district, charter school, or private school with any information necessary to conduct a criminal background check. The College of Education accepts no responsibility for candidates who do not follow established school district, charter school, or private school procedures or state legislation

4. Failure to Complete Field Experiences

If a candidate is unable to complete all required field experiences (regardless of the reason, including failing to have a formally approved criminal background check), then the candidate will not receive credit for the course; i.e., the candidate must drop the course or will receive an F in the course. For this course you must make a minimum of 3 visits to your field experience placement and each visit must be a minimum of 2 hours.

English Language Proficiency Standards (ELPS)

Required: Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the [ELPS standards](#), please raise any questions in class.

UAS statement

Every student in a course with a designated Course Assessment must complete and submit the assignment to the College of Education (COE) Unit Assessment System (UAS) following the [Student UAS instructions](#) (pdf).

Instructors assign each Course Assessment assignment to one of three UAS categories:

- Excellent
- Acceptable
- Unacceptable

Course Assessment assignment scores do not contribute to a student's grade and are only used to determine how well the program supports COE candidates, meets State Standards, and fulfills national accreditation requirements.

CAEP Statement

CAEP: UHCL is one of only 15 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). [CAEP](#) is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education.



Disposition Statement

Required: Each student must read and follow Statement on Professional Dispositions, which is provided to define the standard of behavior SOE expects of candidates. As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator. Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions. The Statement on Professional Dispositions contains the definition for professional dispositions. At the end of the course and at other times, instructors assess compliance with the standards. These assessments are invaluable for professional development.

Code of Ethics

All public school educators in Texas are required by the State Board for Educator Certification to follow the Texas Educator's Code of Ethics. All certification candidates will complete ethics training and sign an affidavit agreeing to adhere to the state's code. The Code of Ethics may be found at:

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

UNIVERSITY POLICIES

Student Life Policies

The Student Life Policies can be found by going to <http://www.uhcl.edu/studentservices> and selecting "Student Life Policies".

Academic Calendar 2016-2017

[Academic Calendar](#) link must be in each syllabus.

[2015-2016 Academic Affairs Administration Calendar](#) (pdf) is a more comprehensive calendar with dates important to faculty.

Writing Center

The [UHCL Writing Center](#) is available to help students with writing skills. It is located in Student Services Building 2105. Their phone number is 281-283-2910. The center provides writing assistance both face-to-face and online. Students can visit the UHCL Writing Center webpage at <http://www.uhcl.edu/portal/page/portal/WC>.

Student Success Center

The Student Success Center is a comprehensive academic support resource for the UHCL student community. The Center's services are free of charge and include peer tutoring for courses in all four schools, supplemental instruction, and study skill counseling. Students can visit the Student Success Center webpage at http://prtl.uhcl.edu/portal/page/portal/DOS/student_success_center or call 281-283-2643 to review our services and set appointments

Americans with Disabilities Statement

Disability Services: If you believe you have a disability requiring an accommodation, contact [Disability Services](#) at 281-283-2648 or disability@uhcl.edu as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. Should you need special accommodations, please contact me after class.

6 Drop Rule

6 Drop Rule Limitation: Students who entered college for the first time in fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature, which specifies:

1. Dropping this or any other course between the first day of class and the census date for the semester/session does not affect your 6 drop rule count.
2. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops.

Students should take this into consideration before dropping this or any other course.

Reference: [UHCL Academic Records](#) for [6 Drop Rule](#) details and the [Academic Calendar](#) for census date

Academic Honesty Policy

The [Academic Honesty Policy](#) (pdf) in the [Student Life Policies Handbook](#), is the university community's standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University's academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

Complaint Resolution

If a problem arises, it is encouraged to first discuss the situation directly with the person involved. If unresolved, then follow the Complaint Procedures at

http://prtl.uhcl.edu/portal/page/portal/SOE/Forms/form_files/UHCL_EPP_Complaint_Procedures.pdf.

COURSE FORMAT

Students will participate in course activities centered on the basic elements of cooperative learning that will prepare them to work with young children, ages birth to eight years, and to communicate their work to parents, child care providers, educators and other professionals serving young children and families. Out of class field experience is also expected as detailed below.

All assignments for this course will be posted to the assignment section of Blackboard except for the Play Make & Take Workshop.

COURSE POLICIES

Syllabus

Our course syllabus can be found on our Blackboard site. The syllabus is a CONTRACT to guide us through the semester; however, the instructor reserves the right to "tweak" the syllabus in order to best meet the needs of each student in the specific class but with the understanding that this is intended to be a course that challenges your initial abilities, understandings, and knowledge base—including traditional means for teaching at the college-level. Please know that students are required to read the syllabus AND our Blackboard shell information in its entirety and all students are responsible for the syllabus AND Blackboard content combined. The syllabus is a fixed document and Blackboard is a fluid platform that can be changed. Students are responsible for the information in both the syllabus AND Blackboard.

Please note that the syllabus presents course policies, procedures, and the professional standards met by the objectives. Consider reading the words and saying them aloud

simultaneously to ensure you have internalized the information. Read all sections of the syllabus along with the Blackboard content carefully because it is your course contract.

Syllabus Revision: The instructor reserves the right to modify the current syllabus during the course.

Blackboard

Everyone must use Blackboard. Please use Blackboard for course related questions and UHCL email to privately communicate with professor. General course/assignment questions need to be posted to the discussion board.

All students are responsible for readings, messages, posted due dates, as well as any other additional materials that are posted on our class's Blackboard. For troubleshooting and ANY technology problems that may occur during the semester, please contact UHCL technical support: 281-283-2828 or supportcenter@uhcl.edu or go directly to Bayou 2300.

Course Content: The "Course Content" tool link will include the class syllabus and textbook information, copies of class PowerPoints/lessons, additional course reading assignments, any course handouts/activities, and additional resources related to various course topics.

Assignment Tool: The "Assignments" tool link includes a folder for each of the required course assignments. Each folder includes a detailed assignment description, any forms/templates, and an assignment dropbox with designated dates and specific times that material is due.

Course Question and Answers: ALL questions regarding assignments should be posted under Course Q&A discussion board in Blackboard. ANY course-related questions should be posted here. This is where you will post any questions that you have, specifically about an assignment, to receive responses from your peers. This will ensure that everyone is clear on the expectations of the assignments. If the instructor sees that no other student can answer the question, or there seems to be confusion among everyone, she will step in and address the question to provide clarification.

All questions should be posed in the most appropriate and professional way (any inappropriate or unprofessional emails/conversations could potentially result in a failing total grade). All other questions (particularly of a private matter) should be emailed directly to the instructor for a 24-hour to 48-hour turn-around response. If a student asks a question that is clearly outlined in the syllabus or Blackboard, the instructor will kindly state, "You need to recheck Blackboard; your answer is there." Again, students are responsible for reading and keeping up with any updates to our course's Blackboard site.

Privacy and Information in Blackboard courses: Please be aware that there is no privacy in Blackboard. What you say and do can be viewed by others. Your instructor has access to all areas in Blackboard including login records. The instructor can see if and when you have accessed the course; Blackboard retains a complete record of email, bulletin board communications, and chats. Furthermore, others may access the course without notice.

Attendance Policy

Attendance and punctuality are required. Candidates are expected to notify the instructor if they are unable to attend class, will arrive late, or depart early. Please note that notifying the instructor does not excuse the absence or late arrivals/early departure. Absences are not classified as excused or unexcused. If you are not in class, you are absent. Students arriving to class more than fifteen minutes after the scheduled class beginning time will be considered a late arrival. Leaving class before dismissal by the instructor is considered an early departure. Two late arrivals, two early departures, or one of each will count as one absence. An attendance roster will be available at the beginning of each class. Any candidate who does not sign the roster will be considered absent. Candidates arriving late to class are required to see the instructor after the class to sign the roster. Please note that it is the sole responsibility of the candidate to sign the roster. There will be no exceptions made. Please note that attendance is defined as present and participating in class discussions and activities. Any candidate missing more than three (3) class sessions will receive an F for the course.

- 2 absences= No grade change
- 3 absences= 10-point deduction from final grade
- 4 or more absences = Final grade of "F"

Note: 2 Tardies; 2 Early Departures; or 1 Tardy and 1 Early Departure = 1 Absence

If you miss class, it is your responsibility to seek out a pre-arranged peer contact within the class in order to obtain information that was missed. If your peer contact cannot answer your questions, please contact the instructor to request additional information.

Use of Electronics in Class

Cell Phone Use: Please be respectful of your fellow classmates and the instructor. Turn off your cell phone or turn it on silent mode and put it away before class starts. Keep phones put away during class time. Points will be deducted from final grade if phones are used during class time.

Computers: Please be respectful of your fellow classmates and the instructor. The use of computers during class time is restricted during lectures, discussions and presentation. Please close your laptop computer during restricted times. Points may be deducted from your final grade if computers are used during restricted times.

Late Work

ALL assignments must be uploaded to the Blackboard Assignment Tool (under *Submit Assignments Here* link) by the due date AND due time. Please note that most assignments are typically due on Wednesdays at 11:59 P.M. Late work will be accepted with a 10% penalty one week from the due date. No work will be accepted that is turned in more than one week past the due date unless prearranged with the instructor.

The exception to this policy is the Make & Take presentations – if you miss your presentation with your group you will not be able to make it up or present at a later time.

Please make every effort to keep up with the assignments so that your grade will not be affected.

It is ***strongly recommended*** that you upload any due assignment **NO LATER THAN ONE HOUR** prior to the due-time. This allows you to potentially avoid and professionally circumvent any technology issues by giving yourself a positive “professional cushion” of time to troubleshoot with UCT (281-283-2828) if needed.

All assignments must be uploaded on time. It is the student’s responsibility to make any arrangements to ensure that they upload all assignments onto the Assignment tool on time using a reliable Internet connection and computer. Since the UHCL computer lab and UHCL library computer area are available to all students, students may choose UHCL’s Internet connection and computers or their home Internet connection and computer. Remember, your goal is to successfully upload your materials by any means necessary. So, be sure to select the best place to successfully upload your materials **ON TIME**.

Incompletes

A grade of "I" is granted only when a documented emergency arises late in the semester. An "I" is not an option for someone who has been behind all semester. A grade contract must be completed with your instructor. Contact the instructor for Incomplete contracts. If you are running into problems with the course, please contact me as early as possible so you do not fall behind. The last date for drop without academic penalty is listed on the Academic Records Calendar. You are responsible for independently verifying the drop date. Tip: See link to Academic Calendar on last page of syllabus.

Professional Responsibility

Those entering the profession must hold education in the highest esteem. It is your professional responsibility, as a candidate of education, to produce quality work that demonstrates a strong commitment to the field of education and to conduct yourself in a highly professional manner.

Professional Conduct and Dress Code for Field Experience

Each candidate will complete a background check by the second class day and results returned completed prior to the first day of field experience. If a candidate is unable to complete field experience because of the background check results, then the candidate will automatically be asked to withdraw from the course or be given a failing grade.

Dress professionally. Do not wear shorts, Capri pants, halter-tops, or tank tops. Shoes should be comfortable, but no flip-flops. Earrings and other jewelry should be kept at a minimum. All tattoos, body art, or body piercing should be covered.

All candidates must wear a UHCL identification badge at all times. Bring a current driver’s license each day to the assigned campus during field experience.

In addition, do not give or reward EC-6 students with candy, sugary items or sodas. Remember you are modeling for the students.

Class Discussion/Feedback

The nature of this course is to provide students with a knowledge-base of young children and their development of play. It is important for all students to “make things meaningful”; in other words, be sure to perpetually think about how the course materials/discussions/lectures relate to your experiences with the education system

(either as a parent, teacher, or young student). You **MUST** be engaged in and involved in the critical thinking for success in this course. Gaining an understanding of multiple perspectives of play development in early childhood is vital.

Course Evaluation and Grade Distribution

All written assignments will be graded on content, format, spelling, punctuation and grammar. Please make use of the UHCL Writing Center if necessary.

Assignment Requirements

- All assignments should be submitted via the Blackboard course webpage.
- All assignments should be submitted with the designated title of the assignment and student name in the title of the document file.
- All assignments should be submitted using APA 6th Edition formatting guidelines and a cover sheet including the following:
- Student's Name
 - Assignment Name
 - University of Houston Clear Lake
 - Dr. Amber L. Brown
 - Date
 - Academic Honesty Code – **“I will be honest in all my academic activities and will not tolerate dishonesty.”**
- Teachers must speak and write effectively; therefore, all written assignments must be in good form. Check your spelling and proofread. Points will be deducted for inappropriate content and form. As teachers, we encourage students to edit the work of classmates prior to submitting for a grade.
- The instructor will provide feedback on every assignment that is submitted. Each assignment has a rubric or checklist; therefore, students are responsible for reading each assignment's rubric or checklist PRIOR to submitting the assignment. The instructor will make every effort to grade submitted work in a timely fashion, usually before the next assignment is due.

Overview of Course Assignments

(More detailed information and rubrics will be posted on Blackboard)

1. Reflection Papers [7.5%]

You will write three 1 to 2-page reflection papers. The topics for each of the four papers are as follows:

- (1) Describe your early play memories.
- (2) Describe how you will use play in your classroom or workplace.
- (3) Describe how you play as an adult and compare it with how you played as a child.

2. Play Advocacy Letter [7.5%]

Write a 2 to 3-page paper targeted to national, state, and local leaders about the necessity of play in educational settings for all students – regardless of age. Feel free to use your personal experiences. This position statement should be supported by research and cited appropriately according to APA 6th ed.

3. Group Assignment - Make & Take Workshop [25%]

You will plan and carry out a Make & Take workshop presentation focusing on a play topic. You will work in collaboration with a group of your classmates to present a 30-minute Make & Take Workshop to your classmates. You will sign up for your Play Group on Blackboard by Week 2. Each presentation will include the following:

- A summary of the play topic including the background, websites, and resources.
- A lesson plan in a subject area of choice aligned with either the Texas TEKS or Pre-K Guidelines (grade-level must be Pre-K4 – 2nd).
- A play-based activity to aligned with the lesson. This is a Make & Take Workshop; you will walk your classmates through the process of making the activity (or at least a major component of the activity). As a part of the Workshop, your classmates will also have a chance to participate in the implementation of the activity. The curriculum activity/product could be a pizza box game, folder game, outdoor activity, technology activity, math manipulatives, science experiment, language arts activity, small or large motor development activity, theater or drama activity or an activity that promotes positive emotional development.
- A handout for each class member that includes the following:
 - Activity Name
 - TEKS/Pre-K Guideline
 - Objective
 - Grade Level
 - Materials list
 - Step-by-step directions for completing the activity

Make sure all copies are clear, clean and easily read, either front/back or all one sided, with no wasted space.

- Individually, you will complete an evaluation of your individual contribution to the group presentation and an evaluation of your group's collaboration. Both of these surveys will be available on Blackboard.
- As a participant in your classmates' workshops, you will complete an evaluation of each group's workshop presentation. Each of these evaluation will be submitted immediately after the completion of the workshop. Completed evaluations count as extra credit and will be returned to the Workshop presenters. All feedback on this evaluation must be constructive and provide the presenters with practical feedback.

4. Toy Analysis [15%]

You will develop three checklists (infant, toddler, preschool ages 3 to 5). You will select three toys (one for each age level above) and use the checklists you

developed to determine the developmental appropriateness of each toy. Each checklist contains a minimum of 10 items covering the following criteria: safety, appeals to the child's interests, suited to the child's physical capabilities, and suited to the child's mental and social development. Each item on the checklist must be cited.

Upon completion of each checklist you will submit a one-page analysis addressing the following areas.

- Description of the toy (include a picture).
- Positive attributes of each toy.
- Negative attributes of each toy.
- Changes that should be made to make each toy developmentally appropriate.

5. Indoor and Outdoor Play Environment Analysis [20%]

You will visit three indoor and three outdoor play environments a total of six observations (infant, toddler, and preschool) and write a 4 to 6-page analysis of the environments. You will need to include the name, address, and a photo of each of each of the six play environments.

The analysis will include:

- Detailed description of each indoor and outdoor play area.
- Detailed written section comparing and contrasting each play environment noting both positive and negative attributes

6. Play Study [25%]

You will conduct observations in a preschool classroom (ages 3-5). Based on these observations candidates will:

- identify play behaviors represented within the classroom
- develop strategies and activities that will enhance and increase the level of play in young children.

You will use the following indicators that influence the play behaviors:

- environment
- adults in the classroom
- peers
- community
- parents and siblings

You will develop an intervention plan that addresses the identified play behaviors. The written component of the study should be 10-12 pages in length.

(NAEYC Standards 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, and 5e) **Please note that this assignment must be submitted to UAS.** Credit will not be given for this assignment until it is uploaded to UAS.

Assignments:

| | |
|---|------|
| Reflection Papers | 7.5% |
| Play Advocacy Paper | 7.5% |
| Make & Take Workshop | 25% |
| Toy Analysis | 15% |
| Indoor & Outdoor Environment Assessment | 20% |
| Play Study | 25% |

Total points possible 100%

Grading Scale:

A+ =97- 100%

B+ =87-89%

C+ =77-79%

D+ =67-69%

F = Below 60%

A =93-96%

B =83-86%

C =73-76%

D =63-66%

A- =90-92%

B- =80-82%

C- =70-72%

D- =60-62%

Tentative Course Schedule

| Week | Discussion Topic | Reading Assignment (to be read prior to class) | Assignment Due |
|----------------|---|---|--|
| 1 8/24/16 | <ul style="list-style-type: none"> • Introductions • Syllabus Overview | | |
| 2 8/31/16 | <ul style="list-style-type: none"> • Play through the Eyes of the Teacher | Van Horn, et. al – Chapter 1 | |
| 3 9/7/16 | <ul style="list-style-type: none"> • Play & Development: Theory | Van Horn, et. al – Chapter 2 | <ul style="list-style-type: none"> • Sign up for Play Group on Blackboard • Submit Background Check for Field Placement |
| 4 9/14/16 | <ul style="list-style-type: none"> • Play & Development: The Literature | <ul style="list-style-type: none"> • Van Horn, et. al – Chapter 3 • “Child-directed Play” - online | <ul style="list-style-type: none"> • Reflection Paper #1 Due |
| 5 9/21/16 | <ul style="list-style-type: none"> • Orchestrating Children’s Play: Setting the Stage | <ul style="list-style-type: none"> • Van Horn, et. al – Chapter 4 • Good Toys...” - online | |
| 6 9/28/16 | <ul style="list-style-type: none"> • Orchestrating Children’s Play: Interactions with Children | Van Horn, et. al – Chapter 5 | <ul style="list-style-type: none"> • Toy Analysis Due |
| 7 10/5/16 | <ul style="list-style-type: none"> • Play as a Tool for Assessment | <ul style="list-style-type: none"> • Van Horn, et. al – Chapter 6 • “Constructive Play...” - online | <ul style="list-style-type: none"> • Reflection Paper #2 |
| 8 10/12/16 | <ul style="list-style-type: none"> • Mathematics in the Play-Centered Curriculum | Van Horn, et. al – Chapter 7 | <ul style="list-style-type: none"> • Indoor & Outdoor Play Environment Assessment Due |
| 9 10/19/16 | <ul style="list-style-type: none"> • Language, Literacy, and Play | Van Horn, et. al – Chapter 8 | <ul style="list-style-type: none"> • <i>Mathematics Play Make & Take Workshop</i> |
| 10 10/26/16 | <ul style="list-style-type: none"> • Science in the Play-Based Curriculum | Van Horn, et. al – Chapter 9 | <ul style="list-style-type: none"> • <i>Language & Literacy Play Make & Take Workshop</i> |
| 11 11/2/16 | <ul style="list-style-type: none"> • The Arts in the Play-Based Curriculum | <ul style="list-style-type: none"> • Van Horn, et. al – Chapter 10 • “Art Play..” - online | <ul style="list-style-type: none"> • <i>Science Play Make & Take Workshop</i> • Reflection Paper #3 |
| 12 11/9/16 | <ul style="list-style-type: none"> • Play and Socialization | <ul style="list-style-type: none"> • Van Horn, et. al – Chapter 11 • “Super Hero Play...” - online | <ul style="list-style-type: none"> • <i>Art & Play Make & Take Workshop</i> |
| 13 11/16/16 | <ul style="list-style-type: none"> • Outdoor Play | Van Horn, et. al – Chapter 12 | <ul style="list-style-type: none"> • <i>Cooperative Play Make & Take Presentation</i> • Play Position Paper Due |
| 14 11/23/16 | Thanksgiving Break | | |
| 15 11/30/16 | <ul style="list-style-type: none"> • Toys, Technology as Tools for Play | Van Horn, et. al – Chapter 13 | <ul style="list-style-type: none"> • <i>Outdoor Play Make & Take Workshop</i> • Play Study Due |
| 12/7/16 | | | |