

University of Houston Clear Lake

College of Education Motto:
Excellence, Innovation and Leadership in a Learner-Centered Community.

ECED 4320.01 PLAY AND THE DEVELOPING CHILD

Quality Enhancement Plan (QEP) Applied Critical Thinking for Lifelong Learning and Adaptability

INSTRUCTOR	Amber L. Brown	 <p><u>This Course emphasizes:</u> Communication Connections Curiosity Creativity</p>
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COURSE INFORMATION	Location: Arbor 1310.03 Time: Thursdays, 4:00 pm – 6:50 pm	

Applied Critical Thinking Statement

Applied Critical Thinking Statement: This course has been authorized by UHCL as an Applied Critical Thinking (ACT) Course which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student's ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student's personal life). Based on the Foundation for Critical Thinking model (<http://www.criticalthinking.org/>), critical thinking involves thinking for a *purpose*, asking *questions*, using *information*, applying *concepts*, drawing *inferences and conclusions*, identifying *assumptions*, anticipating *implications and consequences*, and recognizing *points of view*. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include *clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness*.



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.

General 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

Additional Readings are available on Blackboard (see Course Calendar for dates)

Recommended Supplemental Texts:

Paul, R. & Elder, L. (2009) *Critical Thinking: Concepts and Tools*. Tomales, CA: Foundation of Critical Thinking Press (ISBN: 978-0-9444583-10-4)

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 Resources:

Web Sites:

- Critical Thinking Website: www.criticalthinking.org
- 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://tecpsd.org/Resource/pdf/CoreCompetencies/texascorecompetencies-pract-admin.pdf>

Organizations with a Focus on Play

- [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
- **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.
- [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

- 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

Standards Web Sites:

- [NAEYC](#)
- [Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines](#)
- [Texas Prekindergarten Guidelines](#)
- [Texas Early Learning Pathways \(alignment of TX Infant, Toddler, and Three-Year-Old Early Learning Guidelines and the TX Pre-kindergarten Guidelines\)](#)
- [Texas Core Competencies for Early Childhood Practitioners](#)

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.

Detailed Course Description:

This course focuses on the critical role of play in young children's development of executive functioning skills, learning, as well as cognitive, social, emotional, and physical development. Candidates will be introduced to the research supporting the benefits of play, the theoretical foundations of a play-based curriculum, and the specific role of Early Childhood professionals in planning for and creating supportive play environments. In addition, candidates will be exposed to the concept of an inclusive, play-based curriculum that recognizes the individual and cultural differences of all children not as an obstacle to overcome, but as an integral way to enrich the learning of all young children. Finally, candidates will become informed advocates for play at multiple levels, from daily acts of advocacy with children, families, and colleagues to working together to affect public policy.

Critical thinking is crucial to being an effective Early Childhood professional – specifically in the area of play. Early Childhood professionals are responsible for supporting the development of critical thinking in the young children under their care. Critical thinking is fundamental in preparing young children to face the challenges of the 21st century. It is no longer enough for children to master the basics of reading, writing, and math – in order to be prepared for 21st century demands, children need to know how to think, reason, analyze, weigh evidence, and problem solve. On a daily basis it will be your responsibility to mediate children's thinking and learning. You will be responsible for designing learning environments that support critical thinking and stimulate children's curiosity.

One of the most effective ways to develop critical thinking skills in young children is through play. Several research studies have documented the link between play and children's ability to think critically. Play gives children the opportunity to problem solve, express themselves, develop and explore their own ideas, make links between ideas, and develop strategies for doing things – all of which are critical components of critical thinking.

In addition to being responsible for developing critical thinking in young children, an Early Childhood professional must be able to think critically yourself. As an Early Childhood professional you will need think critically on a daily basis as you plan learning activities, create play-based learning environments, and assess children's learning. In addition, teaching young children and working with their families requires constant evaluation and problem-solving. Critical thinking is essential as you gather relevant **information** about young children through observation and assessment, use clear **concepts and theories** as the foundation of your planning and implementation of play-based activities, and as you think through the **implications** of young children's individual and cultural differences on their learning.

4Cs of Critical Thinking Process

There are four major aspects of the Applied Critical Thinking Process: Curiosity, Connections, Creativity, and Communication. The predominant C in the Student Learning Objectives is Connections. Students will make *connections* to their particular issues or problems based upon evidence acquired by research methodologies and citation methods within the discipline.

Critical Thinking Framework:

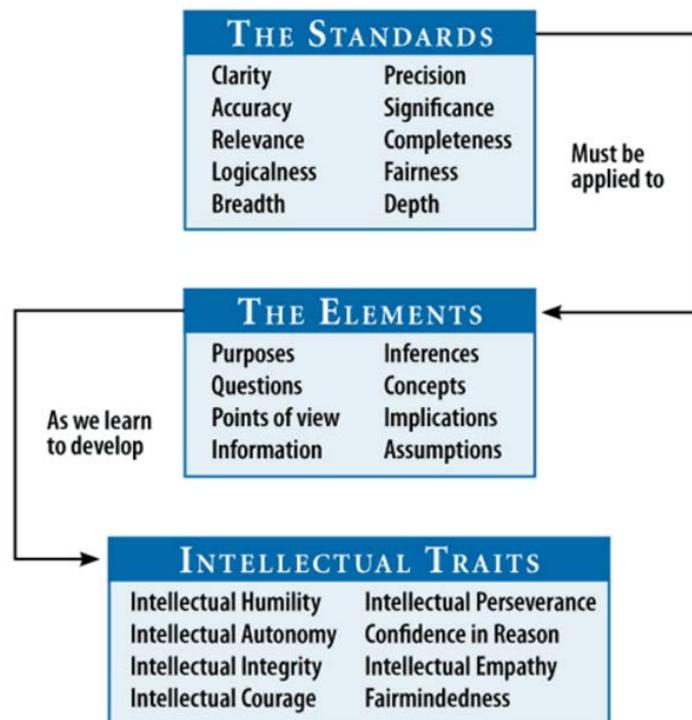
In this course you will apply critical thinking through the use of eight elements of thought:*

1. **Purpose:** Goals and objectives
2. **Question at Issue:** Problem, issue, and misconception
3. **Information:** Facts, data, evidence, observations, reasons, and experiences
4. **Interpretation and Inference:** Solutions and conclusions
5. **Concepts:** Definitions, models, laws, theories and principles
6. **Assumptions:** Axioms, presuppositions, and a-priori facts or knowledge
7. **Implications and Consequences:** Inferences, effects, and outcomes
8. **Point of View:** Perspectives, frames of reference, and orientations

In this course you will be expected to demonstrate quality in your thinking by applying the universal intellectual standards* of *clarity, accuracy, precision, relevance, depth, breadth, logic, and fairness*. All of the learning in this course will connect to these elements of critical thinking. The following graphic represents the connection between the elements of critical thinking and these intellectual standards.

*Paul, R., & Elder, L. (2009). *Critical thinking: Concepts and Tools (6th ed.)*. Tomales, CA: Foundation for Critical Thinking Press.

Critical thinkers routinely apply the intellectual standards to the elements of reasoning in order to develop intellectual traits.



Central Questions to Guide Learning:

- How is play critical to young children's learning and development?
- How can I, as an Early Childhood professional, support play as an integral part of young children's learning?

Fundamental Concepts:

The fundamental concepts represent of a course can be thought of as the foundations of a course. They are the concepts upon which all other ideas are constructed and arranged. If you understand these concepts in a deep, personal, and meaningful way, you will find it much easier to grasp other concepts covered in this course. Ultimately, a thorough understanding of the fundamental concepts of a course should help you address, in a meaningful way, the central questions of a course.

Whenever you come across a new idea, new reading, or new assignments related to this course ask yourself, "*which fundamental concepts apply here,*" and "*how do they inform the central questions of the course?*" As you develop an answer to these two questions, you begin the process of thinking critically about play and the developing child.

- **Play and Child Development** - Play is a basic activity of early childhood and a central force in young children's development. Therefore, a developmentally based program is a play-centered program. Play is simultaneously a facet of development and a source of

energy for development. Play is an expression of the child's developing personality, sense of self, intellect, social capacity, and physicality. At the same time, through their play children direct their energy toward activities of their own choice. These activities stimulate further development. Teachers of young children gain support for their use of play in the classroom by understanding the role of play in the developmental theories of Piaget, Vygotsky, Mead, and Erikson. These theorists suggest that each child develops through a constructive process that is shaped by family and community values and histories. In early childhood programs, these processes result in a peer culture of play that reflects the children's collective and individual understandings of the world. By learning as much as one can about the sociocultural factors children bring with them to school, and by observing and listening with care and understanding, teachers can enhance the learning and development of children in their care. Play supports the development of intellect and all its manifestations. It also supports more general qualities related to emotional development, personality, socialization, imagination, and flexibility of mind that help to ensure a legacy of adaptation to change and freedom to make choices.

- **Play as the Center of Curriculum** - The rationale for placing play at the center of the curriculum is that the developmental characteristics of the young child should be at the core of the curriculum. Play is a basic activity of early childhood and a central force in young children's development. Therefore, a developmentally based program is a play-centered program. Play is simultaneously a facet of development and a source of energy for development. Play is an expression of the child's developing personality, sense of self, intellect, social capacity, and physicality. At the same time, through their play children direct their energy toward activities of their own choice. These activities stimulate further development. A play-centered curriculum is grounded in four early childhood traditions: the wisdom of early childhood practitioners, research and theory about children's play, research and theory in the area of development and learning. Educators develop a curriculum that includes play, daily life activities, and teacher-directed activities. Play includes spontaneous play, guided play, and teacher-directed play. In practice; however, these are not separate categories. In the play-centered curriculum the balance changes depending on the children's development and expectations for learning, interests, and strengths as well as their needs.
- **Your Role in Supporting Play** – Early Childhood professionals are key to the play-centered curriculum. This is a curriculum in constant development—an emergent, evolving curriculum. The knowledgeable Early Childhood professional uses a wide repertoire of techniques to carefully orchestrate the flow from spontaneous play to guided and directed play to more subject-oriented instruction and back to play. This flow is in tune with and arises from the developmental needs of children in the program. Early Childhood professionals use their experience in the classroom and knowledge of research and developmental theories when orchestrating children's play and setting the stage for a play-centered curriculum. Early childhood professional plan a time schedule that balances activities so that children do not become overly tired, and they consider children's needs for private play. Play also provides information to guide Early Childhood professional's planning, and serves as a means of evaluating the progress of groups of children as well as the progress of individuals. Early Childhood professionals

must evaluate the success of their curriculum planning to see if children replay the concepts and skills embedded in the curriculum and use them in their own play.

Instructional Methodology

The course utilizes constructivist-teaching models to foster the learners' individual responsibility for developing unique and personal educational experiences. Specifically, through role play, case studies, debates, discussions and independent analysis of information, candidates will be required to consider multiple perspectives related to interactions and instructional play experiences for young children.

This course strives for applied and reflective learning, emphasizing discussion and reflective writing instead of lecturing and notetaking. You do not adequately understand something that you can not in turn explain. You can not explain things for which you can only repeat.

To that end, throughout the course you will be asked to *explain or describe phenomenon in your own words, using your own voice* (e.g. not simply repeating the textbook). Your work will be assessed for both its originality (e.g. that it is in fact your work) and to the extent that it meets intellectual standards of clarity, accuracy, precision, fairness, relevance, and significance. Excessive quotation (or close imitation) of source material, even if it is appropriately cited and quoted, will not receive significant credit on course assignments and will be considered a "non answer" on examination questions.

I know what the textbook says. I need to know what you think about (and how you think about) what the textbook says.

Additionally, you will regularly be asked to apply what you have studied. How would (or should) an Early Education professional use this knowledge? To this end you will regularly be asked to **explain how (and why) you would apply this information to best answer the central question of the course.**

The course requires reading and viewing of topical videos. Readings come from the textbook and additional outside readings as designated by the instructor. Since this course is considered "partially-online" several lectures/activities will be completed online. These collaborative online activities will require the same level of participation and commitment as the face-to-face class meetings.

In order to be successful with the content of this course, you should expect to spend at least as much time out of the classroom as you do in the classroom. This course is built with the assumption that you will spend 3 hours per week in class and another 4 to 6 hours per week outside of class.

Student Learning Objectives (SLO)

Candidates will be expected to demonstrate understanding of relevant knowledge as it relates to specifically designed instruction by meeting learning outcomes that promote or require critical thinking. Candidates will be able to:

1. Develop a *clear* and *precise* definition using the **information** related to play as the center of the early childhood curriculum.
2. *Clearly* and *accurately* apply the **concepts** and theories related to play through the development of *logical* and *relevant* play-based learning experiences for young children.
3. Explanation of the *significant* and *relevant* **implications** of play-based learning experiences on the development of young learners.
4. With *breadth* and *fairness*, express in writing other *relevant* **points of view** that must be considered when addressing important trends and issues related to play.
5. *Accurately* and *logically* **interpret** the basic **assumptions** related to diversity and individual differences in the development of play.

Course Activities

The following provides a description of the Major Learning Activities that are expected in this course. Several of the designated artifacts promote or require Critical Thinking that aligns with the Student Learning Objectives (SLOs) in this syllabus. For each assignment you are expected to make connections to how your learning experience aligns and supports the central question and fundamental concepts associated with this course.

Course Deliverables

SLOs	Assignment	Weight
3, 4	Interactive Notebook	25%
1, 3, 4, 5	Play Advocacy Letter/Email	10%
1, 2,	Group Assignment – Make & Take Workshop	20%
1, 2, 4	Play Research Article Analysis	15%
3, 5	Field Experience – Play Study	20%
1, 2, 3, 4, 5	Final Self Evaluation	10%
	Total	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%

Assignments

Interactive Notebook – 25%

- **What is the purpose of the Interactive Notebook?**
 - The purpose of the Interactive Notebook is to enable candidates to be creative, independent thinkers and writers.
 - Interactive notebooks will be used for reading notes, class notes, reflections, connections, and other activities where the student will be asked to express his/her own ideas and process the information presented in class.
- **What materials do I need?**
 - Composition Notebook (college-rule, 100 page)
 - Colored pens and/or pencils
 - Sticky Notes
 - Markers
 - Glue sticks
 - Scissors
 - Highlighters
- **What goes in my notebook?**
 - Your notebook will be organized with notes/input on the right side and connections/reflections on the left.
 - The **right side** will include notes over all information in the course. This includes notes over the assigned readings, lectures, videos, online activities, etc. Basically, any and all information presented to you in the course. You may use whatever style of note taking works best for you, but Cornell style notes are recommended. For more information on Cornell Notes, please refer to the Cornell notes folder under the Interactive Notebook Folder on Blackboard.
 - The **left side** of your notebook is reserved for “making connections.” You will make connections from the learning in class and in your readings to the central question and fundamental concepts of the course. You will also make connections to your future practice as a teacher.
 - Vocabulary - This is where you can enter vocabulary that is new to you or that you are not familiar with.
 - List the unfamiliar word or words and the definition plus any other information about the term that the instructor specifies or you feel is important.
 - In the notes pages in the main notebook, highlight the word and the definition (I suggest choosing a highlighter color dedicated to vocabulary).
 - Anytime an unknown word is encountered, you will highlight it and enter the information in the vocabulary pages.
- **How can I earn an A on my notebook?**
 - The candidate who expects to earn a grade of A on the Integrative Notebook will be one who keeps a complete, neat notebook, produces quality work, and has taken the time to consistently extend learning beyond classroom assignments. Simply taking notes and completing class activities without spending time on the “making connections” will not earn an A.
 - An Interactive Notebook that is unorganized and messy will not earn an A.
 - Periodic “spot checks” for notes, activities, connections, and reflections will occur throughout the semester for up to **20 points**.
 - Your Interactive Notebook will be collected 2 times during the semester for a grade of up to **40 points** each (for a total of **80 points**).
- **How will my notebook be graded?**

- Notebooks will be graded *depth*, *relevance*, and *clarity* of thought. In addition, an important part of your notebook is its visual appearance. Your notebook is expected to be organized and neat. Each entry should be title and dated. You will keep a Table of Contents indicating these titles and dates. Your artistic talent should be visible throughout the notebook. Notebooks will be checked periodically for completeness. A grade will be taken three times during the semester. All class notes and notebook assignments should be included, even for days you were absent (see rubric below).
- **What happens if I am absent?**
 - If you are absent, it is your responsibility to obtain notebook assignments from a classmate or from the Interactive Teacher Notebook. Obviously you will not be able to recreate the collaborative group activities completed during that class meeting, but you can make sure you have any notes, handouts, etc.
- You will need to bring the necessary materials and copies with you on the first day of class in order to set up your notebook.
- Weekly participation in your Interactive Notebook is required. You will take notes on the required weekly readings BEFORE class each week.

Play Advocacy Letter/Email – 15%

- Candidates will write a letter/email targeted to national, state, or local leaders about the necessity of play in educational settings for all students – regardless of age. Feel free to use your personal experiences.
- Read the information about communicating with congress at <http://www.aafcs.org/PPToolkit/communication.html>
- Study letter writing guidelines in AAFCS Public Policy Tool Kit
- Identify your state or federal Senator or Representative at the following website: http://act.commoncause.org/site/PageServer?pagename=sunlight_advocacy_list_page
- Write a letter/email following AAFCS guidelines in support of a specific public policy issue or legislation. See rubric below for letter/email requirements.
- Mail letter or send the email.
- If you receive a response before the end of the course, post it along with your original letter to the Public Policy Letter Discussion Board.

Group Assignment – Make & Take Workshop – 20%

- Candidates will plan and carry out a Make & Take Workshop presentation focusing on how to teach a preschool content area through play. They will work in collaboration with a group of classmates to present a 30-minute Make & Take Workshop to their classmates. Candidates will sign up for a Workshop Group on Blackboard by Week 2 of class.
- Each Workshop presentation will include the following:

- A summary of the content area including a description of the content area in preschool, how play supports learning in the content area, websites and resources for additional information (in addition to the text or other class readings).
- A lesson plan focusing on a play-based activity that supports learning in the content area.
 - This is a Make & Take Workshop so the activity (or at least a major component of the activity) must include a hands-on component that the participants make and can take with them.
 - For example, if the content area is math – the activity could be setting up a pizza parlor where children can practice the math skill of one-to-one correspondence by placing the correct number of toppings for each order on the pizza. The Make & Take component of the activity could be the pizzas and toppings.
- The lesson plan will include a Behavioral Objective aligned to a Pre-K Guideline, materials, open-ended questions, and step-by-step directions for the activity (see Play-Based Activity template on Blackboard).
- A handout for each class member that includes the following:
 - Activity Name
 - Pre-K Guideline
 - Objective
 - 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, candidates will complete an evaluation of their 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 their classmates' workshops, candidates 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.

Play Research Article Analysis

- Candidates will choose a peer-reviewed article focusing on the results of an original research study related to play and young children. As a class we will visit the library for a lesson on choosing peer reviewed articles and to give time for research.
- Candidates must submit a copy of the article to the instructor for approval BEFORE beginning their analysis.
- Candidates will critically review the article and write a 4 to 5 page paper which will analyze the logic of the article based on the following template:
 1. The main **purpose** of this article is _____.
(State as *accurately* as possible the author's purpose for the study).
 2. The key research **question(s)** that the study is addressing is _____.

- (Figure out the key question or hypothesis of the study.)
3. The most important **information** in this article is _____.
(Figure out the facts, experiences, data that the author is using to support his/her conclusions).
 4. The main **inferences/conclusions** in this article are _____.
(Identify the key conclusions of the study that the author presents in this article.)
 5. The key **concept(s)** we need to understand in this article is(are) _____.
By these **concepts** the results of this study means _____.
(Figure out the most important ideas you would have to understand in order to understand the author's line of reasoning.)
 6. The main **assumption(s)** underlying this study is(are) _____.
(Figure out what the author is taking for granted [that might be questioned].)
 7. The **implications** for the results of this study are _____.
(What consequences are likely to follow if people take the results of this study seriously? What consequences are likely to follow if people ignore the results of this study?)
 8. The main **point(s) of view** presented in this article is(are) _____.
(What is the author's background and how does that affect the way they conducted and reported this study?)

Field Experience – Play Study

- Candidates will conduct **five hours** of observations in a preschool classroom (ages 3-5). Based on these observations candidates will:
 - Part I - identify play behaviors represented within the classroom.
 - Give a “thick” description of the play scenario, including what the child did/said, the environment, other children involved, and the teacher's role.
 - Analysis of Play Behavior. This could be the type of play (ex. parallel, cooperative) or the purpose of the play (ex. for free play, play for discovery, and play to practice a skill, play for assessment).
 - Be sure to indicate how the following indicators influenced the play.
 - Environment
 - Adults/teachers in the classroom
 - Peers
 - Community/School Climate
 - Support your analysis with citations from the text and/or other resources.
 - Part II - Develop strategies that will enhance and increase the level of play in young children.
 - This might include, but is not limited to, the following:
 - changing the environment (physical or temporal)
 - providing additional/different play materials
 - Changing the role of the adult in the classroom in the play
 - Changing the purpose of the play

- Be sure to give an explanation of why you think this change would be beneficial and cite your sources.
- Indicate the type of change you think this strategy will produce and cite your sources.
- The written component of the study should be 10-12 pages in length.
- A minimum of three separate play scenarios must be included.

Final Self - Evaluation

- At the end of the course candidates will submit a self-evaluation of their growth and learning as a result of completing this course. The self-evaluation will take place as a quiz on Blackboard and will address the following:
 - How the student has answered the central questions of the course.
 - A summary of learning - specifically connected to the fundamental concepts of the course.
 - A reflection on the candidates' personal growth during the course.
 - Areas of strength in relation to the coursework.
 - Areas of weakness in relation to the coursework.
 - Implications of this course on their own future career with children.

Sample Assessment

Levels of Achievement

Student Learning Objective	Unacceptable	Acceptable	Excellent
SLO1. Develop a <i>clear</i> and <i>precise</i> understanding of the information related to play as the center of the early childhood curriculum.	<ul style="list-style-type: none"> • Brief or abrupt response that fails to communicate the information related to play as the center of the early childhood curriculum. 	<ul style="list-style-type: none"> • Identifies some important information related to the information related to play as the center of the early childhood curriculum but with a minor lack of precision and clarity. 	<ul style="list-style-type: none"> • <i>Precisely</i> and <i>clearly</i> describes the information related to play as the center of the early childhood curriculum.
SLO2. <i>Clearly</i> and <i>accurately</i> apply the concepts and theories related to play through the development of <i>logical</i> and <i>relevant</i> play-based learning experiences for young children.	<ul style="list-style-type: none"> • Activity has no connection to the concepts and theories of play-based learning. • Activity explanation is missing steps, is confusing, or fails to accurately reflect the requirements of the activity. • Activity is not age-appropriate and/or demonstrates a lack understanding of the <i>significant</i> implications of play-based learning on child development. 	<ul style="list-style-type: none"> • Activity has limited connection to the concepts and theories of play-based learning. • Activity explanation is missing a few steps, is somewhat confusing, or fails to accurately reflect some the requirements of the activity. • Activity is not age-appropriate and/or demonstrates a lack understanding of the <i>significant</i> implications of play-based learning on child development. 	<ul style="list-style-type: none"> • Develops a play-based activity that <i>clearly</i> and <i>accurately</i> apply the concepts and theories of play-based learning. • Activity includes a <i>precisely</i> stated and <i>logically</i> sequenced step-by-step explanation of activity. • Activity is age-appropriate and demonstrates an understanding of the <i>significant</i> implications of play-based learning on child development.

SLO3. Explanation of the <i>significant</i> and <i>relevant implications</i> of play-based learning experiences on the development of young learners.	<ul style="list-style-type: none"> Brief or abrupt response that fails communicate any relevant implications. 	<ul style="list-style-type: none"> Identifies implications of play-based learning on child development but some issues with significance or relevancy. 	<ul style="list-style-type: none"> Able to explicitly articulate the connection between play-based learning and child development. Focus on <i>significant</i> implications of play-based learning on child development and identifies the most <i>relevant</i> points.
SLO4. With <i>breadth</i> and <i>fairness</i> , express in writing other <i>relevant points of view</i> that must be considered when addressing important trends and issues related to play.	<ul style="list-style-type: none"> Brief or abrupt response that fails to communicate complexity of the trends and issues related to play. 	<ul style="list-style-type: none"> Written responses indicate minimal recognition of the complexity of trends and issues related to play. Viewpoints related to play with contain some bias. Written responses generally understandable with some minor lack of relevancy or clarity. 	<ul style="list-style-type: none"> Recognizes the complexity and <i>breadth</i> of trends and issues related to play. Able to recognize the diversity of viewpoints related to play with <i>fairness</i> and no bias. Demonstrates reasonable nuance and complexity in written responses.
SLO5. <i>Accurately</i> and <i>logically</i> interpret the basic assumptions related to diversity and individual differences in the development of play-based learning experiences.	<ul style="list-style-type: none"> Inaccurate interpretation of the basic assumptions related to diversity and individual difference in the development of play-based learning experiences. 	<ul style="list-style-type: none"> Interpretation of the basic assumptions related to diversity and individual differences in the development of play-based learning experiences with minor issues with accuracy. Explanations for application which may be confusing and not take best practices for individual student differences in to account. 	<ul style="list-style-type: none"> <i>Accurate</i> interpretation of the basic assumptions related to diversity and individual differences in the development of play-based learning experiences. Explanations for application which are <i>logical</i> and include best practices for taking into account individual differences.

Course Calendar

Week	Discussion Topic	Reading Assignment (to be read prior to class)	Assignment Due
1 8/24/17	<ul style="list-style-type: none"> Introductions Syllabus Overview Interactive Notebooks 		
2 8/31/17	<ul style="list-style-type: none"> Interactive Notebooks Play through the Eyes of the Teacher 	<ul style="list-style-type: none"> Van Horn, et. al – Chapter 1 	<ul style="list-style-type: none"> Bring Author page to class
3 9/7/17	<ul style="list-style-type: none"> Play & Development: Theory 	<ul style="list-style-type: none"> 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 9/14/17	<ul style="list-style-type: none"> The Neuroscience of Play 	<ul style="list-style-type: none"> “Building brain power: Executive function and young children” – online “The Serious Need for Play” – online “Play Deprivation” - online 	<ul style="list-style-type: none"> Article Summary Due
5 9/21/17	<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 	<ul style="list-style-type: none"> Interactive Notebook Check #1

6 9/28/17	<ul style="list-style-type: none"> Orchestrating Children's Play: Interactions with Children 	<ul style="list-style-type: none"> Van Horn, et. al – Chapter 5 	<ul style="list-style-type: none"> Public Policy Email/Letter Due
7 10/5/17	<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 	
8 10/12/17	<ul style="list-style-type: none"> Mathematics in the Play-Centered Curriculum 	<ul style="list-style-type: none"> Van Horn, et. al – Chapter 7 	
9 10/19/17	<ul style="list-style-type: none"> Language, Literacy, and Play 	<ul style="list-style-type: none"> Van Horn, et. al – Chapter 8 	<ul style="list-style-type: none"> <i>Mathematics Play Make & Take Workshop</i>
10 10/26/17	<ul style="list-style-type: none"> Science in the Play-Based Curriculum 	<ul style="list-style-type: none"> Van Horn, et. al – Chapter 9 	<ul style="list-style-type: none"> <i>Language & Literacy Play Make & Take Workshop</i>
11 11/2/17	<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>
12 11/9/17	<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 11/16/17	<ul style="list-style-type: none"> Outdoor Play 	<ul style="list-style-type: none"> Van Horn, et. al – Chapter 12 	<ul style="list-style-type: none"> <i>Social/Emotional Make & Take Presentation</i> Interactive Notebook Check #2
14 11/23/17	Thanksgiving Break		
15 11/30/17	<ul style="list-style-type: none"> Toys, Technology as Tools for Play 	<ul style="list-style-type: none"> Van Horn, et. al – Chapter 13 	<ul style="list-style-type: none"> Play Study Due
12/7/17	Final Self-Assessment completed online		

Course Policies

Communication Expectation:

Students should expect a professionally timely response to all emails to the instructor. I will strive to respond to emails received during the standard work week (Monday through Friday, 8 AM to 5 PM) within 24 hours. Students may expect to receive a response to weekend emails within 48 hours. Activities and assignments will be graded and feedback posted in Blackboard within one week of the due date, unless the student has submitted the assignment late. Late submissions will be graded as the instructor's schedule permits. Students are expected to be professional and respectful in all written communication related to this class, including email, blog posts, discussions, and course activities/assignment. Students are expected to use scholarly writing (including correct grammar, spelling and punctuation) and avoid the use of “text talk” (e.g., “I need 2 talk 2 u. Pls call me.”).

Time Commitment:

ECED 5132 is a three credit hour course. In any college course, whether face-to-face or online, students should expect to spend the credit hour time PLUS 2-3 additional hours per credit hour each week engaged in studying and class activities. Based on this standard guideline, you should expect to spend approximately 9-12 hours each week on this class, including readings, blog posts/replies, journal entries, and assignments/activities.

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 Materials: The “Course Materials” tool link will include the course syllabus, information about the required and suggested textbooks, and link to helpful websites.

Course Content: The “Course Content” tool link will include 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.

As a professional, it is important that you are able to meet deadlines. Work must be posted/handed in on time. Late work will be accepted with a 10% penalty for each day late up to one week past 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.

College of Education Policies

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.

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.

University Policies

Student Life Policies:

The Student Life Policies can be found by going to [Student Assistance Center](#) and selecting “Student Life Policies”.

Academic Calendar 2016-2017:

See the academic calendar link at [Fall 2016 - Summer 2017 Academic Calendar](#)

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 [UHCL The Writing Center](#).

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 [UHCL 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

Fall Late Registration: August 20, 2017 - August 29, 2017

Last Day to Drop/Withdraw - Fall Regular 15-Week Session Course(s): November 7, 2017

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 [Educator Preparation Program Complaint Resolution Procedures](#).

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: [Texas Administrative Code](#)

Use of Class Products in Assessment:

The University of Houston–Clear Lake may use your work in this class to generate assessment data. Any works used will be used only for educational purposes.