

# **CTEC 7260      Play & Early Childhood Education**

Summer 2011



**1. Credit Hours:**                      3 semester hours

**Prerequisites:**                        None

**Corequisites:**                        None

**Instructor:**                            Angela Love

**Contact:** [angela.love@auburn.edu](mailto:angela.love@auburn.edu)

**Office:** Haley 5018

**Office hours:** By appointment

**2. Date Syllabus Prepared:** January 2000; revised 1/07

**3. Texts or Major Resources:**

Goncu, A., & Gaskins, S. (Eds.) (2006). *Play and development: Evolutionary, sociocultural, and functional perspectives*. Mahwah, NJ: Lawrence Erlbaum.

Meier, D., Engel, B. S., & Taylor, B. (2010). *Playing for keeps: Life and learning on a public school playground*. New York: Teachers College.

**Additional readings will be assigned and announced online.**

**4. Course Description:**

Examination of children's play from a constructivist theoretical perspective and translation of theory into early childhood educational practice.

**5. Course Objectives:**

1. Study play as a serious experience of children, adolescence, and animals.
2. Examine the effects of play in various cultural and socioeconomic settings.
3. Identify the various realms of play and cognitive experience.
4. Relate play to literacy in the early childhood classroom.
5. Find ways to incorporate play into classroom life and experience.

**6. Course Content and Schedule: (see schedule below and on Course Syllabus Calendar)**

## **TOPICS & READINGS**

5/23 An Integrative Perspective on Play & Development (Goncu & Gaskins CH1)

Biological/Ethological Perspectives (Goncu & Gaskins, Eds., 2006)

5/31 Pretense in Animals & Children (Goncu & Gaskins CH3) + Development & Function of Rough & Tumble Play (Goncu & Gaskins CH4)

Social Cultural / Perspectives of Play & Development

6/7 On the Significance of Social Relationships in the Development of Children's + Earliest Symbolic Play (Goncu & Gaskins CH5)

6/14 Sources of Play (Meier, Engel, & Taylor, pp. 11 - 64) (4 people)

6/21 Aspects of Play (Meier, Engel, & Taylor, pp. 65 - 96) (4 people)

6/28 Play as Cultural Interpretation (Goncu & Gaskins CH7) + The Cultural Construction of Play (Goncu & Gaskins CH8)

Applied Perspectives of Play & Development

7/5 Influence of the Media (Meier, Engel, & Taylor, pp. 97 – 114) + Imagination Beyond

Experience (Goncu & Gaskins CH9)

7/12 Pretend Play & Storytelling (Goncu & Gaskins CH11)

7/19 Oral presentations

### **7. Course Requirements/Evaluation:**

All class members are responsible for all readings and should be prepared to discuss the material on the day each chapter is due.

- Select one chapter **from each book** about which you will present an overview and pose stimulating questions for discussion on the day these chapters are scheduled.
- Produce and post (on our class website) a 1-pg. handout **no later than 24 hrs** before the class period you present.

In conjunction with the instructor, select a topic in which you will become the class expert. Based on this topic you are responsible to:

- Sign up for two class periods to present an article – one from the articles I have listed; one from your research on your topic.
- Prepare to contribute to the class discussion on the reading for each of the two classes you choose.
- Write a 6-8 pg. paper (APA style) that reviews the topic in which you are an expert – paper should include 5 sources, including but not limited to: an empirical article published in a peer-reviewed journal from 2000-2011 and an. article written for practitioners in your field
- Give an oral presentation reviewing your topic (oral presentations will be ½ hour in length and will be given during the last day of class).

Each class period one person will teach the whole class a game. It can be a card game, relay game, wall game, sport, party game, imaginative game, etc. Any game is acceptable. The better you know it, the better it will be for the rest of us. We will discuss each week the impact of learning these games on our class as a whole as well as on each member.

**Grades are assigned as follows (represented as percent of total points):**

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F= 00-59

### **AUBURN COLLEGE OF EDUCATION-CONCEPTUAL FRAMEWORK**

#### *Competent*

Competent professionals demonstrate the knowledge and skills needed to facilitate the learning of the individuals they serve. Their competence enables them to model and promote active,

collaborative, and ongoing learning. Their efforts are enhanced by their abilities to foster learning communities that are safe, stimulating, and enriched with diversity; engage in reasoned and purposeful decision making; and implement their professional practices in proactive, flexible, and self-regulating ways. We recognize that the development of professional competence is linked to levels of preparation and experience. We also acknowledge that competence continues to develop over the course of an entire career.

### *Committed*

Committed professionals make reasoned decisions based on thoughtfully constructed values. As a College, we strive to nurture values that support the learning of all people, honor diversity, protect the integrity of learning, and expand the scholarship of our professions. We view these values as professional dispositions, and we define them as filters for responsible decision making. Our College emphasizes the conscious development of commitments related to professional responsibilities and ethics, collaboration, diversity, and intellectual vitality.

### *Reflective*

We choose to frame reflection as a critical and pervasive habit of mind that permeates and fuels the ongoing expansion of competence and the continued development of reasoned commitments. Reflective professionals subject their own competencies and commitments to continuous scrutiny as they systematically monitor the impact of their professional practices on the individuals they serve and make adjustments as needed. Thoughtful reflection emphasizes reviewing and analyzing past practices in ways that influence and improve future practices. This stance inspires self-initiated professional growth and results in increased capacities for addressing the complexities and dilemmas situated within the work of educational and human services professionals.

## **CLASS POLICY STATEMENTS**

*Accommodations:* Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

*Honesty Code:* The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

*Professionalism:* As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are: a) Engage in responsible and ethical professional practices, b) Contribute to collaborative learning communities, c) Demonstrate a commitment to diversity, and d) Model and nurture intellectual vitality.

**Cell Phone Policy:** Cell phone use and text messaging during the class session is viewed as extremely unprofessional and **will result in an automatic loss of 5 points of Class Participation** (under COURSE REQUIREMENTS) **for each occurrence**. It is best that cell phones not be visible during the class session to avoid any misunderstanding of their use.

### **Academic Honesty Policy**

All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Disability Accommodations**

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844.2096 (V/TT).