



AUBURN UNIVERSITY SYLLABUS

CTEC 7266/7260 Play and Early Childhood Education

Credit Hours: 3 semester hours

Prerequisites/Corequisites: None

Instructor:

Angela Love, Ph.D.

Haley Center 5018

Curriculum & Teaching

Auburn University, AL 36849

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Office hrs by appointment

Textbooks required*:

Frost, J. L., Wortham, S. C., & Reifel, S. (2012). *Play and child development*. Boston: Pearson.

Goodenough, E. (Ed.) (2008). *A place for play*; Carmel Valley, CA: National Institute for Play.

Nell, M. L., Drew, W. F., & Bush, D. E. (2013). *From play to practice: Connecting teachers' play to children's learning*. Washington, D.C.: National Association for the Education of Young Children.

Two children's books required:

Kamkwamba, W., & Mealer, B. (1991). *Galimoto*. New York: Harper Collins.

Williams, K. L. (2012). *The boy who harnessed the wind*. New York: Penguin.

*Professional articles

Course Description

This course will examine children's play from a social constructivist theoretical perspective within a cultural context, and critically translate theory into early childhood educational practice.

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. Find ways to incorporate play into classroom life and experience.

Course Content & Schedule

ASSIGNMENT 1 Book Chapter Digital Presentation & Handout (2 @ 20 pts ea.)

- You will develop and present a digital presentation with one or two of your classmates on one chapter of the Frost, Wortham, & Reifel (2012) book and one chapter from **either** the Nell, Drew, & Bush, (2013) **or** the Goodenough (2008) book. The 5-10 minute presentation will inform classmates of material in the book and should include a supporting resource, video, or activity, which may be modeled or linked in the presentation. Assignment and grading criteria will be posted on the class website.

ASSIGNMENT 2 Oral Play History of 3 Generations Interview

- In order to gain insight into how play has changed over the generations, you will interview 2 (if possible, 3) generations on their perspectives of play during their childhood. Questions should address issues such as leisure time, indoor and outdoor play within the neighborhood in which they live, play/recess at school, play in the classroom as a learning experience, popular sports during their youth, restrictions or expectations of play based on their gender, race, age, etc. Assignment and grading criteria will be posted on the class website.

ASSIGNMENT 3 Play Experience - bi-weekly 1/2 hr. open-ended play experience + journal reflection

- In order to gain insight into how play can impact your thinking and perspective, you will begin your own solitary play of open-ended materials, as is introduced to us in the Nell, Drew, & Bush, (2013) text. As a teacher (inexperienced or experienced), it is important for you to experiment and explore open-ended play and then immediately reflect on your experience. You may provide your own materials and experiment or you may join me on Tuesdays from 3:30-4:30 in Haley 2414 on the following dates: May 21, June 18, 25, July 2 & 16. You will reflect in your readings/project journal. Assignment and grading criteria will be posted on the class website.

ASSIGNMENT 4 Project Overview

- In this assignment, you will complete an overview of your choice of class project. The overview will include standards, objectives, assessment information, and an outline of the project, as well as an outline of teacher related materials. Should you choose the paper option, you will submit an outline of the paper. Assignment and grading criteria will be posted on the class website.

ASSIGNMENT 5 Project

- You will choose one of three options to complete a project based on primary sources that relate to play as an approach to learning, development (i.e., brain, cognitive, physical, emotional, social), policy, cultural differences in play, etc. Assignment and grading criteria will be posted on the class website.
 - Option 1: Complete a three day integrated unit using play as an approach for investigation for preK-6 students. The unit will include primary sources, teacher content knowledge (as well as additional teacher resources), literature, and assessment in publishable lesson plan format.
 - Option 2: Complete a webquest for grade preK-6 students that utilizes primary sources related to using play as an approach to learning. The webquest will include primary sources, teacher content knowledge and resources, and assessment.
 - Option 3: Write an original 15-20 page research paper on an aspect of play, such as an approach to learning, development (i.e., brain, cognitive, physical, emotional, social), policy, cultural differences, etc.. Instructor approval or topic is required.

ASSIGNMENT 6 Project/readings journal

- You will keep a journal of your reactions to readings and work on your project throughout the course. You should record your thoughts and feelings about, as well as you successes and difficulties with, readings, classwork, and your project throughout the course. Additionally, you will review and

comment on a *minimum* of three of your classmates' chapter presentations, one to two in each book. At least one entry per week is expected. Assignment and grading criteria will be posted on the class website.

ASSIGNMENT 7 (Ed.S. & Ph.D. students only) Article Critique

- Ed.S. and Ph.D. students will be responsible for critiquing an empirical article on play. You will choose from a list provided on our Canvas class website or you may get permission to read and critique one you provide. Assignment and grading criteria will be posted on the class website.

Readings/Assignments (due on date specified by midnight)

May 21	<i>Where do the children play?</i> Video + article reflection
May 28	Stuart Brown & Cain's Arcade video + article/ reflection due
June 4	Chapter presentation + response on <i>Play to practice</i> text
June 11	Chapter presentation + response on <i>A place to play</i>
June 18	Nothing due; work on project
June 25	Project overview due
July 2	Chapter presentation + response on <i>Play & child development</i>
July 9	Oral Play History of 3 Generations Interview
July 16	Article critique due (Ed.S. & Ph.D. only)
July 23	Project & project/readings journal due

Assignments/due (all students)

6/4, 6/11, 7/9	40 pts Book Chapter Digital Presentation & Handout (2 total)
July 2	30 pts Oral Play History of 3 Generations Interview
6/4, 7/2, 7/23	30 pts Play Experience - weekly 1/2 hr. open-ended play experience + journal reflection
June 25	30 pts Project Overview

July 23 75 pts Project

July 23 30 pts Project/readings Journal

Assignments (Ed.S. and Ph.D. students only)

July 16 25 pts Article critique

Points Earned/Grade Earned

Master's Students

211-235 = A

188-210 = B

164-187 = C

141-163 = D

0-140 = F

Ed.S. and Ph.D Students

234-260 = A

208-233 = B

182-207 = C

156-181 = D

0-155 = F

Course Policy Statements:

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the [Student Policy eHandbook](#). Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance. **Each unexcused absence** will result in 5 points deducted from the class participation grade. **Tardy arrivals** will result in 2 point deducted from the class participation grade. If points from absences and tardy arrivals exceed the 20 points allotted for class participation, the points will be taken from the final total. **Three unexcused absences may result in a teacher candidate being dropped from the program.**

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office

hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT). See <https://fp.auburn.edu/disability/faculty/syllabus.asp>

Honesty Code: The University Academic Honesty Code and the [Student Policy eHandbook](#) Rules and Regulations pertaining to Cheating and Plagiarism will apply to this class. See <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>

Professionalism: As faculty, staff, and students interact in professional settings, we are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are:

1. Creates a caring and supportive learning environment and encourages self-directed learning by each student..
2. Demonstrates behaviors that are consistent with the ideals of fairness and the belief that all students can learn.
3. Demonstrates, models, and exemplifies a commitment to diversity.
4. Engages in responsible and ethical professional practices (shows trustworthiness, nurtures professional relationships, maintains confidentiality regarding students and school matters).
5. Demonstrates professionalism by being prepared, dressing professionally, communicating appropriately, and fulfilling attendance expectations.
6. Shows respect for and cooperates with students, families, colleagues, and members of the community.
7. Shows initiative and self-direction in classroom activities (e.g., organization and management of classroom, planning and implementation of instruction).
8. Follows policy regarding use of digital tools and models digital citizenship and responsibility (e.g., the appropriate use of social media).
9. Contributes to collaborative learning community, models and nurtures intellectual vitality, and demonstrates interest and enthusiasm for the profession.
10. Accepts/acts on constructive criticism and suggestions in a professional way.
11. Monitors and adjusts own professional dispositions as necessary.
12. Reflects on and analyzes past practices to stimulate ongoing improvement for future practice.