

# Auburn University Course Syllabus

## Summer 2015

**"Play is why we are here on this planet."**

**Hara Estroff**

***"Play is the highest expression of human development in childhood for it alone is the free expression of what is in a child's soul."***

**Friedrich Fröbel**



<b>Course Number:</b>	CTEC 7260/6
<b>Course Title:</b>	Play & Education
<b>Credit Hours:</b>	3 semester hours
<b>Prerequisites:</b>	None
<b>Co-requisites:</b>	None
<b>Instructor:</b>	Angela Love, Ph.D., Early Childhood Education
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<b>Office Hours:</b>	by appointment

**\*Email communication is best for more prompt response; email for appointment**

## Required Text:

Louv, R. (). *Last child in the woods: Saving our children from nature-deficit disorder.*

Rate, J. J. (). *The revolutionary new science of exercise and the brain.*

Additional readings will be required - accessible through Canvas and/or the AU Library website.

**Recommended texts** (from which I will use some material & can make available, but you may want these texts for yourselves):

Brown, S. (). *Play: How it shapes the brain, opens the imagination, and invigorates the soul..*

Singer, D. (). *Play = learning: How play motivates and enhances children's cognitive and social-emotional growth.*

Websites used in this course (may be modified as needed - see Canvas for specific instructions):

GoldieBlox (Debbie Sterling, founder) website: <http://www.goldieblox.com/pages/about>

GoldieBlox YouTube Channel: [https://www.youtube.com/channel/UCJUn6QmXuFV9CkuJB9T7F\\_w](https://www.youtube.com/channel/UCJUn6QmXuFV9CkuJB9T7F_w)

KaBoom website: [http://kaboom.org/play\\_matters](http://kaboom.org/play_matters)

National Association for the Education of Young Children: <http://www.naeyc.org>

nprEd: How learning happens: <http://www.npr.org/sections/ed/2014/08/06/336361277/scientists-say-childs-play-helps-build-a-better-brain>

Play CPH: <http://playcph.weebly.com>

TASP: The Association for the Study of Play: <http://www.tasplay.org/studies/>

Teaching Channel - Art & Pop-up Puppets: <https://www.teachingchannel.org/videos/puppet-art-lesson>

Teaching Channel - Creative Processes: Learning from Feedback: <https://www.teachingchannel.org/videos/promoting-peer-feedback>

Teaching Channel - Reading, Writing, & Role Play: <https://www.teachingchannel.org/videos/reading-writing-role-playing>

The Children & Nature-Network: <http://www.childrenandnature.org>

The City Repair Project: <http://www.cityrepair.org>

U.S. Play Coalition: <http://usplaycoalition.clemson.edu>

Additional websites will be added & provided through Canvas.

## COURSE DESCRIPTION

This course will examine children's play from both social constructivist and ecological theoretical perspectives within a cultural context, and critically translate theory into childhood educational practice and advocacy within school and community contexts.

## COURSE OBJECTIVES

Upon completion of the course, students will be able to:

1. Examine the contributions of recent research in understanding the challenges of play advocacy.
2. Study play as a serious experience of children, adolescence, and animals
3. Identify the tasks, observations, and questions used by researchers to examine play and cognitive, affective, and social learning and development in cultural context.
4. Explore children's ideas, teaching and learning, thought and language suggested by research by recording observations of children.
5. Identify theoretical and research questions stemming from the works of researchers on early learning and teaching that may yet be unanswered and are appropriate problems for future research on play.
6. Draw on theoretical perspectives and research to discuss implications for instruction and educational practices, as well as advocacy and policy practices, in early and middle childhood.
7. Identify advocacy opportunities through the various organizations supporting and educating about play.
8. Plan experiential activities based on the research and discussion.
9. Plan a final group advocacy project to wrap up the course and affect the local community.

## **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.

## COURSE REQUIREMENTS

Specific criteria will be discussed as due date approaches.

1. **Ongoing Play (10 pts.).** Each participant will sign up to bring to the class a game, outdoor activity, physical activity, open-ended play, etc. to play for first 10-15 min. of class. Each participant will post online a description with instructions and visual model in order for us to follow. Distance students may then be able to participate in or out of sync with the face-to-face students.
2. **Everyday Play/Journal (10 @ 5pts. each).** As a participant in this class each person, instructor included, will play for 15-30 min. daily and keep a *Play Journal* (to be shared with Dr. Love). Each of us will have a wiki page on Canvas to use for this journal. The journal should be written weekly, documenting your play, personal advocacy opportunities and/or events, missed opportunities, resources that are influencing your thinking and playing, and how your thinking/playing is changing (or deepening) week to week. As we begin planning our advocacy project, your thoughts, ideas, and activity toward creating that project should also be included.
3. **Online Discussion embellishment (10 @ 2 pts. ea. or 20 pts.).**
  - (a) Each class participant will bring to each week's discussion an outside resource and/or 1-2 critical discussion question relative to the week's topic. As each participant gathers more resources related to his or her expert topic, those may serve as outside resources. Questions for discussion should be posted online no later than one hour prior to class;
  - (b) respond to a minimum of two other discussion participants no later than 24 hrs. after class.
4. **Article Presentation & Handout for Discussion(2 @ 10 pts ea. or 20 pts.)**
  - You will be responsible for 2-3 for the semester (2 for masters, 3 for specialist and doctoral degrees) articles posted for each week's readings. Presentation should be no more than 10 minutes and will remind the class participants the article's purpose\*, main points, and recommendations from reading it, and should include a supporting resource, video, or activity, which may be modeled or linked in the presentation. The handout should include the information you share as well as at least 3 critical thinking questions for class discussion. Assignment and grading criteria will be posted on the class website.
    - \*At least one (2 for advanced graduate students) of the readings will be an empirical study and should include critical comments, thoughts, and questions regarding the literature review, methodology the study used, the results and conclusions, and recommendations for future research, applied knowledge from the study, and how research can help substantiate and advocate for play in childhood and adulthood.
5. **Expert topic/presentation (20 points):** Choose a topic by week 2 that you will research and become expert in over the semester. A minimum of 10 resources, including 5 empirical articles from refereed journals, is required. The chart-like format for documenting these resources will be provided online through Canvas.
6. **Advocacy Collaborative project (30 points):** The class as a whole (or smaller groups, if that makes more sense) will create and implement an advocacy for play project. The project must reach outside of the university class to the community (university or local, whichever you all decide based on the purpose of the project).

7. **For Specialist or Doctoral Degree-seeking Students only (20 pts.):** In your area of interest, write a 10-12 page paper following APA style. Your topic must be relative to play and approved by the instructor. You may use your *Expert Topic* in #5, if you wish, or branch out.

## GRADES

Requirements and Points	Grades
<ul style="list-style-type: none"> <li>➤ Ongoing play (10 pts.)</li> <li>➤ Everyday play/journal (50 pts.)</li> <li>➤ Discussion embellishment (20 pts.)</li> <li>➤ Article presentation/handout (20 points)</li> <li>➤ Expert topic presentation (20 pts.)</li> <li>➤ Advocacy collaboration (30 pts.)</li> <li>➤ Formal paper – EdS or PhD only (20 points)</li> </ul>	<p><b>Masters Degree:</b>  A = 150-135 points  B = 134- 120 points  C = 129-105 points  D = 104-90 points  F = 89 - 0 points</p> <p><b>Specialist or Doctoral Degree:</b>  A = 170-153 points  B = 152 - 136 points  C = 135 - 119 points  Below 119 is unacceptable (“F” or redo)</p>

## CLASS 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](https://sites.auburn.edu/admin/universypolicies/Policies/AcademicHonestyCode.pdf) Rules and Regulations pertaining to Cheating and Plagiarism will apply to this class. See <https://sites.auburn.edu/admin/universypolicies/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-
2. Demonstrates behaviors that are consistent with the ideals of fairness and the
3. Demonstrates, models, and exemplifies a commitment to diversity
4. Engages in responsible and ethical professional practices (shows trustworthiness, nurtures professional relationships, maintains confidentiality
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
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

\*Mobile Device Policy: Smartphone use or text messaging or unapproved iPad/Tablet or laptop usage during the class session is viewed as extremely unprofessional and will result in an automatic loss of 5 points of **Class Participation and Professional Behavior grade points** (under COURSE REQUIREMENTS) **for the first occurrence; additional points will be deducted for repeated occurrences**. It is best that phones, iPads, and laptops not be visible unless we are using them as a class during the class session to avoid any misunderstanding of their use.

**Reading Assignments/Assignment Due Dates will be provided online through Canvas Modules**  
*The calendar is subject to change based on the needs of the class, knowledge gained, and practice needed to master the concepts taught in this course. Dr. Love will make this determination and give adequate notice of any revisions made.*