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EDSP 581-01 Play and Its Role in Development and Learning

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XAVIER UNIVERSITY
COLLEGE OF SOCIAL SCIENCES, HEALTH, & EDUCATION
SCHOOL OF EDUCATION
DEPARTMENT OF SECONDARY and SPECIAL EDUCATION
Play and Its Role in Development and Learning
EDSP 581 (3 credit hours)
FALL 2012

Course Syllabus, Project Rubrics, & Course Calendar

Day and Time: Mondays 4:15-6:45
Dates: August, 2012-December, 2012
Location: TBA
Instructor: **Dr. Kathy Winterman**
Email –wintermank1@xavier.edu
work voice mail: 745-1076; cell 513 490-3606

COURSE DESCRIPTION:

Students will focus on demands and management of the learning environment relating to play. This course will address play-based skills and techniques; behavior management techniques; social skills, curriculum planning and implementation; creating supportive interactive safe and diverse learning environments. Focus will also include parent and teacher attitudes and behaviors with respect to understanding play and play behavior of children. **Required field experiences in diverse settings - 10 hrs.**

REQUIRED TEXT:

1. Frost, Joe L, Wortham, Sue C, Reifel, Stuart, Play and Child Development. Pearson, Merrill, Prentice Third Edition
2. Casey, Theresa, Inclusive Play: Practical Strategies for Children from Birth to Eight

Supplemental Readings:

1. Hughes, Fergus, Children, Play and Development. Allyn and Bacon
2. Dau, Elizabeth, Child's Play. MacClennan and Petty
3. Van Hoorn, J., Play at the Center of the Curriculum
4. Martin, Sue, Berke, Jennifer, See How They Grow: Infants and Toddlers. Thompson

**** **IMPORTANT NOTE:** Please be sure that you carefully and thoroughly read all the assigned chapters in your textbooks. The material in your textbook may be covered on the PRAXIS tests you will take to qualify for your teaching license. If you do not fully understand certain material addressed in your textbook and those details were not specifically covered during class time, it is your responsibility to ask the instructor to clarify that information or suggest possible resources.

Communication: This is very important! Like you, I have a responsibility to this learning situation. Please feel free to contact me at any reasonable time on my cell phone or through the Special Education Department. If life circumstances interfere with class performance, requirements or attendance, contact me immediately. Individual needs will be addressed. Communication is necessary and expected.

Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the instructor personally to discuss the specific needs. Please also contact the

Learning Assistance Center at 513-745-3280 on the Fifth Floor of Conaton Learning Commons to coordinate reasonable accommodations.

CEC Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). *CEC Policy Manual*, Section Three, part 2 (p. 4). Reston, VA: Author. Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

COURSE OBJECTIVES:

COURSE KNOWLEDGE & SKILLS	COURSE ASSESSMENT ACTIVITIES
Student will discuss the historical and cultural aspects of play of children and its role in development. CC5S13	Class Discussion, Activities, Quiz, Exam
Students will articulate value, beliefs of play theorists and how they are aligned with current relevant practice. CC5K3, CC5S2, CC5S6	Class Discussion, Activities, Quiz, Exam Observation summaries, written philosophy, reading assignments
Students will demonstrate knowledge of the impact of current research on deprivation and brain development related to play. CC5K2,CC5K4,CC5K5, CC5K6	Class Discussion, Activities, Graduate Play Presentation, Exams
Students will demonstrate values and principles of children’s play by designing an ideal play environment in the context of school/day care that supports gender, diverse culture, inclusion for all children, state and safety regulations and address behavioral management techniques. CC5k1,CC5K3,CC5S4,CC5S13	Class activity and Discussion
Students will explore teacher/parent attitudes about the use of play, behavior, social skills, planning and play based implementation for the purposes of assessment and ongoing evaluation of skills. CC5K1,CC5K3 CC5K4, CC5K3, CC5S12, CC5S2	Field Experience, Exams, Graduate Play presentation, Article reviews, Off-site assignments
Students will demonstrate knowledge of play environments that encourage independence, daily routines, and effective behavior management strategies. CC5K1,CC5K3,CC5S4, CC5s11,CC5S9	Field Experience: Observations, Play Activities Notebook, Designing Play Environment, Off-site assignment, Graduate Play Presentations
Students will effectively communicate and demonstrate the rationale for the use of play in planning and instruction of curricular areas of science, math, language arts and reading. CC5K7, CC5S9	Written Philosophy, Play Presentation (Graduate level), Off-site assignment-longitudinal collection of child’s work, Undergraduate class activity
Students will demonstrate knowledge of the impact of play on children with challenges as well as learners of ESL/EEL in a supportive environment.	Class Discussion, activities, Field Experience
Students will demonstrate knowledge of play behaviors in differing cultures.	Class Discussion, activities
Students will articulate the differences in play opportunities for those children with challenges and those who are typically developing.	Field Experience, Class discussion, readings, activities

	Date	Topic	Reading Due	Exam/Assignment/Project **Additional Homework/Class work may be assigned at any time**
1	8/20 (C)	Definition of Play, Benefits	Importance of Play article , Ch 1(Casey)	Review Syllabi, class activity, Discuss PFK notebook, Discuss Blackboard, write Philosophy
2	8/2 (C)	History, Theories of Play	Ch. 1,2 (Frost)	Read "Constructive Play" on Blackboard Longitudinal drawing # 1, visit a toy store
3	9/3	Labor Day-No class	Ch. 3 pg 61-74;	Write a reflection re: visit to toy store
4	9/10 (C)	History , theories, Neuroscience of Play	Finish Ch. 3 Pg. 74-89 Ch. 3 (Casey)	Interview Questions, discuss Constructive Play article, Reflection due on visit to toy store.
5	9/17	Play of infants, preschoolers, school age	Read Chapter 5 in Frost, Chapter 2 (Casey)	Interview Director of EC program or Principal-write up answers to your questions
6	9/24 (C)	Creating Play Environment	Ch. 11-Frost	Design Play Environment in Class
7	10/1	Modifications in Play	Complete Ch. 11 Frost Ch.4 (Casey)	Written summary of one Observation due next week-focus on modifications
8	10/8 (C)	Modifications in Play Environment for all children including ESL/ELL	Ch. 9 Frost Ch. 7 (Casey)	Midterm , Longitudinal Drawing #2 Guest Speaker
9	10/15	Gender differences; teacher attitudes; differing perspectives about play	Finish Ch. 9 - Frost	Read article: Differing Perspectives on Learning through Play. 1 pg. summary due next week.
10	10/22 (C)	Play as tool for assessment /Intellectual Development	Read Ch. 12 in Play at Center of Curriculum (Van Hoorn)	Guest Speaker
11	10/29	Play Interaction strategies, Adult Roles	Read Chapter 6: Casey	1 hr. Observation-summary due next week-attend to adult role and strategies employed to facilitate play.
12	11/5 (C)	Weaving Play in curriculum	Ch. 8-Frost	Dramakinetics speaker-Pam Schooner
13	11/12	Play Leadership	Ch. 13-Frost	Complete # 3 drawing.
14	11/19 (C)	Integrating Play into the Curriculum	Read Roxaboxen by Barbara McLerran	Oral Presentation of one observation DUE ; Undergraduate teaching activity DUE
15	11/26	Notebook assembly	Complete your assigned section of PFK notebook	1 page answer due re: What aspects of this play environment made it so effective and memorable for children?
16	12/3 (C)	Complete Graduate presentations, review for final	All field experience forms completed, signed and submitted	Philosophy due; Complete research question: How did the drawings of one child change over time to give you new and usable data for predicting future success in school? 1 pg. summary required.
17	12/10 (C)	Final Exam, Evaluation	Notebooks completed, F.E. Forms, all assignments due today	All written summaries of your observations due today.

COURSE ASSIGNMENTS AND EVALUATION:

I. Field Experience (30 points)

Each student must complete 10 hours of observation, the Field Experience required for this course. This requirement will focus as its purpose to analyze the role and function of play and its appropriateness in a child's education and development. An in-depth focus of the Field Experience will be to explore how play at the center of curriculum integrates processes, content and concepts of language, math, reading and science. Requirement for observations: current fingerprint documentation and signatures of participating personnel on the Field Experience Forms.

II. Procedures:

- A. Review the Guidelines for Field Experience Planning and Instructional Activities located in the Field Experience Handbook.
- B. A list of sites to observe will be made available to each student. When making arrangements for completing an observation, please be respectful of the requirements of the agency/site.
- C. An Observation Form will be provided for your use in documenting specific characteristics of play when going to an observation site.
- D. At least ONE of your 10 hours of observation will be presented orally in class. **10 Points**
- E. A written summary of each observation made will be due. **10 Points**

Your report should include the following elements:

1. A brief description of the physical environment and staff involved with the students
2. A description of activities observed and students behavior
3. Specific circumstances (Learner challenges)
4. Analysis of observation
5. Describe the role of the adult(s) in the observed hour
6. Time documented on Field Experience Form

III. Designing a Play Space-class activity

- Each student will be assigned a "role" for the construction of a play environment- i.e. General contractor, lighting specialist, sound technician
- Each student will provide specific recommendations for the creation of an indoor/outdoor ideal play space for a specific age group to be determined.
- Using materials provided the class as a team will construct a visual representation of an ideal place for children to play.
- The General Contractor will present specific characteristics of the environment as the team has implemented for the construction of the area.

IV. Undergraduate Project-10 points

The undergraduate requirement will be to prepare a lesson in any one of the curricular areas of Science, Math, Language Arts or Reading. Be prepared to instruct the class by 1.) setting the stage 2.) preparing the physical space 3.) developing curriculum-related extensions for play. You will demonstrate how "play" can be integrated into the curriculum. Get creative.

V. Graduate Presentation-10 points

Each Graduate student must develop a 15 minute oral/power point presentation to members of a School Board and PTA who have expressed concern about too much play time has occurred at school. You are to discuss the IMPORTANCE of PLAY in their children's day at school.

Your project will be scored on the following elements:

1. Engaging the audience and hold attention throughout with creative articulation and enthusiasm.
2. Development of thesis through use of specific and appropriate examples.
3. Material clearly relates to a focused thesis.
4. Detailed discussion on the value of play for all learners.
5. Use of references to support your thesis.

VI. PLAYING FOR KEEPS NOTEBOOK (5 points)

Each member of the class will be assigned a month of the year to collect activities that would be appropriate for ages Birth through 8 years. Activities would be divided by age range such as birth-12 months, 1-2 years. At the end of the term all students will have a completed notebook of PLAY that would be appropriate to use in classroom settings.

VII. Midterm and Final Exam (15 Points each)

Midterm – 15 points

Final – 15 points

Quizzes and exams may contain either multiple choice, matching, true/false or essay questions, or a combination of the four.

VIII. Homework/Class Work: (10 points)-Blended Class (Off-site) Assignments

Sept. 3-READ article: Constructive Play,

-Begin child drawing # 1, Visit a Toy Store, Reflection paper due next week

Sept. 17-Interview a Director of Early Childhood or Principal. Write answers to questions

Oct . 1- Complete one hour observation in a classroom – focus on modifications for learners with challenges in play. Write an observation summary due 10/10

Oct. 15-Read article Differing Perspectives on Learning through Play –DISCUSSION

Oct. 29-One hour observation at a therapeutic site: Write 1 Observation summary: focus-adult's role in play setting

Nov.12-Child drawing # 3; Undergraduate project due

Nov. 26- Read Roxaboxen by Barbara McLerran –Answer: What aspects of this play environment made it so effective and memorable for the children.....

Dec. 5,12-class will be required

IX. Class Participation and Attendance expectations (Required Disposition 10 Points)

It is expected that all students will read all assigned materials and professionally contribute/participate in class discourse. **The instructor will not lecture from the assigned readings.** The purpose of these readings is to assist the students in their process of becoming an intervention specialist to discuss professionally the issues and areas of the curriculum development and instructional planning/implementation involved in general and special education. Distracting behaviors such as texting, talking and unrelated computer use during class are not acceptable and will reduce your participation grade.

Class attendance is required and an essential part of the course. Failing to attend, to be tardy, to leave early and/or not participate in class discussions will affect your grade.

X. Assignments and tests (Required Disposition)

All work must comply with the Academic Honesty Policy stated in the Xavier University Catalog. Cheating or copying of another's work will not be tolerated in any way and will result in an automatic grade of F for the assignment/course. Please refer to the Academic Honesty Policy for further clarification. (http://www.xavier.edu/library/help/academic_honesty.cfm) Assignments are due on posted calendar dates or dates adjusted during class times. Assignments are **"on time"** if they are turned in during class time or posted online during the course class time. Course assignments and requirements may be changed to meet the needs of the students and/or the instructor.

XI. Required field experiences in diverse settings - 10 hrs.

Failure to complete the required 10 hrs will result in an incomplete grade and an additional project will be assigned to fulfill the required field experience time.

Professional Presentation Skills:

- All work must comply with the Academic Honesty Policy as stated in the Xavier University Catalog.
- As this is a college "education" course, mechanics in writing (i.e., spelling and grammar) are of major importance. Please **thoroughly proofread** your work before turning it in. The Writing Center on campus can provide assistance with proofreading and editing if this is not your particular forte. If, in reading an assigned paper, I encounter a multitude of mechanical errors, points will be deducted.
- **All major assignments must be typed.**

Attendance and Participation Rubric

	Unprofessional Quality	Needs Improvement	Acceptable Quality	Professional Quality
Attendance 10 Points	Absent 2 times and/or more than 3 tardies	Two absences and/or three tardies	One absence and/or one or two tardies	No more than one EXCUSED absence and no tardies.
Important Note	Absent more than two times results in <u>withdrawal</u> from class.			
Participation	Sleeping and/or inattentive in class; obvious lack of participation in group activities.	Frequently disengaged in group discussions, rarely asks questions or volunteers information.	Mostly attentive with some hesitation, occasionally asks questions or volunteers information.	Attentive and contributes appropriate dialogue in group discussions, frequently asks questions or volunteers information.

EVALUATION

Field Experience.....	30 points
Undergraduate Project.....	10 points
Graduate Presentation.....	10 points
Notebook.....	5 points
Midterm.....	15 points
Final.....	15 points
Homework.....	10 points
Attendance and Participation.....	10 points
Philosophy.....	5 points

Total 100 points

UNDERGRADUATE /GRADUATE GRADING SCALE

100 – 93 = A	80 – 78 = C+
92 – 90 = A-	77 – 75 = C
89 – 87 = B+	74 – 72 = C-
86 – 84 = B	71 – 69 = D
83 – 81 = B-	68 – 0 = F

Oral Presentation One Field Experience 10 Points

	Unprofessional Quality	Needs Improvement .5	Acceptable Quality 1pt.	Professional Quality-2pts
Introduction/Topic 2 Points	Information unclear and random background of information provided	Some sketchy details given during presentation	Information given in oral presentation but structure was unclear 1 point	Properly generated topic introduced details of observation and has been formulated and stated well. (2 Points)
Content Knowledge (2)	A Lack of understanding of what was observed	Explanation reflected some understanding and grasp of observed play.	Explanation was detailed and logical	A thorough explanation that describes outcomes of observed play and learner challenges.(2 Points)
Oral Presentation (2)	No presentation	Little eye contact, lacked confidence	Some eye contact, Clear voice, used proper sentence structure-1 PT.	Easy relaxed clear voice, poised, used correct word choice, pronunciation 2 pts. Used visuals to reinforce presentation.
Specific Discussion/Summary	No summary	Could not identify salient features of observed play	Some general discussion related to best practice. (1 point)	Exceptional summary of the observation and how it reflected best practice for learners (2 points)

Overall presentation no presentation somewhat prepared prepared evidence of excellent information gleaned

EDSP 581-Speaking of Play Graduate Presentation 10 points possible

	Unprofessional Quality 0	Needs Improvement .5	Acceptable Quality 1	Professional Quality 2
Attention to Audience (2 Points)	No contact with audience evident.	Little attempt to involved specific audience in the presentation.	Engaged audience most of the time by remaining on topic and presenting facts with some enthusiasm.	Engaged audience and held their attention throughout with creative articulation, enthusiasm and clearly focused.
Clarity (2)	Content is unrelated to play and unconnected.	Content is loosely connected, transitions lacking.	Sequence is well organized for most part. (1)	Thesis clear; great transition of material. Good flow
Content (2 Points)	No clear thesis, Information is presented randomly.	Unstructured but some relevant points to presentation	Information relates to a clear thesis; many relevant points, but may be overall unstructured. (1)	Clearly relates to a focused well thought out thesis and very thorough, and highly detailed. (2)
Creativity (2 Points)	No creativity evident.	Material presented with little interpretation or originality.	Some apparent originality displayed through accurate presentation of materials. (1)	Thorough and accurate presentation of materials with creative interpretation. (2)
Speaking skills (2) points	No skill	Little eye contact, Monotone , mumbling, rate of speech too slow or rapid	Clear articulation of ideas but lacks confidence. (1)	Specifically exceptional poise, eye contact, professionalism Articulate. (2)

Reading Projects/Observation Summaries
10 Points for offsite projects
10 points for Written Observations

	Unprofessional Quality 0	Needs Improvement .5	Acceptable Quality 1	Professional Quality 2
Main topic/idea sentence	No main topic or idea sentence is evident.	A vague reference to idea.	Main topic is stated but unclear reference to closing.	Topic sentence is present and detailed with clear reference throughout.
Supporting Detail	No supporting detail sentences were referring to main idea.	Minimal supporting evidence written.	Paragraphs have one to two supporting statements to main idea and elaboration of topic is evident.	Paragraphs have 3 or more supporting statements and are clear and accurate.
Written reflection	Analysis is not complete or may contain inaccuracies.	Written reflection is a a vague analysis.	Analysis is thorough and accurate.	Analysis is complete, thorough and accurate.
Mechanics, Grammar, Legibility	No written product submitted.	Written document has several mechanical errors.	Prepared summaries have 2-3 errors totally.	Specific summary has no errors.

Design/Layout

Confusing to reader

Unclear flow

Tool is attractive,
Needs work

Exceptional format

Final Philosophy Paper Rubric EDSP 381/581 5 Points

	Unprofessional Quality	Needs Improvement .5	Acceptable Quality 1	Professional Quality 2
Educational Philosophy	No Philosophy paper submitted	A brief statement submitted	A thoughtful development of views and attitudes of Play in Early childhood	Discussion involves accurate views and opinions and very detailed beliefs re: attitudes of ECSE. (3)
Professionalism in writing	Failure to correct any errors, poorly written with multiple errors.	Some errors evident; student does not use child-first language.	Student submits a paper with 1-2 errors, 12 pt. font, double spaced 1 page.	Paper is on time, no errors of mechanics, using child-first language.
Design & Layout	The tool's formatting and organization is confusing to the reader.	The tool is well-organized.	The tool has attractive formatting and is well-organized.	The tool has exceptionally attractive formatting and is well-organized.

Playing for Keeps” Notebook EDSP 381/581 5 Points total

	Unprofessional Quality	Needs Improvement	Acceptable Quality	Professional Quality
Submit 10 activities for each of development up through age 8.	No activities	A few activities submitted but incomplete assignment.	5 activities submitted	All activities submitted and on time. (1)
Format of assignment followed correctly.	No evidence of following any format	Unclear presentation of material with little organization.	Follows format and presentation partially with some ages represented.	Format and presentation followed completely with all ages represented. (1)
List of activities reflects research, knowledge of development and appropriate variety.	No research and DAP not considered.	Some activities appropriate but most activities were unclear and inappropriate.	Assignment shows some understanding of levels of ages and stages but little variety.	Assignment reflects comprehensive, detailed discussion of activity and reflects understanding of development birth-8(1)
Play activity reflects adaptability for differing skill levels.	No adaptations evident.	Little understanding of how to reflect adaptation appropriately.	Makes some references to adaptations.	Student makes references to how play activity might be modified when appropriate. (1)
Activities chosen reflect consideration about multiple play environments and equipment.	No reflection evident.	Student shows partial consideration in the activities submitted.	Shows consideration to play environments and resources.	Student considers a variety of play environments when selecting activities. (1)