

Bethesda University

730 North Euclid Street, Anaheim, California 92801 Tel: (714)517-1945, Fax: (714)683-1440

EC 340: Theories of Play in Education

Spring, 2015

Professor	
Class Hour: 9:30-12:00	Classroom: 205
Office: Click here to enter text.	Phone: Click here to enter text.
Office Hours/ Consultation: Click here to enter text.	E-mail: mkim521@gmail.com
TA: TBA (To Be Arranged)	Credit Unit: 3

A. Bethesda University Mission Statement

Bethesda University is a Christ-centered community of higher education preparing Korean/English speaking men and women with professional competence, academic excellence, and spiritual integrity to be servant leaders in the Church, community, and global society.

B. Relationship of Course to Bethesda University's Mission

To equip students with professional development so that they will be assisted in their professions to their churches and the kingdom of God at large, by understanding children and how best to reach them.

C. Course Description

An overview of the most commonly used curricular models in Early Child programs, identifying their theoretical orientations and strengths. Instruction is given in the appropriate integration of curriculum content into Early Child programs.

D. Course Objectives & Student Outcomes

After completing this course students will have achieved the following:

	Expected Student Outcomes	Assessment Used to Measure Outcomes
Spiritually	Recognize how God has uniquely created children and understand how play can be used to reach each child and help them to grow.	Textbook readings, Journals, Class activities, integrated project

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Intellectually	<ul style="list-style-type: none"> • Develop an understanding of the nature and function of play, the expressive arts, and creative thinking for young children. • Explain and apply theoretical bases of play, the expressive arts, and creative thinking. • Observe, facilitate, interpret, and utilize children's play, expressive activities, and creative thinking 	Textbook readings, journal, weekly discussions, class activities, outside reading assignments, integrated projects
Socio-Emotively	<ul style="list-style-type: none"> ■ Address the needs of individual students with particular emphasis on working with diverse learners. 	textbook readings, integrated project
Vocationally	<ul style="list-style-type: none"> • Assess and design creative, appropriate environments and learning activities for all children • Utilize play, the arts, and creative thinking as integral components of the total curriculum • Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children. 	evaluation of play areas, observation of play sessions, integrated project

E. Teaching/Learning Methods

- Lecture and demonstration
- Reading in textbooks, other books, and periodicals

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- Discussion
- Cooperative learning projects and activities
- Student presentation
- Multimedia presentations

F. Required Textbook(s)

No.	Title	Author	Publisher	Library code	Year
1	Playful Learning and Teaching	Judith E. Kieff, Renee M. Casbergue	Allyn & Bacon		2000
2	Play at the Center of the Curriculum (5th Edition)	Judith Van Hoorn, Patricia Nourot, Barbara Scales, Keith Alward	Pearson		2011

G. Recommended Reading and Other Course Resources (All reserved for reading)

No.	Title	Author	Publisher	Library code	Year
1	Creative Curriculum for Early Childhood	Dodge, D	Gryphon House		1992
2	Reflecting Children's Lives	Curtis, D, Carter, M	Redleaf Press		1996
3	Creative Thinking and Arts-Based Learning	Isenberg, J.P., Jalongo, M.R.	Prentice Hall		2010
4	Play as Medium for Learning and Development	Bergen, D	Heinemann		1988
5	Put your Mother on the Ceiling	DeMille, R	Prentice Hall		2000

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6	Play from birth to twelve and beyond: Contexts, perspectives, and meanings	Forman, G	Garland		1998
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H. Course Schedule and Outline

Note: Course schedule may be subject to change.

N	Date	Theme	Reading	Assignments
1	2-23	Syllabus		
Last Day to Request Add/Drop is Friday of First Week				
2	3-2	Defining Play from Many Perspectives	Playful, Ch. 1	
3	3-9		Play at Center, Ch. 2, Ch. 14	Weekly Discussion
4	3-16		Play at Center, Ch. 3	Weekly Discussion
5	3-23	The Child's Perspective of Play	Playful, Ch. 2	Weekly Discussion; Specific Program Observation
6	3-30	Embedding Play into Curricula	Playful, Ch. 3 Play at Center, Ch. 4	Weekly Discussion; Journal Review
7	4-6	Easter Week		
8	4-13	Fostering Playful Learning Throughout the Day	Playful, Ch. 4	Weekly Discussion
Last Day to Request Grade Withdrawal "W" is Friday of 8 th Week				
9	4-20	Fostering Playful Learning through Pretense	Playful, Ch. 5	Weekly Discussion; Mid-Term
10	4-27	Fostering Playful Learning through Ongoing Assessment	Playful, Ch. 6, Play at Center, Ch. 6	Weekly Discussion; Infant and Toddler Observation
11	5-4	Fostering Healthy Living through Playful Learning and Teaching	Playful, Ch. 7	Weekly Discussion; Preschool Observation

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12	5-11	Fostering Creative Expression through Playful Learning and Teaching	Playful, Ch. 8, Play at Center, Ch. 10	Weekly Discussion; Kindergarten Observation
13	5-18	Fostering Language and Literacy through Playful Learning and Playful Teaching	Playful, Ch. 9, Play at Center, Ch. 8	Weekly Discussion; Early Elementary Observation
14	5-25	Memorial Day		
15	6-1	Fostering Cognitive Competence through Playful Learning and Playful Teaching	Playful, Ch. 10	Weekly Discussion
Last Day to Request Grade Incomplete "I" is Friday of 15 th Week				
16	6-8	Final		

I. Assignments

Playful Learning and Teaching Reading

Read the chapters prior to class as per the Weekly Class Schedule. The text, *Play at the Center of the Curriculum*, is a supplemental text.

Weekly Discussions (10 points each)

Each week, for assigned chapter reading of our main text, choose ONE of the discussion activities at the end of the chapter, and post your answer to the questions on our class blog. (<http://mkim521.weebly.com>) You are also to comment on ONE student's post to their application activity. To facilitate discussions, your post to the application activity, and your response to another student's post should be posted by midnight of Wednesday of the week. Your comment on others is due midnight of Sunday of the week. These cannot be excused.

Journal Assignment (15 points each)

All students will need to keep a loose leaf typed journal of their thoughts and reflections based on the questions at the beginning (First Impressions) and ending (Revisiting First Impressions) of each chapter of the main text. Both are due on the first day the chapter is to be discussed. They need to be stapled together. Include the chapter title and number, questions typed out, followed by your reflection. When returned keep in a journal for part of your final presentation.

Group Participation and Class Activities (10 points each)

The value of this course will be enhanced by everyone's contribution to in-class activities, collaborative group work and lively discussions. It is expected that you will participate thoughtfully in class discussions by sharing your informed reactions to questions, issues and ideas raised during class discussions.

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Throughout the semester, a variety of individual, in-class, and group activities will be completed. Class Participation points will be factored into your total points at the end of the semester. Points may NOT be made up if the assignment/and or activity is not completed on time or if the assignment/and or activity was missed due to an absence.

Cell Phone Policy:

Cell phones are to be turned off (not on vibrate) before class begins. Answering phones, sending and receiving text messages and looking at your phone during class is disruptive and unacceptable. If your cell phone continues to be a problem then I will confiscate it before class and return it when class is over.

Evaluation of play areas/centers/interest centers (30 points)

Evaluate the dramatic play area and the block area in a child care center classroom and identify the elements which facilitate child development and play.

Evaluate the materials available, space, traffic, teacher support (play scaffolding) and management of these areas. Paper must be at least 2 pages, double spaced.

Observation of play sessions with typical children and children with special needs (30 points each)

Arrange access to a group of young children (minimum of 2 children, ages 3-8). Observe them or interact with them during a playtime for at least 30 minutes. Record your objective observations of what you saw the children do and your interpretation of what you observed. Address the following elements in your interpretation:

- a. Qualities of play; learning that took place
- b. Reference to theories of play as appropriate
- c. Elements of cognitive, language, literacy, social/emotional, physical and/or creative development
- d. Adaptions or accommodations for children with special needs.

Papers must be at least 3 pages, double spaced.

Outside Reading Assignment (50 points for paper, 15 points for presentation)

Pick an outside text to read from the list. Prepare a presentation using the guidelines.

A handout will be given in class

Integrated Project (100 points for paper, 20 points for presentation)

The major project will help you to integrate the learning in your classroom as well as your own learning. At the classroom level, you will design a unit of study that integrates play, creative thinking, and the arts into content.

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- Instructional Context: Observe and analyze your class in order to write an instructional context, a one-page description of your students and your teaching environment.
- Assessment: Assess your students
- Planning: Plan and conduct a unit of study which integrates content, play, creative thinking, and the arts and is based on the assessment.
- Taping: At some point, videotape a twenty minute segment which demonstrates the teaching and learning in your classroom.
- Write-up and Reflection: Write about the experience including you initial assessment of students, the instructional plans and decisions you made, and a reflection of the experience (how well did the unit integrate play, creative thinking, and the arts to teach content?)

Presentation:

Your final presentation should be organized, show depth in knowledge of content, and reflect an understanding of the issues involved in play-based, self-expressive learning experiences. It should also include a video clip.

(Grading Rubric to be handed out later)

All papers must be typed, 12 point font. Please maintain professionalism and make sure papers are checked for grammar and spelling. Please pay careful attention to the format as outlined. Points will be docked!

H. Evaluation/Assessment Rationale for Grade Determination

1. Grade Assessment

Requirements	Points
Weekly discussions	120 points (12 x 10)
Group participation/activities	120 points (12 x 10)
Journal Assignments	150 points (15 x 10)
Evaluation of play areas	30 points
Observation of play sessions	60 points (30 x 2)
Outside reading assignment	50 points for paper, 15 points for presentation
Integrated Project	100 points for paper, 20 points for presentation
Total Points	665 points

2. Grade definition

A Excellent

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- B Good
- C Satisfactory
- D Poor
- F Failure

3. Grade scale

Letter Grade	Numeric Grade	Grade Points
A	95-100	4.0
A-	90-94	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	59 or below	0

I. Course Policies

1. Attendance, Preparation, and Participation:

Attendance for each class is necessary. One absence (excused or unexcused) is allowed, but for every absence thereafter, points will be deducted from Attendance/Participation points. Three absences equal an automatic fail. Two late arrivals or leaving early will equal one absence. If you will not be in class, please email me before the class starts.

2. Deadlines:

All assignments must be completed on the scheduled dates and turned in at the beginning of class. If you are unable to make it to class, I will accept emailed work. However, the email must be in my inbox by 10:00 am. Late assignments will be penalized

When applicable, work completed outside class will be typed. (Handwritten papers will be returned to the student.) ALL individual work turned in must be your own. Students are required to do their own reading of materials. Be sure to cite any quote you use. Please be professional in all work, correspondence and discussions with the professor and other students. Any plagiarism will result in an "F" for all involved.

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Controversies sometimes arise over the issue of grades. Often, students will have in mind a grade they wish to receive for a given class. However, it must be remembered that grades are not given, but earned. Therefore, if a student expects a certain grade, that grade must be earned starting the first day of class. It is not the responsibility of the instructor to find a way for a student to earn a certain grade; that is the student's responsibility.

There is no grade change available after the semester is over, unless there is a special emergency.

3. Make up work:

Assignments that are late will automatically receive one grade lowered, unless the student asks for permission prior to the assignment due date, and receives it. Excused absences will be decided on a case by case basis. Late work will only be accepted up to one week past the due date.

4. Extra-credit work:

Extra credit is available. Throughout the week, I will post a question for you to answer. Please type the answer, and turn in on next day of class. Please remember extra-credit is used as an additional boost to your grade if you are between grades. It is not a chance to make up for assignments that you forgot or chose not to do.

5. Other policies on Withdrawal and Grade Permanence, Academic Integrity, and Appeals and Grievance procedures refer to the Student Handbooks and Catalog.

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Sign below verifying: I understand the Theories of Play in Education syllabus.

My signature below indicates that I have read the entire syllabus and understand its contents. I agree to abide by the class policies set forth for the course and will be held accountable to such policies. In particular, I am aware of the Attendance/Participation and Late Assignment policies.

Signature:

Date: