



**THE UNIVERSITY OF TEXAS AT EL PASO**  
**College of Education- Department of Teacher Education**

<b>Title of Course:</b> ECED 4357 SEC 002 & 003 CRNs 36400 & 36285 Play and Learning in the Early Years	<b>Credits:</b> 3
<b>Semester:</b> Summer 2020	<b>Instructor Information:</b> Name: Dr. Jessica Slade PhD Office: EDUC 603 Office hours: emails will be answered within 24-48 hours Monday -Friday Email: <a href="mailto:jdgaines@utep.edu">jdgaines@utep.edu</a>
<b>Day/Time:</b> Online	

**Course Description:**

“The course will provide a comprehensive analysis of the role of play in cognitive, imaginative, creative, emotional and social aspects of growth in the early years. Students will have opportunities to examine a variety of issues related to play in young children's learning such as how play interacts with the emotional and intellectual development of young children and how play facilitation helps young children to expand their curiosity and competence. Students will also examine how play helps young children develop language/ literacy with greater facility. During this course, developmentally appropriate curricula that encompass the cognitive, social, emotional, and psychomotor domains will be identified and related to pedagogical guidelines. Theories and research on play and their implementation in early childhood settings will also be addressed. Restricted to majors of IDST.”

**Student Learning Outcomes:**

<b>COURSE SPECIFIC STANDARDS</b> <b>ECED 4357 students will be able to:</b>	<b>Measurements (means of assessment for student learning outcomes listed in first column)</b>
1. Evaluate the role of play in the physical, emotional, social and intellectual development of young children.	Play History Paper; Jigsaw work; Connection Maker Activities; Final Project
2. Analyze biological and socio-cultural theories and related empirical research regarding play in the early years.	Jigsaw work;
3. Critically examine various approaches to play and its application in early childhood settings.	All ECED 4357 Assignments
4. Explain the role of play-based curriculum in promoting both developmentally appropriate and standards-based learning.	All ECED 4357 Assignments

5. Appraise the benefits of using play-centered assessments with children from diverse families and backgrounds.	Jigsaw work; Learning Experience Unit
6. Design meaningful learning experiences for culturally and linguistically diverse learners that emphasize play, multi-sensory integration, and active problem solving to promote development in all domains (cognitive, language, social/emotional and physical).	Lesson Plans; Connection Maker Activities;
7. Articulate a definition of play and its function in classroom practice in his/her personal teaching philosophy.	Play History Paper; Final Project

### Texas Teacher Standards:

TEXAS TEACHING STANDARDS ECE 4357 students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column)
1. 1.B.i. Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.	Connection Maker Activities; Final Project
1.E.i. Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.	Jigsaw work; Connection Maker Activities; Final Project
1.E.ii. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.	All ECED 4357 Assignments
2.B.i. Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.	Play History Paper; Connection Maker Activities; Jigsaw work; Final Project
2.C.i. Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.	Jigsaw work;
3.B.i. Teachers organize curriculum to facilitate student understanding of the subject matter.	All ECED 4357 assignments
6.B. Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.	All ECED 4357 assignments

### Required Text & Readings:

You will need to bring your text book with you to every class.

1. Van Hoorn, J., Monighan-Nourot, P., Scales, B., & Rodriguez Alward, K. (2015). *Play at the Center of the Curriculum*, Sixth Edition. Boston: Pearson, ISBN 10: 0133461769
2. Other readings provided electronically on Blackboard

**Standards of academic integrity:** Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary

probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

**Students with Disabilities statement:** If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 915-747-5148 for general information about the Americans with Disabilities Act (ADA).

**Evaluation & Coursework Requirements of Students:**

Coursework Requirements

Syllabus Quiz (pass or fail)	P/F
Jigsaw	210 Points
Lesson Plans	160 Points
Connection Maker Activities, and Play	420 Points
Play History Paper	100 Points
Final Project	110 Points
<b>Total</b>	<b>1000 Points</b>

How Grades are Determined

Grade	Earned Points
A	90 -100
B	80- 89
C	70- 79
D	60- 69
F	Below 60

**Syllabus Quiz**

You will take the syllabus quiz the first week of class. You can take it as many times needed but you will need to pass this quiz to continue in the class in good standing.

**Jigsaw Assignments**

You will a total of 14 jigsaw assignments worth 15 points each (15 x 14 = 210). Each chapter has a jigsaw assignment to accompany it. Week 1 you will answer all of the 4 questions. Week 2 you will be assigned a letter, and you will only need to answer the questions/prompts for that letter. You will submit these in the discussion board by Friday, 11:59pm MT each week. You will also respond by Sunday, 11:59pm MT. You will also be put into groups beginning week 2. Specific directions and rubrics are found on BlackBoard.

**Lesson Plans**

Lesson Plan assignments will center on lesson plan writing. You will use specific templates to complete these assignments. The specific directions for these template are written in red. This is what you will be replacing on the templates with your own ideas. Please note that leaving a portion of the template blank will result in a loss of points. Additionally, not incorporating feedback into a following assignment will also result in a loss of points for that assignment. You will have a total of 8 Lesson Plan assignments worth 20 points each (20 x 8 = 160). Specific directions and rubrics are found on BlackBoard.

**Connection Maker Activities and Play**

You will have a total of 14 activities worth 40 points each (40 x 8 = 320). Unless otherwise noted, these assignments will be in the discussion board. Specific directions and rubrics are found on BlackBoard.

**Play History Paper**

The Play History Paper will act as your midterm for this course. It will be due in Week 4, but you can begin working on this at any time. Specific directions and rubrics are found on BlackBoard.

**Final Project**

You will not have a Final exam for this course, instead you will be required to complete a practical based project. This project will be due Week 8. Specific directions and rubrics are found on BlackBoard.

**Class Schedule:** Please note that the schedule below is subject to change.

	<b>Dates</b>	<b>Topic</b>	<b>Tasks to Complete</b>
1	6/8 – 6/14	Introductions: What is Play?	Syllabus Quiz
			Connection Maker Activity (CMA)
		<b>Theory</b> <i>Are we built to Play?</i>	Jigsaw – Chapter 2
			Lesson Plan
		Play	
2	6/15 – 6/21	<b>The Literature</b> <i>Are we what we Play?</i>	Jigsaw – Chapters 3
			Connection Maker Activity (CMA)
		<i>How do we plan for Play?</i>	Jigsaw – Chapters 1
			Lesson Plan
		Play	
3	6/22 – 6/28	<b>Physical Space</b> <i>How will you create a climate for play?</i>	Jigsaw - Chapter 4
			Connection Maker Activity (CMA)
		<b>Teacher’s Role</b> <i>How do we plan for Play?</i>	Jigsaw - Chapter 5
			Lesson Plan
		Play	
4	6/29 – 7/5	<b>Play and Socialization</b> <i>How do we Play?</i>	Jigsaw - Chapter 11
			Connection Maker Activity (CMA)
		<b>Assessment</b> <i>Does play belong in “real” teaching?</i>	Jigsaw - Chapter 6
			Lesson Plan
		<b>Play History Paper (midterm)</b>	
5	7/6 – 7/12	<i>Does play belong in “real” teaching?</i>	Jigsaw – Chapters 14
			Connection Maker Activity (CMA)
		<b>The Arts</b> <i>What is the power of Play?</i>	Jigsaw – Chapter 10
			Lesson Plan
		Play	
6	7/13 – 7/19	<b>Mathematics</b> <i>How does play support mathematics learning?</i>	Jigsaw – Chapter 7
			Connection Maker Activity (CMA)
		<b>Language and Literacy</b> <i>How does play support language and literacy learning?</i>	Jigsaw – Chapter 8
			Lesson Plan
		Play	
7	7/20 – 7/26	<b>Science</b> <i>How does play support science learning?</i>	Jigsaw – Chapter 9
			Connection Maker Activity (CMA)
		<b>Outdoor Play</b> <i>How will you create a climate for playful teaching?</i>	Jigsaw - Chapter 12
			Lesson Plan
		Play	
8	7/27 – 8/2	<b>Toys and Technology</b> <i>How do we Play?</i>	Jigsaw – Chapter 13 assignment
			Connection Maker Activity (CMA)
		<b>Finals</b>	<b>Final Project</b> Submit your course evaluation online. (7/21 – 8/2)

