

ECED 5357
Play, Games & Toys
In Diverse Early Childhood Contexts, Birth to Age 8
Fall 2021 Syllabus

University of Texas at El Paso
College of Education, Department of Teacher Education

Instructor	Dr. Song An	Email: saan@utep.edu
Class Location	402 Education Building	
Office Phone	915-747-7616	
Office Hours	College of Education (Education Building 201 & 808) Monday 12:00 pm– 2:15 pm Wednesday 12:00 pm– 2:15 pm (Other time by appointment)	
Class Time	Online Learning throughout the semester	
This syllabus is subject to change as needed. Any changes to the syllabus will be announced in class.		

Course Description: This course focuses on play, games and toys, with an emphasis on historical and contemporary discourses of their role in Early Childhood Education. It covers diverse theories and research on patterns/processes of play related to the social and cognitive development of children from Birth to Age 8, as well as research on the affordances/challenges of play-based teaching practices. Games and toys are critiqued in terms of their sociocultural construction, pedagogical usage, and in how they may contribute to the creative, language, social, emotional and identity development of young children.

Course Format Information: This course will be conducted as *a fully online* course. This is a fast-paced, intense 7-week course that covers the content typically taught in a 14-week semester. It runs on a Monday to Sunday schedule; course work throughout the week is due at specific days/times, however, you are NOT required to be online at any specific time. The standard recommendation across the board by American universities is to plan for approximately three hours of study time for every one credit hour taken. Therefore, for this course, you can expect each week to spend at least 12 hours to this course. Please read the syllabus and information in the course site very carefully, understand what you need to do and when you need to do it, and then plan class study time in your week accordingly. If at any time you do not understand what to do or when to do it, you should contact Dr. Song An immediately (saan@utep.edu)

For Technical Assistance: If you have technical problems with the course site or related computer/Internet applications, please contact the UTEP Helpdesk: M - F: 7AM - 8PM, Sat: 9AM - 1PM, Sundays 11-4 pm. On campus phone: 915.747.5257. Off campus: 915.747.4357. If you are on campus, you may also visit the ATLAS lab located

within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library.

Required Readings:

- Gronlund, G. and Rendon, T. (2017). *Saving Play: Addressing Standards through Play-based Learning in Preschool and Kindergarten*. Redleaf Press.
- Additional required readings/viewings will be available within our Blackboard course site

Our online course site is copyrighted and is the property of UTEP and ECED faculty. Content from the course site, in part or whole, may *not* be shared or distributed without direct written permission. For questions or issues related to this, please contact Lead ECED Faculty, Dr. Alyse C. Hachey at ahachey@utep.edu.

Additional Recommended Resources:

(These are NOT required but you may want to use them to further your knowledge and support the completion of your coursework).

Suggested Texts

- Murphy, L. (2016). *Lisa Murphy on Play: The foundation of Children's Learning*. Redleaf Press.
- Masterson, M.L. & Bohard, H. (2019). *Serious fun: How guided play extends children's learning*. NAEYC.
- Elkind, D. (2007). *The power of play: Learning what comes naturally*. Hachette Books
- Hirsh- Paseck, K. et al., (2009). *A mandate for playful learning in preschool: Presenting the evidence*. Oxford University Press.
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Suggested Websites

The following websites provide useful resources in preparing the course:

- Lego Foundation- Role of Play in Child Development:
<https://www.legofoundation.com/en/learn-how/knowledge-base/the-role-of-play-in-childrens-development-a-review-of-the-evidence/>
- The National Institute for Play: <http://www.nifplay.org/>
- NAEYC- Connections between Play and Learning:
<https://www.naeyc.org/resources/topics/play>

UTEP Learning Resources:

(UTEP provides a variety of student services and support including the resources below)

- UTEP Library: You can access to a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- The University Writing Center (UWC): Virtually everyone needs help with writing academic English. There's no shame in it. The UWC [Library Building, Rm.227; phone: 915.747.5112] provides online consultations to all UTEP students at no cost. They also have walk-in services, if you are local. It is a terrific resource. If I suggest you attend the Writing Center, it's because I think you will benefit from it. It's not a punishment – it's intended to help you. Check the website for more information: <http://uwc.utep.edu>

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 [making plans to cheat with another], 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 747-5148 for general information about the Americans with Disabilities Act (ADA).

Student Conduct and Discipline: All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations (<http://www.utsystem.edu/bor/rules>) with system and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

Equal Opportunity: All students regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions related to this can be discussed confidentially with Dr. Song An [email saan@utep.edu to set up an in-person or phone meeting].

Guide to Online Etiquette:

As a member of the learning community of this class, the following is a list of specific expectations (Note that this list is not exhaustive and that it may be added to as needed throughout the semester):

1. *You are expected to actively engage in the learning community of this class.*

This includes: completing the Coursework Requirements as outlined in each session, actively contributing to discussions, seeking guidance if you have questions (note that if you have a question, it is likely that everyone will benefit if ask your question) and exhibit professional courtesy during interactions with classmates/ your instructor. Class participation includes but is not limited to: engaging in in-class activities and writing, volunteering inputs in class discussions, answering questions, defending personal viewpoints, and presenting completed assignments to your classmates.

2. *You are expected to exhibit appropriate behavior for a higher learning environment.*

Even though we will not meet face-to-face, logging on to our online course site is the equivalent of walking on to the UTEP campus. Therefore, the rules of conduct that apply on campus also apply in our course site. Our course site is a place to engage in social learning; it is meant to be a safe space for all. Our ideas and beliefs shape who we are and they will differ from our peers; sharing these within class allows us to learn different perspectives and points of view, but this can only happen successfully if everyone in our learning community is respectful of individual ideas. You are encouraged to participate in all activities to the fullest extent possible, with an open mind to new experiences. In particular, the following are general guidelines for online interactions:

- All the information discussed between peers and/or with your instructor should be kept confidential, thus providing a safe atmosphere for creative expression, free of judgment.
- You are encouraged to participate to the depth that you feel comfortable sharing with the class (Note: An electronic record will remain, so be thoughtful in how much personal information you share. The general rule is: share only that which you would be comfortable seeing printed in a newspaper/ public Internet page.).
- Do not use inappropriate language, all capital letters, or language short cuts (i.e. texting shorthand). Online entries should reflect academic writing standards, with edited spelling, grammar, and punctuation.
- When reacting to someone else's message, whether in agreement or disagreement, please address the ideas, not the person. (Note: Harassing, flaming and/or inappropriate postings will not be tolerated.)
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
- Please refrain from posting yes/no or I agree/disagree answers (this will NOT earn you participation points). The point of our online interactions is to create a rich and meaningful sharing of ideas; therefore, posts should: justify positions, provide specific examples, and demonstrate that you have read the required readings and your classmates' comments carefully and thoughtfully.

3. *You are expected to exhibit high level time management skills and turn your work in ON TIME.*

As previously mentioned, this is a fast-paced, intensive course that requires you to devote significant time to complete the required readings, discussions and various additional assignments that are due each week. Although there is no mandatory time that you must be online, the research shows that those with the best success in online courses create a set schedule for coursework and stick to it (whether you do your work at 3am or 10am on whatever day does not matter, what matters is just that you allow a sufficient, set time each week of the course to focus on coursework). Timely completion of all coursework is essential for this class to run smoothly (i.e. your classmates rely on you to do your readings early in the week and contribute to the discussion on time in order for them to be able to post feedback later in the week). Therefore, late work will not be accepted. All online assignments are due by the due date and time listed in the task directions (see each weekly session in our course site for specific details). Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times, and then schedule your time devoted to this class accordingly.

Missing two weeks of discussion and/or failure to turn in two major assignments will result in your automatically being dropped from this course.

Note: Exceptions may be made in the case of *extreme* emergency with supporting documentation. I will not accept any late coursework after one week from the originally scheduled due date during the semester or after the last scheduled coursework due date at the end of the semester. If you anticipate your assignment will be late due to unusual circumstances, please contact me and explain your situation prior to the due date of the assignment. Without prior notice, late assignments will NOT receive any credit.

What If BlackBoard Goes Out and I cannot get into our course site to post work by the required due date?

All coursework (unless specifically indicated in the task directions) should be posted in our course site. If you find that you are unable to log into Blackboard to access our course site at the time that you are trying to post your work by the due date, you must email me immediately with an attachment of your work. When you do this, I will know that you have completed the work in a timely manner and it will be accepted, even though it was not posted in our course site as is generally required. I will then check with the Technology staff at UTEP to determine when Blackboard was out. If you email me indicating that Blackboard is out, but you do not send me your work as an attachment, you will not receive credit for your work.

4. *You work is expected to be your own.*

Everything you turn in for this course must be your own work. The purpose of coursework is to know what *you* think, not how clever you are at getting around the rules.... so use your brilliance in a productive way. Any student caught engaging in instances of cheating, plagiarism or any other form of academic misconduct will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from UTEP for such actions. It's serious! Don't do it.

5. *You are expected to contact me for help if needed throughout the semester.*

You can expect a response from me within 8 hours (usually sooner) for any email communication you send. If you feel you need additional support, you can email me for an appointment and we will make arrangements to have a phone conversation. Please include your first and last name and the title of the course you are taking with me in the body of your message.

If at any time, you have difficulty understanding my expectations or the course material or completing course work for any reason—BE PROACTIVE!!! I am here for you (email and phone). I *strongly* encourage you to reach out to me as soon as possible (do not wait until the day before something is due or the end of the semester) and we will work together to make this class a success for you!

All weekly tasks MUST be submitted by the given deadline; Critical Reflections are due by 12pm (noon) MT; all other coursework is due by 11:45pm MT on the day indicated in the task directions.

Student Learning Outcomes:

COURSE SPECIFIC STANDARDS ECE 5357 students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column)
1. Discuss historical and contemporary discourses on Play and its role in Early Childhood Education;	Participation; Discussions; Critical Reflections
2. Compare and contrast theories of the patterns and processes of play in the early years;	Participation; Discussions; Critical Reflections
3. Critically examine the impact of objects (i.e., toys) on young children's identity development and early academic learning;	Participation; Discussions; Critical Reflections
4. Outline various types of play (Object, Body, Pretend, Social) and their roles in child development and early learning across academic subjects;	Participation; Discussions; Critical Reflections
5. Analyze the affordances and challenges of Play-based approaches to teaching in Early Childhood Education settings;	Participation; Discussions; Critical Reflections
6. Articulate their own stance on Play as it relates to child development and Early Childhood Education	Personal Position Statement on Play

Evaluation & Coursework Requirements of Students:

Coursework Requirements

Participation	140 Points _____
Weekly Discussion	360 Points _____
Critical Reflections	360 Points _____
Personal Position Statement on Play	140 Points _____
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Total	1000 Points _____

How Grades are Determined

Grade	Earned Points
A	900 -1000
B	800- 890
C	700- 790
D	600- 690
F	Below 600

This course runs on a weekly schedule, Monday through Sunday. Detailed instructions for all of the coursework tasks to be completed each week of the semester are arranged by class session (i.e., each class session covers one week of the semester). The class sessions for each week are labeled by week number and start date in the main left-hand navigation in our course site. In each of the weekly class sessions, you will find: the topic(s) and objectives for the week, the required reading (with embedded links to download/access articles), a summary of what tasks are due (and when) that week and detailed directions and related links for completing and posting your coursework that is due for that class session (i.e., during that week).

The following is a summary overview of the required coursework for the entire semester and related points possible. For *detailed instructions*, you should access the weekly class sessions in our online course site.

Participation (140 points total)

Since we do not actually meet in person, participation in this course occurs through online postings and interactions in our course site. Your active participation in this course will be measured two ways, by your: (1) one-time self-introduction and (2) multiple feedback to various classmate postings throughout the semester.

- *One-time Self-Introduction (20 points):* At the beginning of the course, you will post a Self-introduction to introduce yourself to all of us (this introduction should be at least 200 words; detailed instructions for this assignment are found in our courses site, Week #1). You will also provide feedback on one classmate's self-introduction (at least 50 words).
- *Multiple Feedback to Classmates' postings (120 points total through two types of response tasks, repeated throughout the semester)*
For the weeks that required "Feedback to Classmates' Postings" are assigned (see detailed directions outlined in the individual weekly class sessions in our online course site), you will offer:
 - Feedback to TWO classmates' Discussion Postings: (5 points for EACH feedback x 2 responses = 10 points per class session x 6 class sessions= 60 points total)
 - Feedback to TWO classmates' Critical Reflections: (5 points for EACH feedback x 2 responses = 10 points per class session x 5 class sessions= 60 points total)

In order to receive full credit, you will need to post all feedback to classmates' (TWO for Discussion postings and TWO for Critical Reflections) by 11:45pm MT on Sunday for each class session week they are assigned. Please write at least 50 words for each feedback posting (regardless of type). Note: you *do not* have to give feedback to the same student for each type of response (Discussion and Critical Reflection) in any given class session. Please *do not* provide feedback to the same classmate every week. Instead, you should always try to respond to a classmate who does not already have feedback and/or who you have not provided feedback before.

Weekly Discussion (360 Points total)

Each week, there will be assigned readings/videos to watch related to our discussion topic, along with several questions for you to think about and share your thoughts. You should respond to all questions in your discussion posting and cite the appropriate sources to support your answers. Please use APA format for references. The total length of your responses should be at least 500 words (you will include the total word count at the end; the number of words for each answer does not have to be equal). Please number your discussion responses. Your responses to Weekly Discussion Questions are due by 11:45pm MT on Thursday of the weeks they are assigned. It is important to keep your answers/comments relevant to the topic of the discussion that week. (60 points per discussion x 6 weekly discussions = 360 points total)

Critical Reflections (360 points total)

Throughout the course, you will be critically reflecting on various types of play and the types of environments and materials that are provided (or not) to young children. The purpose of these reflective writings is to give you a chance to connect the week's topic to

your own personal teaching philosophy and practice. Critical Reflections should be at least 500 words (you will include the word count at the end). Critical Reflections are due by 12pm (noon) MT on Saturday of the weeks that they are assigned. [60 points x 6 reflections = 360 points total]

Personal Position Statement on Play (140 Points total)

Your final paper is the creation of a Personal Teaching Statement on Play. It is meant to both showcase the knowledge you have gained over the semester and to solidify your beliefs on its affordances and role in the lives of young children and in your teaching practice (as well as Early Childhood Education more broadly). Your portfolio will consist of the following six sections:

Section 1: Opening

Section 2: Your personal definition of Play and its role in early development and education

Section 3: The role of Play in life and early learning

Section 4: The role of Play in development

Section 5: The role of the teacher & culture in children's Play and Play-based learning

Section 6: Concluding Statement

A breakdown of each section and detailed directions of what your final paper should include is found in the Week 7 session of our online course site. Your Personal Position Statement on Play is due by 11:45pm MT on Sunday, October 10th.

Note: Although Week 7 is wholly reserved for you to work on your Personal Position Statement on Play, the scope of this assignment is such that you should begin thinking about and working on it *by no later than week 3 or 4 of this course.*

General Calendar

Changes may be made in this syllabus when judged appropriate by the instructor

WEEK & DATES	TOPICS	COURSEWORK DUE
Week 1 August 23 thru August 29	What is Play? and Teacher Beliefs and Educating Young Children	Self-introduction -(due @ 11:45pm MT, Tues) Discussion #1 -(due @ 11:45pm MT, Thurs) Critical Reflection #1 - (due @ 12pm Noon MT, Sat) Reply to classmate posts - (due @ 11:45pm MT, Sun)
Week 2 August 30 thru September 5	Play-based Learning/Play Pedagogy and Play and Academic Standards	Discussion #2 -(due @ 11:45pm MT, Thurs) Critical Reflection #2 - (due @ 12pm Noon MT, Sat) Reply to classmate posts - (due @ 11:45pm MT, Sun)
Week 3 September 6 thru September 12	Object Play and Toys, Socialization & Identity	Discussion #3 -(due @ 11:45pm MT, Thurs) Critical Reflection #3 - (due @ 12pm Noon MT, Sat) Reply to classmate posts - (due @ 11:45pm MT, Sun)
Week 4 September 13 thru September 19	Body Play and Risky & Rough Play	Discussion #4 -(due @ 11:45pm MT, Thurs) Critical Reflection #4 - (due @ 12pm Noon MT, Sat) Reply to classmate posts - (due @ 11:45pm MT, Sun)
Week 5 September 20 thru September 26	Pretend Play and Imaginative Play, Games & Literacy	Discussion #5 -(due @ 11:45pm MT, Thurs) Critical Reflection #5 - (due @ 12pm Noon MT, Sat) Reply to classmate posts #5 - (due @ 11:45pm MT, Sun)
Week 6 September 27 thru October 3	Social Play and Playful Spaces	Discussion #6 -(due @ 11:45pm MT, Thurs) Critical Reflection #6 - (due @ 12pm Noon MT, Sat) Reply to classmate posts - (due @ 11:45pm MT, Sun)
Week 7 October 4 thru October 10	Final Paper	Personal Position Statement on Play - (due @ 11:45pm, Sun) Note: Sunday, October 10 th is a hard deadline!