



College of Education- Department of Teacher Education

<p>Title of Course: ECED 4357: Play & Learn in the Early Years CRN 15399</p>	<p>Credits: 3</p>
<p>Semester: Fall 2020</p>	<p>Instructor Information:</p> <p>Name: Sandra Carrillo, M.Ed.</p> <p>Email: scarrillo2@utep.edu</p> <p>Cell Phone: (915) 626-8535</p>
<p>Day/Time: Online</p>	
<p>Office Hours: Virtual Hours</p>	

Course Description (Catalog)

“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:

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

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).	Learning Experience Unit; Connection Maker Activities; In-class lesson plan activities
7. Articulate a definition of play and its function in classroom practice in his/her personal teaching philosophy.	Play History Paper; Learning Experience Unit

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; Learning Experience Unit
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; Learning Experience Unit
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; Learning Experience Unit
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

- 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
- Selected readings provided electronically on Blackboard or distributed in class

You will be required to access a copy of the TEKS. You may use the TEKS app, or you may download a copy at:

- <http://tea.texas.gov/index2.aspx?id=6148>.

Useful Websites

The following websites provide useful resources in preparing the Texas Teacher Certification:

- Texas Essential Knowledge and Skills (TEKS): <http://www.tea.state.tx.us/index2.aspx?id=6148>
- Texas Educator Certification (TEC): <http://cms.texas-ets.org>
- Texas Prekindergarten Guidelines (TPG): <http://www.tea.state.tx.us/index2.aspx?id=2147495508>
- Texas Education Agency (TEA): <http://www.tea.state.tx.us/index.aspx>
- Texas Education Agency (TEA) – Early Childhood section https://tea.texas.gov/Academics/Early_Childhood_Education
- State Board for Educator Certification (SBEC): <http://www.tea.state.tx.us/index2.aspx?id=2147489433>
- Texas Examinations of Educator Standards (TExES): <http://www.texas.ets.org/texas/>
- English Language Proficiency (ELP) Standards: http://www.tea.state.tx.us/index2.aspx?id=5938&menu_id=2147483671&menu_id2=794
- TExES Preparation manual: http://www.texas.ets.org/assets/pdf/testprep_manuals/191_generalist_ec_6.pdf
- National Association for the Education of Young Children (NAEYC): <http://www.naeyc.org>
- Children’s Learning Institute: www.childrenslearninginstitute.org
- Infants, Toddlers, and Three Year Olds Early Learning Guidelines: <http://www.littletexans.org>
- Texas School Ready Project <https://texasschoolready.org/>
- Florida Center for Reading Research <http://www.fcrr.org>
- Zero to Three <https://www.zerotothree.org/>
- Scholastic Top Teaching Blog <https://www.scholastic.com/teachers/top-teaching-blog/>
- Tools for Early Childhood Teachers <https://www.earlychildhoodteacher.org/teacher-tools/>

Grading, Assignments, and Due Date

<u>Coursework Requirements</u>	<u>Points</u>	<u>How Grades are Determined</u>	
Syllabus Quiz (Pass or Fail)	P/F		
Jigsaw Work	210	Grade	Earned Points
Lesson Plans	160	A	900-1000
Connection Maker Activities, and Play	420	B	800-890
Play History Paper	100	C	700-790
Final Project	110	D	600-690
Extra Credit – Submit Course Evaluation	25	F	Below 600
Total	1000		

Assignment Descriptions

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 have a total of 14 jigsaw assignments worth 15 points each ($15 \times 14 = 210$). 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 templates 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 ($20 \times 8 = 160$). 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 ($40 \times 8 = 320$). 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. Specific directions and rubrics are found on Blackboard.

University Policy

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 Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services 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 Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Instructor's Policies

As a member of this learning community, 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).

Electronic communication is essential to the course.

You should check your UTEP (miners) email, and Blackboard several times a week for announcements and updates. Additionally, **all** email correspondence with the instructor should include your first and last name and the title of the course you are referring to.

Remember that this course is fully online. You should expect to spend anywhere from 9-12 hours per week on this course.

This course follows a set calendar.

You should refer to the syllabus for all due dates and class schedules. **Late assignments will not be accepted.**

You are expected to engage and be prepared to join our learning community.

What does this look like? Class participation means engaging in online-class activities, discussions, answering questions and defending personal viewpoints. There will be a section on Blackboard devoted to Q&A, comments and/or “A-ha” moments.

Your work is expected to be your own

Cheating will not be tolerated. This includes plagiarism! It is required that you write your own thoughts and ideas

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

Mutual respect is expected at all times in the classroom. Our ideas and beliefs shape who we are, and will differ from our peers; sharing these within a classroom allows us to learn different perspectives and points of view, but can only happen successfully if everyone in the classroom is respectful of individual ideas. All the information discussed between peers or within the class should be kept confidential, thus providing a safe atmosphere for creative express, free of judgement.

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

Please do not hesitate to contact me should you have any questions or concerns. I am here to support you in any way that I can. If you are having issues of any kind, please let me know. You can reach me via email at scarrillo2@utep.edu or at (915) 626-8535 – feel free to text me. We can always set up a virtual meeting.

This course is designed to incorporate both passive and active learning strategies, in order to build each student’s knowledge of the importance of play in early childhood education and its implementation as teachers in the classroom.

Calendar

	Date	Topic	Readings	Task to Complete
1	8/24 – 8/30	<p>Welcome to Playful Learning!!</p> <ol style="list-style-type: none"> 1. Introductions (due @ 11:59 pm MT, Wed.) 2. CMA: Are we what we play? (due 11:59 pm MT, Fri) 3. Lesson Plan: Bloom’s Verbs & Learning Objectives (due@11:59 pm MT, Fri) 4. Quiz: Syllabus (due @ 11:59 pm MT, Sun) 		
2	8/31 - 9/6	<p>Theory <i>Are we built to Play?</i></p>	<p>Read: Chapter 2</p>	<ol style="list-style-type: none"> 1. Jigsaw: Chapter 2 group discussion board (due @ 11:59pm MT, Fri) 2. Play: Personal Play History discussion board (due @ 11:59pm MT, Fri) 3. Post #2 for BOTH discussion boards (due @ 11:59pm Sun)

3	9/7 - 9/13	The Literature <i>Are we what we Play?</i>	Read Chapter 3	<ol style="list-style-type: none"> 1. Jigsaw: Chapter 3 group discussion board (due @ 11:59pm MT, Fri) 2. Play: Observing Children in Play discussion board (due @ 11:59pm MT, Fri) 3. Lesson Plan: Central Focus (due @ 11:59pm MT, Fri) 4. Post #2 for ALL discussion boards (due @ 11:59pm Sun)
4	9/14 - 9/20	A Teacher's Perspective <i>What does play and learning look like?</i>	Read Chapter 1	<ol style="list-style-type: none"> 1. Jigsaw: Chapter 1 group discussion board (due @ 11:59pm MT, Fri) 2. CMA: Mead Mandala FlipGrid (due @ 11:59pm MT, Fri)
5	9/21 - 9/27	Physical Space <i>How will you create a climate for playful learning?</i>	Read Chapter 4	<ol style="list-style-type: none"> 1. Jigsaw: Chapter 4 group discussion board (due @ 11:59pm MT, Fri) 2. CMA: Physical Space discussion board (due @ 11:59pm MT, Fri) 3. Lesson Plan: Learning Environment (due @ 11:59pm MT, Fri) 4. Post #2 for ALL discussion boards (due @ 11:59pm Sun)
6	9/28 - 10/4	The Teacher's Role <i>How do we plan for Play?</i>	Read Chapter 5	<ol style="list-style-type: none"> 1. Jigsaw: Chapter 5 group discussion board (due @ 11:59pm MT, Fri) 2. Play: Types of play (due @ 11:59pm MT, Fri) 3. Post #2 for ALL discussion boards (due @ 11:59pm Sun)
7	10/5 - 10/11	Assessment <i>Does play belong in "real" teaching?</i>	Read Chapter 6	<ol style="list-style-type: none"> 1. Jigsaw: Chapter 6 group discussion board (due @ 11:59pm MT, Fri) 2. Lesson Plan: Assessment (due @ 11:59pm MT, Fri) 3. Post #2 for ALL discussion boards (due @ 11:59pm Sun)
8	10/12 - 10/18	Play and Socialization <i>How do we Play?</i>	Read Chapter 11	<ol style="list-style-type: none"> 1. Jigsaw: Chapter 7 group discussion board (due @ 11:59pm MT, Fri) 2. Play: Ramps and Pathways (due @ 11:59pm MT, Fri) 3. Post #2 for ALL discussion boards (due @ 11:59pm Sun)
9	10/19 - 10/25	The Teachers Perspective <i>Does play belong in "real" teaching?</i>	Read Chapter 10	<ol style="list-style-type: none"> 1. Jigsaw: Chapter 14 group discussion board (due @ 11:59pm MT, Fri) 2. CMA: Teacher's Role (due @ 11:59pm MT, Fri) 3. Post #2 for ALL discussion boards (due @ 11:59pm Sun)
10	10/26 - 11/1	The Arts <i>What is the power of Play?</i>	Read Chapter 10	<ol style="list-style-type: none"> 1. Jigsaw: Chapter 10 group discussion board (due @ 11:59pm MT, Fri) 2. Play: 6 objects (due @ 11:59pm MT, Fri) 3. Lesson Plan: The Learning Experience (due @ 11:59pm MT, Fri) 4. Post #2 for ALL discussion boards (due @ 11:59pm Sun)

11	11/2 - 11/8	<p>Mathematics <i>How does play support mathematics learning?</i></p>	Read Chapter 7	<ol style="list-style-type: none"> 1. Jigsaw: Chapter 7 group discussion board (due @ 11:59pm MT, Fri) 2. Play: Ramps and Pathways (due @ 11:59pm MT, Fri) 3. Post #2 for ALL discussion boards (due @ 11:59 pm Sun)
12	11/9 - 11/15	<p>Language and Literacy <i>How does play support language and literacy learning</i></p>	Read Chapter 8	<ol style="list-style-type: none"> 1. Jigsaw: Chapter 8 group discussion board (due @ 11:59pm MT, Fri) 2. Play: Multisensory Literacy (due @ 11:59pm MT, Fri) 3. Lesson Plan: Worksheets and Foldables (due @ 11:59pm MT, Fri) 4. Post #2 for ALL discussion boards (due @ 11:59 pm Sun)
13	11/16 - 11/22	<p>Science <i>How does play support science learning?</i></p>	Read Chapter 9	<ol style="list-style-type: none"> 1. Jigsaw: Chapter 9 group discussion board (due @ 11:59pm MT, Fri) 2. Play: Oobleck (due @ 11:59pm MT, Fri) 3. Post #2 for ALL discussion boards (due @ 11:59pm Sun)
14	11/23 – 11/29	<p>Outdoor Play <i>How will you create a climate for playful teaching?</i></p>	Read Chapter 12	<ol style="list-style-type: none"> 1. Jigsaw: Chapter 12 group discussion board (due @ 11:59pm MT, Fri) 2. CMA: Outdoor Play (due @ 11:59pm MT, Fri) 3. Lesson Plan: Interdisciplinary Lesson (due @ 11:59pm MT, Fri) 4. Post #2 for ALL discussion boards (due @ 11:59pm Sun)
15	11/30 – 12/6	<p>Toys and Technology <i>How do we Play?</i></p>	Read Chapter 13	<ol style="list-style-type: none"> 1. Jigsaw: Chapter 13 group discussion board (due @ 11:59pm MT, Fri) 2. CMA: Toys (due @ 11:59pm MT, Fri) 3. Lesson Plan: Knowing the Learners (due @ 11:59pm MT, Fri) 4. Post #2 for ALL discussion boards (due @ 11:59pm Sun)
16	12/7 - 12/13	<p>Final Project</p>		<ol style="list-style-type: none"> 1. Final Project (due @ 11:59pm MT, Fri) 2. Post #2 for discussion board (due @ 11:59pm Sun) 3. Course Evaluation (due @ 11:59pm MT, Sun)