



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

Title of Course: ECED 4357 CRN: 26074 Play and Learn in the Early Years	Credits: 3
Semester: Spring 2023	Instructor Information: Name: Mrs. Sandra Carrillo, M.Ed. Virtual Office Hours: Contact me if you would like to set up a time to meet- via Zoom. Emails will be answered within 24-48 hours Email: scarrillo2@utep.edu or scarrillo@canutillo-isd.org Office Phone: (915) 626-8535 -Feel free to text as well.
Day/Time: Thursdays 5:30 pm – 8:20 pm Location: College of Education Room 201	

Course Description:

Play and Learning in the Early Years: This course focuses on promoting and guiding children's play as a fundamental learning mechanism within culturally and linguistically diverse early elementary classrooms. It covers research and theories of play; strategies, materials, and activities that support and encourage play and creativity; and the role of play-based instructional approaches in fostering learning across all academic content areas. Students will design learning experiences that emphasize play, multi-sensory engagement and active, hands-on problem-solving to promote early learning and growth in all developmental domains.

Student Learning Outcomes:

COURSE SPECIFIC STANDARDS ECED 4357 students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column)
1. Evaluate the role of play in the physical, emotional, social and intellectual development of young children.	Play History Paper; Jigsaw work; Play 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; Final Project
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).	Content Connection, Play Activities, Final Project
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.	Play 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; Play 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; Play Activities; Jigsaw work; Final Project, Content Connection
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:

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. Gussin Paley, Vivian. (2005). *A Child's Work: The Importance of Fantasy Play*, University of Chicago Press, ISBN 10: 0226644898
3. 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
Content Connection	40 Points
Play	450 Points
Play History Paper	100 Points
Final Project	200 Points
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

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 Monday, 11:59pm MT each week. You will also respond by Wednesday, 11:59pm MT. You will also be put into groups beginning week 2. Specific directions and rubrics are found on Blackboard.

Content Connection

Content Connection assignments will focus on aligning the Texas Essential Knowledge and Skills (TEKS) to classroom practices and activities. You will have a total of 5 Content Connection assignments worth 8 points each (5 x 8 = 40). Specific directions and rubrics are found on Blackboard.

Play Assignments

You will have a total of 15 activities worth 30 points each (30 x 15 = 450). 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 8, 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 16. Specific directions and rubrics are found on Blackboard.

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

Week	Topic	Tasks to Complete	Points
Week 1 (1/19 – 1/25)	Welcome to Playful learning	PLAY: Are we what we play?	30
		QUIZ: Syllabus	P/F
Week 2 (1/26 – 2/1)	Are we built to play?	JIGSAW: Chapter 2	15
		PLAY: Personal Play History	30
Week 3 (2/2 – 2/8)	The Literature	JIGSAW: Chapter 3	15
		PLAY: Observing Children in Play	30
Week 4 (2/9 – 2/15)	What does play and learning look like?	JIGSAW: Chapter 1	15
		PLAY: Mead Mandala	30
Week 5 (2/16 – 2/22)	Physical Space	JIGSAW: Chapter 4	15
		PLAY: Physical Space	30
Week 6 (2/23 – 3/1)	The Teacher’s Role	JIGSAW: Chapter 5	15
		PLAY: Types of play	30
Week 7 (3/2 – 3/8)	Play and Socialization	JIGSAW: Chapter 11	15
		PLAY: The Stop Light	30
Week 8 (3/9 – 3/15)	Assessment	JIGSAW: Chapter 6	15
		PLAY: Playful Assessment	30
		Play History Paper (Midterm)	100
Week 9 (3/16 – 3/22)	Does play belong in “real” teaching?	JIGSAW: Chapter 14	15
		PLAY: Teacher’s Role	30
Week 10 (3/23 -3/29)	The Arts	JIGSAW: Chapter 10	15
		PLAY: 6 Objects	30
		Content Connection	8
Week 11 (3/30 -4/5)	Mathematics	JIGSAW: Chapter 7	15
		PLAY: Ramps and Pathways	30
		Content Connection	8
Week 12 (4/6 – 4/12)	Language and Literacy	JIGSAW: Chapter 8	15
		PLAY: Multisensory Literacy	30
		Content Connection	8
Week 13 (4/13 – 4/19)	Science	JIGSAW: Chapter 9	15
		PLAY: Oobleck	30
		Content Connection	8
Week 14 (4/20 – 4/26)	Outdoor Play	JIGSAW: Chapter 12	15
		PLAY: Outdoor Play	30
		Content Connection	8
		Course Evaluation	25 <i>EC</i>
Week 15 (4/27 – 5/3)	Toys and Technology	JIGSAW: Chapter 13	15
		PLAY: Toys	30
Week 16 (5/4 – 5/10)	Final Project	Final Project Part 1: Learner Profile	80
		Final Project Part 2: Complete Day	120