

THEORY AND GUIDANCE OF PLAY Spring 2008

Instructor: Victor R. Wilburn, Ph.D.

Class Meeting:

Tuesday and Thursday 1:45-3:00p.m. S. Schrank 222 (12580-7400:270-001)
Thursdays Only 5:20-7:50p.m. S. Schrank 220 (12581-7400:270-801)

Office: Schrank Hall South Room 215Q

Office Hours: Tuesday and Thursday 1:00 pm-1:45 pm or by appointment

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Textbooks: Frost, J., Wortham, S., Reifel, S. (2001). Play and Child Development. New Jersey, Prentice Hall, Inc. **(Primary Sourcebook)**

Lecture notes can be obtained from [Http://gozips.uakron.edu/~wilburn](http://gozips.uakron.edu/~wilburn)

Course Description:

Theory and guidance of play as primary vehicle and indicator of physical, intellectual, social, emotional development and learning of children from birth to kindergarten. Prerequisites: 7400:265 Child Development.

Expanded Course Description

Play is the means by which children engage and develop an understanding of the world. Through a symbiotic relationship between the child and the environment, s(he) gains greater competence in relation to the domains of human development. This course incorporates theory, research, and practice to bring us closer to understanding the critical role of play on developmental outcomes.

Objectives: After completion of this course, the student should be able to execute the following tasks:

1. Develop an understanding of the importance of play and it's positive influence on cognitive, physical, social and emotional during childhood.
2. Incorporate theoretical principles and research findings on play to better understand the nature of child play and development.
3. Observe, explore, and facilitate greater play experiences with children in their environment. Explore the contributions and challenges to positive play in relation to space, time, materials, and toys.
4. Assess the impact of children and play in the midst of such critical factors as social policies, changing family dynamics, and increasing sensitivity to children with special needs.

Evaluation

1. **Exams (100 points).** Three exams will be given over the course of the semester. These three exams will be averaged and will account for 50% of your grade. Exam dates are indicated on the class calendar. **No** makeup exam will be given except for medical emergency (Makeups occur during finals week only). **Exam formats may consist of multiple choice, short answer, true/false, and essay questions.**

2. **Group Research Paper (50 points).** Students are expected to get into groups (between 3 and 5 peers) and identify some aspect of child development and play. Each student is expected to contribute equally in this project during preparation of research paper. In the event that any group member feels that another group member is not contributing equally to the preparation of the presentation, the student may come to the instructor and request that group members evaluate each others performance. In addition, the topic must be approved by the instructor

and thoroughly researched using UA library sources. **The paper must be at least 15 pages (excluding references), typed, double-spaced/12pt. Font and adhere to the APA style. A minimum of 20 scholarly references (books and articles from refereed journals) must be cited in this paper.**

3. **In Class Activities and Assignments (50 points)**. Several in-class activities will be given during the semester.

You must be in class at the time the activity is given to get credit since these activities cannot be made up.

Occasionally, it may be required of you to provide written explanations or summary of significant topics that are relevant to human development. In addition, you will be expected to do observations in settings where professionals are working with children. You must provide the instructor with TB test results which clearly state “negative” results–this is due on or before the day of your first exam.

Note. Any information turned in to me must be typed, proofread (for grammar, spelling), and stapled (if there is more than one page). Failure to follow these instructions will result in a loss of valuable points (See document titled “Instructor expectations of academic competence”).

Grading

Exams	100 points	A =185-200pts.
Group paper	50 points	B+ =175-184pts.
Assignments	50 points	B =165-174pts.
Total	200 points	C+ =155-164pts.
		C =145-154pts.
		D+=135-144pts
		D =125-134pts.
		F =below 124 pts

UNIVERSITY POLICY: Students whose names do not appear on the University’s official class list will not be permitted to participate in this class. All University policies are followed as outlined in the University of Akron Bulletin.

Style of teaching: This class will mainly consist of a lecture format. However, it will also consist of interactive learning through group process and exploratory learning through written critique of observations. In addition, you are encouraged to contribute ideas you have gained through reading, other course work, and personal experiences.

Announcements: Occasional announcements will be made in class. Examples of these are schedule changes and assignment details. It is the responsibility of the student to make sure s/he receives such information. Therefore, it is imperative that students attend class regularly as the instructor will accept **NO** responsibility for information not received due to your absence from class. It is a good rule to network with peers in your class; this way if you have to miss class, you have someone you can call and retrieve missed information. The instructor is available to assist you with any questions you have with regard class lecture or the text but not to "catch-you-up" for missed class.

Class Attendance and Participation: Students are expected to attend scheduled classes, complete all reading and out-of-class assignments, and participate in class discussion. A class roll may be passed out daily; it is important that you sign the roll to indicate your presence. Students registered to attend a class which meets two days a week and who are absent (or who fail to sign the roll) three or more times will receive an automatic 15 point deduction toward their final grade in the class and/or receive an automatic F for six or more absences or failure to sign the class roll. Students registered to attend a class which meets one day a week and who are absent two times will receive an automatic 15 point deduction on their final grade and an automatic F for missing (or failing to sign the class roll) four or more days. Exception given to students athletes who are absent due to athletic event when written documentation is provided in advance.

The following examples are justifiable absences:

1. Death in the family
2. Your own death
3. School related activities where you are representing the university (must give prior notice to the instructor)
4. Illness/medical appointment (need to bring a doctor’s excuse upon your return to class)

Key Places to Visit:

Toy Resource Library

Located in the United Disabilities Bldg.
701 S. Main Street
Akron, OH
330-762-9755

Kids Play

388 S. Main St.
Akron, OH 44311
330-253-2373

Child Development Center

University of Akron
Akron, OH 44325
330-972-8210

**Tentative Calendar for Theory and Guidance of Play
Spring 2008**

Date	Topic for Discussion	Assignments/Misc.
Week 1 (1/15-17)	Course Overview Introduction/Historical Perspective of Play (Chapter 1)	
Week 2 (1/22-24)	Introduction/Historical Perspective of Play continued (Chapter 1) Theory on Children's Play (Chapter 2)	
Week 3 (1/29-31)	Observation Day (no class) Neuroscience (Chapter 3)	
Week 4 (2/5-7)	Review and catch-up Exam I (Celebration of Knowledge)	<i>(Observational Assignment 1 due)</i>
Week 5 (2/12-14)	Infants and Toddlers (Ch. 4) Lecture: Observing and Recording	
Week 6 (2/19-21)	Play in the preschool and school aged (Ch. 5,6) Observation Day (no class)	
Week 7 (2/26-28)	Play in the preschool and school aged (Ch. 5,6) Visit to Kids Play (2pm for evening class 5:20pm for night class)	
Week 8 (3/4-6)	Review Exam II (Celebration of Knowledge)	<i>(Observational Assignment 2 due)</i>
Week 9 (3/11-13)	Culture & Gender in Play (Ch. 7)	
Week 10 (3/18-20)	Spring Recess	
Week 11 (3/25-27)	Play in Hospitalized Settings/ Child Life Specialists	
Week 12 (4/1-3)	Play and the Curriculum continued (Ch. 8 & 11)	
Week 13 (4/8-10)	Play and Children/Disabilities	
Week 14 (4/15-17)	Head Start (Guest Speaker Child Safety in Public Schools (Ch. 12)	
Week 15 (4/22-24)	Play Therapy (Ch. 10) Play with Challenging Populations	
Week 16 (4/29-5/1)	Exam III (Celebration of Knowledge); Little Tites--Guest Speaker	<i>Group Research Papers Due--on or before this date)</i>

**Be sure to check calendar regularly for changes

CELEBRATION OF KNOWLEDGE

STUDY GUIDE 1

Importance of Play
History of Play
Theories of Play and Child Development
Two Focus Areas of Play
Sociodramatic Play
Developmentally Appropriate Practice
Alternatives to Spontaneous Play
Impediment to Spontaneous Play
Adult Roles During Play
Brain Research & Child Development
Brain System Functions
Brain Imaging

Terms:

agon	adaptation	equilibration	axon	neurons
mimesis	assimilation	pivot	cerebellum	pruning
chaos	accommodation	zone of proximal	dendrites	myelination
scheme	play talk	development	Infant plasticity	social status

THEORY AND GUIDANCE OF PLAY
ASSIGNMENT 1–(Due on COK 1)

Arrange a time with the teachers in the child development center when you can observe and/or interact with children from 0-2 (Infant/Toddler) or 3-5 (Preschool). You must spend a minimum of 30 minutes in observation and you must inform the teacher at the beginning and the ending of your observation period.

Your assignment will be to observe the ways in which children engage in play and expression. Discuss the types of play observed and the type of learning and development that children can receive from the observed experiences. In addition, obtain a hard copy of one article from a published journal (not a website) that contains information for lead teachers to enhance children's development and play. Integrate the content into your two page paper. ***Each assignment must be submitted in a ½ or 1 inch blue binder or it will not be accepted.*** Assignments must include the typed summaries and your original assignment sheet with clock -in and -out times on the form and the signature of the lead teacher in the class. Assignments must be typed using 12 point font. Student's name, course, and assignment number should be typed on the document. The assignment should be a minimum of 2 ***complete*** pages.

*Notebook must contain your previous assignment(s), the assignment sheet for second assignment, copy of article, and your two page response. Teacher signature and date must be on this form to get credit for assignment.

This will be a five point assignment. The following areas will be assessed in considering your score:

- _____ Neatness, correct punctuation, grammar/spelling (2 pts)
- _____ Ability to integrate content observed with content explored in class lecture or readings (2 pts)
- _____ Ability to follow instructions (1 pt)

Dear Lead Teacher

Student _____ has been asked to arrange a time with you to observe your classroom for a minimum of 30 minutes. If this student has been present and informed you at the beginning and end of the observation period and has appropriately followed the rules and expectations of the child development center during this time, please sign this form.

Signature: _____, Lead teacher Date: _____

Classroom # _____

Please note any concerns or recommendations for future observations:

CELEBRATION OF KNOWLEDGE III

You have been responsible for the readings regarding Chapters 7, 8, & 9. These chapters deal with a host of play based issues related to gender and culture, curriculum based play, and children with disabilities. Choose one of the topic areas where you feel most comfortable and identify a central issue in which to write a mini research paper (**Be sure to copy this page and turn in with your Celebration!**).

Please be sure to follow all directions noted on this page....You are expected to write a 5 page mini research paper on your relevant topic (double spaced 12 pt. font/one inch margins and in APA format). Also, you are to provide a complete hard copy of at least 5 research based articles used in your research paper.

Typically, the evaluation of a research paper is based on the following criteria: (1) **Accuracy and Quality of Information**. This category denotes the importance of content and the quality of arrangement in a paper. I generally look for the utility of the information expressed in a particular paper and the extent to which the writers have expressed content that is innovative. (2) **Quality of Arrangement and Organization**. This category reflect the proper usage of grammar and writing strategy. I expect all papers to adhere to APA guidelines. (3) **Overall Quality of the Paper**. This category deal with the instructor's overall interpretation of the big picture regarding the research paper. In this section, consistency and uniformity throughout the paper is important. I generally investigate the consistency between what is noted as important factors in the introduction and the thoroughness of discussion in the body of the paper. (4) **Neatness and Professionalism Are Essential**. Check the syllabus and academic competence for comments in this area. *Lastly, be sure to check the instructor academic expectations for academic competency to minimize unnecessary point losses.*

The Celebration will be based on 100 pts. The following areas will be assessed in considering your score:

- _____ Neatness, correct punctuation, grammar/spelling (20 pts)
- _____ Accuracy and Quality of Information (20 pts)
- _____ Quality of Arrangement and Organization (20 pts)
- _____ Overall Quality of the Paper (20 pts)
- _____ Ability to follow instructions (20 pt)

- _____ Total Grade