

Children's Play in Childhood Settings
EDUC 304/A (3 credits)
Fall 2016

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Time and Location

Tuesdays from 2:45pm-5:30pm

Room: H403 SGW

September 06, 2016 – December 05, 2016

Course Calendar Description

This course introduces students to (1) developmental theories of children's play, and (2) practical ways that play can be facilitated in early childhood settings. Emphasis is placed on understanding: types of play (e.g. pretend, physical, solitary, social, rough and tumble); play-based curriculum and the role of the educator; toys, materials, and environments that promote high-quality play; cultural diversity and play; and play in inclusive environments.

Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization, or Major in Child Studies; EDUC 210 and 211.

Learning Objectives/Outcomes

To thoroughly understand the value of play in childhood settings, students will gain foundational knowledge of its history in society, empirical and theoretical bases, the benefits of play, and practical considerations. Students will also be challenged as to how they view play in their profession, working with children, as well as how society views the subject. At the end of this course, students will have:

Gained knowledge regarding

- The definition of play and its present day standing in society and the world
- How play can facilitate *all areas* of children's development
- Types of play and definitions of play behaviours
- High quality materials and environments
- Diversity in children's play
- Adults' and educators' roles

Developed proficiencies in

- Assessing children's skills and interests through observations of play behaviours
- Interpreting and critically thinking about play in educational settings
- Promoting play through interactions and by devising play environments

Professional Competencies

Students training to be teachers are required to develop a particular set of professional competencies. This course is related to the development and mastery of the following competencies: (a) To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students; (b) To develop and pilot teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.

Pedagogy

To achieve the above objectives, this course will comprise of textbook readings, in-class lectures, videos, and guest speakers. You will be encouraged to think critically, to participate in class discussions, and to ask questions. If you don't understand something it is likely that someone else is struggling with the same concept, so asking questions helps everyone! The material covered in lectures will *not* duplicate the readings, but will highlight key points in the readings, clarify ambiguities, include additional information, and provide insight into the topics of that week. You are responsible for all material covered in the readings and any additional material covered in class.

Course Materials

Hughes, F.P. (2010). *Children, Play and Development*. (4th ed.). Thousand Oaks, CA: Sage Publishing Co.

Course Website & Communication

The courses' Moodle site will be used to post announcements and pertinent course materials (e.g., the course syllabus, assignment details and evaluation criteria, lecture notes). The lecture slides will be posted *at least 24 hours before class* to facilitate note taking.

Please use the Q & A forum on Moodle to ask questions that would be of interest to others in the class (e.g., clarification of course content, questions about assignments). Only emails that are personal in nature should be sent directly to myself or your TA. If you have any Moodle related questions please contact help@concordia.ca.

Important Dates

- **Monday, September 19, 2016**
 - Deadline for withdrawal with tuition refund from fall-term and two-term courses. Last day to add fall-term and two-term courses.
- **Monday, October 10, 2016**
 - Thanksgiving Day — University closed
- **Sunday, November 6, 2016**
 - Last day for academic withdrawal from fall-term courses.
- **Monday, November 28, 2016**
 - Last day for instructor-scheduled tests or examinations.
- **Monday, December 5, 2016**
 - Last day of classes — Fall term.
- **Tuesday, December 6, 2016**
 - Make-up day for classes scheduled on Monday, October 10.
- **Wednesday, December 7 to Wednesday, December 21, 2016**
 - Examination period

Evaluation Components and Due Dates

Evaluation Component	Weight	Due Dates
Participation Activities	10%	As scheduled by the instructor
Mid-Term #1: Chapters 1-5	20%	October 11 th (Week 6)
Mid-Term #2: Chapters 6-10	30%	November 8 th (Week 10)
Play Space & Materials Project	40%	
<i>Group Presentation</i>	15%	November 22 nd & 29 th (Weeks 12 & 13)
<i>Individual Report</i>	25%	November 29 th (Week 13)
Total	100%	

Challenges

If you disagree with the way a particular question on an exam has been graded, you can make a challenge in writing. Challenges must be typed and submitted to the instructor *via email at least 24 hours and no later than one week after feedback has been provided*. Your challenge should explain why you disagree with the way the question was graded, and must include page numbers and/or specific references to lectures justifying your disagreement.

Grading

Numerical grades for assignments will be converted to letter grades (e.g. A+, A, A-, B+ to F) at the end of the course according to the following system:

A grades indicate **OUTSTANDING** work:

A+	95-100%
A	90-94.9%
A-	85-89.9%

B grades indicate **VERY GOOD** work:

B+	80-84.9%
B	75-79.9%
B-	72-74.9%

C grades indicate **SATISFACTORY** work:

C+	68-71.9%
C	64-67.9%
C-	60-63.9%

D+, D, and D- grades indicate a **MARGINAL PASS**:

D+	56-59.9%
D	53-55.9%
D-	50-52.9%

F equals a **FAILURE**:

F	below 50%
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Evaluation Components

Participation Activities (10%). Participation and engagement in the class' proceedings will be assessed based on four activities (worth 2.5% each) that will be provided on dates selected by the instructor. Activities can take place at anytime during the class period or between classes (though Moodle) and may take various forms, such as sharing previous knowledge or experience, responding to chapter readings, case analysis, or small group discussion.

Mid-Term Exams (50%). Two in-class mid-term exams will take place on the dates indicated in the course schedule (no extra time will be provided if students arrive late). Each mid-term will be closed book and closed notes and will comprise of multiple choice, short-answer, and application questions. Questions provided will assess knowledge gained and ability to apply this knowledge to practical settings. If you are ill and cannot attend an exam, please contact me prior to the exam. Make-up tests may take the form of oral exams.

- a. *Mid-term #1 (20%).* The first mid-term will cover content from the text (i.e., chapters 1-5) and material from class lectures between weeks 1-5.
- b. *Mid-Term #2 (30%).* The second mid-term will cover content from the text (i.e., chapters 6-10) and material from class lectures between weeks 7-9.

Play Space & Materials Project (40%). The goal of this project is for students to show how they can apply their knowledge to practice by choosing appropriate materials and setting up a play space for a specified group of children. Students will be divided into groups of five and each group will receive a specific population to hypothetically set up a play space and provide materials for to support their learning and development. The project will consist of:

- a. *Group Presentation (15%).* In groups of five, students will prepare a presentation on their selected play space and materials chosen to facilitate learning and development of their population.
- b. *Independent Report (25%).* Students will compile a written report on the play space and materials chosen for their population. They will include their understanding of the value of play, provide theoretical and empirical support for the use of space and materials, explain how their choices for that particular group will support children's learning and development, reflect upon the project, etc.

Note. Further details about this assignment will be posted on Moodle by Week #3.

Examinations and Assignment Submission Policy

- a. *Mid-Term Exams/Participation.* No make-up exams or participation activities will be permitted unless proper documentation is provided. Please familiarize yourself with policies pertaining to missed exams and incomplete work in the Undergraduate calendar. If you are ill and cannot attend an exam or participate in a class, please contact me *prior* to the exam or class period.
- b. *Independent Report.* Students' independent reports are due on or before November 29th, 2016 in hard-copy format (i.e., printed paper copy). The papers are to be submitted in person by the *beginning of the class period* (i.e., 2:45pm). Late submissions will receive a deduction of 5% of the total assignment grade (i.e., 75% → 70%), and an additional 5% for each day late (i.e., 70% → 65%), for a maximum of 10 days. If a student is unable to complete their assignment on time, they are required to notify the instructor *prior* to the deadline and provide appropriate documentation.

University Policies and Student Resources

Plagiarism

The most common offense under the Academic Code of Conduct is plagiarism which the Code defines as “the presentation of the work of another person as one’s own or without proper acknowledgement.” This could be material copied word for word from books, journals, internet sites, professor’s course notes, etc. It could be material that is paraphrased but closely resembles the original source. It could be the work of a fellow student, for example, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased through one of the many available sources. Plagiarism does not refer to words alone - it can also refer to copying images, graphs, tables, and ideas. “Presentation” is not limited to written work. It also includes oral presentations, computer assignments and artistic works. Finally, if you translate the work of another person into French or English and do not cite the source, this is also plagiarism.

In Simple Words: Do not copy, paraphrase or translate anything from anywhere without saying from where you obtained it! (Source: *The Academic Integrity Website*; see link below)

Please don’t hesitate to ask your instructor if you are in any doubt about what plagiarism is or if you have questions about this or any other academic offense.

Student Services

Here are some of Concordia’s student services and resources available:

- Concordia Counselling and Development offers career services, psychological services, student learning services, etc. <http://cdev.concordia.ca/>
- The Concordia Library Citation and Style Guides: <http://library.concordia.ca/help/howto/citations.html>
- Advocacy and Support Services <http://supportservices.concordia.ca/>
- Student Transition Centre <http://stc.concordia.ca/>
- New Student Program <http://newstudent.concordia.ca/>
- Access Centre for Students with Disabilities <http://supportservices.concordia.ca/disabilities/>
- Student Success Centre <http://studentsuccess.concordia.ca/>
- Student Learning Services <http://learning.concordia.ca>
- The Academic Integrity Website <http://provost.concordia.ca/academicintegrity/>
- Academic Information: Definitions and Regulations <http://www.concordia.ca/academics/undergraduate/calendar/current/sec16/16.html#b16.3.1>
- Financial Aid & Awards <http://web2.concordia.ca/financialaid/>
- Health Services <http://www-health.concordia.ca/>

Class Rights and Responsibilities

In this class, your responsibilities as a student are to:

1. Complete required reading assignments before the class when they will be discussed.
2. Complete the written assignments on time, or make alternate arrangements for completing assigned work with me prior to the assigned due date. Please advise me early in the term if you are taking religious holidays.
3. Attend class and participate in class activities and discussions.
4. Arrive on time for class and stay the entire class period – arriving late and/or leaving early will be disruptive to group work and class discussions.
5. Treat one another, the instructor, and the classroom with respect. This includes refraining from using electronic devices such as phones and laptops during class except for academic purposes such as note taking. Other uses of these devices can be a distraction to those around you.
6. Seek help from me (and other resources such as the Counselling and Development Centre in H-440) whenever necessary, and before minor problems become major barriers to learning.
7. Refer to the syllabus and the class web page for important information pertaining to assignments and class policies. Make sure that your email address with Concordia is updated regularly to ensure that you receive any important messages pertaining to this class.

In this class, my responsibilities as an instructor are to:

1. Be prepared for class.
2. Arrive on time or early for class, and give advance warning if class will be cancelled for any reason. In the case of an emergency, I will contact campus staff to relay a message to students.
3. Use a variety of teaching methods, including lecture, group work, discussion, demonstrations, films, etc. in an effort to create a stimulating learning environment and accommodate different learning styles.
4. Provide informative feedback on assignments in a timely manner.
5. Be available for individual consultation whenever possible, during office hours or by appointment.
6. Reply to email or messages posted to course website promptly (within 48 hours).
7. Follow all official Concordia policies regarding conduct within the classroom, incompletes, and accommodations. Accommodations will be considered on an individual basis and only with the required documentation. No exceptions will be made to this policy.
8. Treat students equitably and with respect. This includes enforcing responsible classroom behavior on the part of students.