## Trial Course or New Course Proposal

**Submitted By:**

<table>
<thead>
<tr>
<th>Department</th>
<th>Early Childhood Education</th>
<th>College/School</th>
<th>CRCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared by</td>
<td>Veronica Plumb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:ffvmp@uaf.edu">ffvmp@uaf.edu</a></td>
<td>Faculty Contact</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td>907-455-2038</td>
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### 1. Action Desired

<table>
<thead>
<tr>
<th></th>
<th>Trial Course</th>
<th>New Course</th>
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<tr>
<td>XX</td>
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</table>

### 2. Course Identification

<table>
<thead>
<tr>
<th>Dept</th>
<th>ECE</th>
<th>Course #</th>
<th>No. of Credits</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>350</td>
<td>3</td>
</tr>
</tbody>
</table>

**Justify upper/lower division status & number of credits:**

### 3. Proposed Course Title

**Play: Foundation for Development**

### 4. Cross Listed?

<table>
<thead>
<tr>
<th>YES/NO</th>
<th>If yes, Dept:</th>
<th>Course #</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
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(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

### 5. Stacked?

<table>
<thead>
<tr>
<th>YES/NO</th>
<th>If yes, Dept:</th>
<th>Course #</th>
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<tbody>
<tr>
<td>No</td>
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### 6. Frequency of Offering

<table>
<thead>
<tr>
<th>(Every or Alternate) Fall, Spring, Summer — or As Demand Warrants</th>
</tr>
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</table>

### 7. Semester & Year of First Offering

<table>
<thead>
<tr>
<th>Summer 2009 in condensed 2-week format. Syllabi attached.</th>
<th>Fall 2009 as a full semester. Syllabi attached</th>
</tr>
</thead>
</table>

### 8. Course Format

**NOTE:** Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

<table>
<thead>
<tr>
<th>COURSE FORMAT: (check one)</th>
<th>1</th>
<th>X</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>X</th>
<th>6 weeks to full semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTHER FORMAT (specify)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Mode of delivery (specify lecture, field trips, labs, etc)</td>
<td>lecture / discussion</td>
<td></td>
<td></td>
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</table>

### 9. Contact Hours Per Week

<table>
<thead>
<tr>
<th>3 LECTURE hours/weeks</th>
<th>LAB hours/week</th>
<th>PRACTICUM hours/week</th>
</tr>
</thead>
</table>

**Note:** # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See [http://www.uaf.edu/uafgov/faculty/cd/credits.html](http://www.uaf.edu/uafgov/faculty/cd/credits.html) for more information on number of credits.

### 10. Complete Catalog Description including dept., number, title and credits (50 words or less, if possible):

Concepts, theories and empirical research on the role of play in the total development of children. Utilizing
three major ideas – the effective quality of play in early childhood development, play as a means of self-expression, and play as a channel of communication. Examines the effects culture, media and technology have on play. Includes roles of early care-giving staff, teachers, and parents in supporting appropriate play experiences.

Prerequisite: ECE 245 or approved development class

11. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

- H - Humanities  
- N - Natural Science  
- S - Social Sciences  

Will this course be used to fulfill a requirement for the baccalaureate core?  

YES  

NO

IF YES, check which core requirements it could be used to fulfill:

- O - Oral Intensive, Format 6
- W - Writing Intensive, Format 7
- Natural Science, Format 8

12. COURSE REPEATABILITY:

Is this course repeatable for credit?  

YES  

NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?  

0 TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  

CREDITS

13. GRADING SYSTEM:

LETTER:  

PASS/FAIL:

14. PREREQUISITES

ECE 245 Child Development or approved development class. 

These will be required before the student is allowed to enroll in the course.

RECOMMENDED

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES

$  

Has a memo been submitted through your dean to the Provost & VCAS for

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? Yes/No  

If yes, give semester, year, course #, etc.:  

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None anticipated to budget or facilities.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (ffk1j@uaf.edu, 474- 6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No  

X  

Yes

No additional library collections or media will need to be
20. IMPACTS ON PROGRAMS/DEPTS
What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

No impact on departments other than Early Childhood programs, Certificate and AAS in Early Childhood Education and BA Child Development and Family Studies

21. POSITIVE AND NEGATIVE IMPACTS
Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

There should not be any impact, positive or negative on other courses, programs and departments. There are not any classes designed with this course design or intensity of specific topic at an upper division level.

JUSTIFICATION FOR ACTION REQUESTED
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

- Development of the proposed class; *Play: Foundation for Development* gives opportunity for expansion of previously acquired knowledge regarding development of children focusing on the importance of play which is known to be a catalyst for the increasingly complex holistic development of children.
- Play is a topic that currently has national attention; acceptance of this new course application will provide opportunity to expand knowledge and study new and advancing knowledge.
- In addition, with further understanding of brain development of children birth –age 3 years and social development of children birth through 8 years of age, it is important that students within the Early Childhood / Child Development and Family Studies programs have a firm grasp of the importance of play as a vehicle for developing self-regulation, promotion of language, cognition, and social competence.
- Inclusion of this topic will enhance the content of the current programs, supporting the National Association for the Education of Young Children which has created standards for Early Childhood Professional Development which the UAF Early Childhood programs follow.

APPROVALS: SIGNATURES ON FILE AT THE GOVERNANCE OFFICE

<table>
<thead>
<tr>
<th>Signature, Chair, Program/Department of:</th>
<th>Date</th>
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<tbody>
<tr>
<td>Early Childhood Education / Child Development and Family Studies</td>
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</table>

<table>
<thead>
<tr>
<th>Signature, Chair, College/School Curriculum Council for:</th>
<th>Date</th>
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</table>

<table>
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<tr>
<th>Signature, Dean, College/School of:</th>
<th>Date</th>
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</thead>
</table>
Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

Signature, Chair, UAF Faculty Senate Curriculum Review Committee

Date

ADDITIONAL SIGNATURES: (If required)

Signature, Chair, Program/Department of:

Date

Signature, Chair, College/School Curriculum Council for:

Date

Signature, Dean, College/School of:

Date
ATTACH COMPLETE SYLLABUS (as part of this application).

Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide http://www.uaf.edu/uafgov/faculty/cd/syllabus.html.

The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:
   - Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:
   - Name, office location, office hours, telephone, email address.

3. Course readings/materials:
   - Course textbook title, author, edition/publisher.
   - Supplementary readings (indicate whether required or recommended) and any supplies required.

4. Course description:
   - Content of the course and how it fits into the broader curriculum;
   - Expected proficiencies required to undertake the course, if applicable.
   - Inclusion of catalog description is strongly recommended, and Description in syllabus must be consistent with catalog course description.

5. Course Goals (general) and Student Learning Outcomes (more specific)

6. Instructional methods:
   - Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

7. Course calendar:
   - A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say “lab”. Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

8. Course policies:
   - Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

9. Evaluation:
   - Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.).

10. Support Services:
    - Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

11. Disabilities Services:
    - The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.
    - State that you will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities.”
University of Alaska Fairbanks,
Tanana Valley Campus and Distance Learning
ECE 350
Play: Foundation for Development
Two Week Intensive Format for Summer Sessions 2009

A. Instructor: Veronica Plumb
   Phone 455-2038 office
   E-mail ffvmp@uaf.edu

Course Description:
Concepts, theories and empirical research on the role of play in the total development of children. Utilizing three major ideas – the effective quality of play in early childhood development, play as a means of self-expression, and play as a channel of communication. Examines the effects culture, media and technology have on play. Includes roles of early care-giving staff, teachers, and parents in supporting appropriate play experiences.

Prerequisite: ECE 245 or approved development class

Number of Contact Hours/Credits:
ECE 350 will meet 9 times for 5 hours each, giving a total of 45 contact hours.

Meeting Place Dates and Times:
TVCC room 207 (sample place)
Monday through Friday  8:30 AM  - 1:30 PM (sample time)

Course Outcomes:
Upon completion of this course, students will have demonstrated comprehension of:
- How play and development are deeply intertwined processes that shape, prepare us for, and contribute to successful life experiences.
- Theories about play
- Affects of popular culture, media, and technology on play
- Play and development affecting the areas of:
  - Assessment
  - Diversity and individual differences in play
  - Play’s role in social development
  - How the physical environment contributes to positive play experiences

NAEYC Standards addressed in this course:
Standard 1: Relationships
- Teaching staff support children’s development of friendships and provide opportunities for children to play with and learn from one another.
- Teaching staff support children as they practice social skills and build friendships by helping them enter into, sustain, and enhance play.

Standard 2: Building Family and Community Relationships
- Supporting and empowering families and communities through respectful, reciprocal relationships
- Involving families and communities in children’s development

Standard 4: Teaching and Learning
- Connecting with children and families
- Using developmentally effective approaches

Standard 5: Becoming a Professional
- Engaging in advocacy for children and the profession

Text and outside readings:
An assortment of articles will also be used that will be student selected. It will be necessary to have access to the distance library and research options. The articles will be used for individual research topics on play.

**Honor Code:**
As a student you are subject to the honor code. The full code is found in the UAF catalog. The instructor’s condensed version is as follows:
1. Students will not collaborate on items that contribute to their grade, unless the instructor grants permission.
2. Students will not represent the work of others as their own. Any sources will be appropriately quoted or credited.
3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

**Blackboard:**
You will be able to negotiate Blackboard at the following Internet address. http://classes.uaf.edu you will be asked to login with you UAF username, your password is usually your student ID number with a capital U at the end until you change it. If you are unfamiliar with the process, please use the prompts that you will see titled “New to Blackboard?” and “Problems Logging In?” Once you get logged in, there will be a box in the upper right corner that has any Bb classes that you are enrolled in. Look for ECE F350; Play: Foundation for Development
I have also included a Blackboard “cheat sheet” for you to use.

**Grades:**

<table>
<thead>
<tr>
<th>Grade Details</th>
<th>Points Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in discussions</td>
<td>140</td>
<td>47%</td>
</tr>
<tr>
<td>Homework assignments (3 @ 20 points each)</td>
<td>60</td>
<td>20%</td>
</tr>
<tr>
<td>Final Research Paper</td>
<td>100</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grade Points Definition**

- **A = 100% - 90%**
  300-270
  An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required. Demonstrates a deep understanding, presented with exceptional clarity & poise.

- **B = 89% - 80%**
  269-240
  Better than the average. Above the average expectation. Projects or papers are presented neatly and thoroughly but do not have the depth and originality for an “A.”

- **C = 79% - 70%**
  239-210
  Average. The student grasps the essential information; material is complete and presented on time.

- **D = 69% - 60%**
  209-180
  Below average. Student misses significant aspects of the assignment. Material is not turned in on time; student is unprepared to present project to class.

- **F = below 60%**
  179-0
  Student was unable to complete the assignment on time with at least a 60% understanding and presentation.

**Incomplete “I” grades:**  will only be given if the student has successfully completed a majority of the class and has some extenuating circumstance that makes it impossible for them to complete the course this semester. An Incomplete grade will not be given to students who have simply fallen behind on assignments or who wish to improve their grade.

If you receive an incomplete grade you MUST attach the assignment sheet to every late assignment you turn in. This will assist the instructor in grading it quickly and correctly.

**Withdrawal & drops:**  Students are expected to withdraw from the class if they cannot complete the course. The instructor will not automatically withdraw students who do not attend or fall behind. Students who do not successfully complete the class and do not withdraw will receive an “F.” The instructor appreciates hearing from students who drop or withdraw, it is sometimes possible to problem-solve so this action does not need to take place, or; your feedback can sometimes make the course better for others if the challenges are directly related to the class, instructor or materials.

**Attendance:**
ECE 350 will have a total of 9 meeting times for 5 hours. Attendance is especially important in a condensed intensive class, so that students have ample opportunity to hear information being shared, participate in group discussions, as well as ask questions that will help each individual refine their theories and understandings of the class content. I respect the fact that we are all adults that have many responsibilities as well as that of student.
However, regardless of the reason, if you are not in class, you missed the lecture and discussion there will not be opportunity to make up the missed class session.

**Participation:**
Main participation will take place during the student discussions on chapters, other readings, personal experiences and sharing of research topics.

Sharing viewpoints is just as important for adults as it is for young children sharing your ideas, opinions and questions, give opportunity for you as well as your peers to reflect on different perspectives. Sharing in these different ways also helps the instructor know where you are in your understanding of the class content.

**Preparation:** Students are to be prepared for class. They should have read the material scheduled to be discussed and have completed required assignments prior to the class period. When students come to class unprepared it diminishes the discussion for everyone. However, it is better to come unprepared than not come! Lack of preparation will result in lower participation scores, but not as low of a score as not attending and participating at all!

**Late assignments:** No late assignments will be accepted.

**Quality Issues:** All assignments, inclusive of the final research paper is to be typed (computers and word processor okay) using APA formatting.

**Guidelines for written assignments:**
Written assignments and projects are to be typed using APA formatting unless otherwise stated. Font size should be 10 – 12, depending on the type of font. Spacing between lines should be 2.0. Black ink on white paper is strongly preferred. Color graphics are acceptable, but not necessary.

All assignments to be turned in should have a header or cover page with your name, the class and the assignment description. Please use headers and page numbers on multiple page assignments.

The assignments take several forms. The following information will provide a guide for you to determine how much detail to provide in each type of answer:

Reaction papers will be sent to the instructor through the Blackboard site. Should this not work for some reason, they can be emailed to the instructor as an attachment.

**Final Research Paper:**
A scholarly paper demonstrating your knowledge on a key aspect of this course, topic to be determined by the fifth day of class. The paper will be written using APA formatting. The final research paper will be due 2 weeks after the closing of class. Exact date will be decided and agreed upon within class setting.

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**Class Calendar summer sessions 2009**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to Class</td>
<td><strong>Homework Assignment 1:</strong></td>
</tr>
<tr>
<td></td>
<td>• Your task for this second homework assignment is to interview an elder or other resident, older than you, within your community to gain information and insight on their memories of play as a child and the way play activities had influence on how they developed within the social structure of the community. Within a 3 -4 page paper, address the following:</td>
</tr>
<tr>
<td></td>
<td>1. Did their memories correlate with information we have gained through our reading assignments, class discussions and your personal experiences?</td>
</tr>
<tr>
<td></td>
<td>2. Why or why not?</td>
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<tr>
<td></td>
<td>3. Please include interview questions and interviewee answers.</td>
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<tr>
<td>Day 1</td>
<td>In class today</td>
</tr>
<tr>
<td>Day 2</td>
<td>In class today.</td>
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<tr>
<td>------</td>
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</tr>
<tr>
<td></td>
<td>Group discussion on chapters 1 and 2.</td>
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<tr>
<td></td>
<td>Play activities, followed by discussion on experiences</td>
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<tr>
<td></td>
<td>Lecture topic: Play and Development</td>
</tr>
<tr>
<td></td>
<td>Play, Development, and Assessment</td>
</tr>
<tr>
<td></td>
<td>Diversity and Individual Differences in Play</td>
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</tbody>
</table>

**Preparation for next class:**
- Prepare for group discussions on topic of how development is affected by play, as well as how diversity and individual differences such as gender and personality play their part, be prepared to respond with questions, relevant examples from your personal life experiences. Read chapters 3 and 4 in text.

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**Homework Assignment 2:**
- Your task for this first homework assignment is to reflect upon the class lecture, chapters 1 and 2 of text and thoughts shared through our chapter 1 class discussion. Write a 2 – 3 page paper where you respond to the following questions:
  1. Thinking about your experiences growing up, please share your memories about play, and how it took place within the daily life of the culture within you were raised.
  2. What were your favorite activities, how were those activities associated with preparation for life?
  3. Identify and explain two examples from your own experiences and observations that illustrate how different views impact the way we approach the play experience in regards to education today.

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<table>
<thead>
<tr>
<th>Day 3</th>
<th>In class today:</th>
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<tbody>
<tr>
<td></td>
<td>Group discussion: Chapters 3 and 4.</td>
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<tr>
<td></td>
<td>Lecture topic: Chapter 5: Play’s Role in Development</td>
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</tbody>
</table>

**Preparation for next class:**
- Read Chapter 5
- Prepare for group discussions on topic of how development is affected by play; be prepared to respond with questions, relevant examples from your life experiences.

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<table>
<thead>
<tr>
<th>Day 4</th>
<th>In class today:</th>
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<tbody>
<tr>
<td></td>
<td>Group discussion: Chapter 5</td>
</tr>
<tr>
<td></td>
<td>Lecture topic: Chapter 6: Play Contexts: Physical Environment, Social Ecology, and Culture</td>
</tr>
<tr>
<td></td>
<td>Field Trip to Bunnell House Early Childhood Lab School</td>
</tr>
<tr>
<td>Day 5</td>
<td>Preparation for next class:</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>• Read Chapter 6</td>
<td></td>
</tr>
<tr>
<td>• Prepare for group discussions on topic of the physical environment of Bunnell House Early Childhood Lab School and examples of other physical environments each student may be familiar with.</td>
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<table>
<thead>
<tr>
<th>Day 5</th>
<th>In class today:</th>
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<tbody>
<tr>
<td>• Group discussion: Chapter 6.</td>
<td></td>
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<tr>
<td>• Lecture topic: Chapter 7: Play’s Role in Education</td>
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<tr>
<td>Value of educational play</td>
<td></td>
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<tr>
<td>Types of educational play</td>
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<table>
<thead>
<tr>
<th>Day 5</th>
<th>Preparation for next class:</th>
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</thead>
<tbody>
<tr>
<td>• Read Chapter 8</td>
<td></td>
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<tr>
<td>• Prepare for group discussions on topic of how you agree or disagree that play has a role in the typical education of a child; be prepared to respond with questions, relevant examples from your own personal and other experiences. Inclusion of information gained from your first homework assignment will also be welcome during this discussion.</td>
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<table>
<thead>
<tr>
<th>Day 5</th>
<th>Research paper step:</th>
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<tbody>
<tr>
<td>Decide on your research paper topics. Turn written as a statement with a reason for choosing this topic. Send to me as an email attachment.</td>
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</table>

<table>
<thead>
<tr>
<th>Day 6</th>
<th>In class today:</th>
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</thead>
<tbody>
<tr>
<td>• Group discussion: Chapter 8.</td>
<td></td>
</tr>
<tr>
<td>• Lecture topic: Chapter 9: Teaching Strategies and Facilitation Techniques as well as support for children with special needs and circumstances</td>
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<table>
<thead>
<tr>
<th>Day 6</th>
<th>Preparation for next class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read Chapters 9 and 10</td>
<td></td>
</tr>
<tr>
<td>• Prepare for group discussions on topic of how facilitation of developmentally and culturally appropriate strategies support typical children’s social development as well as that of children with special needs and circumstances.</td>
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<table>
<thead>
<tr>
<th>Day 7</th>
<th>In class today:</th>
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</thead>
<tbody>
<tr>
<td>Group discussion: Chapter 9 and 10.</td>
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</tr>
<tr>
<td>Lecture topic: Chapter 11: Popular Culture Media and Technology</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Day 7</th>
<th>Preparation for next class:</th>
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</thead>
<tbody>
<tr>
<td>• Read Chapter 11</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 7</th>
<th>Homework Assignment 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your task for this third homework assignment is to reflect on how popular culture may have changed during your lifetime, inclusive of media and technology. Within a 3 -4 page paper, address the following:</td>
<td></td>
</tr>
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<td>1. How have those changes influenced the way you think and what you do?</td>
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<td>2. Do you feel these changes have affected the way children play and socialize with one another?</td>
<td></td>
</tr>
<tr>
<td>3. Do you feel these changes have affected the way your culture shares expectations towards development of children.</td>
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<tr>
<td>4. Include examples of your observations of your thoughts.</td>
<td></td>
</tr>
</tbody>
</table>
### Day 8

**In class today:**
- Group discussion: Chapter 11
- Lecture topic: Chapter 12: Outdoor Play
- Field Trip to Pioneer Park

**Preparation for next class:**
- Read Chapter 12
- Prepare for group discussions on topic of how development of design appropriate outdoor environments can contribute to the areas of cognitive, social, and emotional development, in conjunction to the obvious of physical.

### Day 9

**In class today:**
Group discussion: Chapter 12.
Lecture topic: None
Student informal presentations of class reflections and discussion of research topic choice and a hypothesis they intend to specifically focus and reflect upon.
Closing of class

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**Instructional Methods Including Instructor Expectations / Policies:**
This class will use several instructional methods including, group discussions, text and article readings, videos, as well as written assignments and an informally presented research topic.  
- Be on time to and prepared for class.
- Turn in assignments on time. Assignments not turned in by the end of each section will be docked of grade.
- Address any concerns, issues and complaints about the course with the instructor.
- Additional with information pertinent to class discussions may be handed out. Reading will not be required of these additional handouts.

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University of Alaska Fairbanks,
Tanana Valley Campus and Distance Learning

ECE 350

Play: Foundation for Development

Fall 2009

B. Instructor: Veronica Plumb

Phone 455-2038 office
E-mail ffvmp@uaf.edu

Course Description:
Concepts, theories and empirical research on the role of play in the total development of children. Utilizing three major ideas – the effective quality of play in early childhood development, play as a means of self-expression, and play as a channel of communication. Examines the effects culture, media and technology have on play. Includes roles of early care-giving staff, teachers, and parents in supporting appropriate play experiences.

Prerequisite: ECE 245 or approved development class

Number of Contact Hours/Credits:
ECE 350 will meet 14 times for 3 hours each, giving a total of 42 contact hours

Meeting Place Dates and Times:
TVCC room 207 (sample place)
Wednesdays 5:10 PM – 8:10 PM (sample time)

Course Outcomes:
Upon completion of this course, students will have demonstrated comprehension of:

• How play and development are deeply intertwined processes that shape, prepare us for, and contribute to successful life experiences.
• Theories about play
• Affects of popular culture, media, and technology on play
• Play and development affecting the areas of:
  ▪ Assessment
  ▪ Diversity and individual differences in play
  ▪ Play’s role in social development
  ▪ How the physical environment contributes to positive play experiences

NAEYC Standards addressed in this course:
Standard 1: Relationships
▪ Teaching staff support children’s development of friendships and provide opportunities for children to play with and learn from one another.
▪ Teaching staff support children as they practice social skills and build friendships by helping them enter into, sustain, and enhance play.

Standard 2: Building Family and Community Relationships
▪ Supporting and empowering families and communities through respectful, reciprocal relationships
▪ Involving families and communities in children’s development

Standard 4: Teaching and Learning
▪ Connecting with children and families
▪ Using developmentally effective approaches

Standard 5: Becoming a Professional
▪ Engaging in advocacy for children and the profession

Text and outside readings:
An assortment of articles will also be used that will be student selected. It will be necessary to have access to the distance library and research options. The articles will be used for individual research topics on play.

**Honor Code:**
As a student you are subject to the honor code. The full code is found in the UAF catalog. The instructor’s condensed version is as follows:

4. Students will not collaborate on items that contribute to their grade, unless the instructor grants permission.
5. Students will not represent the work of others as their own. Any sources will be appropriately quoted or credited.
6. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

**Blackboard:**
You will be able to negotiate Blackboard at the following Internet address. http://classes.uaf.edu you will be asked to login with you UAF username, your password is usually your student ID number with a capital U at the end until you change it. If you are unfamiliar with the process, please use the prompts that you will see titled “New to Blackboard?” and “Problems Logging In?” Once you get logged in, there will be a box in the upper right corner that has any Bb classes that you are enrolled in. Look for ECE F350; Play: Foundation for Development

I have also included a Blackboard “cheat sheet” for you to use.

**Grades:**

<table>
<thead>
<tr>
<th>Participation in discussions</th>
<th>140</th>
<th>47%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework assignments (3 @ 20 points each)</td>
<td>60</td>
<td>20%</td>
</tr>
<tr>
<td>Final Research Paper</td>
<td>100</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>300</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 100% - 90%</td>
<td>300-270</td>
<td>An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required. Demonstrates a deep understanding, presented with exceptional clarity &amp; poise.</td>
</tr>
<tr>
<td>B = 89% - 80%</td>
<td>269-240</td>
<td>Better than the average. Above the average expectation. Projects or papers are presented neatly and thoroughly but do not have the depth and originality for an “A.”</td>
</tr>
<tr>
<td>C = 79% - 70%</td>
<td>239-210</td>
<td>Average. The student grasps the essential information; material is complete and presented on time.</td>
</tr>
<tr>
<td>D = 69% - 60%</td>
<td>209-180</td>
<td>Below average. Student misses significant aspects of the assignment. Material is not turned in on time; student is unprepared to present project to class.</td>
</tr>
<tr>
<td>F = below 60%</td>
<td>179-0</td>
<td>Student was unable to complete the assignment on time with at least a 60% understanding and presentation.</td>
</tr>
</tbody>
</table>

**Incomplete “I” grades:** will only be given if the student has successfully completed a majority of the class and has some extenuating circumstance that makes it impossible for them to complete the course this semester. An Incomplete grade will not be given to students who have simply fallen behind on assignments or who wish to improve their grade.

If you receive an incomplete grade you MUST attach the assignment sheet to every late assignment you turn in. This will assist the instructor in grading it quickly and correctly.

**Withdrawal & drops:** Students are expected to withdraw from the class if they cannot complete the course. The instructor will not automatically withdraw students who do not attend or fall behind. Students who do not successfully complete the class and do not withdraw will receive an “F.” The instructor appreciates hearing from students who drop or withdraw, it is sometimes possible to problem-solve so this action does not need to take place, or; your feedback can sometimes make the course better for others if the challenges are directly related to the class, instructor or materials.

**Attendance:**
ECE 420W will have a total of 12 times for 3 hours. Attendance is important so that students have ample opportunity to hear information being shared, participate in group discussions, as well as ask questions that will help each individual refine their theories and understandings of the class content. I respect the fact that we are all adults
that have many responsibilities as well as that of student. However, regardless of the reason, if you are not in class, you missed the lecture and discussion there will be opportunity to make up the missed class session. These options are addressed below under participation. Please understand that if you choose to miss information or choose to not behave in a responsible fashion, your grade will be affected as the quality of your understanding of the class content will be demonstrated in the quality of your work.

**Participation:**
Main participation will take place during the student discussions on chapters, other readings, personal experiences and sharing of research topics. A participation option will be blackboard discussions, questions that arise from the group discussions that will be posted on Black Board for further thoughts and discussion. It is common for everyone to reflect on conversations, process and have extended thoughts and ideas. Having the additional Black Board forums will enhance the sharing of viewpoints and learning of all. Participation is important to all students in this class, therefore monitor your comments and make sure they are pertinent to the discussion. Also be aware of how much time you are using so that all have a chance to share their comments as well.

The instructor will record classes so that students can go back and listen to the group discussions or lectures again, or have opportunity to listen to the recording if they have missed the class, giving the chance to participate in the extended Black Board discussions. Codes for the recorded classes will be posted on the announcement page of Blackboard.

Sharing viewpoints is just as important for adults as it is for young children sharing your ideas, opinions and questions, give opportunity for you as well as your peers to reflect on different perspectives. Sharing in these different ways also helps the instructor know where you are in your understanding of the class content.

**Preparation:** Students are to be prepared for class. They should have read the material scheduled to be discussed and have completed required assignments prior to the class period. When students come to class unprepared it diminishes the discussion for everyone. However, it is better to come unprepared than not come! Lack of preparation will result in lower participation scores, but not as low of a score as not attending and participating at all!

**Late assignments:** In an effort to help students keep up with the pace of the class, 20% will be taken off for assignments that are 2 weeks late. Homework that is more than 3 weeks late will not be accepted and no points will be received. Late homework MUST have the full assignment attached.

**Quality Issues:** Lab responses and the final research paper are to be typed (computers and word processor okay) unless otherwise stated in class. When working on Black board comments, please write your responses in your work processor and cut and paste into the Blackboard forum. This will allow students to read the discussions easily and comment. It is important to remember that students may have word processing programs that are different from each other that do not necessarily allow all attachments to be opened.

**Audio-conference class considerations:**
This section will have at least one onsite location (at the Tanana Valley Campus Center in Fairbanks) and several audio site locations. If you are in the Fairbanks area, you will be expected to attend the class in that location. If you are visiting in Fairbanks, please join the class there. Other students will attend the class via audio-conference. If two or more students from the same community are in the class, please call in from a common location.

**Audio-conference protocols** smooth the class and ensure that each student has equal access to content and participation opportunities. The instructor will serve as moderator. When you wish to offer comments, please give your name and location BEFORE you speak. If more that one speaker begins at the same time, the moderator will recognize one speaker to continue with the other to follow.

**Students on-site** in Fairbanks and other locations where two of more students share a phone need to be aware of conversations of the conference. Use your mute button to block those conversations, but please summarize conversations and share them with the class. Valuable insights often come from such conversations.

**Audio-conference students:**
**Call in information** will be e-mailed to student with this syllabus and is posted on the Announcement section of the ECE 420 Blackboard site. Please follow directions carefully. Our Audio meeting facilitator offers support services, including recoding of lecture for later playback at the request of the instructor. If you know you will miss a class or have other academic reasons for the lecture to be recorded, contact the instructor in advance of the class.

**Mute feature** on your home phone will be appreciated by all. It allows you to limit background noise. This is especially important if you are calling in from home or will have children present at you call in location.
**Speaker phones**, while not required, are convenient for all audio students. They allow you to participate more fully in the class because your hands are free to take notes, turn pages, etc. Students in the primary site must be considerate of audio students. Do NOT talk among yourselves unless the audio student can hear and participate in the conversation. When you do speak, speak distinctly and in a volume that will carry over the audio. Also, leave breaks in the discussion so the audio student may also participate.

**Guidelines for written assignments:**
Written assignments and projects are to be typed using APA formatting unless otherwise stated. Font size should be **10 – 12**, depending on the type of font. Spacing between lines should be **2.0**. Black ink on white paper is strongly preferred. Color graphics are acceptable, but not necessary.

All assignments to be turned in should have a header or cover page with your name, the class and the assignment description. Please use headers and page numbers on multiple page assignments.

The assignments take several forms. The following information will provide a guide for you to determine how much detail to provide in each type of answer:

Reaction papers will be sent to the instructor through the Blackboard site. Should this not work for some reason, they can be emailed to the instructor as an attachment.

**Final Research Paper:**
A scholarly paper demonstrating your knowledge on a key aspect of this course, topic to be determined by the third week of class. The paper will be written using APA formatting.

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### Class Calendar fall 2009

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assignment</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>In class today</strong></td>
</tr>
<tr>
<td></td>
<td>• Review course expectations; introductions;</td>
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<tr>
<td></td>
<td>• Lecture Topic: Lecture topic: None</td>
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<tr>
<td></td>
<td>• Class discussion on personal beliefs regarding play</td>
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<tr>
<td></td>
<td><strong>Preparation for next class:</strong></td>
</tr>
<tr>
<td></td>
<td>• Review the class calendar and assignments</td>
</tr>
<tr>
<td></td>
<td>• Read Chapter 1: Beliefs about play</td>
</tr>
<tr>
<td></td>
<td>• Prepare for group discussions on topic of beliefs regarding play was discussed in the chapter. Please be prepared to respond with questions, relevant examples from your reading and personal experiences.</td>
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<tr>
<td></td>
<td><strong>All classes will be recorded</strong></td>
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<tr>
<td></td>
<td>To retrieve recording at a later date:</td>
</tr>
<tr>
<td></td>
<td>Dial 1-800-230-8546</td>
</tr>
<tr>
<td></td>
<td>Use your normal participant pin which is XXXXXXX.</td>
</tr>
<tr>
<td></td>
<td>You will be asked to give the date in a 6 digit number. For the January 10 class meeting it would be 011010.</td>
</tr>
<tr>
<td></td>
<td>You will then be asked to give the chapter code. We will use 0</td>
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<tr>
<td></td>
<td>Listings for retrieval codes of following days will be posted on the announcement page of blackboard.</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>In class today.</strong></td>
</tr>
<tr>
<td></td>
<td>• Go over any student questions regarding the class calendar and assignments.</td>
</tr>
<tr>
<td></td>
<td>• Group discussion: Chapter 1</td>
</tr>
<tr>
<td></td>
<td>• Lecture topic: Chapter 2: Theories of play</td>
</tr>
<tr>
<td></td>
<td><strong>Preparation for next class:</strong></td>
</tr>
<tr>
<td></td>
<td>• Read Chapter 2</td>
</tr>
</tbody>
</table>
- Prepare for group discussions on topic of how our personal beliefs fit in with those of theorists; be prepared to respond with questions, relevant examples from your reading and other experiences.

**Homework Assignment 1:**
- Your task for this first homework assignment is to reflect upon the class lecture, chapters 1 and 2 of text and thoughts shared through our chapter 1 class discussion. Write a 2 – 3 page paper where you respond to the following questions:
  4. Thinking about your experiences growing up, please share your memories about play, and how it took place within the daily life of the culture within you were raised.
  5. What were your favorite activities, how were those activities associated with preparation for life?
  6. Identify and explain two examples from your own experiences and observations that illustrate how different views impact the way we approach the play experience in regards to education today.

**Week 3**

**In class today:**
- Group discussion: Chapter 2, and correlating lab experience.
- Lecture topic: Chapter 3: Play, Development and Assessment: Birth to Eight Years

**Preparation for next class:**
- Read Chapter 3
- Prepare for group discussions on topic of how development is affected by play; be prepared to respond with questions, relevant examples from your life experiences.

**Week 4**

**In class today:**
- Group discussion: Chapter 3
- Lecture topic: Chapter 4: Diversity and Individual Differences in Play

**Preparation for next class:**
- Read Chapter 4
- Prepare for group discussions on topic of how diversity and individual differences such as development states, personality...

**Week 5**

**In class today:**
- Group discussion: Chapter 4.
- Lecture topic: Chapter 5: Play’s Role in Development

**Preparation for next class:**
- Read Chapter 5
- Prepare for group discussions on topic of how you agree or disagree that play has a role in the typical development of a child; be prepared to respond with questions, relevant examples from your own personal and other experiences.

**Homework Assignment 2:**
- Your task for this second homework assignment is to interview an elder or other resident, older than you, within your community to gain information and insight on their memories of play as a child and the way play activities had influence on how they developed within the social structure of the community. Within a 3 - 4 page paper, address the following:
  4. Did their memories correlate with information we have gained through our reading assignments, class discussions and your personal experiences?
  5. Why or why not?
6. Please include interview questions and interviewee answers.

**Research paper step:**
Decide on your research paper topics. Topics will need to be turned in by Wednesday October 15. Turn written as a statement with a reason for choosing this topic. Send to me as an email attachment or through blackboard.

<table>
<thead>
<tr>
<th>Week 6</th>
<th><strong>In class today:</strong></th>
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<tbody>
<tr>
<td></td>
<td>Group discussion: Chapter 5.</td>
</tr>
<tr>
<td></td>
<td>Turn in Research Paper Topics today. Please send them in as an attachment to email. Or through the digital drop box.</td>
</tr>
<tr>
<td></td>
<td>Research paper questions answered.</td>
</tr>
</tbody>
</table>

**Preparation for next class:**
- Read Chapter 6
- Prepare for group discussions on topic of how different types of play environments can support positive play and other experiences as well as information and reflection gained from your second homework assignment.

<table>
<thead>
<tr>
<th>Week 7</th>
<th><strong>In class today:</strong></th>
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<tbody>
<tr>
<td></td>
<td>Group discussion: Chapter 6.</td>
</tr>
<tr>
<td></td>
<td>Lecture topic: Chapter 7: Play’s Role in Education</td>
</tr>
</tbody>
</table>

**Preparation for next class:**
- Read Chapter 7
- Prepare for group discussions on topic of how play can be used within the classroom environment regarding educational expectations for children Pre-K through 2nd grade.

<table>
<thead>
<tr>
<th>Week 8</th>
<th><strong>In class today:</strong></th>
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<tbody>
<tr>
<td></td>
<td>Group discussion: Chapter 7.</td>
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<tr>
<td></td>
<td>Lecture topic: Chapter 8: Enriching Cognitive Development through Play: Materials and Curriculum</td>
</tr>
</tbody>
</table>

**Preparation for next class:**
- Read Chapter 8
- Prepare for group discussions on topic of how the cognitive development of young children can be enriched through materials and curriculum.

<table>
<thead>
<tr>
<th>Week 9</th>
<th><strong>In class today:</strong></th>
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<tbody>
<tr>
<td></td>
<td>Group discussion: Chapter 8.</td>
</tr>
<tr>
<td></td>
<td>Lecture topic: Chapter 9: Enriching Classroom Play: Teaching Strategies and Facilitation Techniques to Promote Positive Social Development.</td>
</tr>
</tbody>
</table>

**Preparation for next class:**
- Read Chapter 9
- Prepare for group discussions on topic of how facilitation of developmentally strategies support children’s social development.

<table>
<thead>
<tr>
<th>Week 10</th>
<th><strong>In class today:</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Group discussion: Chapter 9.</td>
</tr>
<tr>
<td></td>
<td>Lecture topic: Chapter 10: Play for Children with Special Needs and Circumstance</td>
</tr>
</tbody>
</table>
### Preparation for next class:
- Read Chapter 9
- Prepare for group discussions on topic of how play experience needs can appropriately be created for children with special needs and circumstances.

### In class today:
- Group discussion: Chapter 10.
- Lecture topic: Chapter 11: Popular Culture, Media and Technology

### Preparation for next class:
- Read Chapter 10
- Prepare for group discussions on topic of how popular culture, media and technology can prohibit, inhibit or contribute to the areas of development inclusive of: cognitive, physical, social and emotional.

### Homework Assignment 3:
- Your task for this third homework assignment is to reflect on how popular culture may have changed during your lifetime, inclusive of media and technology. Within a 3-4 page paper, address the following:
  5. How have those changes influenced the way you think and what you do?
  6. Do you feel these changes have affected the way children play and socialize with one another?
  7. Do you feel these changes have affected the way your culture shares expectations towards development of children.
  8. Include examples of your observations of your thoughts.

### Week 12

**In class today:**
- Group discussion: Chapter 11
- Lecture topic: Chapter 12: Outdoor Play

**Preparation for next class:**
- Read Chapter 12
- Prepare for group discussions on topic of how development of design appropriate outdoor environments can contribute to the areas of cognitive, social, and emotional development, in conjunction to the obvious of physical.

### Week 13

**In class today:**
- Group discussion: Chapter 12.

**Preparation for next class:**
- Bring in a copy of one of the favorite articles you have discovered during your play topic research. Prepare to share the information you received from this article with your peers.

### Week 14

**In class today:**
- Informal presentation of research regarding play topic.

All tasks completed and class is done!! 😊 Have a great winter break.

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