



Graduate Course Syllabus

DEV 565: Play

Center: Online

Course Prerequisites

None

Course Description

This course provides students with an understanding of the critical role play has in a child's life. Play is the primary means for learning and development, an important method of assessment, and a tool for intervention. Students learn how to assess play between a child and parent/adult, a child within a group, and a child's solitary play.

Course Outcomes

- Analyze theories of play and identify the relative merits and limitations of each on learning and development, assessment, and intervention
- Examine the developmental stages of play in real-life settings in terms of their impact on children's communication and social expression
- Evaluate the significance of various forms and types of play from a child's perspective
- Defend the importance of integrating the different types of play into curriculum to promote the cognitive, emotional, social, and physical development of children
- Analyze the impact of diversity and individual variation on children's play experiences to conclude how these differences may affect children individually
- Apply theories of play to personal play experiences considering the impact on personal development and growth to devise a personal theory of play

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

The Excellence of Play

Janet Moyles

McGraw-Hill

3rd Edition

2010

ISBN: 978-0-335-24094-4

Play and Child Development

Joe L. Frost, Sue C. Wortham, and Stuart C. Reifel

Pearson

4th Edition

2012

ISBN: 978-0-13-259683-1

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place in Blackboard on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions forum in Blackboard so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	10	20	200
Blogs	10	30	300
Field Experience: Observation Report	1	150	150
Critical Task: Milestone One	1	30	30
Critical Task: Milestone Two	1	70	70
Critical Task: Milestone Three	1	250	250
		Total Course Points:	1000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

<i>Total Points: 1000</i>				
Grade	Numerical Equivalent	Points	Points Equivalent	
			<i>Lower</i>	<i>Upper</i>
A	93-100	4.00	930	1000
A-	90-92	3.67	900	929
B+	87-89	3.33	870	899
B	83-86	3.00	830	869
B-	80-82	2.67	800	829
C+	77-79	2.33	770	799
C	73-76	2.00	730	769
F	0-72	0.00	0	729
I	Incomplete			
IF	Incomplete/Failure*			
W	Withdrawn			

*Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Course Information area in the Assignment Guidelines and Rubrics folder.

Chalk and Wire

Specific assignments in this course are to be submitted to Chalk and Wire, the University's ePortfolio system. These items will be used as files for the Professional ePortfolio when completing the degree program. For additional information and instructions for accessing, starting a portfolio, and submitting an assignment to Chalk and Wire, please visit the [School of Education Portal](#) and click on "CW for Students" on the left-hand side of the page. With questions regarding Chalk and Wire, please contact the SNHU Instructional Support Helpdesk, available on mySNHU.

NOTE: All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

Weekly Assignment Schedule

The Learning Modules area in Blackboard contains one module folder for each week of the course. All reading and assignment information can be found in the folders. Assignments and discussion board posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module in Blackboard.

Module	Topics and Assignments
1	History of Play Reading: <i>Play and Child Development</i> , Chapter 1 1-1 Discussion: Historical Perspectives: Merits and Limitations 1-2 Blog: Historical Perspectives on Play 1-3 Critical Task Review 1-4 Review Field Experience: Play Observation
2	Theories and Perspectives on Play Reading: <i>Play and Child Development</i> , Chapter 2 2-1 Discussion: Theories on Play 2-2 Blog: Theoretical Perspectives on Play 2-3 Critical Task Milestone One: Topic
3	Importance of Play Reading: <i>The Excellence of Play</i> , Chapters 4–6 3-1 Discussion: Personal Perspectives on Play 3-2 Blog: Perspectives on the Importance of Play
4	Play Development and Stages of Play 4-1 Discussion: Integrating Play into the Classroom 4-2 Blog: The Development of Play
5	Children Who Do Not Play Reading: <i>The Excellence of Play</i> , Chapters 1 and 2 5-1 Discussion: Play Problems 5-2 Blog: Children Who Do Not Play 5-3 Critical Task Milestone Two: Outline
6	Individual Differences in Play Reading: <i>Play and Child Development</i> , Chapters 4–6 6-1 Discussion: Differences in Play 6-2 Blog: Individual Differences in Play 6-3 Field Experience: Interview Proposal
7	Diversity in Play Contexts Reading: <i>The Excellence of Play</i> , Chapter 3 7-1 Discussion: Play Observations 7-2 Blog: Diverse Contexts of Play
8	Integrating Play into the Curriculum Reading: <i>The Excellence of Play</i> , Chapters 7–11 8-1 Discussion: Strategies for Integrating Play into the Curriculum 8-2 Blog: Integrating Play Into the Curriculum 8-3 Field Experience: Observation Report

9	The Effects of Disabilities on Play Reading: <i>Play and Child Development</i> , Chapter 10 9-1 Discussion: Strategies for Supporting the Play of Children with Special Needs 9-2 Blog: Supporting the Play of Children
10	Current Issues and Trends in Play Reading: <i>The Excellence of Play</i> , Chapters 13, 17 and 18 10-1 Discussion: Addressing Issues and Trends 10-2 Blog: Play Curriculum: Current Issues and Trends 10-3 Critical Task: Play Policy Statement Paper

Critical Task: Play Policy Statement Paper

The final project for this course is the creation of a play policy statement paper. Students will read a total of six articles (four will be provided and two will be student-selected). Students will imagine the following scenario: Your administrator has just told you can no longer have free play or dramatic play in your classroom. Students will write a 4- to 6-page statement (opinion paper) that defends play in the context of the early childhood classroom. Students should appropriately reference what they have read in the articles. Students should include a summary of one or two play-based lessons that support their opinion. Student opinions should also be supported by research. The final product represents an authentic demonstration competency, because it shows how students have integrated what they have learned into their own thinking and how students plan to apply what they have learned into their professional work. The project is divided into **three milestones**, which will be submitted at various points throughout the course to scaffold learning and ensure quality final submissions. These milestones will be submitted in **Modules Two, Five, and Ten**.

NOTE: This assignment has been identified as a critical task for student e-portfolios.

Field Experience: Play Observation

Students seeking any license or endorsement will need to complete a play observation as a field experience. The experience should be at least **one hour** long. You should obtain permission to observe a small group of children at any learning center in a preschool, kindergarten, or first-grade classroom. If you are not seeking any license you may work at a library, a local children's museum, or a group of children from a family or neighborhood (with permission). Students will have to submit an observation report summarizing the observation. The field experience consists of two tasks. These tasks will occur in **Modules Six and Eight**.

Attendance Policy

Online students are required to submit a graded assignment/discussion to Blackboard during the first week of class. If a student does not submit a posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

SNHU College of Online and Continuing Education Student Handbook

Review the [student handbook](#).

Diversity and Disability Statement

The College of Online and Continuing Education (COCE) at SNHU values diversity and inclusion. SNHU strives to create inclusive and welcoming academic environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion, please notify the Disability Resource Center (DRC) as soon as possible. We will work with you and your instructor to address needs and concerns. We encourage all students with known or suspected physical, medical, sensory, psychiatric, and/or learning disabilities to register with the Disability Resource Center (DRC) in order to assess learning needs and take advantage of available academic accommodations and support services.

SNHU does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, citizenship, marital status, gender identity or expression, sexual orientation, veteran/military status, or genetic information in its programs and activities. Requests for disabilities accommodations within COCE should be directed to:

Disability Resource Center (DRC)

(866) 305-9430

(877) 520-8916 (fax)

drc@snhu.edu

We welcome COCE students, faculty, and staff to consult with the Disability Resource Center (DRC) on disability-related questions or concerns. We look forward to hearing from you.

Complaints regarding discrimination and accommodations should be directed to:

(603) 645-9664

(603) 645-9717 (fax)

adacompliance@snhu.edu

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

SNHU College of Online and Continuing Education Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).

Assessment Calibration and Student Work Samples

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please contact the assessment calibration administrator at assessmentcalibration@snhu.edu. See [this document](#) for more information.