

COURSE CALENDAR DESCRIPTION:

A critical analysis of definitions, concepts, and assumptions of classical, recent and modern theories of play with implications for programming, planning, and evaluating children's play.

This course focuses primarily on the play of the child; however, we will also explore the notion of play in later childhood, adolescence, adulthood, including play in the lives of students.

Prerequisite: PSYCH 101/101R or 121R

COURSE OBJECTIVES:

This course has two major purposes.

- First, the nature of play and creative expression and their relationship to child development will be examined.
- Second, since many public and private leisure and other human service agencies provide programming for children, the implications of play for human services and recreation programs serving the needs of children will be explored.

COURSE FORMAT:

Lectures will take place on *Day* and *Day* (*Time*), with readings/videos assigned for each topic. The [Course Schedule](#) outlines these topics and materials in detail.

Please come to class prepared.

Course evaluation will be based upon a combination of:

- In-class activity participation/completion – assessed by the submission of group work materials in-class or on LEARN
- Your professionalism
- A Play History– submitted as an assignment to dropbox in LEARN
- A group Play Space Assignment – submitted as an assignment to dropbox in LEARN
- A Play Design Project
- and **your choice** of an In-Class Final Test, or a final paper.

Special Note:

COURSE COMPONENTS:

Course Component	Dates	Value (%)
Class Engagement	<i>Various dates throughout the term</i>	15
Professionalism	<i>Throughout the term</i>	5
Personal Play History	<i>*Date* at start of class Submitted on LEARN</i>	20
Play Space Group Assignment	<i>*Date* at start of class Submitted on LEARN</i>	20
Play Design Assignment	<i>*Date* at start of class Submitted on LEARN</i>	20
Choose your own adventure: In-class Final Text or End of term Paper	<i>*Date* Test to be completed in-class Paper to be submitted by the end of class on LEARN</i>	20
Total:		100

CLASS ENGAGEMENT

15%

Throughout the term, we will be doing a variety of in-class activities. These activities will be individual, in pairs, or in small groups, and will be submitted either in-class after the work has been completed, or on learn after class via upload. Students must be in class to get the marks for in-class activities.

There will be a total of seven in-class engagement activities spread randomly throughout the term. Each engagement activity will get equal weight for grades in the course for a total of 14%. If you complete all 7 in-class engagement activities, you will receive the final 1% in this area.

PROFESSIONALISM

5%

There are many ways that students can develop their professional skills both inside and outside of the classroom. Part of your university experience is learning and exercising mature approaches to your work and roles within the university.

You will start the term with the full 5% grade for professionalism, and the grade can be reduced at the teaching team's discretion.

If your grade is reduced at the end of the term, you will receive a written explanation. Some common reasons for a lowered grade include: poor email etiquette; poor office hours interactions; inappropriate in-class exchanges/conduct; complaining about grades without a detailed and thoughtful critique of your own work; or, a failure to be considerate and respectful of others' (faculty, staff, TAs, colleagues) time, rights, values, backgrounds, lifestyles, opinions, and choices, even when they differ from your own.

PERSONAL PLAY HISTORY**20%**

Using a modified version of a research technique called photovoice, learners will be examining and profiling their own play history. Done as a solo assignment, learners will describe, reflect on, and analyse their own play as they developed. Using the theory from the course to examine their play from their own perspective, the result of this assignment will be a better understanding of developmental play and play theories.

Full assignment details are available on LEARN.

PLAY SPACE ASSIGNMENT**20%**

In groups of two or three, learners will visit, examine, photograph, and experience a free-to-access play place. Using the theory and learning from the course, learners examine this play space from different perspectives and explore how the space supports (or does not support) the developmental goals of its intended users.

Full assignment details are available on LEARN.

PLAY DESIGN ASSIGNMENT**20%**

This assignment is intended to help you apply course materials, concepts, discussions, and ideas into a (potentially) real-world application. During the term, we have explored a variety of play theories, play spaces, social determinants of play, and approaches to play development (e.g. Fröbel's Gifts). Using this information, you will design a toy, game, or program which uses development theory and a specific stage of age-based play/development. You will use your knowledge of development theory and age-appropriate strategies to justify the need for, and design of, your toy/game/program.

Full assignment details are available on LEARN.

FINAL EXAM (IN-CLASS) OR FINAL PAPER**20%**

Learners will have a choice to complete a final exam in the course, or to write a final paper. Both the final exam and the final paper will engage with the content and theory of the course, and both will be due during the final week of the course

FINAL EXAM (IN-CLASS)

The final exam will be long-answer in nature. Students will be given a selection of questions (likely 10) from which I will select (likely 3) questions to test knowledge, comprehension, and application of the theory learned in class.

FINAL PAPER

Learners who choose to undertake the paper option will be given a limited number of topics to choose from. These topics will require learners to access knowledge and theory from the course in order to provide excellent answers and receive top grades.

Further information will be available on LEARN.

COURSE READINGS AND OTHER PREPARATORY MATERIALS:

In the interest of saving trees (and money), all course readings will be available strictly on e-Reserves (<http://www.reserves.uwaterloo.ca/ares/>), or by links in the course syllabus and on the LEARN site. You may print a hardcopy for personal use from there, if you choose. The videos, podcasts, and other preparatory materials will be available through the links indicated on your Preparatory Work list.

It is your responsibility to complete the assigned preparatory work and come to class ready to draw on the material for discussions and lectures – please stay on top of this work!

COURSE WEBSITE:

Please check our **LEARN** (learn.uwaterloo.ca) site regularly for announcements and updates. Course documents are posted on our Learn site, including: the course outline, course schedule, a running list of frequently asked questions, and preparatory work list.

You will also find descriptions of assignments and evaluation structures, assignment dropboxes (where you submit your assignments), and grades on this site.

I have populated the LEARN Calendar with the deadlines for assignments. If you are not a keeper of a daily planner, I would recommend checking in with the Calendar and course schedule to help you keep track of deadlines and due dates.

EXPECTATIONS OF STUDENTS

Students will attend and positively contribute to all classes (see class engagement section below). Failure to attend all regularly scheduled sessions will compromise the student's mastery of the material, and adversely affect their performance in the course.

Students will be prepared for class. This means that students will read the selected readings or review the learning materials for each class, and be prepared to contribute to or facilitate class discussions.

Students will share in the learning process with their fellow classmates, the TAs, the course instructor, and any guest lecturers.

Students will not engage in disruptive behaviours during lectures/class times. This includes conversing with classmates while lectures/speakers/or question times are occurring.

It is my expectation that students attending class will not wear any type of headphone or listening device while in class, unless that device is required for Accessibility purposes and we have discussed this accommodation prior to class (as described in the AccessAbility section below).

Let this be your warning that I will stop class and ask that you remove listening devices if I see them.

It should go without saying, but I will say it anyway:

Your cell phone should be on silent (no vibrate) during class.

Should you require an accommodation (e.g. sick parent/child, pregnant spouse, etc.), please inform me at the beginning of class.

Students that arrive late for class are asked to enter quietly, find a seat quickly, and not disturb the students already in the lecture hall.

Diversity will be respected by all of us.

CLASS ATTENDANCE AND ENGAGEMENT:

Each student should understand the expectation to attend all classes unless prevented from doing so because of an illness or extenuating personal circumstance. Failure to attend all regularly scheduled sessions will compromise the student's mastery of the material, and may adversely affect their performance in the course.

Should a student miss class, it should not be assumed that the instructor or teaching assistant can or will cover material presented in class on an individual basis. Students are responsible for all material and announcements made in class. Announcements may include changes in due dates and/or content, changes in reading assignments or other important material.

A lack of awareness regarding an announcement made in class will **not** be an acceptable excuse for any failure to meet course requirements or expectations.

A NOTE ON TECHNOLOGY:

While I understand that many students record lecture notes directly on their laptops or tablets, it is my hope that this class will involve a great deal of participation and discussion.

You are welcome to bring your laptop/tablet to class, but please avoid disappearing into cyberspace for the duration of our time together. In this way, we can all create a classroom culture of sharing and mutual respect.

I would also ask that you please turn your cell phone to silent mode during your time in class out of respect for myself, any guests to our classroom, and your colleagues.

For more food for thought on technology in the classroom, check out [this article](#).

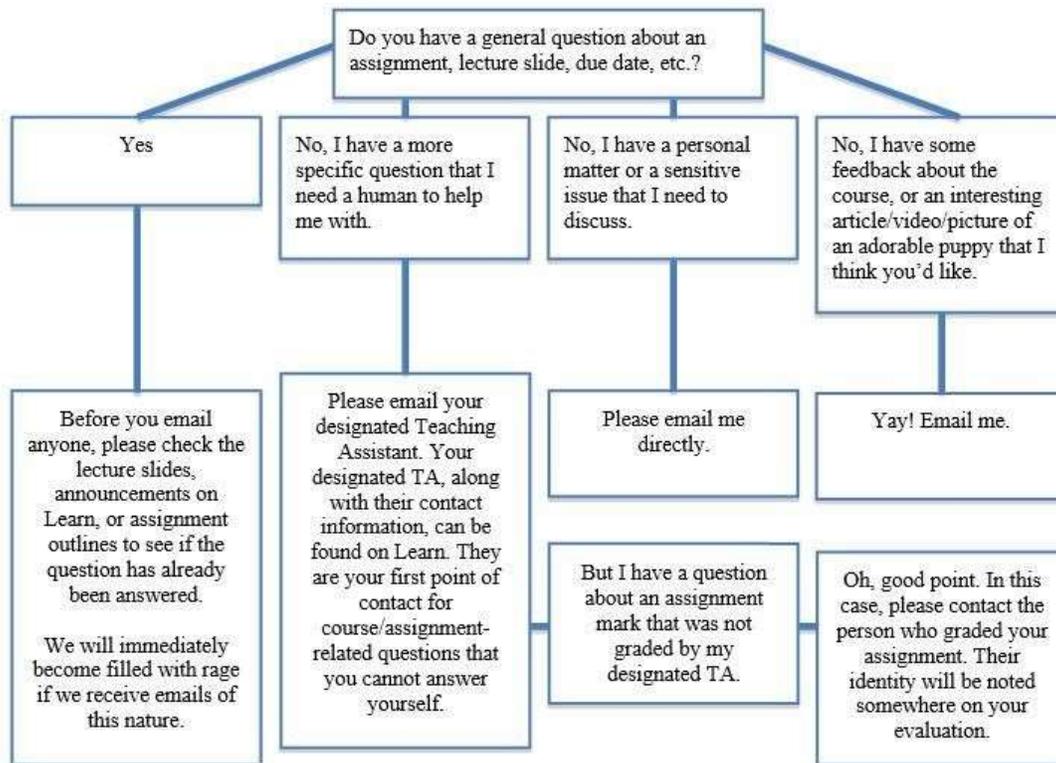
NOTE FOR STUDENTS WITH ACCESSIBILITY NEEDS:

AccessAbility Services, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility at the beginning of each academic term, and do not hesitate to come and discuss your needs with me. For more information, you can visit their website: <https://uwaterloo.ca/disability-services/>

EMAIL PROTOCOL:

Oh wow do we ever love email!

That comment aside, email is a great way to make contact with me or the TA for the class, to seek information, or to book an appointment with us. We want to hear from our students, and we are interested in your thoughts, feedback, and input as we move through this course. However, there are very many of you, and very few of us. Because of this, we have adopted the Rafferty e-mail protocol to help us streamline some of our communications. Please allow 2 business days (i.e., Monday-Friday, 8:30 a.m. – 4:30 p.m.) for a response to your email. If that amount of time elapses without a response, it is then appropriate to send a follow-up message. **Please do not send the same email to more than one person.** Select the best person to contact based on the following chart:



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A special note on email and questions: We work hard to get all the course materials ready for you, and make them accessible in a variety of ways/formats. Should we start to receive questions where the information is readily available in the syllabus or on LEARN, our responses will simply direct you to those spaces (e.g. “You should check LEARN for the answer to that question”).

IMPORTANT POLICY INFORMATION

DEPARTMENT POLICY REGARDING REWEIGHTING OF ASSIGNMENTS: The Department of Recreation and Leisure Studies will not allow any after-the-fact reweighing of assignments or exams due to poor performance. See http://www.ahs.uwaterloo.ca/rec/undergraduate/course_policy.pdf for more information.

ACADEMIC INTEGRITY: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See <http://www.uwaterloo.ca/academicintegrity/> for more information.

GRIEVANCE: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. When in doubt please be certain to contact the department's undergraduate advisor (Sara Houston) who will provide further assistance. See Policy 70, Student Petitions and Grievances, Section 4 at: <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>.

DISCIPLINE: A student is expected to know what constitutes academic integrity (see www.uwaterloo.ca/academicintegrity/) to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline: <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>. For typical penalties check Guidelines for the Assessment of Penalties: <http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm>.

APPEALS: A decision made or penalty imposed under Policy 70 (Student Petitions and Grievances) (other than a petition) or Policy 71 (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>.

TURNITIN.COM: Text matching software (Turnitin®) **may** be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

COURSE SCHEDULE

Updates to this schedule may be given in class and will be posted on learn as announcements and in the calendar. Please ensure that you are keeping track of changes as they are announced.

Baby-Related Note! Sometime this semester I will be on leave for 2 weeks for the birth of our baby. As discussed in the first class, the birth will occur somewhere between the beginning of the term and the second week of July (Babies don't keep schedules). When this event occurs, the class immediately following will be cancelled, and the class topics will shift by one class. For example, if the baby is born June 17th, class on June 18th will be cancelled, and the June 18th material will be covered on June 20th, and so on.

Date	Topic	Learning Material
Date	Introduction to the Course	<ul style="list-style-type: none"> Syllabus 2015 – Asma - Reclaiming the Power of Play (in Content section of LEARN)
Date	What is Play?	<ul style="list-style-type: none"> S. Henle - Introduction to Play (e-reserves) 2009 - Statler_Roos_Victor - Aint Misbehavin- Taking Play Seriously in Organizations (e-reserves)
Date	History of Play	<ul style="list-style-type: none"> J.L. Frost - Early Historical Views on Children's Play (e-reserves) Optional: watch The Price of Free documentary
Date	Play Today	<ul style="list-style-type: none"> M. Wente - The kids don't play anymore http://www.theglobeandmail.com/globe-debate/why-the-kids-dont-play-any-more/article15446614/ TED Radio Hour – Press Play (Part 5) – How Can Video Games Improve Our Real Lives? (podcast) https://www.npr.org/2015/03/27/394918832/how-can-video-games-improve-our-real-lives
No Class – Work on your play history	No class, but do the readings!	
Date	Play Today	<ul style="list-style-type: none"> K. MacQueen - Playing, with fire: How much risk should we expose our kids to? http://www.macleans.ca/society/life/playing-with-fire-how-much-risk-should-we-expose-our-kids-to/ 2007 – Tulley - 5 dangerous things your kids should do (TED Talk) https://www.ted.com/talks/gever_tulley_on_5_dangerous_things_for_kids
Date	Special Guest Lecture – Mike Lake, MP	<ul style="list-style-type: none"> https://mikelake.ca Hard to reach: The power of the impossible mission Mike Lake TEDxYorkU
Date	Theories of Play & Development	<ul style="list-style-type: none"> J.P. Isenberg & M.R. Jalongo - Supporting children's play, games, and inventions (e-reserves)
Date	Theories of Play & Development	<ul style="list-style-type: none"> R.V. Kail & A.M.C. Barnfield – Theories of Cognitive Development (e-reserves) This American life - The Cruelty of Children (Podcast) http://www.thisamericanlife.org/radio-archives/episode/27/the-cruelty-of-children

Date	Gender and Play	<ul style="list-style-type: none"> E. Yong – 6-year-old girls already have gendered beliefs about intelligence, The Atlantic https://www.theatlantic.com/science/archive/2017/01/six-year-old-girls-already-have-gendered-beliefs-about-intelligence/514340/ Morning Edition: The Two Way – Girls, Boys and Toys: Rethinking Stereotypes in What Kids Play With (podcast) https://www.npr.org/sections/thetwo-way/2012/12/17/167452439/girls-boys-and-toys-rethinking-stereotypes-in-what-kids-play-with
Date	Race/Culture and Play	<ul style="list-style-type: none"> M. MacNevin & R. Berman – The Black baby doll doesn't fit the disconnect between early childhood diversity policy, early childhood educator practice, and children's play. (e-reserves) L. Hix – Black is beautiful: Why black dolls matter (www.collectorsweekly.com/articles/black-is-beautiful-why-black-dolls-matter/)
NOTE! – Play History Assignment Due at the beginning of class, *Date*!		
Date	Disability and play	<ul style="list-style-type: none"> L.M. O'Brien – Let the wild rumpus begin! The radical possibilities of play for young children with disabilities (e-reserves) E. Glennie – How to Truly Listen (TED Talk) - https://www.ted.com/talks/evelyn_glennie_shows_how_to_listen#t-821701
Date	Social Class and play	<ul style="list-style-type: none"> B. Taylor – “Poor and fat: The link between poverty and obesity in Canadian children”, CBC news 2010 http://www.cbc.ca/news/technology/poor-and-fat-the-link-between-poverty-and-obesity-in-canadian-children-1.972762 R.M. Milteer & K.R. Ginsburg – The importance of play in promoting healthy child development and maintaining strong parent-child bond: Focus on children in poverty. (e-reserves)
Date	Environments and Materials for Play Planned Field Trip	<ul style="list-style-type: none"> 2016 - Kemple_Oh_Kenney_Smith-Bonahue - The Power of Outdoor Play and Play in Natural Environments (e-reserves) 2008 – Louv – Chapters 9, 18 of Last Child in the Woods (e-reserves)
Date	Play and Community Spaces	<ul style="list-style-type: none"> 2014 - Rosin - The Overprotected Kid - The Atlantic http://www.theatlantic.com/features/archive/2014/03/hey-parents-leave-those-kids-alone/358631/ 2011 - Hendricks - Play Areas at Public Parks- Unsupervised - IN Designing for Play (e-reserves)
Date	Play and Schools	<ul style="list-style-type: none"> 2015 - Rich - Kindergartens Ringing the Bell for Play Inside the Classroom - The New York Times http://www.nytimes.com/2015/06/10/education/out-of-the-books-in-kindergarten-and-into-the-sandbox.html 2006 - Ken Robinson - Do schools kill creativity – (TED Talk) http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?language=en 2019 – Kohlstedt – 99% Invisible Podcast - https://99percentinvisible.org/episode/froebels-gifts/
NOTE! – Play Spaces Assignment Due at the beginning of class, *Date*!		
Date	Programmer and Teacher roles in Play	<ul style="list-style-type: none"> 2018 - Lynch, Hegarty, Trautvein, & Plucker - Summer Camp as a Force for 21st Century Learning: Exploring Divergent Thinking and Activity Selection in a Residential Camp Setting (e-reserves)
No Class *Date* due to holiday!		

Date	Literacy and Storytime	<ul style="list-style-type: none"> 2015 - Klass - Bedtime Stories for Young Brains - The New York Times http://well.blogs.nytimes.com/2015/08/17/bedtime-stories-for-young-brains/ 2013 - Nijhuis - Is Bilbo Baggins a girl - The Independent http://www.independent.co.uk/arts-entertainment/books/features/is-bilbo-baggins-a-girl-9016619.html 2014 - Myers - Where Are the People of Color in Children's Books - The New York Times https://www.nytimes.com/2014/03/16/opinion/sunday/where-are-the-people-of-color-in-childrens-books.html
Date	Technology and Play	<ul style="list-style-type: none"> 2015 – Marsh - Exploring Play and Creativity in Pre-Schoolers' Use of Apps: Final Project Report. Pp. 1-6, 42-46 http://www.techandplay.org/reports/TAP_Final_Report.pdf 2017 – Adachi & Willoughby - The Link Between Playing Video Games and Positive Youth Outcomes (e-reserves)
Date	Media Messaging and Play	<ul style="list-style-type: none"> 2012 - Carlsson-Paige - Media Technology and Commercialism- Countering the threats to young children (e-reserves) 2015 – Bell – Bring on the Female Superheroes! – TED Talk - https://www.ted.com/talks/christopher_bell_bring_on_the_female_superheroes
Date	Play in Late Childhood and Adolescence	<ul style="list-style-type: none"> 2015 - Conklin - Playtime Isn't Just for Preschoolers—Teenagers Need It, Too _ Time - http://time.com/3726098/learning-through-play-teenagers-education/ 2016 - Zucker - Young adults doing kid stuff- It could be good for them and society - The Globe and Mail - http://www.theglobeandmail.com/life/health-and-fitness/health/men-who-love-my-little-pony-how-being-a-brony-can-be-good-for-mental-health/article29510644/
NOTE! – Play Design Assignment Due at the beginning of class, *Date*!		
Date	Play in Late Childhood and Adolescence	<ul style="list-style-type: none"> 2016 - Gross - Teen Girls And Social Media- A Story Of Secret Lives And Misogyny – (NPR Podcast) http://www.npr.org/sections/alltechconsidered/2016/02/29/467959873/teen-girls-and-social-media-a-story-of-secret-lives-and-misogyny
Date	Adult Play	<ul style="list-style-type: none"> 2014 - Schank - What Is the Deal With Board-Game Cafes - The Atlantic http://www.theatlantic.com/entertainment/archive/2014/11/board-game-bars/382828/ 2014 – Yenigun - Play Doesn't End With Childhood: Why Adults Need Recess Too – (NPR Podcast) https://www.npr.org/sections/ed/2014/08/06/336360521/play-doesnt-end-with-childhood-why-adults-need-recess-too 2008 - Yarnal_Chick_Kerstetter - I Did Not Have Time to Play Growing Up So This is My Play Time – (e-reserves)
Date	Make-up Period	During this period we will cover the missed class
Date	Final Test Day	Final Papers Also Due