

Messiah College
HDFS 382: Topics in Human Development and Family Science:
Play and Human Development
Spring 2008

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Office Hours: MWF 8-9 & 11:20 – 12:20

Class Time: 12:40 – 1:40
Class Location: B336
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Course Description

Play and leisure are often overlooked and undervalued as important activities in facilitating healthy human development. The purpose of this class is to explore the social, emotional, psychological, cognitive, and physical benefits to children's, adolescents', and adults' play and leisure. The majority of this course will focus on child and adolescent play and leisure, however, the role of leisure will also be examined in adulthood. Christian views on play will also be explored. Finally students will explore possible careers that utilize play and leisure activities in facilitating healthy development.

Required Readings

Frost, J. L, Wortham, S. C., & Reifel, S. (2008). *Play and Child Development, 3rd ed.*
 UpperSaddle River, NJ: Pearson.

Additional readings on reserve in the library.

Course Objectives

1. Identify major contributors and their contributions to the field of play and leisure.
2. Learn and evaluate major theoretical views of play.
3. Understand the role of play in development.
4. Be able to read critically and understand research on play, leisure, and development.
5. Identify how professionals in family and social services use play and other activities to help individuals and their families.
6. Understand your own uses of play and leisure time.
7. Explore play and leisure from a Christian perspective.
8. Find at least one thing about the study of play and development that gets you excited.

Class Format

Class time will consist of lectures, class discussions, activities, and films based, in part, on the topics of your readings for that day. Therefore, it is important that you read the assignments prior to class; there will be numerous in-class activities that require that you have read the assignment for that day. This class is not a strict lecture format and I expect that you will participate and add to class discussion and activities. Please feel free to ask questions, make comments on the material, or give examples from your own experiences of the material at anytime. It is important that if you have a question or comment, that you share it with the class! Any question or comment you have will benefit all students.

Course Requirements

1. **Class Participation and Attendance (25 points).** Individual contributions to class discussion and group exercises are deemed important because different perspectives enhance the quality of class interaction. Class provides an opportunity to clarify one's understanding, as well as to project one's own critical evaluation and digestion of the material. By regularly attending class, students will also be at an advantage in overall understanding of course content relating to lectures, discussions, and other materials, which will be included in the examination process. In this class, students will be expected to attend classes regularly. In addition, students are expected to come to class prepared for the topic of that day, which includes reading all assigned material for that day. ***Be aware that participation in class is much more than simply attending class – it involves contributing to class discussion, asking questions, and taking an active role in class activities.*** Students who simply attend class, but rarely participate will have class participation/attendance grades that reflect poor participation.

2. **Application Activities (100 points) (5 each worth 20 points)** - In order to assess your knowledge of the assigned readings for class, as well as your ability to critically evaluate, integrate, and apply information from class, you will complete several activities throughout the course. Activities may be completed as homework, or started in-class and completed as homework. Examples of activities include interacting with/observing children playing at the ELC or exploring websites on play and then writing a 1-3 page critical analysis/application. Six activities will be graded, however, only 5 activities will count toward your final grade. Therefore, your lowest grade will be dropped (note that if you miss a class in which a graded activity was assigned or due, the "0" you receive on that activity will count as your lowest grade and will be dropped). Activities will not be accepted late.

3. **Student Choice Projects (100 points)** – This project will allow students to explore in detail, a topic of play listed in the syllabus. This project will be written in groups of 2 – 3. It will include a 4-6 page paper on a topic listed in the course schedule. Papers will review information related to that topic and must use the reading(s) assigned for that class topic as well as at least 5 additional sources. Sources must be of academic quality and can include books, book chapters (from edited books), and applied or research-based journal articles. All articles must be handed in with the paper. This paper will be the basis for your classroom presentation (see below) and will help you gain a background in a particular area of play. These projects are due on the day that your presentation is scheduled and will be handed in along with your presentation materials.

4. **Classroom Presentation (50 points)** – In groups of 2 or 3, students will be responsible for running a discussion/presentation lasting 40 – 45 minutes. The presentations will be based on the paper you write for your student choice project however, you will not simply read the paper or conduct your presentation in "speech" form. Rather, your presentation should take the form of an **informational AND interactive** workshop. Much of your grade will be based on your ability to get your peers participating through discussions requiring critical thinking, application, and reflection.

5. **Exams (300 points)** – There will be three exams given on the dates designated on the course calendar. Examinations will be primarily objective, however, MAY contain short essays. Exams will include questions on the assigned readings, lectures, class discussions, films, and class activities. These exams are each worth 100 points.

Note: All projects are due, without exception, at the beginning of the class period on the due date. Projects handed in after the beginning of class will be counted as one day late and will be subject to a 10% reduction per day.

Evaluation

Class Participation and Attendance	25 points
Application Activities (5 @ 20 points each)	100 points
Student choice project	100 points
Classroom Presentation	50 points
Exams (3 @ 100 points each)	300 points
TOTAL	575 POINTS

A	93% and above	C	73 – 76.99%
A-	90 – 92.99%	C-	70 – 72.99%
B+	87 – 89.99%	D+	67 – 69.99%
B	83 – 86.99%	D	60 – 66.99%
B-	80 – 82.99%	F	59.99 % and below
C+	77 – 79.99%		

Students who choose not to carefully read this syllabus or follow or complete the requirements discuss in this syllabus for projects, will receive grades that reflect that decision.

Please feel free to stop by during my office hours, or make an appointment with me, to discuss any of the assignments, or to have me look over a draft!

Students with Disabilities

AMERICANS WITH DISABILITIES ACT: Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services (in Hoffman). If you have questions, call extension 5358.

Policy Regarding Academic Integrity

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College, a will be dealt with according to Messiah College guidelines. These violations include:

1. ***Plagiarism:*** Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased or purchased from another source, including on-line sources without the proper acknowledgment of that source.
Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc..
2. ***Cheating:*** Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work.
Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam.
3. ***Fabrication:*** Submitting altered or contrived information in any academic exercise.
Examples: falsifying sources and/or data, etc.
4. ***Misrepresentation of Academic Records:*** Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form.
5. ***Facilitating Academic Dishonesty:*** Helping another individual violate this policy.
Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.
6. ***Computer Offenses:*** Altering or damaging computer programs without permission.
Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.
7. ***Unfair Advantage:*** Attempting to gain advantage over fellow students in an academic exercise.
Examples: lying about the need for an extension on a paper, destroying or removing library materials, etc.

Course Schedule of Readings, Lectures, Assignments, and Exams*

Date	Topic	Readings
Feb. 4	Course Introduction	
Feb. 6,8, 11	Play: History, Definitions, Theories	Frost: Chapters 1, 2 Elkind
Feb. 13, 15	Need for play	Frost: Chapter 3 Ginsburg
Feb. 18, 20	Infants & Toddlers	Frost: Chapter 4
Feb. 22, 25, 27	Preschoolers 2/27: Group 1: War & Superhero play	Frost: Chapter 5 Bredekamp Levin Holland
Feb. 29	Exam 1	
March 3,5,7	School-age Children 3/5: Group 2: Recess 3/7: Group 3: After-School programs (children & adolescents)	Frost: Chapter 6 Pellegrini Friedman Walker et al.
March 10, 12	Gender and Culture 3/12: Group 4: Barbie and Princesses	Frost: Chapter 7 Dittmar et al.
March 14-24	Spring Break/ Easter Break: No Class	
March 26	Creating Indoor/outdoor play environments	Frost: Chapters 8, 11 Nimmo & Hallett
March 28	Guest Speaker: Outdoor play environments	
March 31	Guest Speaker: Curriculum	
April 2	Play therapy (Play Therapist)	Frost: Chapter 10
April 4	Play therapy (CLS)	
April 7	Play and Disabilities (Autism)	Frost: Chapter 9 Sandall
April 9	Play and Disabilities	
April 11	Exam 2	
April 14	Adolescent: Unstructured Leisure time	Osgood et al. Schindehette
April 16,18	Adolescent: Media use 4/18: Group 5: Computer Use & Videogames	Steele Arnett TBA
April 21, 23	Adolescent: Organized Activities April 23: Group 6: Extracurricular activities (Nonsport)	Barber et al. O'Neil Kilmeade
April 25	Adolescent	
April 28, 30	Adulthood & Play	TBA
May 2, 5	Advocating play for children and adults	Chalufour et al. Hirsh-Pasek
May 12	1:30 – 3:30: Exam 3	

**I reserve the right to change or modify this course schedule. Students who choose not to attend class are responsible for checking with the instructor for any changes.*

Required Reading List

(In chronological order)

- Elkind, D. (2003, May). Thanks for the memory: The lasting values of true play. *Young Children*, 3, 46 - 51.
- Ginsburg, K. R. (2007). The importance of play in promoting healthy child development and maintaining strong parent-child bonds. *Pediatrics*, 119(10), 182 – 191.
- Bredekamp, S. (2004). Play and school readiness. In E. F Zigler, D. G. Singer & S. J. Bishop-Josef (Eds.), *Children's Play: The Roots of Reading*, (pp. 159-174). Washington, DC: Zero to Three.
- Levin, D. E. (2003, May). Beyond banning war and superhero play: Meeting children's needs in violent times. *Young Children*, 3, 60 – 63.
- Holland, P. (2003). We don't play with guns here: War, weapon & superhero play in the early years. In T. Bruce (Series Ed.) *Debating Play Series*. Philadelphia: Open University Press. (Chapter 1)
- Pellegrini, A. D. (2005). *Recess: Its Role in Education and Development*. Mahwah, NJ: Erlbaum. (Chapters 8 & 9)
- Friedman, S. (2007, March). Play, recyclables, and teen mentoring: Fostering social skills in an after-school program. *Young Children*, 2, 34 – 35.
- Walker, J., Marczak, M., Blyth, D., & Borden, L. (2004). Designing youth development programs: Toward theory of developmental intentionality. In J. L. Mahoney, R. W. Larson, & J. S. Eccles (Eds.), *Organized Activities as Contexts of Development: Extracurricular Activities, After-School and Community Programs* (pp. 399-418). Mahwah, NJ: Erlbaum.
- Dittmar, H., Halliwell, E., & Ive, S. (2006). Does Barbie make girls want to be thin? The effect of experimental exposure to images of dolls on the body image of 5- to 8- year-old girls. *Developmental Psychology*, 42, 283-292.
- Nimmo, J. & Hallett, B. (2008, January). Childhood in the garden: A place to encounter natural and social diversity. *Young Children*, 32 – 38.
- Sandall, S. R. (2003, May). Play modifications for children with disabilities. *Young Children*, 54-55.
- Osgood, D. W., Anderson, A. L., Shaffer, J. N. (2004). Unstructured leisure in the after-school hours. In J. L. Mahoney, R. W. Larson, & J. S. Eccles (Eds.), *Organized Activities as Contexts of Development: Extracurricular Activities, After-School and Community Programs* (pp. 45 -64). Mahwah, NJ: Erlbaum.
- Schindehette, S. (2008). Learning to Chill: Overloaded at school and overscheduled at home, stressed-out kids – with their parents' blessing –are saying 'Enough!' In *Annual Editions, Adolescent Psychology 6th ed.* (pp. 132- 133) Boston: McGraw-Hill.
- Arnett, J. J. (2002). The sounds of sex: Sex in teens' music and music videos. In J. D. Brown, J. R. Steele, & K. Walsh-Childers (Eds.) *Sexual Teens, Sexual Media* (pp. 253 – 264). Mahwah, NJ: Erlbaum.
- Steele, J. R. (2002). Teens and movies: Something to do, plenty to learn. In J. D. Brown, J. R. Steele, & K. Walsh-Childers (Eds.) *Sexual Teens, Sexual Media* (pp. 227 – 252). Mahwah, NJ: Erlbaum.
- Barber, B. L., Stone, M. R., Hunt, J. E., & Eccles, J. (2004). Benefits of activity participation: The roles of identity affirmation and peer group norm sharing. In J. L. Mahoney, R. W. Larson, & J. S. Eccles (Eds.), *Organized Activities as Contexts of Development: Extracurricular Activities, After-School and Community Programs* (pp. 185 - 210). Mahwah, NJ: Erlbaum.

- O'Neill, S. A. (2004). Youth music engagement in diverse contexts. In J. L. Mahoney, R. W. Larson, & J. S. Eccles (Eds.), *Organized Activities as Contexts of Development: Extracurricular Activities, After-School and Community Programs* (pp. 255-273). Mahwah, NJ: Erlbaum.
- Kilmeade, B. (2004). *The Games Do Count: America's Best and Brightest on the Power of Sports*. New York: HaperCollins.
- Chalufour, I., Drew, W. F., & Waite-Stupiansky, S. (2004). Learning to play again: A constructivist workshop for adults. In D. Koralek (ed.), *Spotlight on Children and Play*, (pp. 50 – 57). NAEYC.
- Hirsh-Pasek, K. (2003). *Einstein never used flash cards: How our children really learn and why they need to play more and memorize less*. New York: Rodel. (Chapter 10)