

Cerro Coso College
Course Outline of Record Report
10/13/2021

CHDVC149 : Play and Meaning

General Information

Author:	<ul style="list-style-type: none">• Vivian Baker• Fuller, Elisabeth• French, Kristina
Course Code (CB01) :	CHDVC149
Course Title (CB02) :	Play and Meaning
Department:	Child Development
Proposal Start:	Fall 2019
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000103720
Curriculum Committee Approval Date:	03/04/2016
Board of Trustees Approval Date:	04/14/2016
External Review Approval Date:	09/27/2010
Course Description:	This course delves into the intricacies of play in the classroom and how children use play to develop meaning. Special emphasis is placed on building play into the curriculum for children aged birth to school-age. Students are required to observe children in a group setting.
Submission Type:	Mandatory Revision This is a cyclical revision. Course description, methods of instruction/evaluation, SLOs, topical outline, and textbook were all reviewed.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">• Child Development/Early Childhood Education
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08) Course is not a basic skills course. <input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Course Special Class Status (CB13) Course is not a special class. Allowed Number of Retakes 0	Grade Options <ul style="list-style-type: none">• Letter Grade Methods Course Prior To College Level (CB21) Not applicable
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Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

 Allow Students To Audit Course**Course Support Course Status (CB26)**

No value

Associated Programs Course is part of a program (CB24)**Associated Program****Award Type****Active**

CC Child Development Master Teacher- (In Development)

Certificate of Achievement

Summer 2018

Transferability & Gen. Ed. Options**Course General Education Status (CB25)**

No value

Transferability

Transferable to CSU only

Transferability Status

Approved

Units and Hours**Summary****Minimum Credit Units (CB07)** 3**Maximum Credit Units (CB06)** 3**Total Course In-Class (Contact) Hours** 54**Total Course Out-of-Class Hours** 108**Total Student Learning Hours** 162**Faculty Load** 0**Credit / Non-Credit Options****Course Credit Status (CB04)**

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

 Cooperative Work Experience Education Status (CB10)**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours**Course Duration (Weeks)** 18**Hours per unit divisor** 54**Course In-Class (Contact) Hours**

Lecture 54

Laboratory 0

Activity 0

Total 54**Course Out-of-Class Hours**

Lecture 108

Laboratory 0

Activity 0

Total 108**Time Commitment Notes for Students**

No value

Faculty Load**Extra Duties:** 0**Faculty Load:** 0**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories**Advisory****CHDVC106 - Child Growth and Development**

CHDV C149 asks students to use developmental theory to design play-based curriculum that supports young children's development. CHDV C106 is an overview of developmental theory from conception through adolescence covering all of the developmental domains. CHDV C106 prepares students to apply developmental concepts to curriculum development.

AND

Advisory

CHDVC102 - Introduction to Materials and Curriculum

CHDV C149 asks students to use developmental theory to design play-based curriculum that supports young children's development. CHDV C102 is an overview of developmental theory, and includes principles of curriculum development. CHDV C102 prepares students to apply developmental concepts to curriculum development.

AND

Advisory

ENGLC101 - Freshman Composition

In CHDV C149 students are expected to write summaries of text chapters, journal articles, observations, and assigned readings as well as to make connections between their observations of young children with theory and program best practices. ENGL C101 skills prepare students to succeed in CHDV C149 by ensuring they are able to write short essays that synthesize observations, lectures, and assigned readings that are free of major spelling and grammatical errors **Outcomes**

- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized academic essays with arguable theses and persuasive support, using complex ideas presented in university-level sources.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

AND

Advisory

LIBRC100 - Introduction to Library Research and Bibliography

Students are expected to use print and internet sources to conduct research and compose a formal research paper. Child Development is a Social Science; students must use APA format in their writing. LIBR C100 skills ensure the student will be able to successfully find and evaluate reference material, and be able to formulate proper citation. **Outcomes**

- Strategically locate a variety of relevant information sources in multiple formats applicable for college-level research, differentiating between various research tools and paid subscription databases.
- Critically evaluate information by applying standard criteria.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction

Discussion

Rationale

Weekly discussions related to the concepts and ideas being explored. Example: This week our reading introduces us to several concepts and theories, directly related to play and supporting the idea that children learn through play. Using the theory of Piaget, Vygotsky, Mead or Erikson, discuss why play should be at the center of the curriculum.

Methods of Instruction

Presentations (by students)

Rationale

Students may present learning center ideas such as create a Math prop box. A prop box is a storage box containing materials (props) related to a particular theme. The idea is you would have several prop boxes, allowing you to quickly choose a prop box and set up a dramatic play area within minutes. For the purpose of this class, you'll create a virtual prop box, focusing on incorporating math concepts into the dramatic play area. Identify a theme for the dramatic play area (put this at the top of your paper). Make a list of the materials or props that you would place in the prop box to foster children's play. List all the materials you would include in the dramatic play area to support children's play and learning. From the list in #2, identify the specific materials or props that involve mathematical thinking. Identify a **minimum of 5** math concepts children might practice while playing in this dramatic play area and with the materials identified in #3.

Methods of Instruction

Outside reading

Rationale

Students are provided with outside readings such as articles from professional journals. Example: *The Essentials of Early Literacy Instruction*.

Methods of Instruction

Lecture

Rationale

Lectures and videos provide students with relevant, up to date information in the area of administering early childhood programs.

Methods of Instruction

Instruction through examination or quizzing

Rationale

Quizzes and exam may be used throughout the course. Essay question example: What are some ways a child's culture might influence how and what they play? What are some strategies you can use, as an early childhood educator, to learn about the child's culture?

Methods of Instruction

Project-based learning

Rationale

Description of three (3) developmentally appropriate, play centered learning centers including a list of materials and reasoning (potential learning opportunities). You must demonstrate how each learning center supports play and meaning. Identify and discuss the relationship between play opportunities and curriculum standards. Learning centers include: dramatic play, manipulatives (large and fine-motor), blocks, science, math, language arts, creative, etc.

Assignments

Reading assignments, handouts and text readings that expand and enhance lecture topics. For example: "Assessing and Scaffolding Make Believe Play" by Deborah J. Leong and Elena Bodrova.

Writing assignments that relate observations in child development to current theory. For example: Describe several strategies to use observation in planning play curriculum, and communicating with families. Identify specific theories to anecdotes (ie. a banana as a pivot for a telephone, etc.).

Observation of children in a group setting. For example: observe children between the ages of 3 and 5 years old and analyze their play in relation to current theory.

Exams related to course subject matter. Essay question example: What are some ways a child's culture might influence how and what they play? What are some strategies you can use, as an early childhood educator, to learn about the child's culture?

Methods of Evaluation

Rationale

Tests	Exams related to course subject matter. Example: Identify the concept related to each theorist or definition: Symbolic distancing ____ bipolar opposite play ____ Onlooker behavior ____
Project	Observation and analysis of children in regards to play. For example: observe children at play in a learning environment. Pay special attention to interactions during play with materials, equipment, other children, teachers, and other adults. Analyze and reflect on the observation, describe themes and characteristics (solitary, socio-dramatic, etc.) you identify in the play.
Research Paper	Research paper related to course subject matter. For example: the influence of play on language development, or report on the book, "Teacher's Role in Play".
Distance Education Description: how outcomes are evaluated	The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Bohart, H. Charner, K., & Koralek, D.	Spotlight on Young Children Exploring Play	NAEYC Publishing	2015	This is a professionally recognized, research based text and is appropriate in currency.
Van Hoorn, J., Nourot, P., Scales, B., & Alward, K.	Play at the Center of the Curriculum	Pearson	2015	This text is the most current edition, and is theory based, along with appropriate classroom application.

Kemple, Kristen

Planning for Play: Strategies for
Guiding Preschool Learning

Gryphon House Inc.

2017

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Discuss how play influences children's physical, cognitive, and socio-emotional development.

Expected SLO Performance: 70.0

Child Development

Child Development Master Teacher Certificate of Achievement

4. Develop professional expertise in a specialized area of knowledge.

Analyze various developmental theories in terms of play and how to extend and enrich children's development of meaning.

Expected SLO Performance: 70.0

Child Development

Child Development Master Teacher Certificate of
Achievement

4. Develop professional expertise in a specialized area of knowledge.

ISLOs

Core ISLOs

Students who are completing a program will be able to think critically and creatively and apply reasoning.

Plan, implement, and evaluate play-based curriculum that enhances development.

Expected SLO Performance: 70.0

Child Development

Child Development Master Teacher Certificate of Achievement

4. Develop professional expertise in a specialized area of knowledge.

Outline

Course Outline

I. Play in the Classroom

1. Definition of Play
2. Characteristics of Play
3. The Power of Play

II. How Play Influences Development

1. Physical Development
2. Cognitive Development
3. Socio-Emotional Development
4. Creative Development
5. Language Development

III. Sociodramatic Play

1. Metacommunication
2. Imagery
3. Diverse Cultural Context and Content

IV. Pretend Play

1. Theory of Mind
2. Narrating Events

V. Environmental Designs

1. Infants and Toddlers
2. Preschool
3. TK/Kindergarten

VI. The Role of the Teacher

1. Scaffold
2. Facilitate
3. Mediate
4. Assess
5. Influence on Development

VII. Classroom Organization

1. Schedule
2. Transitions
3. Traffic Patterns
4. Play Areas
5. Other Forms of Play

VIII. Curriculum

1. Infants and Toddlers
2. Preschool
3. TK/Kindergarten

IX. Observation and Assessment

1. Influencing Curriculum
2. Children's Development
3. Communicating with Families

X. Diversity

1. Familial Influences
2. Cultural Influences
3. Ethical Considerations
4. Anti-Bias Practices and Materials

XI. Controversial Subject Matter

1. Gender Themes
2. Labels; Toilet Talk; and Sexuality
3. Rough-and-Tumble Play
4. Competition and Cooperation
5. Special Learning Needs
6. Play Therapy

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face

Online

Hybrid

Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

All assignments in distance education courses (online, hybrid and iTV) of CHDV C149 are of the same rigor as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including, but not limited to videos and written lecture notes. The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric. Students will be required to observe children in license or licensed-exempt programs in their community.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

Student-Instructor contact will include: discussion forums, learning management system message, announcements, and feedback to individual students work

Student-Instructor contact MAY include: chat/zoom, newsgroup/discussion board, phone, itv

Student-Student contact will include: discussion forums

Student-Student contact MAY include: chat/zoom, learning management system message, group work, peer reviewed projects

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

At a minimum, students need to have access to a PC or Mac compatible computer with a 56k dial-up internet connection. There should be a modern browser like Firefox or Internet Explorer 8.0 installed. Technical support is provided by The Online Support Center (<http://support.kccd.edu>) or the Help Desk at 877-382-3508. Students can also request individual online support as well as read general tips for succeeding in an online class at the Cerro Coso Student Success Center.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

The learning management system is accessible, and compatible with support programs such as Kurzweil 3000. Faculty will use the Canvas accessibility checker, along with other resources provided by our Distance Education Director to ensure learning materials are accessible, including but not limited to documents, PDFs, OERs, external websites, and videos.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

no