



Course Syllabus: Play and Learning Environment for YC
College of Education
ECED 4233
Fall 2024

Contact Information

Instructor: Dr. Emily Reeves Fyfe
Flower Mound Office: 114
Office hours: TBA – based on student survey
Office phone: (940) 247-0841
Text Phone: (940) 247-0841
E-mail: Emily.reeves@msutexas.edu

[Click here to enter text.](#)

Instructor Response Policy

For the fastest response, please text 940-247-0841. My goal is to respond to emails within 48 hours.

Textbook & Instructional Materials

Charles, M., & Bellinson, J. (2019). The importance of play in early childhood education: Psychoanalytic, attachment, and developmental perspectives. Routledge, Taylor & Francis Group.

Course Description

Emphasis on the importance of play for the development of young children and how to create learning environments that support and foster play in early childhood.

Course Objectives/Learning Outcomes/Course Competencies

1. Demonstrate the knowledge that play enhances all developmental domains including physical, cognitive, language, social, and emotional development. (NAEYC 1, 2: Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Physical Health and Motor Development, Social and Emotional Development, Language and Communication Development, Cognitive Development)

2. Identify and illustrate the developmental stages of play. (NAEYC 1, 2: Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Physical Health and Motor Development, Social and Emotional Development, Language and Communication Development, Cognitive Development)

3. Compare and contrast early childhood theorists and their concepts and principles of play for young children. (NAEYC 1, 2: Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Physical Health and Motor Development, Social and Emotional Development, Language and Communication Development, Cognitive Development)

4. Demonstrate comprehension of how to compose a physical environment and create activities to foster play in early childhood programs that are developmentally appropriate. (NAEYC 1, 2, 4: Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Physical Health and Motor Development, Social and Emotional Development, Language and Communication Development, Cognitive Development)

5. Identify and explain threats to play in early childhood. (NAEYC 1, 2: Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Physical Health and Motor Development, Social and Emotional Development, Language and Communication Development, Cognitive Development)

6. Describe why play is developmentally appropriate and how it is a necessary component in early childhood programs. (NAEYC 1, 2: Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Physical Health and Motor Development, Social and Emotional Development, Language and Communication Development, Cognitive Development)

See Appendix A for a complete list of standards/competencies

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Grading/Assessment

Course Grade

Table 1: Points allocated to each assignment –

Assignments	Points
Discussions (7)	35
Reflections (3)	15
EC Play Book (main project)	50
Total Points	100

Table 2: Total points for final grade.

Grade	Points
A	90
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

EC Play Book (Project):

Throughout the semester you will work on your final project – your Early Childhood Play Book (50% of your final grade). This will be a collection of knowledge, resources, and planning that you will be able to use as an early childhood practitioner. Please spend the time provided (see course calendar) to create and submit reflective, high quality work that you would want to show an employer.

Extra Credit

SI do not give extra credit.

Late Work

Unless you have specially reached out to me with a plan, I will not accept late work.

Important Dates

Last day for term schedule changes: August 29. Check date on [Academic Calendar](#).

Deadline to file for graduation: September 23. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" October 9. Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general

course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the

tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213

laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule Attached

References/Scientifically-Based Research/Additional Readings

Texas Pediatric Society. (n.d.). Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Physical Health and Motor Development, Social and Emotional Development, Language and Communication Development, Cognitive Development.

<https://littletexans.org/Media/FullGuidelinesEnglish.pdf> .

NAEYC. (2019-2020). Young Children. **I will provide copies of these in D2L.
NAEYC. (2019-2020). Teaching Young Children. **I will provide copies of these in D2L.

Appendix A: Standards/Competencies

NAEYC Professional Preparation Standards and the Professional Standards and Competencies for Early Childhood Educators. (2020).

<https://www.naeyc.org/resources/position-statements/professional-standards-competencies> .

- NAEYC 1: Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.
- NAEYC 2: Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They(c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.
- NAEYC 4: Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the

learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.