



Course Syllabus: Play and Learning Environments for YC
College of Enter here
ECED 4233 Online
Fall 2022

Contact Information

Instructor: Emily Reeves
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Instructor Response Policy

I will respond to your 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 (if applicable)

Student Handbook

Refer to: [Student Handbook-2019-20](#)

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

Table 1: Assignment and Points

Assignments	Points
Discussions (7 at 5 pts each)	35
Reflections (3 at 5 pts each)	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

Homework

Use this area to describe your homework. Be sure to include how and when homework will be turned in.

Quizzes

I do not use quizzes in this course. Everything will be project based.

Exams

I do not give exams in this course. Everything will be project based.

Projects Required

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

I do not give extra credit. If you communicate with me and submit your work, there is no need.

Late Work

I do not accept late work but will always accept early work.

Course Calendar

Separate document

Important Dates

Last day for term schedule changes: August 26, 2021

Deadline to file for graduation: September 27, 2021
Last Day to drop with a grade of "W:" October 25, 2021
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 should participate in all classes. Logging into D2L at least once a week will be considered as your attendance for the week. In case of an emergency situation that will not allow you to log on to D2L, please let me know as early as possible. Note that any changes in the assignment deadlines will not be allowed. One week's absence will result in one letter grade drop on your final grades. Two weeks' absences will result in withdrawal from the course by the instructor. Late work will receive a grade of zero unless you have worked out an alternate plan with the instructor beforehand. Be proactive and submit earlier to avoid late penalties!

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 which 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 WATC. 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.

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.

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.