

CATALOG INFORMATION

Dept and Nbr: CHLD 217.2 Title: DRAMATIC PLAY & GAMES
Full Title: Dramatic Play and Games with Rules
Last Reviewed: 8/24/2015

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.00	Lecture Scheduled	1.00	17.5	Lecture Scheduled	17.50
Minimum	1.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	1.00		Contact Total	17.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 35.00

Total Student Learning Hours: 52.50

Title 5 Category: AA Degree Applicable
Grading: Grade or P/NP
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly: CHILD217.2

Catalog Description:
This course explores theories of play and how adults support play as children grow and develop. Students will learn to observe and identify elements of dramatic play and games with rules and the significance of this play at different developmental stages. Strategies and methods for supporting play will be investigated.

Prerequisites/Corequisites:

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: This course explores theories about the play of young children and how adults support play as children develop. Students will learn to observe and identify elements of dramatic play and games with rules and the significance of this play at different developmental stages. Strategies and methods for supporting these types of play will be investigated. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended:

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Outcomes and Objectives:

Upon completion of this class, students will be able to:

1. Define play, in general, using current play theories.
2. Define specifically the role of dramatic play and games with rules in the lives of young children at various developmental stages.
3. Identify dramatic play and games with rules in the context of all children's play within a cultural context.
4. Plan, adapt and implement strategies for supporting dramatic play and games with rules for children based on their individual developmental needs.

Topics and Scope:

- A. The theoretical basis of children's play
 1. Characteristics, categories, and functions of children's play
 2. The role of play in the growth and development of children as defined by the major developmental theories (Vygotsky, Piaget, Erikson etc.)
- B. Effects and influences of dramatic play and games with rules in each of the major developmental domains including:
 1. Social-emotional development
 2. Cognitive and language development
 3. Physical development
- C. Applied theory
 1. Identification and observation of dramatic play
 2. Identification and observation of games with rules
- D. Strategies for supporting dramatic play and games with rules

1. Use of observation in supporting dramatic play and games with rules
2. Orchestrating dramatic play and games with rules (preparing space, props, time and scaffolding)
3. Creating games with and for young children
4. Adapting and extending dramatic play and games with rules

Assignment:

Assignments may include the following:

1. Reading assignments (approximately 60 pages).
2. Written observation of dramatic play and games with rules (2 written observations of approximately 2 pages each).
3. Creation and presentation of props to support dramatic play.
4. Creation and presentation of an age appropriate game to play with young children.
5. Written exam.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written observation

Writing
10 - 30%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, Creation and presentation of prop and games

Skill Demonstrations
15 - 35%

Exams: All forms of formal testing, other than skill performance exams.

Written exam

Exams
10 - 30%

Other: Includes any assessment tools that do not logically fit into the above categories.

Participation

Other Category
15 - 35%

Representative Textbooks and Materials:

Young Children Magazine, Journal of the National Association for the

Education of Young Children, Washington, D.C., May 2003 issue. (Classic in the field)