CHLD 217.2 Course Outline as of Fall 2016

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 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 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 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

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Define the role of dramatic play and games in the lives of young children in relation to major child development theories.
2. Observe, assess and create age-appropriate dramatic play and game opportunities for young children.

Objectives:
At the conclusion of this course, the student should be able to:
1. Define the value of play using theoretical perspectives.
2. Explain 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 within a cultural context.
4. Plan, adapt and implement strategies for supporting dramatic play and games with rules for children based on their individual and 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 theorists, including Vygotsky, Piaget, and Erikson.

B. Function 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
   4. Influence of cultural context

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 to support 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
5. Evaluating the efficacy of dramatic play and games with rules in various early education settings.

Assignment:

Assignments may include the following:
1. Reading of assigned articles (approximately 120 pages).
2. Written observations of dramatic play and games with rules (2 written observations, approx. 4 pages each).
3. Written responses to required articles (approximately 2 responses at 1-4 pages each).
4. Creation and presentation of props to support dramatic play.
5. Creation and presentation of an age-appropriate game for young children.
6. Participation in class debate on topics related to dramatic play, based on reading of articles.
7. Written final 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 observations, Article responses	Writing 60 - 75%

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 debate, Creation of props and game, Presentations	Skill Demonstrations 5 - 15%

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

Written final exam	Exams 5 - 15%

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

Participation	Other Category 5 - 10%

Representative Textbooks and Materials:
Young Children Magazine, Journal of the National Association for the Education of Young Children, Washington, D.C., May 2003 issue. (A Classic in the field)
Instructor prepared materials