CHLD 217.1 Course Outline as of Fall 2024

CATALOG INFORMATION

Dept and Nbr: CHLD 217.1   Title: CONSTRUCTIVE PLAY
Full Title: Constructive Play
Last Reviewed: 10/10/2016

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	2	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: CHILD217.1

Catalog Description:
This course offers an overview of the role of play in supporting cognitive, physical, language, social and emotional development in young children. Observation and planning methods will be explored and analyzed. The use of innovative, non-standard, materials for constructive play will be explored.

Prerequisites/Corequisites:

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: This course offers an overview of the role of play in supporting cognitive, physical, language, social and emotional development in young children. Observation and planning methods will be explored and analyzed. The use of innovative, non-standard, materials for constructive play will be explored. (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. Design age-appropriate activities to support play in early education settings.
2. Articulate a rationale for the importance of constructive play in early childhood.
3. Utilize observations in designing constructive play environments and curriculum.

Objectives:
At the conclusion of this course, the student should be able to:
1. Define the role play, including constructive play, has in a child's overall development.
2. Define the characteristics of constructive play and apply them to plan and facilitate developmentally appropriate, play-based experiences for all children.
3. Create environments that facilitate the child's exploration and creative use of materials.
4. Explore innovative and non-standard materials that support the constructive play of young children.
5. Utilize observations of children to adapt materials and environments for various ages and abilities.

Topics and Scope:

I. Role of play in growth and development
    A. Play and cognitive development
    B. Play and social/emotional development
    C. Play and physical development
    D. Play and language development
    E. Connections to California Infant/ Toddler and Preschool Learning Foundations
II. Forms of play
    A. Piaget/ Smilansky categories of play behavior
        1. Functional Play

       2. Constructive Play
       3. Dramatic Play
       4. Games-With-Rules
   B. Categories of social play
       1. Solitary Play
       2. Parallel Play
       3. Associative Play
       4. Cooperative Play
       5. Onlooker Play
   C. Play skills
III. Developmentally appropriate play experiences
   A. Teacher-directed experiences
   B. Child-initiated experiences
IV. Constructive Play materials and environments
   A. Traditional materials
   B. Innovative materials
   C. Learning centers to support Constructive Play
   D. Other environmental considerations
   E. Settings for Constructive Play
       1. Indoor
       2. Outdoor
V. Role of the teacher in supporting play
   A. Building relationships and interacting with children
       1. Using observation to understand children's abilities and interests
       2. Facilitating play and learning
         a. Modeling play
         b. Using open-ended questions
   B. Extending Constructive Play
       1. Using documentation
       2. Adding complexity through materials
       3. Explaining the importance of play to parents and others

Assignment:

Assignments may include:
1. Reading of assigned articles (approximately 120 pages).
2. Written responses to required articles (approximately 2 responses at 2-4 pages each).
3. Written observations of children engaged in constructive play (2 observations of approximately 4 pages each).
4. Small group activity: creating a rationale for supporting constructive play.
5. Reflection paper on applying constructive play theory to redesign your early childhood environment.
6. Final exam (short answer).

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.

Responses to required articles, written observations, reflection paper	Writing 40 - 60%

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.

Rationale for Constructive Play	Skill Demonstrations 10 - 15%

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

Final exam	Exams 10 - 20%

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

Participation and attendance	Other Category 20 - 30%

Representative Textbooks and Materials:
Instructor prepared materials
Young Children special publication: Spotlight on Play. Bohart, H. and Charner, K and Koralek, D. NAEYC: 2015