

RPT 380 Developmental Play Processes

Semester:	FALL 2017	Professor:	Drew McAdams		
Course #:	RPT 380	Office:	HHS 336		
Course Title:	Developmental Process of Play	Phone:	338.6883	Fax:	338-0543
Schedule #:	4297 & 4298	E-mail:	drewmc@sfsu.edu		
Units:	3	Web:	http://online.sfsu.edu/		
Location:	SFSU Gym 118	Department:	Recreation, Parks and Tourism		
Day(s):	Mondays and Wednesdays	Office:	HSS 307		
Time:	12:10a – 2:00p	Phone:	338-2030	Fax:	338-0543
Office Hours:	(M/W) 9a – 10a	E-mail:	recdept@sfsu.edu		
		Web:	http://www.sfsu.edu/~recdept		

I. BULLETIN DESCRIPTION

Concepts and issues related to play are the focus of this class, specifically plays' role in learning and human development throughout the life span – including gender and cultural differences; play materials and environments; benefits and barriers; and how to engineer play experiences that foster personal growth and community development.

II. COURSE STRUCTURE

This course meets the following General Education (GE) requirements:

- Segment II requirement under the Behavioral and Social Sciences Area (Category A).
- Lifelong Development (LLD) and Cultural, Ethnic or Social Diversity (CESD) requirements
- Segment III requirements under the cluster – Stress, Work and Leisure

RPT 380 is organized into three general content areas: 1) concepts and principles of play; 2) how play impacts human development through the life-span and 3) and how to engineer play experiences and develop you own play leadership style. This is truly an experiential learning course and active learning will be used in both the classroom and laboratory sections of the course requirements.

Note: This course may be taken to satisfy Segment II or Segment III, but not both. The Segment III requirement may only be satisfied after the student has completed Segment I requirements and at least 30 units of Segment I and Segment II. Please refer to the University Bulletin for more information regarding your GE requirements.

III. LEARNING OUTCOMES

The overall goal of this course is for students to appreciate the importance of play in one's life, and how to maintain play to improve the quality of your life. Furthermore, to acquire the competence needed to plan and facilitate a play experience for any individual/group, anywhere, with little to no resources.

As a result of completing this course, you will be capable of:

- Defining and differentiating between the terms and concepts of play, recreation and leisure
 - Examining and applying basic theories, concepts and principles of recreation, leisure and play as they relate to the delivery of leisure services and education
 - Examining and explaining the importance of play to personal growth with particular emphasis on the physical, cognitive, emotional and social components of human development
 - Demonstrating an awareness and appreciation for the diversity of human play experiences (i.e., gender, cultural, environmental differences)
 - Explaining how the importance and influence of play, recreation and leisure change across the lifespan
- Identifying and analyzing the following processes and elements of play and play leadership in the context of human development: Planning and organizing games, Play resources, Barriers to play, fundamental of play leadership, educational games, safety issues, problem behaviors and discipline, game modification, and environment

Upper Division – Social Sciences (UD-D)

- Apply the methods of inquiry and analysis characteristic of one or more of the behavioral and social science disciplines to the study of human behavior, institutions, or socioeconomic systems as related to the appropriate economic, ethnic, geographic, historical, political, social, or cultural contexts.
- Articulate how theories and practices in one or more of the behavioral and social science disciplines come to be accepted, contested, changed, or abandoned by the scholarly community.
- Evaluate the quality of behavioral and social scientific information and claims on the basis of their sources and the methods used to generate that information.
- Construct coherent and sound arguments with support from multiple sources, including library resources and proper citations that communicate what students have discovered.
- Analyze economic, political, social, or cultural issues as well as ethical dilemmas and choices that arise out of behavioral or social scientific research, discoveries, and applications.
- Analyze issues of equity and discrimination related to human behavior or to economic, political, social, or cultural institutions or systems, in the present or in the past, and, as appropriate, apply that knowledge to their own lives and to ways in which they could contribute purposefully to the wellbeing of their local communities, their nations, and the people of the world; to social justice; and/or to the sustainability of the natural environment.

Lifelong Learning & Self-Development (LLD)

- Read and evaluate resources about self-development as an integrated physiological, social, and psychological being as they relate to lifelong learning and transformation.
- Utilize a plan for acquiring information, including library resources; evaluating information, including distinguishing scholarly/non scholarly information and primary/secondary sources; and properly using and citing the information in assignments.
- Articulate how they themselves are an integrated physiological, social, and psychological being. Identify actions they can take which are conducive to individual wellbeing and self-development.

IV. TEXTS/READINGS

Students are responsible for obtaining, reading and knowing the following:

Michaelis, B., & O'Connell, J.M. (2004). The games and play leader's handbook. State College, PA: Venture.

Additional readings and/or handouts will be disseminated throughout the course and on iLearn

V. COURSE REQUIREMENTS

The chart on the next page is the basic description of the assignments and value of each towards the total grade of this class. Each assignment will have detailed description and outlines on the course's iLearn page as well as explained in class.

- Assignments will be turned in at the beginning of the class they are due
- Assignments that are turned in late will be deducted points.
- No assignments may be accepted one week past its due date.
- No make-up assignments are allowed for missed past one week late
- No make-up quizzes or assignments will be allowed for missing exam or quizzes

Minimum C- Grade Policy - All courses used in the Recreation, Parks, and Tourism major, minor, or certificate programs must be completed with letter grades (CR/NC option is not allowed). Courses that are required for the Recreation, Parks, and Tourism major, minor, or certificate programs must be completed with letter grades of C- or better with an overall minimum grade point average of 2.0. A grade of C or better is required in the department's Graduation Writing Assessment Requirement (GWAR) course - RPT 660

VI. GRADING SCALE

Points	%	Grade	I. Points	%	Grade
372-400	93-100	A	292-307	73-76.5	C
360-371	90-92.5	A-	280-291	70-72.5	C-
348-359	87-89.5	B+	268-279	67-69.5	D+
332-347	83-86.5	B	252-267	63-66.5	D
320-331	80-82.5	B-	240-251	60-62.5	D-
308-319	77-79.5	C+	0-239	0-59.5	F

ASSIGNMENTS:

		points	due
Journals	Students will have 4 journal assignments throughout the semester on play each worth 10 points. The goal is to see how play affects your life and refer to personal experiences about play as insight to its role in human development. These are informal writing assignments but require critical thought and analysis.	40 pts	TBD Through semester
Play History	Students will need to develop their own Play History with a time line for the highlights of play throughout their lives. Students will select 3 specific episodes to expand on that we will refer to in class	20 pts	9/20/17
Play as a tool for community development	Students have to use their newly acquired knowledge to active apply play to build a sense of community in a group. There are two ways to satisfy this requirement 1) attend and lead Family Fun Fest in Pacifica Sept 23 & 24 2) volunteer at a SF Rec & Park's ScareGrove event in October 27 3) attend own event of a team you are a part of and LEAD a game or use play as a tool to build community and write about experience	40 pts	FFF 9/23+24/17 SG 10/27/17
Quizzes	There will be 4 quizzes administered during the semester (only 3 will count towards your grade - you will be allowed to drop one quiz.) There will also be an in-class extra-credit opportunity for you to add points towards your quiz grades. Quizzes will be pop quizzes and you must be ready during every class for a quiz with no make ups allowed	Each quiz worth 20 pts [60 pts total]	POP QUIZZES
Human Development paper presentations	Students will choose a specific age range in life then find theory/concept in human development, research the age and apply / analyze how play can impact human development during this specific age. Students will need to create and present this info to the class.	60 pts	10/25/17
Facilitating Play assignment	Students will create or adapt a game /activity that they will lead the entire class in. Using a RPT 380 form to create a written document explaining the activity and ties to development as well as get up in front of the class and actually lead the game.	60 pts	11/29/17 thru 12/15/17
Play in your life	Analysis of the importance of play in our lives by writing a paper committing to incorporating play into your life and citing evidence as to why this would be something that would improve your life	20 pts	12/18/17
Exam	Exam will consist of approximately 30 – 40 questions with true/false, multiple-choice, matching, and short answer formats. No make-up exams will be given without prior approval.	60 pts	11/13/17
Participation Is gradable	Participation is considered an integral part of the learning process, and therefore, students are responsible for attending ALL classes. A large portion of your grade will be based on in-class participation, attendance and contributions, as well as in-class assignments. Students will not be allowed to make-up participation exercises.	40 pts	Throughout semester

400 total

VII. CHSS Policy

This section is to inform you of the College and University policies that may affect you. Knowledge of these deadlines (viewed at <http://registrar.sfsu.edu/>) and policies will help you to navigate the bureaucracy of the University while helping you succeed and graduate in a timely manner. Policies can be intimidating sometimes, but they ensure an equitable, consistent and reliable process for each student. Please review this information and refer to <http://chss.sfsu.edu/content/petitions-information> for more detail on these policies. Approval of a petition from the instructor and/or Department Chair does not constitute automatic approval from the Associate Dean so please continue attending class until a decision is made. If you have any questions about how these policies specifically apply to your situation, please contact the Associate Dean's Office at assocdean@sfsu.edu or in HSS 239.

When is the deadline to drop a class?

The last day to drop a class without a W grade is September 13, 2017 by 11:59 PM.

What if I wish to withdraw from a course after the drop deadline?

Withdrawal from a course is allowed from September 14, 2017 until November 17, 2017 only if you have **serious and compelling reasons with current, relevant supporting documentation**. The following are examples of **non-serious and non-compelling reasons** and would be denied:

- Changing major
- Poor academic performance in class
- Course no longer needed
- Missing pre-requisite(s)
- Instructor forgot to drop
- More time needed for other classes

Unexpected changes in work schedule or serious accident, protracted illness, or family emergencies may be considered serious and compelling if appropriate supporting documentation is attached. The petition must be submitted within a reasonable timeframe (e.g., within 2 weeks of an illness or change in work hours) and must include your unofficial transcripts. From November 18, 2017 until December 12, 2017, you may not withdraw from a class or the University, except only in the case of a **documented** serious illness or verified accident.

Withdrawals cannot be initiated electronically and must be submitted using a paper application. A maximum of 18 units can be withdrawn, and a course can only be repeated once with a failing grade.

How do I take a course for Credit or No Credit (CR/NC) Grade?

Please check the course description in the Bulletin to determine if the class can be taken CR/NC. If it is permitted, then you may change your grading option via your SF State Gateway until October 18, 2017 by 11:59 PM. The Associate Dean will not approve requests for changes if you miss this deadline.

What if I want to add a class after registration closes?

The period to add classes via permission numbers is August 23, 2017 through September 13, 2017 until 11:59 PM. It is your responsibility to obtain a late permission number from your instructor and add the

class. Faculty cannot add you into a class. Starting September 14, 2017, a Waiver of College Regulations form must be submitted. This will only be approved if there was an administrative error.

How do I know if any changes in my registration went through?

Always check your registration on your SF State Gateway after making any changes and before deadlines to ensure you are registered properly for your classes. It is always your responsibility to ensure your schedule is correct, even if the instructor indicates they will drop you. All deadlines will be strictly adhered to by the instructor, the Department Chair, and the CHSS Associate Dean.

When are finals?

According to Academic Senate policy F76-12 a time period is set aside at the end of each semester for a formal examination period. All classes are expected to meet during the final examination period whether an examination is given or not. The final examination schedule is:

http://www.sfsu.edu/~acadres/final_exams/finalf17.htm

What resources are available to me on campus?

Disability Programs and Resource Center: Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC, located in SSB 110, can be reached by telephone at 415-338-2472 (voice/TTY) or by e-mail at dprc@sfsu.edu.

Student Disclosures of Sexual Violence: SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact:

The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/

Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/>

For more information on your rights and available resources: <http://titleix.sfsu.edu>

CHSS Student Resource Center (HSS 254): Provides academic advising and support to all students with a CHSS major. For more information and to book advising appointment: <http://chss.sfsu.edu/src> or call (415) 405-3740.

Undergraduate Advising Center (ADM 212): Provides academic advising and support to all students. For more information: <https://advising.sfsu.edu/>.

VIII. RPT 380 CLASS POLICIES

Participation – This course is designed with experiential education pedagogy to completely understand what the concept of “play” is about. Thus active participation in course content is essential and every student is asked to fully engage in their learning in a way that is consistent with the course. In order to achieve true play requires a safe, respectful, cooperative and creative learning environment and active participation, and is represented in 10% of your grade.

Attendance - Attendance will be measured by student’s attendance and participation in class. Participation is critical to the learning process, and therefore, students are expected to attend every class on time, stay for the entire time period, actively participate in class discussions, exercises, and other activities that will reinforce course material, and come prepared. Excessive tardiness, leaving early, lack of participation, excessive use of phone and computer for or absences will lead to a lower grade. Students may miss up to two (2) classes without penalty.

Assignment Submission - All assignments are due in paper version at the beginning of class on the due date. Late assignments will be deducted points and not be accepted after a grace period of 7 days. Due to high enrollment, e-mailed assignments are not accepted without consent of teacher

Cheating - The actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting others. Plagiarism is a specific form of cheating which consists of the misuse of published and/or unpublished works of others by misrepresenting the material so used as one’s own work. Penalties for cheating and/or plagiarism will result in a “0” on the particular assignment, quiz or exam. Students will also be subject to an “F” in the course and expulsion from the University.

In-Class Behavior - In the classroom, laboratory, or on field trips, students are expected to respect differing viewpoints and the rights of others. Student conduct that disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from class. Students are expected to refrain from carrying on side conversations. All I ask for this class is to interact with respect. Another concern is technology... this course addresses the concerns about technology. Appropriate use of laptops and cell phone may be allowed at certain times in class, but excessive use or inappropriate uses will not be tolerated.

IX. TENTATIVE COURSE SCHEDULE

RPT 380 Spring 2016

Schedule is subject to change

Week	Dates	Topic for the week	Reading(s)/Handout(s)	Due Date(s)
1	8/23	Expectations What is PLAY?	Syllabus overview Define exercises	
2	8/28 8/30	Why do we play? Early Play Theories	Theories worksheet Play video	Pre course assess
3	9/4 9/6	NO CLASS LABOR DAY Play and Brain Development	Michaelis (CH1-2) Rat Tickler video	Journal #1 due
4	9/11 9/13	Field Day for Play @ WCG Multiple Intelligences & EQ	Dr Brown video	Reading assignment
5	9/18 9/20	Play Benefits and Barriers PLAY FLOW	History worksheet iLearn articles	Play History due
	9/23 9/24	PACIFICA FAMILY FUN FEST TRNG EVENT		
6	9/25 9/27	Play Typology Erikson	Leadership 101	
7	10/2 10/4	Infants and Toddlers Preschool and school age	Handouts Collect play examples	Journal #2 due
8	10/9 10/11	Adolescents and adults Socio-emotional Develop	iLearn reading	Play Community Building due
9	10/16 10/18	Leadership in Play Play leadership	Michaelis (8)	Journal #3 due
10	10/23 10/25	PLAY & FLOW Positive Discipline Techniques	Game plan handout	Human Develop
	10/27	ScareGrove volunteer opportunity		
11	10/30 11/1	Pre-Game leadership Evaluation and Design During		Journal #4 due
12	11/6 11/8	Post-game Leadership Review	Facilitating Play Lottery	FINAL EXAM study guide
13	11/13 11/15	FINAL Exam Facilitating Play examples		
	11/20 11/22	Thanksgiving Break		
14	11/27 11/29	Facilitating Play Presentation	Course Evaluations due	Write up due when you present
15	12/4 12/6	Facilitating Play Presentation		Play in your life due
16	12/11 12/13	Facilitating Play Presentations		
17	12/18	FINAL class meeting		