



The University of Southern Queensland

Course Specification

Description: The Play Based Curriculum

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	3001	28179	3, 2003	EXT	1.00	TWMBBA

Academic Group:	FOEDU
Academic Org:	FOE004
HECS Band:	1
ASCED Code:	070101

STAFFING

Examiner: Deborah Geoghegan

Moderator: Lyn Bower

SYNOPSIS

This course will consider a number of theories about play in the curriculum including learning theory and will introduce students to ways of enhancing children's play across all curriculum areas in an integrated way. To this end, play-based programs will be explored with consideration of issues such as diversity and continuity. Students will be asked to consider the nature of a variety of early childhood programs and their relationship to play.

OBJECTIVES

On successful completion of this course students will be able to:

- relate theories about play to programming in early childhood settings;
- consider a variety of early childhood curriculum models based on play;
- review the role of symbolic play in emergent literacy, numeracy, computer skills, social and physical development;
- develop programs which nurture creativity through play.
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TOPICS

Description	Weighting (%)
1. Theories of play and implications of curriculum design	20.00
2. Adult's role	20.00
3. Program models in early childhood	40.00
4. Evaluating programs	20.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at <http://bookshop.usq.edu.au> by entering the author or title of the text.

Shipley, D 1998, *Empowering Children: Play Based Curriculum for Lifelong Learning*, 2nd edition, Nelson, Canada.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Abbott, L. & Rodger, R. (1994). *Quality education in the early years*, Buckingham: Open University Press.

Bennett, N., Wood, E. & Rogers, S. (1997). *Teaching through play*, Buckingham: Open University Press.

Briggs, F. & Potter, G. (1999). *Teaching children in the first three years of school*, (3rd ed.). Australia: Longman.

Catron, C. & Allen, J. (1999). *Early childhood curriculum: A creative play model*, 2nd edition, USA: Macmillan Publishing Company.

Feeney, C.M 2001, *Who am I in the lives of children?*, 6th edition, Maxwell Macmillan Publishing, Australia.

Fortson, L. & Reiff, J 1995, *Early Childhood Curriculum: Open Structures for Integrative Learning*, Allyn and Bacon, USA.

Goffin, S 1994, *Curriculum Models and Early Childhood Education*, Macmillan College Press, New York.

Hendrick, J 1996, *The Whole Child*, 6th edition, Merrill, NJ.

Henrick, J 1998, *Total Learning Developmental Curriculum for the Young Child*, 5th edition, Upper Saddle River, NJ.

Hogben, Jane. 1989, *Learning in Early Childhood: What Does it Mean in Practice*, Education Department of South Australia, Adelaide.

Hughes, P.F. 1999, *Children play and development*, 3rd edition, Boston: Allyn and Bacon,

Isenberg, J.P. & Jalongo, M.R 2001, *Creative Expression and Play in Early Childhood*, 3rd edition, Merrill, Upper Saddle River NJ.

Reynolds, E 1996, *Guiding Young Children*, Mayfield Publishing,

van Hoorn, J., Nourot, P., Scales, B. & Alward, K 1999, *Play at the Centre of the Curriculum*, 2nd edition, Merril Publishing, New York.

Worthan, S 2002, *Early childhood curriculum*, 3rd edition, Merrill/Prentice Hall,

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	65
Private Study	95

ASSESSMENT DETAILS

Description	Marks Out of	Wtg(%)	Required	Due Date
ASSIGNMENT 1	40.00	40.00	Y	19 Dec 2003
ASSIGNMENT 2	60.00	60.00	Y	20 Jan 2004

IMPORTANT ASSESSMENT INFORMATION

- Attendance requirements:
 - There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- Requirements for students to complete each assessment item satisfactorily:
 - To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.
- Penalties for late submission of required work:
 - If students submit assignments after the due date without prior approval then a penalty of 15% of the total marks gained by the student for the assignment will apply for each working day late.
- Requirements for student to be awarded a passing grade in the course:
 - To be assured of receiving a passing grade a student must achieve at least 50% of the available weighted marks for the summative assessment items.
- Method used to combine assessment results to attain final grade:
 - The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.
- Examination information:
 - There is no examination in this course.
- Examination period when Deferred/Supplementary examinations will be held:
 - There will be no Deferred or Supplementary examinations in this course.
- University Regulations:

Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/SECARIAT/calendar/Part5/> or in the printed version of the current USQ Handbook.