

Course Title: FYS 034 – First Year Seminar - Not Just for Kids: Play Across the Lifespan

Semester: Fall 2019

Course Days/Times: Tuesday & Thursday, 12:30 – 1:45 pm

Course Meeting Location: Olin Hall 211

Instructor: Dr. H. Ellie Falter **Preferred Pronouns:** she, her(s)/ they, their(s)
Associate Professor of Music Education

Office: FAC 254

Office Hours: Monday 1:00 – 3:30 pm, Thursday 9:00 – 11:30 am, and by appointment

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Course Overview:

To be fully-realized, humans need to play. Scholars may disagree on details in the definition of play, but they agree that play is important for people of all ages. In this FYS, students will examine their personal play experiences, play as depicted in media, and varied approaches scholars take to conceptualize play.

Course Objectives:

Students who successfully complete this course will:

1. Discover and evaluate sources of information or evidence.
2. Integrate research into writing.
3. Critically examine different ways in which actions can be analyzed.
4. Develop critical thoughts and effectively convey those thoughts in verbal and written forms of communication.

Required Texts:

None. This class will instead use a selection of readings from a variety of journal and book sources. Citations and/or digital copies will be provided, and students will be responsible for reviewing materials from a reader device (computer, tablet, PDA, etc.) or procuring their own printed copies.

Academic Honesty

You are expected to uphold the principles of academic integrity in all the work you do for this course. This means that all of the work you turn in must be entirely your own. Working cooperatively with other students on assignments is not allowed unless explicitly stated in the guidelines for a specific assignment. If you borrow any material from external sources (including the text or the internet), you must give credit to the authors and publishers of the borrowed information. See an approved style manual for appropriate methods of recognizing your use of others' work. Students who plagiarize (either intentionally or unintentionally) or engage in other forms of academic dishonesty such as cheating or facilitating academic dishonesty will receive a severe grade penalty, be withdrawn from the course, or receive a failing grade for the course at the instructor's discretion, and may be subject to further penalties per the College's

policies. See more details at:

<http://www.drake.edu/artsci/studentresources/policiesandregulations/>

Attendance Policy

Attendance at all classes is advised and encouraged. Class content, discussions, and assessments cannot be “made up.” If you must miss a class for any reason, please inform the instructor in advance. It will be up to you to review what you missed with a classmate. It is a professional expectation that you will inform the instructor *before* an absence.

As a college student, you are expected to contribute to the learning community, which you cannot do if you are absent. In recognition of both this and that you have obligations outside this course, you are allotted 4 personal absences (though recognize you will still be missing out on earning points during class). You may use these at your discretion and need not provide the instructor with a reason. Note that these absences include “sick days” and are not separate.

For each class you miss beyond 4, your grade will be lowered 5%. Take careful note: multiple absences beyond your allowed number can quickly lower your grade below the passing range.

In addition to your allotted personal absences, a specific policy exemption may be requested from the instructor for certain types of absences. Such requests must be made in advance, and the student should explain to the instructor the reason why an exempt absence is being requested. The instructor will consider requests in these categories, and if granted these absences do NOT count against your allotment of personal absences.

- Religious observances (must notify the instructor in the first week of the course).
- Catastrophic illness, auto accident, or immediate family emergency. In these circumstances that fall within the policy exemption, the instructor will communicate with the student about possibilities for making up missed content as well as options for taking an incomplete in the class if warranted.

Use of Technology

Students and the instructor will use the internet for email communication and assignments. All students need to regularly check their Drake email. Important communication regarding this course may take place via email. Your instructor will make every effort to address emails within 24 business hours (i.e. an email sent at 10 am on Monday will be addressed by 10 am on Tuesday; an email sent at 5 pm on Friday will be addressed by 5 pm on Monday). Occasionally, 48 business hours may be required.

The instructor will use Blackboard as a course management platform for providing course materials, collecting select student assignments, tracking student progress (grading), and other activities throughout the semester.

For many courses, you will find that all readings/activities are determined ahead of the start of the semester. That is not entirely the case for this course. Some of the reading/activities have

been planned ahead of time, but their timing and the other readings/activities are not yet determined due to the nature of the topic and in order to facilitate being responsive to class discussions. Readings and activities due on Tuesdays will be posted to Blackboard no later than 2:45 pm on the previous Friday; those due on Thursdays will be posted to Blackboard no later than 2:45 pm on the previous Tuesday.

Nondiscrimination Statement

The principles of equal access and equal opportunity require that all interactions within the University be free from invidious discrimination. Drake University therefore prohibits discrimination based upon race, color, national origin, creed, religion, age, disability, sex, pregnancy, gender identity or expression, sexual orientation, genetic information, veteran status or any characteristic protected by law in its educational programs and activities, admissions, or employment.

Each of us has the responsibility to proactively co-create an atmosphere which promotes equal access and equal opportunity. When all voices are supported, each individual is lifted, therefore lifting the group through the incorporation of diverse perspectives. In this course, we will respectfully engage in self-reflection and supporting others to be aware of discrimination—including microaggressions—so we can more effectively co-create an inclusive atmosphere.

Safety Statement

If you have experienced sexual or interpersonal misconduct, please know that there are people at Drake who can support you and provide you with resources to help you make informed choices. Should you choose to share information of this nature with Dr. Falter, please know that as a professor she is non-confidential: she is legally required to report the information to the Title IX office. You can find confidential resources and answers to questions, as well as a complete overview of options for reporting any incidents at <https://www.drake.edu/titleix/>

Accommodations for Students with Disabilities

If you have a disability and there are accommodations the instructor can provide to help you succeed in this class, please know that the instructor wants to support you and that there are university-wide procedures in place. Your first step will be to contact Student Disabilities Services at 107 Old Main or 271-1835 to provide documentation of your disability. You can find more information at: <https://www.drake.edu/disabilityservices/>

Assignments Policy

Assignments must be submitted by 8:00 am on the due date to receive credit. They must be typed (Times New Roman, 12-point font, double-spaced, 1-inch margins) unless otherwise specified.

You are expected to participate in class and group discussions. You are also expected to be prepared with any assigned readings and discussion questions posed in advance by the instructors. Make-up or late work is not anticipated in the university environment. However, since no-one can predict the future, contact the instructor immediately (by email) when

circumstances may cause you to miss class or deadlines. Reasonable modifications may be made when possible and warranted. Partial credit of 10% reduction for each day late will be given for no more than three late assignments. Beyond three late assignments, no credit will be given for additional late work. Partial credit for late assignments does not apply to daily participation or reading preparation/reflection assignments, as these are required to fully participate in the class meetings. Make-up or late work will never be allowed when no notice is given of an absence or missed deadline, and a grade of zero will be earned for the missed work.

Grading

- 1) *Quality of Participation* [30%]: The student...
 - a. contributes to small-group and large-group discussions
 - i. by balancing respectfully listening to others' comments and offering their own
 - ii. in ways that demonstrate understanding and application of ideas from assigned reading/viewing/activities
 - b. completes in-class activities
- 2) *Personal Play Journals* [10%]: Five total. Turn in an edited journal (approx. 1-2 pages) summarizing and reflecting on a personal play experience. Three will be about your own play experiences. For the remaining two, you will interview someone else and write about their play experience.
- 3) *Media Play Journals* [10%]: Five total. View or read an example of play in media (up to 3 can be from the supplied list). Turn in an edited journal (approx. 1-2 pages) summarizing and reflecting on the play scenario.
- 4) *Personal Play Paper, Step 1* [5%]: Expand and enrich the description of one of one play experience from either a Personal Play Journal or a Media Play Journal (approx. 3-4 pages).
- 5) *Personal Play Paper, Step 2* [5%]: Analyze the play experience described in *Personal Play Paper, Step 1* using one definition of play explored in class (approx. 2-3 pages).
- 6) *Personal Play Paper, Step 3* [5%]: Analyze the play experience described in *Personal Play Paper, Step 1* using one definition of play explored in class that is different from the play definition used in *Personal Play Paper, Step 2* (approx. 2-3 pages).
- 7) *Personal Play Paper (Final)* [25%]: Incorporate edits for *Personal Play Papers, Steps 1-3*, and add an introduction and conclusion (approx. 8-11 pages).
- 8) *Writing Process Reflections* [10%]: Three times throughout the semester, you will write a short reflection on the process of writing (planning, writing, editing) the Personal Play Paper (approx. 1 page each)