

Course Title: FYS 034 – First Year Seminar - Not Just for Kids: Play Across the Lifespan
Semester: Fall 2020
Course Days/Times: Monday & Wednesday, 12:30 – 1:45 pm
Course Meeting Location: FAC 204, virtual

Instructor: Dr. H. Ellie Wolfe (formerly Falter)
Preferred Pronouns: she, her(s)/ they, their(s)
Associate Professor of Music Education
Office: FAC 254
Office Hours: Monday/Wednesday 2:00 – 3:30 pm and by appointment
Email: ellie.falter@drake.edu

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, etc.) or procuring their own printed copies.

Required Materials

- Markers or colored pencils, paper for drawing
- Play dough
- Index cards (a pack of 100; can be any color, lined or unlined)

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of academic dishonesty such as cheating or facilitating academic dishonesty will receive a severe grade penalty, be withdrawn from the course, or receive a failing grade for the course at the instructor's discretion, and may be subject to further penalties per the College's policies.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

This course is scheduled for Monday & Wednesday, 12:30 – 1:45 pm. Do not schedule other things during this time.

Attendance at all synchronous instruction to which you are assigned is advised and encouraged. If you must miss a class for any reason, please inform the instructor in advance. Some absences (e.g. religious holiday) you will be able to inform the instructor of at the beginning of the semester. Plan to do this by the end of the second week of the semester. Other needs for absences (e.g. illness) may come with less notice. Contact the instructor of an absence as soon as possible. Be in contact with the instructor regarding any alternative assignments, which will likely include reviewing what you missed with a classmate. It is a professional expectation that you will inform the instructor **before** an absence.

As a professional, you are expected to contribute to the learning community, which you cannot do if you are not contributing to both synchronous and asynchronous discussions and engagement.

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.

A substantial part of your learning in this course will depend on your active and attentive engagement in class discussions and other collaborative learning opportunities. I encourage you to turn on your camera during virtual collaborative exchanges to help sustain a sense of community and co-presence as we learn together. However, doing so is not required in most situations; if you have reservations about doing so, please let me know in advance so I can plan accordingly.

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/>

Course Policies related to COVID-19

- **Masks and Social Distancing:** When we do meet in person, we will all wear masks and maintain social distance to minimize the likelihood of the spread of the novel coronavirus. Doing so is not only a requirement in my class, but is also a campus-wide policy. I will ask those who choose not to wear a mask to leave the classroom and, following guidance from the Provost's office, I will alert the dean of students' office. As a last resort, if a student without a mask refuses to leave class, I will contact Drake Public Safety.
- **Moving to a Virtual Experience**
 - Email me if you would like to or need to move your course experience to being fully virtual. You do not need to tell me why you need to move to a virtual experience.
 - **Instructions for Students about Self-Monitoring and Experiencing symptoms:** Please carefully monitor your own health and wellbeing throughout

the semester, including frequently taking your own temperature. If you experience [COVID-19 symptoms](#) or a fever, even if you do not test positive, *please do not come to an in-person class meeting*. Send an email to dos@drake.edu from your Drake email account and include your full name and student ID along with information about your situation. Also alert me that you will begin attending virtually, and I will work with you to help you make the transition. You do not need to tell me why you need to move to a virtual experience.

- **Instructions for Students who Test Positive:** If you test positive for COVID-19 or have been exposed and need to isolate yourself, please send an email to dos@drake.edu from your Drake email account and include your full name and student ID along with information about your situation. College and schools' deans' offices will then contact your professors, who will work with you to provide fully virtual learning opportunities during your quarantine and/or recovery. If possible, however, please also alert me directly that you will begin attending virtually, and I will work with you to help you make the transition to that modality. You do not need to tell me why you need to move to a virtual experience.

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%]:
 - a. For the purposes of this grade, participation will span in-person and online, synchronous and asynchronous communication. "Contributions" will be considered as spoken and written and may be applied to discussions,

presentations, postings, and other evidence of engaging in work in preparation for and during collaborations.

- b. The student will contribute 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
 - c. The student will complete in-class activities
- 2) *Descriptive Play Journals* [10%]: Turn in edited journals (approx. 1-2 pages) vividly describing play experiences (your own, others', and from media)
 - 3) *Comparison Paper* [10%]: Define, describe, and compare 2 play theories or definitions (approximately 1-2 pages)
 - 4) *Personal Play Paper, Step 1* [5%]: Expand and enrich the description of one of one play experience from a Descriptive 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%]: Throughout the semester, you will write a short reflections on the process of writing (planning, writing, editing) (approx. 1 page each)

Week	Day	Date		Topic	Assignment due by 8:00 am
1	M	8/24/20	Zoom	<i>Syllabus, Intro to Play</i>	
1	W	8/26/20	Zoom	<i>Let's Play; Painting a Picture in Narrative</i>	
2	M	8/31/20	Zoom	<i>Descriptive Writing</i>	Descriptive Play Journal 1
2	W	9/2/20	Zoom	<i>Classical Theories of Play</i>	
3	M	9/7/20		Labor Day, no class	Descriptive Play Journal 2
3	W	9/9/20	FAC 204	<i>Gray's Definition of Play; Writing to Compare</i>	
4	M	9/14/20	FAC 204	<i>Let's Play; Analyzing Play</i>	Comparison Paper
4	W	9/16/20	Zoom	<i>Parten's Theory of Play (1933)</i>	
5	M	9/21/20	FAC 204	<i>Writing to Compare; Writing Feedback</i>	Descriptive Play Journal 3
5	W	9/23/20	Zoom	<i>Eberle's Definition of Play</i>	
6	M	9/28/20	Zoom	<i>Dewey's (1913) View of Play</i>	Comparison Paper
6	W	9/30/20	FAC 204	<i>Let's Play; Choosing Analytical Framework</i>	
7	M	10/5/20	asynch.	<i>Play Theories Revisited - Day 1</i>	Personal Play Paper, Step 1
7	W	10/7/20	Zoom	<i>Play Theories Revisited - Day 2</i>	
8	M	10/12/20	FAC 204	<i>Editing</i>	Personal Play Paper, Step 2
8	W	10/14/20	Zoom	<i>Let's Play; Analyzing Play</i>	
9	M	10/19/20	FAC 204	<i>Writing Technique, Editing</i>	Writing Reflection 1
9	W	10/21/20	asynch.	<i>Peer Editing: Personal Play Paper Step 1</i>	
10	M	10/26/20	Zoom	<i>Let's Play</i>	Personal Play Paper, Step 3
10	W	10/28/20	FAC 204	<i>Writing Technique, Editing</i>	
11	M	11/2/20	Zoom	<i>Peer Editing: Personal Play Paper Step 2</i>	
11	W	11/4/20	asynch.	<i>Peer Editing: Personal Play Paper Step 3</i>	
12	M	11/9/20	Zoom	<i>Let's Play: Witing as Play</i>	Personal Play Paper, draft of final
12	W	11/11/20	FAC 204	<i>Writing Technique, Editing</i>	
13	M	11/16/20	Zoom	<i>Peer Editing: Select a Section</i>	Writing Reflection 2
13	W	11/18/20	asynch.	<i>Peer Editing: Select a Section</i>	
14	M	11/30/20	Zoom	<i>Class Definitin of Play</i>	Personal Play Paper, Final
14	W	12/2/20	Zoom	<i>Let's Play: Reflecting and Looking Forward</i>	Writing Reflection 3

