

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Department of Recreation and Tourism Management

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COURSE TITLE:

RTM 352OL Play and Human Potential (3 units) Fall 08

COURSE DESCRIPTION:

Prerequisite: Lower Division Writing Requirement
An examination of the play phenomenon across the lifespan. An exploration, analysis and evaluation of the play phenomenon in development of human potential. Regular written assignments are required.

STUDENT LEARNING OUTCOME (SLO):

1. Students will demonstrate critical thinking including analysis, synthesis, and evaluation in the fields of play, leisure, recreation, parks, and/or tourism through a variety of pedagogies.

OBJECTIVES:

1. To investigate the nature of the play phenomenon.
2. To analyze the influence of play in the development of human potential.
3. To analyze the social implications of play in the context of culture.
4. To evaluate the impact of the environment on the play phenomenon.
5. To apply play theories to one's own life.
6. To apply play theories across the lifespan.
7. To investigate the nature of the play phenomenon from international and multicultural perspectives.

COURSE OUTLINE:

This course outline reflects the scope of the curriculum. Topics within major headings will be discussed in an integrated manner. International and multicultural perspectives will be integrated throughout topic areas.

- I. Introduction to play theory
 - A. Levy
 - B. Arnold
 - C. Moore
 - D. Bateson
 - E. Csikszentmihalyi
 - F. Finney
 - G. Kotulak
 - H. Gerson
 - I. Kelly-Byrne

J. Stone

K. International and multicultural perspectives of theory

II. The nature of the play phenomenon

- A. Attention to stimuli
- B. Feedback
- C. Action and awareness
- D. Skill and challenge
- E. Pretense
- G. Varying Cultural Perspectives

III. Expression of the play experience

- A. Power
- B. Danger
- C. Freedom
- D. Cultural values as determinants of play behaviors

IV. Impact of the environment on the play experience

- A. Play objects
- B. Play settings
- C. Natural and constructed environments across cultures

V. Influence on Play on Human Potential

- A. Psycho-physiological
 - 1. Arousal and Optimal Level of Arousal; Internal Locus of Control
 - 2. Eustressor vs. distressor
- B. Cognitive
 - 1. Comprehension
 - 2. Problem solving
 - 3. Synthesis
- C. Moral Development
 - 1. Attitudes and values
 - 2. Leisure ethic

VI. Social implications of play

- A. Play in the context of the family
 - 1. Leisure trends and issues in the family
 - 2. Family interaction patterns
 - 3. Women's leisure – myth or reality?
- B. Play in the context of culture
 - 1. Play as the expression of cultural value
 - 2. Play as an enculturation process

VII. Application of play concepts across the lifespan

- A. Analysis and evaluation of personal play experiences.
 - 1. Cultural heritage
 - 2. Adult and childhood play patterns
- B. Analysis and application of play concepts on development of human potential
 - 1. Effects of the environment on play patterns across the lifespan and across cultures
 - 2. Effects of play patterns on human potential

TEXT:

RTM 352 PLAY AND HUMAN POTENTIAL: Reader available at ASAP Printing, 9250 Reseda Blvd., Suite 6, Northridge, CA 91324. 818-700-7999

LEARNING EXPERIENCES:

There is no length requirement for any paper; only depth of thought, creativity, and superior proficiency. Please see "Grading Criteria" on page 6.

Also, please note: **ALL PAPERS (not weekly chapter questions) MUST BE IN APA FORMAT. If you are not familiar with APA THERE IS A QUICK GUIDE LINKED ON OUR WEBCT HOMEPAGE. TEN PERCENT OF POINTS WILL AUTOMATICALLY BE TAKEN OFF FOR NON-USE OF APA FORMAT INCLUDING CITATIONS AND REFERENCE LIST.**

ALL PAPERS AND WEEKLY CHAPTER QUESTIONS MUST BE SUBMITTED INDIVIDUALLY TO THE APPROPRIATE WEBCT "DROP BOX" CATEGORY. PAPERS AND WEEKLY CHAPTER QUESTIONS WILL NOT BE ACCEPTED BY EMAIL. This is necessary in order to maintain grade records.

Late papers receive an automatic 10% loss of points. Weekly chapter questions are not penalized. However, no late papers will be accepted after Friday, December 12, 2008.

1. Chapter Questions

Each student will complete the questions at the end of the readings in the text and others as provided by the professor. The questions with the student's complete answers are to be submitted to WebCT by the Friday of the week the reading is assigned. Please notice there is only a reading assignment for week seven (7). This is to allow the student to practice play. For weeks 5 and 10 only the process paper are due.

2. Process Paper #1

Each student will complete a written process paper. This is a reflective paper which integrates concepts from the readings. The topic is "How I Have Played in the Past and How I Play Now." In other words, What did/do you do when YOU are intrinsically motivated, when you suspend reality and when you perceive control? The student is expected to analyze, synthesize, and evaluate their own personal experience using the concepts from the readings. (SLO1) Remember to cite the articles in the reader and put the entire reference in the reference list. Only readings cited in the paper are to be in the reference list.

Criteria for an "A" are identified in the "Grading Criteria" plus use/integration of concepts in the student's discussion from a minimum of 4 articles which have been assigned throughout the first 5 weeks of the semester.

Criteria for a "B" are identified in the "Grading Criteria" plus use/integration of a minimum of 3 articles which have been assigned throughout the first 5 weeks of the semester.

Criteria for a "C" are identified in the "Grading Criteria" plus use/integration of a minimum of 2 articles which have been assigned throughout the first 5 weeks of the semester.

Criteria for a "D" are identified in the "Grading Criteria" plus use/integration of a minimum of 1 article which had been assigned throughout the first 5 weeks of the semester.

Papers which DO NOT integrate concepts from the readings will earn a grade of "F."

3. Process Paper #2

The second paper is due by 10/31/08 and the topic is "How Cultural Values and Play Values were Expressed in My Family." Remember to cite the articles in the reader and put the entire reference in the reference list. The term "cultural" is used very broadly; it means any group of which you are a part e.g., family, religious, geographical, etc. The student is expected to analyze, synthesize, and evaluate their own personal experience using the concepts from the readings. (SLO1)

Criteria for an "A" are identified in the "Grading Criteria" plus use/integration of concepts in the student's discussion from a minimum of 6 articles which have been assigned throughout the first 10 weeks of the semester

Criteria for a "B" are identified in the "Grading Criteria" plus use/integration of concepts in the student's discussion from a minimum of 5 articles which have been assigned throughout the first 10 weeks of the semester.

Criteria for a "C" are identified in the "Grading Criteria" plus use/integration of concepts in the student's discussion from a minimum of 4 articles which have been assigned throughout the first 10 weeks of the semester.

Criteria for a "D" are identified in the "Grading Criteria" plus use/integration of concepts in the student's discussion from a minimum of 3 articles which have been assigned throughout the first 10 weeks of the semester.

Papers which use/integrate 2 or less concepts from the readings will earn a grade of "F."

4. Effect of Play on Human Potential Please note: The interview and the written paper are one assignment.

Each student will interview an individual of at least 60 years of age (family members are highly recommended) regarding play experiences across the lifespan and the various environments in which these play experiences occurred.

The student should prepare an interview guide in advance with questions that relate to Levy's three characteristics of play. Examples are given below:

1. When you were a child, what did you do when you could do anything you wanted to do (intrinsic motivation)? Adolescent? Adult?
2. What did you daydream about (suspension of reality) as a child? Adolescent? Adult?
3. What were you doing when you felt very capable and confident (internal locus of control) as a child? Adolescent? Adult?
4. Where were your favorite places to play as a child? Adolescent? Adult?

These questions are examples only. The student should develop their own questions and allow about an hour for the interview.

The final paper is due by 12/05/08, and should discuss the following items.

1. Compare and contrast your play with the play of the person you interviewed.
2. Give specific examples of play in your life and the life of the person you interviewed which explain concepts that have been discussed in the course readings. Be sure to cite appropriately.
3. After having taken this class, what do you believe about play?
4. What is the importance of play for children, adolescents, and adults?
5. The student is expected to analyze, synthesize, and evaluate their own personal experience using the concepts from the readings. (SLO1)

Criteria for an "A" are identified in the "Grading Criteria" plus use/integration of concepts in the student's discussion from a minimum of 9 articles which have been assigned throughout the entire semester.

Criteria for a "B" are identified in the "Grading Criteria" plus use/integration of concepts in the student's discussion from a minimum of 8 articles which have been assigned throughout the entire semester.

Criteria for a "C" are identified in the "Grading Criteria" plus use/integration of concepts in the student's discussion from a minimum of 7 articles which have been assigned throughout the entire semester.

Criteria for a "D" are identified in the "Grading Criteria" plus use/integration of concepts in the student's discussion from a minimum of 6 articles which have been assigned throughout the entire semester.

Papers which use/integrate 5 or less concepts from the readings will earn a grade of "F."

EVALUATION:

1. Chapter questions 20 points total
2. Process papers (each 20 pts) 40 points

3. Final paper 40 points

Total = 100 points

Unless requested differently, all written assignments will be typed in APA style; PLEASE NOTE THE STUDENT MAY WRITE IN FIRST PERSON. It must be clear, organized, and reflect revision of material. Avoid vagueness and unsupported generalizations. Failure to cite another person's ideas, phrases, sentences, or terms is considered plagiarism and is subject to an "F" grade for that paper.

Grading Criteria

Grade Characteristics of Work

A Outstanding. Work demonstrates a superior level of proficiency. It must show depth of thought, analysis and integration of knowledge. Uses the texts and other literature and research to support ideas. Maintains a level of excellence throughout demonstrating creative thinking and evidence of engagement in the subject matter. Explores ideas extensively and in-depth.

B Very Good. Demonstrates a good grasp of subject matter, some evidence of critical thinking and analysis, reasonable understanding of issues, and evidence of familiarity with the texts. Explores ideas in some depth.

C Satisfactory. Meets the requirements of the assignment and demonstrates overall understanding of the subject matter and competence. Deals with the subject matter in a cursory manner.

D Barely meets requirements of the assignment. Demonstrates only superficial familiarity with the subject matter with little critical thinking.

F Does not meet the requirements of the assignment. Lacks evidence of understanding and familiarity with the subject matter.

Note: Papers that treat the subject in a cursory manner without depth and detail or contain significant writing and proofreading errors earn the maximum grade of "C".

If a student has concerns or questions about progress in the course, IT IS THE STUDENT'S RESPONSIBILITY to make an individual appointment to discuss this with the professor.

Plagiarism, falsification of documents, and/or cheating will be cause for failure in the class and possible expulsion from the program.

Final grades will be computed as follows:

A = 90 – 100 points

B = 80 – 89 points

C = 70 – 79 points

D = 60 – 69 points

F = Below 60 points

Student Discipline

Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Sections 41301 through 41304 of Title 5, California Administrative Code. Some of these sections are as follows:

41301. Expulsion, Suspension and Probation of Students.

Following procedures consonant with due process established pursuant to Section 41304, and student of a campus may be expelled, suspended, or placed on probation or given a lesser sanction for one or more of the following causes which must be campus related:

A. Cheating or plagiarism in connection with an academic program at a campus.

B. Forgery, alteration or misuse of campus documents, records, or identification of knowingly furnishing false information to a campus (Appendices, CSUN catalogue). This course is designed to be taken on-line. Continual communication by email with the professor is encouraged.

COURSE CALENDAR

Week Readings and Assignments: All written work (see page numbers below) is due Friday (by 11:55 pm) of the week indicated. **Remember, all work must be submitted to the WebCT dropbox in order to receive a grade.**

1 (08/25/08 – 08/29/08) Levy and Arnold p. 10-11, p. 22

2 (09/01/08 – 09/05/08) Moore pp. 58-60

3 (09/08/08 – 09/12/08) Bateson and 1st Blatner & Blatner (B&B) p. 65, pp. 70-71

4 (09/15/08 – 09/19/08) 2nd & 3rd B&B pp. 75-76, pp. 82-84

5 (09/22/08 – 09/26/08) **1st Process Paper due** by Friday (9/26) at 11:55 pm.

6 (09/29/08 – 10/03/08) 4th B&B, Tolan pp. 90-91 and respond to the following: Give a play example which demonstrates both physical and cognitive-affective manipulation.

Csikszentmihalyi, 1st Finney p. 107 and respond to the following: How does this article (Finney) apply to you in your own life?

7 (10/06/08 – 10/10/08) 2nd and 3rd Finney reading only. No written assignment. **GO PLAY!**

8 (10/13/08 – 10/17/08) Jest for the Health of It Kotulak: Respond to the following: Identify and discuss 4 secrets of the brain and how they relates to play.

9 (10/20/08 – 10/24/08) Gerson pp. 171-172

**10(10/27/08 – 10/31/08) 2nd Process Paper due 10/31/08 by 11:55 pm
This is Halloween, so get it done early and go play!**

11(11/03/08 – 11/07/08) 1st Kelly-Byrne p. 180 2nd Kelly-Byrne p. 188

12(11/10/08 – 11/14/08) Stone p. 197; Read the last 3 article; develop interview questions.

13(11/17/08 – 11/21/08) Write and THINK about final paper. Remember to cite articles in the Readings

14(11/24/08 – 11/28/08) Keep writing that masterpiece and enjoy Thanksgiving!

**15(12/01/08 – 12/05/08) Final paper due by 12/05 at 11:55 pm
Late papers will be accepted (with appropriate grade penalty) NO LATER THAN 12/12/08.**

Thank you for taking this course and never forget how important play is for people of all ages!