

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Department of Recreation and Tourism Management

RTM 352OL PLAY AND HUMAN POTENTIAL



FALL 2008

Professor: Robin Sachs, M.A.
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COURSE TITLE:

RTM 352OL Play and Human Potential (3 units)

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):

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.

TEXT (Required)

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

You will also find many of the documents, forms, and course materials at our course website available by logging on through WebCT. The login page for our course website is: <http://webteach.csun.edu>. You will be asked for your CSUN email address and password. Click on "continue". Our course will be listed on the next page. Click on the title of the course and you will enter the course website.

STUDENT E-MAIL ADDRESS:

Each student **must activate and use a CSUN e-mail account for this course.** Some course materials and information will be distributed to students via e-mail during the semester.

<p>If you do not have a CSUN e-mail account: Go to www.csun.edu Click "Webmail" Click "How to Obtain a Campus Account" and follow the instructions (For questions, call 677-1400).</p>	<p>To Forward Your Mail to a personal e-mail account: Go to www.csun.edu "Webmail" Click "e-mail at CSUN" Click "Forwarding Email" Follow the directions.</p>
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COURSE 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

LEARNING EXPERIENCES:

There is no length requirement for any paper; only depth of thought, creativity, and superior proficiency. Please see "Grading Criteria" listed below. ALL assignments must be submitted through WebCT by the date & time indicated in the Course Readings and Assignments section.

*****No late assignments will be accepted as WebCT will not receive assignments past the due date deadline*****

1. Article Questions - 5 points each

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. See the Course Readings & Assignments page for article questions to answer and submission dates. There are 9 article question submissions throughout the semester. The Week 15 article questions which is due by December 5 is optional for extra credit.

2. Reflection Paper #1

Each student will complete a written reflection paper. This is a reflective paper which integrates course readings with the student's personal experience. The paper is due by **September 26, 2008**. The topic is "**How I Have Played in the Past and How I Play Now.**" Be sure to include information about the environment in which you played in the past and currently. The student is expected to analyze, synthesize, and evaluate their own personal experience using the concepts from the readings.

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. Reflection Paper #2

The second reflection paper is due by **November 21, 2008** 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.

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 – Interview Assignment

Due: Wednesday, December 10, 2008

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 **Interview Assignment paper is due by December 10, 2008**, 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 his or her own personal experience using the concepts from the readings.

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 OF LEARNING EXPERIENCES

1. Article questions (5 points each) for total of 45 points

2. Reflection papers (each 25 pts) for a total of 50 points

3. Final paper (Interview) 40 points

4. Discussion participation – 15 points

TOTAL # OF POINTS – 150

GRADING SCALE

Grade		Points
A +		145 - 150
A	Outstanding	140 - 144
A-		135 - 139
B+		130 - 134
B	Very Good	125 - 129
B-		120 - 124
C+		115 - 119
C	Average	110 - 114
C-		105 - 109
D+		100 - 104
D	Barely Passing	95 - 99
D-		90 - 94
F	Failure	Below 90

****For students who have become majors starting fall 2008, the department requires a grade of "C" or better in the core classes. A grade of C- or lower will require the student to repeat the class.**

All written work must meet the following criteria before Professor's evaluation:

- A)** be typed with adequate margins and spacing;
- B)** is a clear, organized, and logical development of your ideas;
- C)** avoid vagueness and unsupported generalizations, and never use another person's ideas, phrases, sentences, or terms without acknowledging the source (this is plagiarism);
- D)** is thoroughly proofread;
- E)** is turned in on time.

NOTE: More than five typo or grammatical errors may result in a grade of C. E-mailed papers are NOT acceptable. Computer crash, theft, printer failure etc. is not an acceptable excuse for a late assignment. Any work not meeting these criteria will be graded as C or less.

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.

Unless requested differently, all written assignments will be typed in APA style. There is a link on the Content Module page for the RTM department's Guidelines to APA writing. 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.

Plagiarism, falsification of documents, and/or cheating will be cause for failure in the

class and possible expulsion from the program.

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.

ETHICAL BEHAVIOR:

It is understood that all students will demonstrate the highest ethical behavior. This includes respect for other students, the professor, and individuals encountered during field assignments. Appropriate behavior as outlined in the University Catalog is expected on-line. Further, since this class requires the interaction with the public in settings off campus, it is essential that all students conduct themselves with professional behavior.

Course Assignments and Readings

<u>WEEK</u>	<u>DATES</u>	<u>READINGS</u>	<u>ASSIGNMENT DUE</u>
1	8/25 – 8/29	Toward a Definition of Play – Levy pp.1 – 11 Education & the Leisure Ethic – Arnold pp. 12 – 22	
2	9/2 – 9/5 Mon. 9/1 – Campus Closed Labor Day Holiday	Play – Moore pp. 23 – 60	Week 2 - Article Questions (from previous week’s articles) p. 10 - 11 & p. 22 due by Friday (9/5) at 11:55 pm Article Questions (from

			current week's article) pp. 58 - 60 due by Friday (9/5) at 11:55 pm
3	9/8 – 9/12	Play & Paradigm - Bateson pp. 61 – 64 and The Pleasures of Paradox 1st Blatner & Blatner (B&B) pp. 66 - 71	Week 3 - Article Questions p. 66 & pp. 70 – 71 due by Friday (9/12) at 11:55 pm
4	9/15 – 9/19	Reality & Fantasy and Plays Vulnerability to Judgment 2nd & 3rd B&B pp. 72 - 84	Week 4 - Article Questions pp. 75 – 76 & pp. 82 - 84 due by Friday (9/19) at 11:55 pm
5	9/22 – 9/26	<i>**Suggestion – you may want to begin reading the articles due next week, 10/3**</i>	Reflection #1 Paper due by Friday (9/26) at 11:55 pm
6	9/29 – 10/3	The Spirit of Play 4th B&B pp. 85 - 91 Play: A Lifespan Developmental Perspective Tolan pp. 92 - 94 The Conditions of Flow Csikszentmihalyi pp. 95 - 107 The Stress of Life Finney p. 108 - 134	Week 6 - Article Questions pp. 90 - 91 Respond to the following: Give a play example which demonstrates both physical and cognitive affective manipulation. Article Questions p. 107 Article Retrospective: Respond to the following: How does this article (Finney) apply to you in your own life? All are due by Friday, (10/3) by 11:55 pm

7	10/6 – 10/10	Linking Play & Productivity in the Workplace Finney, pp. 135 – 138 and Further Evidence : Employee Recreation & Workplace Performance Finney, pp. 139 – 141	GO PLAY!
8	10/13 – 10/17	Jest for the Health of It Kotulak pp.142 – 144 Revealing the Secrets of the Brain pp. 147 - 151	Week 8 – Question Respond to the following: Identify and discuss 4 secrets of the brain and how this relates to play due by Friday (10/17) at 11:55 pm
9	10/20 – 10/24	Play & Enjoy!	
10	10/27 – 10/31	The Evolution of Play Throughout the Life Cycle Gerson, pp. 164 - 176	Week 10 - Article Questions pp. 171 – 172 due by Friday (10/31) at 11:55 pm
11	11/3 – 11/7	The Meaning of Plays Triviality Kelly-Byrne, pp. 177 - 180	Week 11 - Article Questions p. 180 due by Friday (11/7) at 11:55 pm
12	11/10 – 11/14 Tuesday, 11/11 – Campus Closed Veteran’s Day Holiday	Continuity and Discontinuity Kelly-Byrne, pp. 181 - 188	Week 12 - Article Questions p. 188 due by Friday (11/14) at 11:55 pm
13	11/17 – 11/21		Reflection #2 Paper due by Friday (11/21) at 11:55 pm
14	11/24 – 11/26 Campus Closed 11/27 – 11/28	Happy Thanksgiving!	
15	12/1 – 12/5	The Self and the Play Element in Culture Stone, pp. 189 - 197	Week 15 Article Questions p. 197 due by Friday (12/5) at

			<p>11:55 pm (Optional assignment - this is for extra credit only)</p> <p>Develop interview questions for Final Paper</p>
16	12/8 – 12/10	<p>Read the last 3 articles</p> <ol style="list-style-type: none"> 1) In his Dark Cell, Anderson Gave Imagination Free Reign; 2) Little League Baseball – What’s Your Opinion; 3) Games People Play 	<p>Final paper – Effective Play on Human Potential due by <u>Wednesday</u>, 12/10 at 11:55 pm</p> <p>Remember to cite articles in the Readings</p>
17	12/15 – 12/19	Course Evaluations	<p>Course Evaluations due by 12/19 at 11:55 pm</p>

THANK YOU FOR TAKING THIS COURSE AND ALWAYS REMEMBER THE IMPORTANCE OF PLAY IN EVERYBODY'S LIVES!!