DePaul University  
School of Continuing and Professional Studies  
Graduate Degree Programs  

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LLS420b: Engaging Play on Purpose  

Liberal Learning Seminar – Collaboration Effectiveness  
Winter Quarter 2020 – Section #25972  

Faculty  
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312-362-8979 (voicemail will automatically register an email)  
Office hours: by appointment  
See Faculty Biography section below for further information  

Course Dates & Location  
Class Meets: Wednesdays, January 8 – March 11, 5:45pm – 9:00pm  
Class Location: 14 East Jackson (Loop Campus) – Room 412 (State Street elevators)  
Online Components: Course site (private) located at https://d2l.depaul.edu/  

Course Description  
A growing body of scientific research indicates that “play” is an essential element of both learning and expression across the lifespan. This course examines the role of play in adult life, the science and research behind play, and selected techniques for fostering healthful play. Participants will explore experiential play practices in class that involve guided movement, storytelling and vocal activities. By examining play through the lenses of both experiential learning and current research, participants will deepen their understanding of what it means to “engage play on purpose” as a means of further enhancing their interpersonal effectiveness and ability to collaborate with others.  

For graduates of the SNL undergraduate program who took Work, Play and Rest: Integrating the Fragments, or the SCPS cross-listed undergraduate/graduate, Work, Play, Rest: Navigating Complexities of Adult Life, this course will not be a “repeat” of those courses about play, but will enhance and build on your studies. For those who did not take either of these courses, you will not be lost – a complete orientation to the experiential play practices will be provided.  

This detailed syllabus is designed to be your road map for the quarter – please read it carefully; it includes information on policies, assignments, due dates, expectations, resources, a course schedule with weekly topics, and foundational assignment information (readings noted as “TBA” can be found in the CONTENT section of our D2L site).
Learning Outcomes, Competences & Objectives

- Students will gain an understanding of how ‘play’ principles can enhance their own ability to communicate effectively and understand the meaning of others’ communications.
- Students will gain awareness of how collaboration effectiveness in arenas of difference such as in culture, race, ethnicity, gender, age, disability, and socio-economic status can be cultivated and deepened by applying ‘play’ principles and concepts.
- Students will actively participate in experiential play practices which involve applying ‘play’ principles and techniques to their own self-awareness, and their skillsets in cultural competence, active listening, trust building, dialogue collaboration, and conflict resolution.
- Students will examine how ‘play’ principles and techniques can improve interpersonal relationships in both personal and professional domains.
- Students will learn ‘play’ tools that can be applied in interpersonal and collaborative decision-making and problem-solving situations.
- Students will examine the dynamics of and processes for collaboration through the lenses of how others have applied ‘play,’ and consider how they might apply ‘play’ tools and concepts to enhance these arenas.
- Students will consider ‘play’ concepts and techniques in the arena of interpersonal connections and the role of technology in our society.
- Students will learn about the scholarship of ‘play’ in adult learning and science, but also through a somatic practice of active engagement with improvisational play methods.

What is Earned Toward Your SCPS Graduate Degree by Completion of This Course:
This course counts as 4 credits of liberal learning in the “collaboration effectiveness” domain, which goes toward the 18 credit hours of Liberal Learning Seminars required for all students across all SCPS graduate programs (MAAPS, MAEA, MSAT). Upon completion of the 18 hours you can also receive a Certificate in Liberal Learning for Professionals (contact the Graduate Program Office for information on this).

Learning Strategies & Resources
Activities In & Out of Class, Texts to Purchase, Online Materials, Additional Materials

Learning Experiences – What Kinds of Things Will We Be Doing in This Course?
“Regular” things – class discussion, reading, writing, reviewing videos, presentations from instructor and students.

“Not so regular” things – participating in experiential play practices in class which involves storytelling, vocal, movement and community-building practices based around concepts of play and ‘play’ forms. This is NOT “Second City,” and you will not be performing theater pieces in front of an audience; rather, this is an easy, all-inclusive and incremental practice that the instructor will guide each week, and which includes a reflective component.
Learning Strategies – How Will Your Learning Happen in This Course?

In the Classroom...
Plan to contribute to a safe, experiential learning community, and plan to have fun! Activities in the classroom include in-class participation in experiential play practices in class (which contains collaborative as well as individual learning); small-group, large-group, and partner class discussions; in-class group work; in-class writings; class review of videos/web materials; discussion of readings; instructor and student presentations; guest facilitators/speakers.

On Your Own...
Plan to read, research, and write about how you have engaged with play in your life, and how you might consider doing so. Plan to explore through research, writing, and presentations the topics of interest to you that intersect with our study of ‘play.’ Plan to look for ways to apply your learning with others in your work, home, and academic environments.

In Our D2L (“Desire2Learn”) Online Course Site...
- This course will rely on materials housed in our D2L site, which can be found in the CONTENT section.
- When it is noted that class will not meet on campus, we will use the DISCUSSION FORUM feature; this will be required and counts as class attendance.
- We will be using the DROPBOX (a.k.a. SUBMISSIONS) for assignments in D2L – please submit all written assignments there.

Required Texts & Online Resources

Required Texts To Purchase:
(Available in the DePaul Barnes & Noble bookstore, or purchase on your own)

To buy your book, go to http://bookstore.mbsdirect.net/depaул.htm
You may feel free to purchase the above required texts through other, more economical means if you wish, and you may use an electronic version of the text.

Assigned Readings on Our Course E-Reserve & Embedded in D2L
This course will be supplemented by materials (articles/book excerpts/links) found on a course e-reserve and uploads embedded in our D2L site – https://d2l.depaul.edu/. Both will be accessible through our D2L site under “CONTENT.” These resources will be available as of Day 1, and an orientation will be provided in class. You will be directed to these readings each week.

Resources
Playful Awakening, Dianne Gammage website: http://www.playful-awakening.org/
Get to know the author’s background, work, and her offerings around play.

We will be drawing on the improvisational play practice of InterPlay in this course. Learn about the practice here: http://interplay.org/
We will be drawing on the field of Expressive Arts in this course – learn more here: http://www.expressiveartsinstitute.org/about/

We will be drawing on the field of Somatics in this course – learn more here: http://www.generativesomatics.org/content/what-somatics

National Institute for Play – the work of Stuart Brown: http://www.nifplay.org/

“The Embodied Brain – Professor Kathleen Taylor”: https://www.stmarys-ca.edu/the-embodied-brain-professor-kathleen-taylor
Read about how embodiment and adult learning are coming together in this exciting research by Drs. Kathleen Taylor and Catherine Marienau!

**Materials Provided in Class:**
Each Liberal Learning Seminar develops into a community of learners with different needs/interests each time. To that end, I will offer additional handouts, videos, and in-class assessments and exercises depending on class interests, needs and goals.

**Suggested Readings:**
*Recommended books and articles (not required… but interesting! 😊):*


Additional suggested (not required) readings may be provided in the “CONTENT” section of our D2L site.

![InterPlay logo]

**Learning Deliverables & Due Dates**

**Overview of the Major Learning Products To Complete in LLS420b: Engaging Play on Purpose**

(Brief overview below; detailed guidelines and rubrics will be provided in class for each of these deliverables)

<table>
<thead>
<tr>
<th>DELIVERABLE</th>
<th>WEEK DUE</th>
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<tbody>
<tr>
<td><strong>Personal Play History</strong></td>
<td>Week 2</td>
</tr>
<tr>
<td>An investigative/reflective summary you present to the class about how you see the role of ‘play’ in your life up to this point. Presented in class – format options: poster timeline, oral presentation, or electronic visual (anything but PowerPoint).</td>
<td></td>
</tr>
<tr>
<td><strong>Engagers of Play in History Collaborative Assignment (2-4 pages or 10 slides)</strong></td>
<td>Week 4</td>
</tr>
<tr>
<td>A collaboratively written paper or PowerPoint on a person from history that you and your partner consider to have embodied or applied concepts or applications of play, drawing on at least 4 source materials. This will be a collaborative assignment that you will partner with a classmate on. Format: typed, double-spaced paper or PowerPoint – submit via dropbox in D2L.</td>
<td></td>
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<tr>
<td><strong>Three Short (3-page) Papers (“Playpers” 😊)</strong></td>
<td>Week 3</td>
</tr>
<tr>
<td>Three written papers – for each paper, choose a different topic from the “Play Buffet” (to be provided) to write your 3-page paper, drawing on personal reflection and at least 3 source materials.</td>
<td>Week 6</td>
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<td></td>
<td>Week 8</td>
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</tbody>
</table>
Interpersonal Play Toolbox or Resource Guide

A culminating project you present to the class, reviewing your Personal Play History and drawing on your areas of interest in the above projects throughout the quarter, containing tools or resources for yourself moving forward. Format: typed, double-spaced paper, formatted handbook/guide, PowerPoint, other electronic format, poster, or another creative option you come up with – submit via dropbox in D2L *or* in class on due date, if appropriate for your non-electronic format.

Week 10

Assessment of Student Learning

How the ‘Play’ Practice Will Work/Be Assessed

Each week we will begin the class by engaging in experiential play practices – learning ‘play’ tools and practices in class that connect with our focus for the class week. The main criteria for this aspect of the class is SHOWING UP to class and being a willing participant! There is no grading scale for how “well” you engage in these facilitated practices, nor should there be. If you come to class with a willing intention to participate and do so to the best of your ability on that day, you will meet this course requirement. The reason the course percentage for attendance/participation is weighted high is due to the collaborative learning experience that is a vital piece of our study of ‘play’ in the collaboration effectiveness liberal learning domain. Remember, this is NOT Second City, and there is no theater performance we are going to give to an outside audience (introverts will be OK, I promise). We will discuss fully what this means in class sessions.

How Individual Written Assignments Will Be Assessed

**Points system for assignments + rubrics** –
All assignments (aka deliverables) will be assessed on a points basis; points will then fold into the Grading Percentages (see below) to determine your final course grade. Detailed instructions and rubrics for all assignments will be provided.

**Criteria for written work** –
NOTES: Generally, follow the guide below for your written work. Rubrics will be provided for written assignments so that expectations are fully understandable; some assignments may have exceptions to the ‘thesis’ rule – this will be covered in the rubrics.
**A** = designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of ideas.

**B** = designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

**C** = designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

**D** = designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

*NOTE: While “D” grades may occur on individual assignments, see note below regarding overall course grade must be C or higher in order to receive credit for course.*

**Late Work Policy**

Late work will be assessed at -5 points per day for assignments – this applies to major written work, in-class assignments, shorter written assignments, and D2L posts.

**Please NOTIFY ME** if you encounter circumstances that prevent your timely submission of assigned work (I will work with you!), submit any work as soon as possible, and complete late posts on D2L as soon as possible. *The timely submission of your assignments in this class will be a factor in your passing grade.*

**Grading Criteria & Scale**

Points correlation to letter grading system for overall course grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>100-96</td>
</tr>
<tr>
<td>A-</td>
<td>95-91</td>
</tr>
<tr>
<td>B+</td>
<td>90-86</td>
</tr>
<tr>
<td>B</td>
<td>85-81</td>
</tr>
<tr>
<td>B-</td>
<td>80-76</td>
</tr>
<tr>
<td>C+</td>
<td>75-71</td>
</tr>
<tr>
<td>C</td>
<td>70-66</td>
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</tbody>
</table>

**NOTE: Students who receive an overall course grade of C- (65 or below) based on a combined tally of their assignments do not receive credit for the course.**
Grading Percentages

<table>
<thead>
<tr>
<th>Class Attendance/Participation</th>
<th>40%</th>
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</thead>
<tbody>
<tr>
<td>Engaging in the weekly play practices in class; includes D2L posting assignments on designated asynchronous “class meeting” date(s)</td>
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</table>

<table>
<thead>
<tr>
<th>Personal Play History</th>
<th>5%</th>
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<table>
<thead>
<tr>
<th>Engagers of Play in History Assignment</th>
<th>10%</th>
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<tr>
<th>Three Short Papers (aka “Playpers” 😊)</th>
<th>30%</th>
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<tr>
<th>Interpersonal Play Toolbox or Resource Guide</th>
<th>15%</th>
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</table>

A grade of IN – (incomplete) is only given in unusual circumstances. Please review the link below on criteria for incompletes.

Course Schedule – WINTER 2019
LLS420b: Engaging Play on Purpose

*NOTE: Schedule will be updated as we move through each week – ALWAYS CHECK our D2L site for any changes!*

Our texts:
- Gammage, *Playful Awakening*, will be referred to as “PA”
- E-reserve articles, readings housed in D2L, or handouts distributed in class

Additional materials:
We will make use of technology and review websites and videos in class. Paper handouts will occasionally be provided in class.

For all assignments: I will provide detailed instructions on all written assignments in class and will post them to our D2L site – it will be very important that you review the detailed instructions uploaded under D2L CONTENT so you know what to prepare for the following week!

Course meetings – Winter 2020:
This course will meet for 10 sessions throughout the quarter, -- January 8 – March 11: 9 on-campus Wednesday evenings + activities via D2L (no campus class meeting) during the ninth week of class.

D2L Course Meeting dates shaded in gray – Winter 2020 (date our class will not meet on campus, but will meet via required discussion forums – this **will** count as attendance):
WEEK 9 – March 4
Note:
The Course Schedule (including assigned readings) may be modified as we progress, in conjunction with the needs/interests of the class, and also due to any weather-related building closures.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Class Learning Focus</th>
<th>Readings For Next Week</th>
<th>Assignments Due Next Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>Why Play... and Why Play on Purpose? Welcome and starting points</td>
<td>1-PA: Foreward, Act 1: Scene 1, “The Universality of Play,” Scene 4, “Play the Weaver” 2-D2L article: TBA</td>
<td>Personal Play History Assignment – Due WEEK 2</td>
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<tr>
<td>January 8</td>
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<tr>
<td>WEEK 2</td>
<td>Into the Sandbox: How We Learned to Play **Personal Play Histories presented</td>
<td>1-PA: Act 1: Scene 2, “Towards a Definition of Play” 2-e-reserve/D2L article: TBA</td>
<td>Paper (“Playper”) #1 – Due WEEK 3</td>
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<td>January 15</td>
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<td>January 22</td>
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<tr>
<td>WEEK 4</td>
<td>Hmmm...Play?! Misconceptions, Judgments, Resistance</td>
<td>1-PA: Act 2: Scene 1, “Falling Asleep,” Scene 3, “Deadly Play” 2-e-reserve/D2L article: TBA</td>
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<td>January 29</td>
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<td>WEEK 5</td>
<td>Play and Adult Learning</td>
<td>1-PA: Act 2: Scene 2, “The Day of the Square Yellow Sun – Obstacles to Play” 2-e-reserve/D2L article: TBA</td>
<td>Paper (“Playper”) #2 – Due WEEK 6</td>
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<td>February 5</td>
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<td>February 12</td>
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<tr>
<td>WEEK 9</td>
<td>A World at Play</td>
<td>No readings!</td>
<td>Interpersonal Play Toolbox or Resource Guide – Due WEEK 10</td>
</tr>
<tr>
<td>March 4</td>
<td>Class will “meet” asynchronously via D2L this week – reading and posting assignments will be announced in WEEK 8 – Please do not come to campus on this date/posting in D2L required!</td>
<td></td>
<td></td>
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<tr>
<td>D2L week!</td>
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<tr>
<td>WEEK 10</td>
<td>Our Play Tools &amp; Resources</td>
<td>You’re done! Go out and play!</td>
<td>Ongoing assignment 😊:</td>
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<td>March 11</td>
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Course Policies
Our Class Community – Courtesies, Expectations, Conduct, Communication

Our Classroom is a Dedicated and Supportive Learning Space
Please treat our classroom with respect. Return to class from your breaks in the given time limit. Light food is allowed, but be mindful of noise, wrappers, smells, etc. Do not
leave behind trash or food when you exit the classroom, make sure your table/chair area is clear when you leave. Allow room for others to have their personal and learning space. If you need to step out for any reason, please do so quietly and with as little disturbance to others/the professor as possible. Respect your peers and facilitator when returning during a presentation, film or video, by taking your seat quietly. Always keep your cell phone on silent, and on vibrate only if you have to be attentive to a work/family matter; in the latter case, let the professor know beforehand. If you need to take an urgent call/send a text, please step out. Treat our classroom space as a dedicated and supportive space for learning.

Respect All the Members of Our Class By Showing a Positive/Professional Attitude
Please treat our class, your fellow students, and the professor in a professional manner. A professional and academic attitude is expected throughout this course. Measureable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when your professor is speaking; mocking another’s opinion; cell phones ringing; emailing, texting or using the internet for non-classroom related activity whether on a phone or computer. If any issues arise, a student may be asked to leave the classroom. Your professor will work with the Dean of Students Office to navigate such student issues.

Attendance and Participation are Vital in This Course
Attendance is essential in this class, as each week we will cover critical aspects of the study of ‘play’ and we will also engage in experiential play practices during the first half of each on campus class session, and learning collaborative ‘play’ techniques that can only be experienced in the classroom. Attendance/participation is also a significant percentage of your grade! You also get huge brownie points from the professor by showing up and engaging to the best of your ability – this may sound simple, but it is a vital component of your academic success. More than two absences for any reason, whether excused or not, may constitute failure of the course (see below for further details).

Unavoidable Absences and How to Proceed
I understand that urgent circumstances sometimes prevent your attendance. If missing class is unavoidable, I see this as an opportunity for you to practice agency and academic responsibility by contacting me directly before class if possible to let me know, meeting with another student, and being proactive in indicating to me what you have done to cover the missed material/information (i.e., please communicate with me!).

In the event of an absence that cannot be avoided, it is imperative that you
(1) Let me know ahead of time (call/email) – (unless this is impossible, of course)
(2) Always consult the current Course Schedule for weekly readings, and our D2L site for assignments, and any updates to the syllabus.
(3) Contact your “buddy” (see below) or another classmate that you may use as a resource for “making up” the ‘play’ practice portion of the class – preferably before class, so they can pay extra attention for you, collect any handouts, etc. (see below)

(4) Students who miss class due to illness or other significant personal circumstance are required to complete the Absence Notification Process through the Dean of Students Office (DePaul Center #1100) in order to have their absence excused. More than two absences for any reason, whether excused or not, may constitute failure of the course. This means that if you miss more than two classes as a full participant you may not have met the requirements for a passing grade, and that it is within the faculty’s right to fail you—just so you know.

The “Buddy” Agreement

You will be asked to set up an agreement with another classmate to be a “buddy” so that in case you need to miss a class that person can be extra aware that he/she has agreed to share information with you about what happened in class. Figuring out a time to talk with your buddy and being proactive by communicating with him/her by email is a helpful way for you to stay on top of things, and that person can “tutor” you in what you missed, but you should initiate this communication. This will also be a potential resource person should you wish to make up missing the experiential play practice portion by meeting with the person [see below]. The professor cannot “re-teach” the missed class to you.

Also, while our syllabus is very detailed, there are ALWAYS going to be things I will discuss that diverge from our weekly plan, depending on questions that arise and information I bring in that I think will be useful to the class. Do not assume that what is listed on the syllabus is exactly what you will miss!

Making up the in-class activities –

Missing the experiential play practice portion of the class –

If you miss a class – and thus miss experiential play practices – you can make this up in one of the following ways:

1. Meet with another student in the class, practice the forms covered in class together, and write a 1-page paper reflecting on your experience – in the best circumstances, you would contact someone before the class you are missing begins, so that they can pay special attention to how they might share the practice with you.

2. Attend an InterPlay workshop – these are available in the Chicago or suburban area, in other locations across the nation, OR see about joining a session offered online. For information on InterPlay classes and events in Illinois and worldwide, see:
http://interplay.org/index.cfm/go/events:home/. Write a 1-page paper reflecting on your experience of the session and submit it to the designated dropbox for make-up papers.

3. Attend another workshop that involves an experiential play practice that you feel will give you an “engaging with play” experience – run the details by the instructor first before attending. Write a 1-page paper reflecting on your experience of the session and submit it to the designated dropbox for make-up papers.

4. Other options – there may be other options/alternatives for this make-up experience presented, based on the interests and needs of the class community that forms over the quarter.

**Missing the other in-class activities** –

1. Assignments for the following week (additional readings, papers or projects due, any additional items) will always be posted on our D2L site.

2. Talk to a classmate to get their overview of what we covered in class.

3. Email the instructor with any questions on assignments not clarified by D2L or speaking to another student.

4. You will be responsible for any in-class writings missed – email the instructor for the details, if not evident in D2L.

5. Missing a day where we are holding student presentations – communicate with the instructor for how to work this out – note that if you have exceeded your maximum number of absences and then you miss the class day for final presentations, this may jeopardize your ability to pass the class.

6. Late papers – and late paper components of projects – will be marked down by 5 points per day. Submit written assignments per instructions via dropbox in D2L; if dropbox is closed, email the instructor.

**While this has been stated, it bears elaboration:** students missing more than two classes of our course may not be able to meet the requirements for a passing grade – always communicate with the instructor regarding extenuating circumstances if you find yourself in this situation.

**Civil Discourse**

DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue (discussions, informal interactions, one-on-one meetings, etc.) associated with this course is civil and respectful of the dignity of all participants--each student and your professor. Any instances of disrespect or hostility can jeopardize a student’s ability to be successful in the course. Your professor will partner with the Dean of Students Office to assist in managing such issues.
Flexibility and Respect

We will cover a lot of material over the weeks ahead. Sometimes it will be necessary to skip from topic to topic, from thinking to doing, and again from doing to thinking. This means that everyone must be flexible and open to new learning within the course. In-class contributions are important and expected. Every student has a contribution to make and all should feel comfortable enough to share their ideas, even if those ideas are not popular or shared by others in class. Some students are talkative, and others are less so. Your cooperation in helping create an environment where all can participate will be appreciated, especially by your peers. Please be considerate. We will be creating a collaborative set of class community guidelines on Day 1 that will be foundation of our classroom community.

Electronic Devices in the Classroom

Phones Away During Class – what do you automatically think of when you see someone looking at their phone? Exactly. We don’t know if someone is checking Facebook, email, or texting – even if they say they are “looking something up,” or genuinely are doing so. For this reason, I ask that you please silence your cell phone and do not take it out during class (either above or under the table!), as this will be distracting to our learning community. We have to deal with phones in most other arenas of life, and we know how distracting they can be to others. If you want to bring in readings in an electronic format on an iPad or laptop, that is fine, but the phone presence is problematic in cultivating a supportive and productive learning environment. Exceptions to the phone rule would be if this is a method we have agreed upon for your presenting some aspect of one of your assignments; if you have to be on-call for work or have a family circumstance – please speak to me at the start of class; I will also ask you to please let the class know. (PS – think of this as a nice break from being reachable all the time 😊).

Laptops/iPads For Learning Purposes – you may bring your readings in electronic form on these devices, and you may use these devices for note-taking, but please be mindful of how and when you use these devices. The reality is, for all their usefulness, computers may hinder our focus and stifle our participation when they are used in class. Computers are often distracting to those around us, too. If you choose to use these devices, please don’t keep your email or social media windows open while in class. Respect the professor and your peers in this regard; you may wonder, “how will they know?” Two thoughts for you: 1) You’ll know, and 2) Ask yourself: why you are here if you aren’t willing to turn these things off for three hours? I am not here to be the bad cop, but if this happens to be difficult for you, you might consider if you need these devices at all; you could make our class time an “electronics-free” zone for yourself. You might discover new things in doing this.

What to Bring to Class

Our text and any readings that were assigned for the day (electronic or hard copy); laptops/iPads (no phones) only for class materials and notes (see above); pen, pencil, paper/notebook. Consider the best study aids for you – knowing your “learning style” may help you determine this.
What Should I Wear to Class?
Because each week the first half of the class we will engage experiential play practices that will include movement, you may be wondering what level of activity that means – we will NOT be doing any kind of aerobic activity or yoga-type things, but you may wish to wear comfortable, every-day clothes since you will be asked to move around.

Communication With Your Professor – Etiquette and Understanding
I place a high value on proactive, student-initiated communication with me – do not be afraid to reach out. My preferred form of communication is email – this provides both you and me with a good record of any questions or valuable information. I am generally very quick on email, but please do not “re-email” me if I don’t get back to you that same day/hour – there are quite a few commitments I hold at SNL, and if I can’t get back to you in a few days (a longer-than-usual delay), I will aim to let you know.

I am happy to help you out by phone, especially if you need to sort out any confusion about assignments. Phone messages automatically register as an email; know that my schedule means I may not be able to return your call right away – usually within 48 hours during the week. We can also schedule a specific time to speak by phone (this is preferable). I do not respond to phone messages on the weekends; you can leave a message, but I’ll get back to you the following week. For all phone communication: if you don’t leave a return number, I will assume I do not need to return your call.

Assignment Submissions
Submit all work via D2L dropbox on the day it is due; your work will be assessed in the dropbox. Late work submissions – please contact me directly to determine the best method.

Policies for Submitting Late Work
First, BETTER to submit your work late than not at all. Second, refer to the Late Work Policy above, under the Grading section. The syllabus indicates when assignments are due, and I will remind you of these due dates as we progress through the class. Assignments are due by the start of class for the week noted on the syllabus, unless otherwise noted.

Please NOTIFY ME if you encounter circumstances that prevent your timely submission of assigned work, and submit any late work to me as soon as possible.

Copyright and Student Privacy
In accordance with DePaul’s Acceptable Use Policy, found at: https://policies.depaul.edu/login.aspx?ReturnUrl=/policy/browse.aspx commentary and materials within SCPS classes shall not be copied, reproduced or published elsewhere without the express written consent of individuals involved.

Academic Integrity & Incompletes – PLEASE CAREFULLY REVIEW the Following Links:
This course includes and adheres to the college and university policies described in the links below:
**Course Resources**

**Writing Guidance – SCPS and University**

**Dean of Students Office**

**In This Course...and Beyond!**

**Writing at SCPS, And In This Class**

The SCPS Graduate Program is a writing-intensive program. DePaul and SCPS faculty and staff are here to help you along the way! 😊

The following course deliverables contain written components:

1. Engagers of Play in History (collaborative written assignment or PowerPoint slides)
2. Three Papers (“Playpers”) (traditionally formatted paper with documentation)
3. Interpersonal Play Toolbox/Resource Guide (variety of formats)
4. In-class expository/reflective writing (handwritten work)

The instructor may direct you to the Writing Center for assistance if any of the writing exhibited could be enhanced by assistance and tutoring. *It should be understood that this recommendation will benefit your writing in this course as well as any future course at SNL.* However, students should feel free to consult both writing resources offered through SCPS and/or contact the University Writing Center on their own for assistance at any time – see below.

**SCPS Writing – Online Writing Resources**

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SCPS assignments and much more, see [https://scps.depaul.edu/Pages/SCPSWriting.aspx](https://scps.depaul.edu/Pages/SCPSWriting.aspx).

**University Center for Writing-based Learning – Online Resource**

Introduction to the University Center for Writing Based Learning (aka: The Writing Center or “UCWbL”): [University Center for Writing-based Learning](https://scps.depaul.edu/Pages/SCPSWriting.aspx)

How to work with the Writing Center at DePaul:

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly
basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback—by—Email and IM conferencing (with or without a webcam). All Writing Center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Obviously, the tutors won’t necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you’ll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit http://condor.depaul.edu/writing/what/Writing%20Center/wc.html.

Dean of Students Office
The Dean of Students Office (DOS) helps students navigate the college experience, particularly during difficult situations such as personal, financial, medical, and/or family crises. For a list of support services and advocacy information, please visit http://studentaffairs.depaul.edu/dos/

About Your Professor

Caroline M. Kisiel, Ph.D. is an Associate Professor in DePaul University’s School of Continuing and Professional Studies, and the Director of the Center to Advance Education for Adults. She has a Master of Arts in Interdisciplinary Arts from Columbia College, a program of immersion into the visual, performing, dramatic, sonic and literary arts, as well as a Master of Research in Humanities and Cultural Studies, and a PhD in Literature. Prior to her time at DePaul, she designed and taught a “Creativity in the Workplace” course in both on-campus and online versions for the Master of Arts in Training and Development program at Roosevelt University, a class that incorporated innovative activities and play techniques for application in workplace arenas. She taught this course for over fifteen years.

Dr. Kisiel has been “engaging in play” as an adult learner, practitioner and scholar for most of her adult life. She conducts scholarly research connecting concepts of play and experiential play practices to Transformative Learning theory, Narrative Inquiry, and Leisure Studies. She has recently published a co-authored article on the role of leisure and play in the dynamics of biracial Black/white families, a collaboration with Dan K. Hibbler, Ph.D., “Biracial families in park and recreation spaces: A case study of six families, implications, and possibilities,” Journal of Park and Recreation Administration,
online (2019) and in print (2020), and she is contributing to a scholarly collection on embodiment with a chapter on play, embodiment and adult learning (forthcoming, 2020). She has helped in the development of the InterPlay Educators’ Track, which offers a series of trainings in applicable InterPlay tools for educators (with Diane Rawlinson, MFA, 2013-2016), and in 2017 as a part of the InterPlay Online Expert Series she offered an online webinar for educators, “The Student Body: Considering InterPlay Applications in University Classrooms” (info here: http://www.interplay.org/index.cfm/go/events:event/happening_id/2554/returnEvent/byDate/rht/0/)

A practitioner in the improvisational movement, storytelling, and vocal practice of InterPlay® for over twenty years, she has been a Certified InterPlay Leader since 2003. She served as the regional contact for InterPlay-United Kingdom for nine years and served on the organizational board governing InterPlay, the Body Wisdom Board, for six years.

Dr. Kisiel has led play workshops in formal and informal settings in California, Illinois, Wisconsin, England, Scotland and Kenya, as well as online for national and international participants; she has coached emerging InterPlay leaders-in-training in these regions, and has helped to seed interest in play applications with adult learners at Tangaza University College, Nairobi, Kenya. She has developed and taught two SNL/SCPS undergraduate courses centered on play, Work, Play, and Rest: Integrating the Fragments (2013-2017) and Work, Play, Rest: Navigating Complexities of Adult Life (2019-present); she led a Compass Group in partnership with DePaul’s Office of Adult, Veteran and Commuter Student Affairs (2016); and she presented play tools to the DePaul facilities managers (2013), many of whom can be seen around campus releasing their focuser with a “WHEEEE!” Dr. Kisiel also integrates and adapts experiential play practices into graduate-level SCPS courses such as: Developing Professional Identity (MAEA), Designing Educational Offerings (MAEA), and Learning Plan Research & Development (MAAPS).

Dr. Kisiel is also a scholar of early American history, where she researches, writes and presents on British travelers to the Ohio Valley and southern Illinois in the early nineteenth century.