EDFS 760
The Nature and Needs of Gifted and Talented Students: Historical, Philosophical, and Current Perspectives
Spring 2011

Section 1: Course Instructor

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Charissa Marrah</th>
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<tbody>
<tr>
<td>Office Location</td>
<td>SOE Rm: 317</td>
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<tr>
<td>Office Hours</td>
<td>M &amp; W 12:00pm – 2:30 pm</td>
</tr>
<tr>
<td>Phone/Fax</td>
<td>953 – 5554 (p)/ 953 – 5407 (f)</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:marrahc@cofc.edu">marrahc@cofc.edu</a></td>
</tr>
</tbody>
</table>

Section 2: Course Description

Catalog Description
Through examination of the nature and needs of the gifted learner, this course provides an in-depth study of the unique learning and behavioral characteristics of gifted and talented children and youth and the methodologies for differentiation of the curriculum for these youngsters. This course includes theory and practice related to identification, educational and community programs, and provisions for this exceptionality.

Meeting Location/Time (Day)
North Campus / 9:00am -3:00pm
Six Saturdays, Jan 15, 29; Feb 12, 26; Mar. 12, 26, 2011.

Course Credit
3 graduate hours

Prerequisites
While there is no prerequisite for this course, basic technology skills are necessary for your success. If you have weaknesses in technology skills, you can arrange for a tutorial with the director of the regional technology center in your school district.

Technology Proficiencies Utilized in Coursework:
- Navigating the CD
- Creating a Table
- Sending Attachments
- Using Draw Program to Create Mind Map
- Creating PowerPoint (use of talking notes)
- Creating a Publication
- Web CT- threaded discussion

Intended Audience

Required Texts/Readings
1. CD-Rom for T 3 course developed by the SDE – includes course text and some of the readings. Some readings are optional; other readings will be assigned. Additional readings will be distributed by the instructor.

Section 3: Course Goal & Objectives

Outcomes
Upon completion of this course, students will know and understand the development, nature and learning needs of Gifted and Talented students; historical, cultural and social foundations that have influenced how we identify and serve gifted students, and special populations that reflect the diversity of giftedness. The course will enable understanding of the potential of gifted children, and will better prepare course participants to teach them. Course outcomes
are derived from the standards set forth by the CEC-TAG (Council for Exceptional Children, The Association for Gifted) and NAGC (National Association for Gifted Children) and NCATE (National Council for the Accreditation of Teacher Education). These standards define expectations for the School of Education, Health, and Human Performance.

Goal

Upon completion of this course, students will be familiar with the characteristics of Gifted and Talented children and the educational procedures for developing the potential of gifted children, and will be better prepared to teach them.

Objectives

Competencies and objectives to be mastered and demonstrated by participants in the class that have been aligned with professional competencies include:

1. Provide a defensible rationale for gifted education based on knowledge of the historical context of gifted education and regular education.
2. Demonstrate understanding of varied definitions of gifted/talented, and compare and contrast these definitions.
3. Explore characteristics and needs of gifted students and their implications for teaching gifted students.
4. Develop an understanding of conceptions of intelligence and how they shape our view of giftedness.
5. Understand gifted education within the context of curriculum reform in South Carolina by examining g/t curricula and comparing standards for g/t curricula with South Carolina Frameworks, South Carolina Standards for Student Performance, South Carolina Assessment Program, and revised state regulations for gifted and talented.
6. Analyze and interpret objective as well as authentic student assessment data to diagnose specific student strengths and weaknesses in academic areas.
7. Demonstrate knowledge of a variety of instructional models and curricular options for g/t by development of strategies that modify content, process, product and the learning environment for g/t students.
8. Access technology resources and use technology as part of instruction, enabling worldwide communication and research.
9. Analyze and interpret student assessment data.
10. Evaluate students' progress and performance and determine when and how to modify an instructional plan for gifted/talented students.
11. Recognize indicators of program effectiveness, including the use of appropriate instructional materials and teaching techniques for gifted/talented students.
12. Discuss and assess current research related to identification of and programming for gifted children, including students from underrepresented and special populations.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>TLS</th>
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<tbody>
<tr>
<td>1. Provide a defensible rationale for gifted education based on knowledge of the historical context of gifted education and regular education.</td>
<td>1</td>
</tr>
<tr>
<td>2. Demonstrate understanding of varied definitions of gifted/talented, and compare and contrast these definitions.</td>
<td>1</td>
</tr>
<tr>
<td>3. Explore characteristics and needs of gifted students and their implications for teaching gifted students.</td>
<td>1, 2</td>
</tr>
<tr>
<td>4. Develop an understanding of conceptions of intelligence and how they shape our view of giftedness.</td>
<td>2</td>
</tr>
<tr>
<td>5. Understand gifted education within the context of curriculum reform in South Carolina by examining g/t curricula and comparing standards for g/t curricula with South Carolina Frameworks, South Carolina Standards for Student Performance, South Carolina Assessment Program, and revised state regulations for gifted and talented.</td>
<td>2</td>
</tr>
<tr>
<td>6. Analyze and interpret objective as well as authentic student assessment data to diagnose specific student strengths and weaknesses in academic areas.</td>
<td>2</td>
</tr>
<tr>
<td>7. Demonstrate knowledge of a variety of instructional models and curricular options for g/t by development of strategies that modify content, process, product and the learning environment for g/t students.</td>
<td>2</td>
</tr>
<tr>
<td>8. Access technology resources and use technology as part of instruction, enabling worldwide communication and research.</td>
<td>2</td>
</tr>
<tr>
<td>9. Analyze and interpret student assessment data.</td>
<td>2</td>
</tr>
<tr>
<td>10. Evaluate students' progress and performance and determine when and how to modify an instructional plan for gifted/talented students.</td>
<td>1</td>
</tr>
<tr>
<td>11. Recognize indicators of program effectiveness, including the use of appropriate instructional materials and teaching techniques for gifted/talented students.</td>
<td>3</td>
</tr>
<tr>
<td>12. Discuss and assess current research related to identification of and programming for gifted children, including students from underrepresented and special populations.</td>
<td>3</td>
</tr>
</tbody>
</table>

1 TLS = College of Charleston Teaching and Learning Standards
Section 4: Course Requirements
Course learning activities include the class meetings, the readings, and the assignments. Each student will complete the required learning activities (readings, journal responses, assignments, video responses) listed on the Assignment Matrix which is included in the CD-ROM. Please note that the number of required assignments on the Assignment matrix differs from the number of required assignments on the CD-Rom. You are only required to complete those assignments on the matrix. Grades are assigned based on the translation of the total points earned on journal reflections, assignments, and video reflections to the grading scale.

Assignments
Journal Questions 26 pts (13 questions at 2 pts each)
Teachers earn all or none of the points. If the response is incomplete or poor, then the teacher may have one chance to edit the response and resubmit the response.

Video Questions 20 pts (10 questions at 2pts each)
Teachers earn all or none of the points. If the response is incomplete or poor, then the teacher may have one chance to edit the response and resubmit the response.

Assignments 54 pts
1. Power Point (10 pts)
2. Mind Map of Theories (5 pts)
3. Student Data Analysis (4 pts)
4. Essay (10 pts)
5. Case Study (15 pts)
6. Publication (10 pts)

Section 5: Performance Outcome Table

<table>
<thead>
<tr>
<th>Activities</th>
<th>Objectives Met</th>
<th>Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Question Responses</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Video Question Responses</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Section 6: Evaluation Scale²

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
</tr>
<tr>
<td>B +</td>
<td>88 – 92</td>
</tr>
<tr>
<td>B</td>
<td>83 – 87</td>
</tr>
<tr>
<td>C +</td>
<td>88 – 82</td>
</tr>
<tr>
<td>C</td>
<td>74 – 77</td>
</tr>
<tr>
<td>F</td>
<td>73 or below</td>
</tr>
<tr>
<td>XF</td>
<td>Failure due to academic dishonesty</td>
</tr>
</tbody>
</table>

² No D’s are given in graduate courses.
ASSIGNMENT MATRIX
Course participants should refer to this assignment list and not the assignment requirements that appear on the CD-ROM.

<table>
<thead>
<tr>
<th>STRAND</th>
<th>JOURNAL QUESTIONS</th>
<th>VIDEO QUESTIONS</th>
<th>ASSIGNMENTS</th>
<th>REQUIRED READINGS in EACH STRAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Answer 1 of the 2 journal questions.</td>
<td>Answer video reflection question 2 and question 3. You may wish to read the questions before watching the video in order to focus your thoughts and listening.</td>
<td>PowerPoint 10 points Due: Feb 19, 2011</td>
<td>Complete all readings in Strand One.</td>
</tr>
<tr>
<td>Two</td>
<td>Answer both of the journal questions. Keep in mind there are Readings and References on your CD that provide content knowledge.</td>
<td>Answer 3 of 3 video reflection questions.</td>
<td>Case Study 15 points Due March 26</td>
<td>Complete all readings in Strand Two. There are two articles then reference charts on characteristics.</td>
</tr>
<tr>
<td>Three</td>
<td>Answer 4 journal questions; you must select one journal question from each topical area: Concepts of Intelligence, Intelligence/Aptitude Test, Achievement Tests, and Motivation.</td>
<td>Answer video reflection question 1 and either question 2 or 3.</td>
<td>Mindmap on Theories of Motivation 5 points We will complete this assignment in class 3.</td>
<td>Under Intelligence Theory, you may OMIT the Laycock and the Morgan articles. Read them if you feel this is an area of weakness for you. Read all articles under Intelligence Tests, Achievement Tests, and Motivation.</td>
</tr>
<tr>
<td>Four</td>
<td>Answer 2 of 2 journal questions.</td>
<td>No video or questions.</td>
<td>Student Data Analysis 4 points We will complete this assignment in class 4.</td>
<td>In addition to the Powerpoint, you must read articles by Callahan, Clark, Chapter Eight of Best Practices Manual, and the two articles by Van Tassel-Baska. The remaining articles are optional.</td>
</tr>
<tr>
<td>Five</td>
<td>No journal questions required.</td>
<td>Answer 1 of 2 video reflection questions. We will complete this assignment together in the final class.</td>
<td>Publication 10 points Due March 5</td>
<td>Read articles as explained in text introduction.</td>
</tr>
<tr>
<td>Six</td>
<td>Answer 4 specified journal</td>
<td>Answer 2 of 3 video</td>
<td>Reflective Essay</td>
<td>Under Accommodations, you must read</td>
</tr>
<tr>
<td>questions below.</td>
<td>reflection questions.</td>
<td>10 points</td>
<td>articles by Kulik and by Vialle. Under Approaches to Meeting Needs, you must read article by Dinnocenti. Under Counseling Needs, you should select one of the articles by Colangelo, and then read the articles by Greene and by Olenchak. Under Program Models, read Chapter Four of Best Practices Manual. Under Teachers of the Gifted, you may <strong>OMIT</strong> article by Jenkins-Friedman.</td>
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<tr>
<td>You must respond to one question from each of the topical areas: Accommodations and Models- answer Journal Question 3. Approaches to Meeting Needs- answer the only question listed. Counseling Needs- answer Journal Question 2. Teachers of the Gifted- answer the only question listed.</td>
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<td></td>
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</tbody>
</table>
Section 7: Special Considerations/Agreements

1. The instructor reserves the right to make changes to the syllabus.
2. Assignments should be turned in at the beginning of each class of the due date.
3. Please turn off your cell phones when entering the classroom. If your cell phone rings, you will be asked to leave the classroom. Exceptions will only be made in the case of a family emergency.

Section 8: Course Policies and Procedures

Professional Behavior/Disposition: Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:

- The belief that all children can learn.
- Value and respect for individual differences.
- Value of respectful human interaction.
- Intellectual curiosity, enthusiasm about learning, and willingness to learn new knowledge.
- A commitment to inquiry, reflection, and self-assessment.
- Value of collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Fair, responsible and ethical practice.

Attendance: You must attend all sessions to receive credit as this is a nontraditional course delivery. A student may receive a “WA/F” for excessive absences, (i.e., more than 15% of the scheduled classes). Coming to class late and leaving early are noted and will be considered as time absent from class.

Class Participation: Students are expected to read the text and all assigned materials before class and be prepared to participate in class discussions. All assessments activities (in-class quizzes, tests, journals, threaded discussions and projects) will require responses based on the readings, class discussions and personal experiences.

Make-up quizzes/examination: If a quiz or examination (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up examination. It is the responsibility of the student to make arrangements for the make-up.

Due Dates: Due dates for course assignments, as well as scheduled quizzes and exams, are listed in the syllabus. Any changes will be announced in class. If, for medical or serious personal reasons an assignment is late, the instructor(s) should be informed of the reasons. Otherwise, all late course assignments will receive a 5 point deduction.

Final Exam: When applicable, the final exam for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final exam for that course. (Undergraduate students who have more than two final exams scheduled on the same day may arrange for an alternate time for one final exam through the Office of the Undergraduate Dean.) Graduate students have their own schedule and they need to go through the Graduate Dean for changes.
Papers: Papers will be word processed using the style of the Publication Manual of the American Psychological Association (most current edition).

Assignment Resubmission: Course assignments may be resubmitted within 5 academic calendar days after the assignment due date to earn up to one half (1/2) of the total points deducted during the initial assignment evaluation. This excludes quizzes, midterms, finals, and late assignments. Resubmitted assignments will not be accepted after the final day of class nor will they be considered for additional resubmissions to earn additional points.

Honor Code and Academic Integrity: Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are clearly related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

ADA Accommodations: In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any students requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodation by 1st week of class.
## Section 9: Class Calendar

### Tentative Course Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Strand</th>
<th>Class Topics &amp; Learning Activities</th>
<th>Assignments</th>
<th>Readings</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| Class 1  | One    | **Strand 1**: History and Rationale of Gifted Education  
**Class Activities**: Welcome, Enrollment, History Timeline, APA workshop, Introduction to Ning workshop  
**Class Activities**: Journal 1 & 2  
**Video 1 & 2**  
**Colangelo and Davis, National Excellence Report, SC BPM – Chapter 1** | Jan 15       | Jan 29  |
| Class 2  | Two    | **Class Activities**: Strand 1 Review, Website Reviews and application  
**Strand 2**: Characteristics of the Gifted  
**Class Activities**: Journal 2 & 3  
**Video 3, 4, & 5**  
**Davis & Rimm (1998) (characteristics checklists will be printed and distributed)** | Jan 29       | Feb 12  |
| Class 3  | Three  | **Class Activities**: Strand 2 Review, Role play of intelligences, Elements of Thought: Motivation, Interactive Lecture  
**In Class**: Mind Map of Motivation Theories  
**Strand 3**: Concepts of Intelligence, Achievement, and Motivation, Peer Evaluation and Feedback  
**Class Activities**: Journal 4, 5, 6, & 7  
**Video 6 & 7**  
**Achievement Tests Popham (2001)**  
| Class 4  | Four & Five | **Class Activities**: Strand 3 Review, Top 3 Showcase of PowerPoint Presentations: Evaluating Reasoning, Definition Discovery  
**In Class**: Student Analysis  
**Strands 4 & 5**: Identification of Gifted and Talented and Special Populations  
**Class Activities**: Journal 8 & 9 Video 8  
**Special populations Publication**  
**View Strand 4’s “Content and Readings” PowerPoint Callahan(1995) Article**  
**SC Best Practices Manual Chapter Eight Readings for three of the Special Populations Listed** | Feb 26       | March 19 |
| Class 5  | Six    | **Class Activities**: Strand 4 & 5 Review, Universal Intellectual Standards: Accommodations,  
**Strand 6**: Accommodations, Models, and Approaches to Meeting Needs  
**Class Activities**: Journal 10, 11, 12, & 13 Video 9 & 10  
<table>
<thead>
<tr>
<th>Class 6</th>
<th>Final</th>
<th>Reflective Essay Completed in Class</th>
<th>Case Study DUE</th>
</tr>
</thead>
</table>

I wish you all a productive semester. Please feel free to contact me if you have any questions or concerns regarding the course assignments, requirements, etc. I will be happy to discuss these with you.