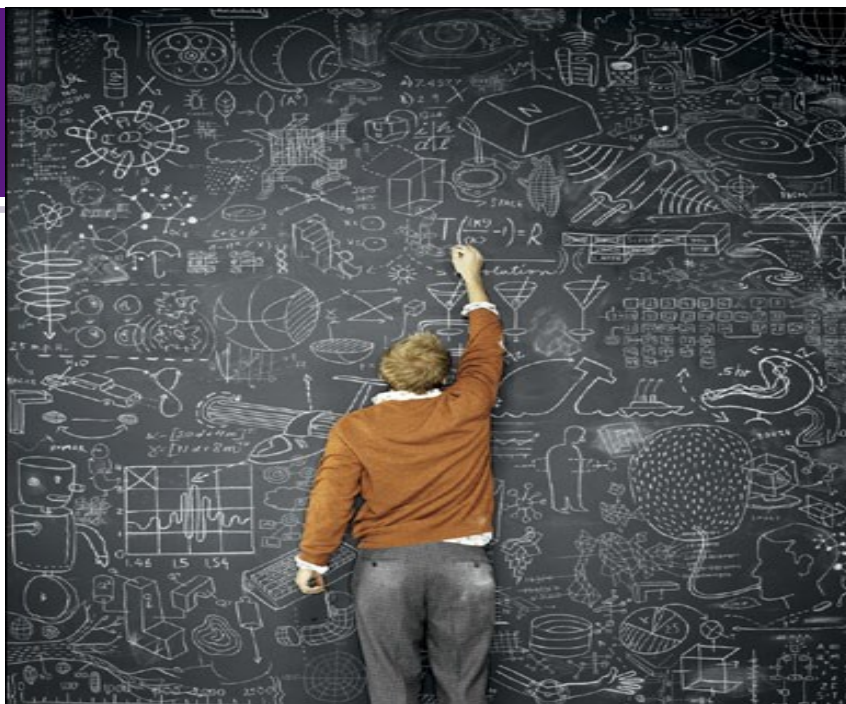


EDUC 314

NATURE & NEEDS OF THE GIFTED

SPRING 2019 (01/22 - 05/10)

Lectures: Tuesday 9:00-10:50
Room CPS 230



Instructor: A. Kadir Bahar, Ph.D.
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Phone: (715) 346-2867 (office)
Office: CPS 446
Office Hours: Wed, 10:30 –11:30 am

Course Level	Undergraduate level (2 credits)
Prerequisites	Completion of Exceptional Education Block II or consent instructor
Required Text	There is no text for this workshop. Readings will be provided.

COURSE DESCRIPTION

This two-credit undergraduate course is designed to provide an overview of the history as well as important issues and developments within the field of gifted education and is designed primarily for students who are majoring in exceptional education. Other students with an interest in giftedness are welcome as well. The course is designed to provide a brief survey of the field of gifted education while promoting better understanding of the nature of giftedness and the needs of gifted students as well as curriculum modifications.

Course Objectives

After successfully completing this course, you will improve your demonstrable knowledge, skills, and dispositions in how you will understand:

1. The history and development of the area of education for gifted and talented students.
2. The educational psychology of students who are gifted and talented.

3. The ways in which schools can meet the needs of advanced students.
4. The characteristics of students who differ from the norm by virtue of their high ability.
5. The current research in the area of giftedness and talent development.
6. Several ways in which schools can meet the needs of advanced learners.
7. Basic procedures for identification of gifted and talented students.

Parts of this course will help familiarize you with **Wisconsin Model Early Learning Standards**.

WHAT'S IN THIS SYLLABUS

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COURSE EVALUATION



Assignments

Your final grade in this course will reflect the quality of your work across the semester. It is my goal to help you learn as much as possible from this course. All the assignments are listed in the **CANVAS**. Directions and rubrics for all the assignments are listed in **CANVAS** too.

Please read the directions and rubric for each assignment carefully. All assignments must be submitted via **CANVAS** unless otherwise indicated. You must save all your work electronically and also in hardcopy format for your records before submitting it. I'm always happy to answer questions on an assignment, please don't hesitate to ask. All submissions must be typed using **12-point Times New Roman** font, with **1 inch margins** on all sides. A cover page specifying the assignment, due date, instructor's name, and student's name must be included. Please name your files as follows: **lastname.assignmentname** (example: bahar.bookreview)

#	Assignments	Points Possible	Due	
1	Respond to the Syllabus	2	Monday, Jan 28	11:59:00 PM
2	Attendance	8	End of Course	
3	Movie Analysis Paper	10	Tuesday, Feb 26	11:59:00 PM
4	Lesson Plan Modification Paper	15	Tuesday, April 30	11:59:00 PM
5	Program Exploration Paper	15	Tuesday, March 26	11:59:00 PM
6	Group Lesson Presentation	10	Rotating	
7	Exam 1	20	Tuesday, Mar 12	Class Time
8	Exam 2	20	Tuesday, May 07	Class Time
	Total	100		

GRADING SCALE

94-100% = A	77-79.9% = C+
90-93.9% = A-	73-76.9% = C
87-89.9% = B+	70-72.9% = C-
83-86.9% = B	60-69.9% = D
80-82.9% = B-	Below 60 = F

In all Early Childhood Education and Education undergraduate courses, students must receive a C- or better as a requirement for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

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Lesson Plan Modification Paper

Take a lesson typically taught at the grade level you teach or wish to teach and revise the lesson/activity to make it appropriate for high ability learners. The lesson you use may be something out of one of your textbooks, something you originally created, or something you get from a colleague, on the internet, or from another teacher resource. You may use any lesson plan format that you prefer and your write-up does not have to be as comprehensive as the lessons you wrote while in college! The lesson plan should be clear enough for another individual (think substitute teacher) to pick up and use without having to ask any questions. Full directions and **RUBRIC** for the assignment will be introduced in the class and also they will be posted on CANVAS.



"Mr. Wickers called me 'gifted' in front of the whole class. I'm ruined."

Respond to the Syllabus

By due date, I would like you to read the class syllabus carefully and to then write down your understanding of various points. This is so I can be sure you understand what you are getting yourself into. You automatically receive full points if you complete it on time. By completing this assignment, you are saying that you've read the syllabus. You're also saying that if you have any questions about the syllabus, you have asked me, or you will ask me.

In this assignment, you will also introduce yourself to me. I will read your introduction and reply to you individually. Full directions and **RUBRIC** for the assignment are posted on CANVAS.

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Program Exploration Paper

The purpose of the assignment is to give you an understanding about the structures of programs designed for gifted and talented students. In this assignment you will search for an existing program (summer/winter camps, extra-

curricular activities, university programs, online courses etc.) designed for gifted and talented students. After you identified a program, you will write a supporting document describing the selected program. Full directions and **RUBRIC** for the assignment will be introduced in the class and also they will be posted on CAN-



Movie Analysis Paper

The purpose of this assignment is to prompt you to critically apply the course concepts using a specific example of education. In this assignment, first you are supposed to watch one of the movies listed on CANVAS, which is telling a true story of a gifted child. After you have watched it, you will write a 2-3 pages reflection paper. As a reflection, you are basically expected to address the questions listed on the Guideline for the assignment. Full directions and **RUBRIC** for the assignment will be introduced in the class and also they will be posted on CANVAS.

Exams

There will be **two (2) in-class exams** on the designated dates in this course. Exams may include multiple choice, true/false, short answer/listing, or essay. Specific details regarding each exam will be discussed prior to exam date. . Make-up exams will not be given without sufficient cause (medical, legal, or familial; see below for more information). Lastly, all approved make-up exams must be completed prior to the last day of class (see calendar).

COURSE POLICIES



Attendance

Attendance in the class is mandatory. Each class will involve discussion of the readings, mini-lectures, and in-class projects and activities. It is in your best interest to attend every class, and to participate *actively*. When you are absent from class, the class as a whole and you as an individual miss an opportunity to learn. However, I also understand that emergencies and illnesses occur and those events may cause you to miss class. You are allowed only **2** absences for illness or personal emergency from this course.

At the end of the course, if you miss **2 or less** classes, you will receive full **8 pts** for attendance; and after the **second class** missed you will have deduction of **1 point** for each class missed. More than **4** absences are a serious cause for concern; they will necessitate a conference with me and may result in a



*It is the
supreme art
of the teacher
to awaken joy
in
creative
expression
and
knowledge.*

ALBERT EINSTEIN

Special Needs

I'm dedicated to accommodating the needs of my students. I don't believe that equal treatment is the same as fair treatment. A course requirement like a deadline may be unfair to you, based on a life event or a disability. If I agree that the requirement is unfair, then I'm happy to make an accommodation. Here are some exceptional needs I have accommodated in the past: learning disability, physical disability, chronic illness, death in the family, car accident, sick child.

As a teacher, I align my policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. Here is more information about UWSP's relevant policies . If you have a disability and want an accommodation, please register with the **Disability Services and Assistive Technology Office** and then contact me. If you're unfamiliar or uneasy with this process, please contact me anyways and we'll work through it together.

When contacting me about a life event or other exceptional need, please suggest the specific accommodation(s) you want (e.g., turning in an assignment late without a penalty, taking an incomplete in this course).

COURSE POLICIES



Academic Integrity

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (e.g., attendance, assignments), I expect you to communicate with me and anyone else affected (e.g., your colleagues) as soon as possible, and to suggest a clear, fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments may even require this. However, I expect you to give proper credit for anything that isn't your own original work. I urge you to make intellectual integrity a central part of your professional identity. Professionals in a variety of fields routinely use other people's work (e.g., lesson plans in education). But accidentally or deliberately leaving off credit is professionally and morally wrong. I use anti-plagiarism tools. I don't expect my students to plagiarize others' work; rather, you can be confident that no one is plagiarizing your work (e.g., in a future class). If you are unclear on how to give proper credit, please ask me before turning in the assignment.

As a teacher, I align my policy on academic misconduct (e.g., cheating) with Chapter 14 of the UWSP Bill of Rights and Responsibilities . This is my general policy: I will allow you to redo the relevant assignment for no more than 50% possible, and you won't be eligible to earn higher than a B+ in this course (UWSP 14.04 (1) (d, e)). I will honor your right to a conference with me, to a written report from me, and to contest my decision (UWSP 14.06 (1, 3)).



Late Assignments

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment completed no more than **24 hours** late can receive no more than 80% of the points possible. An assignment completed no more than **4 days** late can receive no more than 60% of the points possible. After 1 week, I usually refuse to accept a late assignment.

TENTATIVE COURSE CALENDER

Dates	Topics	Before the class	Exam & Assignment Due Dates
22-Jan	Welcome and Syllabus Highlights		
29-Jan	Who is gifted? History of gifted education	Reading Assignment (on CANVAS)	Response to Syllabus (by 28-Jan, 11:59 pm)
5-Feb	Theories & Characteristics of the Gifted		
12-Feb	Identifying Gifted and Talented Students		
19-Feb	Creativity	Reading Assignment (on CANVAS)	
26-Feb	Creativity		Movie Analysis Paper (by 26-Feb, 11:59 pm)
5-Mar	Differentiation		
12-Mar	1st EXAM (12-March, Class Time)		
26-Mar	Curriculum Models		Program Exploration Paper (by 26-March, 11:59 pm)
2-Apr	Curriculum Models		
9-Apr	Social Emotional Development in Gifted	Reading Assignment (on CANVAS)	
16-Apr	Social Emotional Development in Gifted		
23-Apr	Special Populations	Reading Assignment (on CANVAS)	
30-APR	Parenting the Gifted Child	Reading Assignment (on CANVAS)	Lesson Plan Modification Paper (by 30-Apr, 11:59 pm)
7-May	2nd EXAM (07- May, Class Time)		

 Presentations