

## EDUC 314: Nature & Needs Of The Gifted

Winterim 2021

Instructor: Dr Uzeyir Ogurlu (aka Dr.O)      Office: College of Professional Studies,  
Room 433

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WE HAVE 2 OPTIONAL ZOOM MEETINGS. IN THESE MEETINGS, I WILL EXPLAIN SYLLABUS AND ASSIGNMENTS AND ANSWER YOUR QUESTIONS

1ST ZOOM MEETING: JAN 4TH @10AM (SYLLABUS HIGHLIGHTS)

2ND ZOOM MEETING: JAN 11TH @10 (HOUSEKEEPING)

ZOOM INFO CAN BE FOUND UNDER "ZOOM" ON CANVAS

### 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 a better understanding of the nature of giftedness and the needs of gifted students as well as curriculum modifications. Development, characteristics, and individual learning differences of students with gifts and talents will be explored, as will educational strategies and program options in gifted/talented education.

### Course Learning Outcomes

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 the identification of gifted and talented students.

### **Coursebook:**

There is no required textbook for this class.

Optional Course Book:

Education of the Gifted and Talented (7th Edition) (What's New in Special Education) 7th Edition by Sylvia B. Rimm (Author), Del B. Siegle (Author), Gary A. Davis (Author)

Other readings will be handed out in class, posted on Canvas, or obtained independently by students.

### **Learning Online**

This course is completely online. While there are many advantages to this approach, there are some significant challenges.

Reading and understanding all syllabus is crucial.

It's very important that you complete all the readings carefully. For some readings, I provide study questions or other tools to help you check your understanding.

It's very important that you communicate with me as needed. Email is an excellent way to reach me. Please don't hesitate to contact me, with questions about the course or assignments, questions about the reading or other content, problems in your life, etc.

Don't worry about looking foolish or wasting my time. I care about your success.

I'd rather clear up your confusion today than deduct points on an assignment tomorrow.

Please read the directions for each assignment carefully. You will submit all assignments to CANVAS. Do not email me any assignments but your questions.

### **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 on CANVAS.
- Directions and rubrics for all the assignments are listed on 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.
- **DO NOT SUBMIT GOOGLE DOC LINKS FOR YOUR ASSIGNMENTS UNLESS OTHERWISE SPECIFIED**

#	Assignments	Possible Points
1	Response to the Syllabus	5
2	Reflective Posts	80
3	Movie Analysis	30
4	Lesson Plan Modification	35
5	Program Exploration Paper	40
6	Study Questions	24
7	Gifted Program Development	40

Grading Scale:

### Grading Scale

Percentage	Grade	Percentage	Grade
100%-94%	A	76-74%	C

93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	60 & Below	F
79-77%	C+		

I reserve the right to bump a grade up (especially if it's close) based on your participation and performance in the class and my professional judgment.

## Assignments

### Respond to the Syllabus

By the due date, I would like you to read the class syllabus carefully and then to 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. Detailed info and guidelines for the assignment are [here](#). (Hit the link to see the guidelines)

### Reflective Posts

In this assignment, you will respond to the readings for the unit on Canvas. You'll write a reflective post (like a diary entry or blog post), and share it with the class. You are to respond to posts that classmates submit. Detailed info and guidelines for the assignment are posted [here](#) on Canvas (Hit the link to see the guidelines)

### 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 story of a gifted child. After you have watched it, you will write a 3-4 page reflection paper. As a reflection, you are basically expected to address the questions listed on the Guideline for the assignment. Detailed information and guidelines for the assignment are posted [here](#) on Canvas. (Hit the link to see the guidelines)

### **Program Exploration Paper**

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

You can do this assignment with a classmate. Detailed information and guidelines for the assignment are posted [here](#) on Canvas. (Hit the link to see the guidelines)

### **Study Questions:**

For most readings, there are one or more study questions. You should answer all the questions in your head. As an assignment, you must also answer some of the questions in writing. You must answer 4 questions in writing. You only need to answer 4 questions, total, for all readings (not 4 questions/reading). Detailed info and guidelines for the assignment are posted [here](#) on Canvas. (Hit the link to see the guidelines)

### **Lesson Plan Modification**

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. Detailed information and guidelines for the assignment are posted [here](#) on Canvas.

### **Gifted Program Development**

In this assignment, you will design a program for GT students to understand the developing programs for gifted and talented students This might be summer/winter camps, extracurricular activities, university programs, online courses, special schools, residential

schools, pull-out programs. With this program, you are to persuade gifted children, families, and teachers to participate in your gifted program. Detailed information and guidelines for the assignment are posted [here](#) on Canvas.

## Units

There are 9 units.

You could see all the units on Home on Canvas. Or use this [link](#)

1. Introduction
2. Definition of Giftedness
3. Identification of Giftedness
4. Curriculum Options
5. Differentiation
6. Creativity in Gifted Education
7. Social-Emotional Development
8. Diversity in Gifted Education
9. Closure

In most units, you should start by completing the readings. In most units, you will start by completing the readings. Some readings will be from some course books, while others will be on e-reserve or the Internet. We will use the National Association for Gifted Children website (<http://www.nagc.org/> (Links to an external site.)) for some readings. In some cases, I may ask you to watch something.

After completing the readings for a unit, you'll complete one or more assignments. The [Assignments](#) page lists the due dates, and you should use these dates to pace yourself. It's OK to go faster than the Assignments page.

## Course and University Policies

Late work. I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment turned in within 48 hours of the due that have a maximum value of 80% of possible points. An assignment turned in between 3 and 5 days late can earn a maximum of 60% of the points possible. After 5 days, I usually refuse to accept a late assignment.

Cell phone and laptop policy.

Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well.

The instructor will notify in advance when cell phones will be used for instructional purposes. See me for extraordinary situations that require you to use cell phones.

The use of ipads and laptops are allowed for the class works not for using your social media accounts or any other works.

### **Academic Dishonesty**

Academic dishonesty will not be tolerated. This includes, but is not limited to, cheating on an exam, plagiarism, and/or giving (or asking for) the questions or answers on a quiz. Breaches of academic dishonesty will result in a failing grade and will be taken up with the university committee charged with prosecuting academic dishonesty. "Turnitin" software will be used for assignments in this course. Turnitin helps students avoid plagiarism and helps instructors give assessment feedback to students.

Here's the policy, for your reference:

#### UWSP 14.01 Statement of Principles

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

To read UWSP's definition of academic misconduct, please consult UWSP 14.03. In short, examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course

Students suspected of academic misconduct will be asked to meet with me to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary

sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14 \(Links to an external site.\)](#).

### **Inclusivity Statement**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

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### **Religious Beliefs Accommodation**

It is UW System policy to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.

You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office

### **Confidentiality**

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

### **Equal Access for Students with Disabilities**

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center \(Links to an external site.\)](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

## Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

### **UWSP Service Desk**

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit this [link for more information. \(Links to an external site.\)](#)

### **Care Team**

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching

out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here \(Links to an external site.\)](#).