

# Course Syllabus

[Jump to Today](#)



EDUC 314: Nature & Needs Of The Gifted

Spring 2022

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way to contact)

## 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. 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 identification of gifted and talented students.

**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 posted on Canvas, or obtained independently by students.

Please let me know if you have difficulty getting supplies for this class, and I will discretely help you.

**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, student's name must be included.
- **DO NOT SUBMIT GOOGLE DOC LINKS FOR YOUR ASSIGNMENTS UNLESS OTHERWISE SPECIFIED**

#	Assignments	Possible Points
1	"Online" Activities and Formative Assessments	95
	Movie Analysis	15
3	Lesson Plan Modification	20
4	Program Exploration Presentations	15
5	Gifted Program Development	25

6	Gifted Program Practicum	10
7	Attendance	10

## 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

### “Online” Activities and Formative Assessments

Throughout this course, you will be expected to complete activities corresponding to textbook chapters. Types of tasks may include communicating via email, completing basic internet searches, downloading and uploading documents to Canvas, reading documents online, viewing online videos, participating in online discussions, completing tests online, participating in asynchronous online discussions. You will

earn points for participating in and submitting various activities. You may work ahead and complete them/turn them in early.

For some chapters we cover, you will be required to complete a chapter formative assignment that corresponds to various course learning topics. Guidelines are embedded in related chapters.

### **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 are [here](#)

### **Program Exploration Presentations**

You are assigned to a [team](#) ([https://docs.google.com/spreadsheets/d/1R5bVWUQDq\\_8iggvYE5I2naYqn2NQDYOQUJJYgMqNntw/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1R5bVWUQDq_8iggvYE5I2naYqn2NQDYOQUJJYgMqNntw/edit?usp=sharing)). 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, as a group, will present that program to the class. This is a group assignment. Detailed information and guidelines are [here](#)

### **Gifted Program Practicum**

As part of this course, you're required to complete at least 2-hour practicum. This paper is for you to connect your practicum experience to the content you experienced in the lecture section. It is also an opportunity for you to practice and demonstrate your professional writing. You are to write your takeaways from your field experience. Detailed information and guidelines are [here](#)

### **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 are [here](#)

## Gifted Program Development Presentations

You are assigned to a [team](#)

([https://docs.google.com/spreadsheets/d/1R5bVWUQDq\\_8iggvYE5I2naYqn2NQDYOQUJJYgMqNntw/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1R5bVWUQDq_8iggvYE5I2naYqn2NQDYOQUJJYgMqNntw/edit?usp=sharing)). 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 are [here](#).

## Course and University Policies

### Attendance:

Your attendance and participation are essential. Collaboration with your peers outside class is strongly encouraged. All students are expected to read the assigned material before each class session. Students will be asked to discuss textbook and lecture material in small groups. You are allowed only 2 absences for illness or personal emergency from this course. After the second class is missed, you will have a deduction of 4 points for each class you missed. More than 4 absences are a serious cause for concern; they will necessitate a conference with me. For make-up, contact me.

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 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](http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf) ([http://docs.legis.wisconsin.gov/code/admin\\_code/uws/14.pdf](http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf)).

#### **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) (<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](https://www.uwsp.edu/datc/Pages/default.aspx) (<https://www.uwsp.edu/datc/Pages/default.aspx>) 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.](https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx) (<https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx>)

### 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](https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx) (<https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>).



## Tentative Course Schedule

Dates	Topic	Presentations
		1-Program Exploration 2- Program Development
<b>WEEK 1</b>		
Jan 25	Introduction	
<b>WEEK 2</b>		
Feb 1	Gifted Education	
<b>WEEK 3</b>		
Feb 8	Characteristics of Gifted Students	
<b>WEEK 4</b>		
Feb 15	Identifying Gifted Students	Team-1
<b>WEEK 5</b>		
Feb 22	Program Planning	Team-2
<b>WEEK 6</b>		

March 1	Acceleration	Team-3
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**WEEK 7**

March 8	Grouping, Differentiation, and Enrichment	Team-4
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**WEEK 8**

March 15	Curriculum Models	Team-5
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**WEEK 9**

March 22	SPRING BREAK	
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**WEEK 10**

March 29	Teaching for Creativity	Team-6
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**WEEK 11**

April 5	Teaching Thinking Skills Guest Speakers-Teachers	Team-7
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**WEEK 12**

	Understanding and Counseling Gifted Students	
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April 12		
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	Guest Speaker- Judy Galbraith	
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**WEEK 13**

April 19 Underachievement Team-1&2

**WEEK 14**

April 26 Cultural Diversity Team-3&4



**WEEK 15**

May 3 Parenting Gifted Students Team 5&6

**WEEK 15**

May 10 Understanding and Counseling Gifted Students Team 7

## Course Summary:

Date	Details	Due
Wed Feb 3, 2021	 <a href="https://uwstp.instructure.com/calendar?event_id=919655&amp;include_contexts=course_480098">Nature and Needs of the Gifted</a> <a href="https://uwstp.instructure.com/calendar?event_id=919655&amp;include_contexts=course_480098">https://uwstp.instructure.com/calendar?event_id=919655&amp;include_contexts=course_480098</a>	7pm to 8pm
	 <a href="https://uwstp.instructure.com/calendar?event_id=919656&amp;include_contexts=course_480098">Nature and Needs of the Gifted</a> <a href="https://uwstp.instructure.com/calendar?event_id=919656&amp;include_contexts=course_480098">https://uwstp.instructure.com/calendar?event_id=919656&amp;include_contexts=course_480098</a>	7pm to 8pm