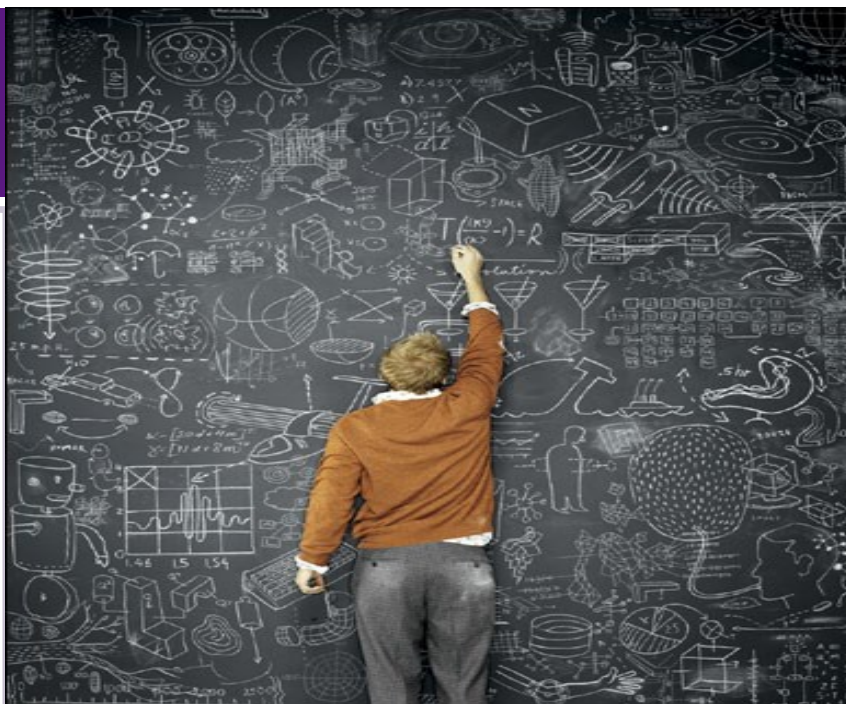


# EDUC 314

## NATURE & NEEDS OF THE GIFTED

WINTERIM 2018 (01/02 - 01/19)

Lectures: Fri, Jan 5 17:00-21:00 (cps 230)  
Sat, Jan 6 08:00-17:00 (cps 230)



**Instructor:** A. Kadir Bahar, Ph.D.  
**Email:** kbahar@uwsp.edu  
**Phone:** (715) 346-2867 (office)  
**Office:** CPS 446  
**Office Hours:** Wed, 10:30 -11:30 am

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

### COURSE DESCRIPTION

This two-credit undergraduate workshop is designed to provide an overview of the history, as well as important concepts, issues, and developments within the field of education for students with identified gifts and talents. Current research in the area will be reviewed. Characteristics, identification methods, programming options, and issues related to special populations will be discussed. Curriculum methods, adaptations, and differentiation for students with gifts and talents will be introduced and explored.

#### 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 **D2L**. Directions and rubrics for all the assignments are listed in **D2L** too.

Please read the directions and rubric for each assignment carefully. All assignments must be submitted via **D2L** 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	5	Friday January 5	5:00 PM
2	Respond to the Reading	10	Friday, January 5	5:00 PM
3	Attendance	10	End of Course	
4	Movie Analysis Paper	15	Wednesday, January 10	11:59 PM
5	Program Exploration Paper	30	Monday, January 15	11:59 PM
6	Lesson Plan Modification Paper	30	Wednesday, January 17	11:59 PM
	<b>Total</b>	<b>100</b>		

## 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.

# COURSE ASSIGNMENTS

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	<b>Total</b>	<b>100</b>		

## 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! You do not need to include standards. 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 D2L.

**Paper Due:** Wednesday, Jan 17, 11:59 PM



"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 D2L.

**Paper Due:** Friday, Jan 5, 5 PM

# COURSE ASSIGNMENTS

#	Assignments	Points Possible	Due	
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	<b>Total</b>	<b>100</b>		

## 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, 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. Full directions and **RUBRIC** for the assignment will be introduced in the class and also they will be posted on D2L.

**Paper Due:** Monday, Jan 15, 11:59 PM



## 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 the movie “**Akeelah and the Bee**” 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 D2L.

**Paper Due:** Wednesday, Jan 10, 11:59 PM

## Respond to the Reading

The purpose of this assignment is to prepare you for our face-to-face lectures. I have chosen **one** reading article to prepare you for our face to face classes. Before our class on Friday, you will read this article, “Reading Assignment”, which is posted on D2L, and then, as a reflection of your reading, respond to the questions listed on the. “Respond to the Reading Assignment Guidelines” which is posted on D2L. Full directions and rubric about this assignment are available on D2L.

**Paper Due:** Friday, Jan 5, 5:00 PM



## COURSE POLICIES



### Attendance

This course has a distinct design. I will meet you only two days (**Friday, Jan 5—17:00-21:00** and **Saturday, Jan 6—08:00-17:00** (at Room cps 230)) in a workshop format. Due to the intensive nature of this course, missing anything is extremely problematic. Attendance in the class is **mandatory**. Please make every effort to be in attendance at all times. Participation in all activities is critical. Please make every effort to be fully engaged in each activity/lesson. Each class will involve discussions, mini-lectures, and in-class projects and activities. Absence is a serious cause for concern for this course; it will necessitate a conference with me and may result in a failing grade for the course.

### 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).



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

ALBERT EINSTEIN

# 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.