

EDUC 314: Nature & Needs Of The Gifted
Spring 2020

Instructor: Dr Uzeyir Ogurlu (aka
Dr.O)
Email: uogurlu@uwsp.edu (best
way to contact)

Office: College of Professional
Studies, Room 433

Wednesday 11.30-1

Section	Day	Time	Location
EDUC 314	Tuesday	09:00 - 10:50	Professional Studies (CPS) 230

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.

edTPA Assessment

edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. edTPA is a subject-specific assessment that includes versions for 27 teaching fields. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment

Rubric-1: Planning: Planning for literacy Learning

Rubric-2: Planning: Planning to support Varied Student Learning Needs

Rubric-3: Planning: Knowledge of Students to Inform Teaching and Learning

Rubric-4 Planning: Identifying and Supporting Language Demands

Rubric-5 Planning: Planning Assessments to Monitor and Support Student Learning

Rubric-6 Instruction: Learning Environment

Rubric-7 Instruction: Engaging Students in Learning

Rubric-8 Instruction: Deepening Student Learning

Rubric-9 Instruction: Subject-Specific Pedagogy: Using Representations

Rubric-10 Instruction: Analyzing Teaching Effectiveness

Rubric-11 Assessment: Analysis of Student Learning

Rubric-12 Assessment: Providing Feedback to Guide Learning

Rubric-13 Assessment: Student Use of Feedback

Rubric-14 Assessment: Academic Language: Analyzing Students' Language Use and Subject-Specific Learning

Rubric-15 Assessment: Analyzing Teaching: Using Assessment to Inform Instruction

EDUC 314 offers good preparation for success on

Rubric-2: Planning: Planning to support Varied Student Learning Needs

Rubric-3: Planning: Knowledge of Students to Inform Teaching and Learning

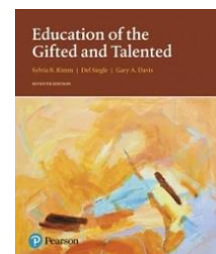
Rubric-7 Instruction: Engaging Students in Learning

Rubric-8 Instruction: Deepening Student Learning

Course book:

Education of the Gifted and Talented (7th Edition) 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.



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.

#	Assignments	Possible Points	Due Date
1	Response to the Syllabus	15	by Feb 1 @ 11.59 pm
2	Movie Analysis	20	Feb 22 @ 11.59pm
3	Lesson Plan Modification	35	April 11 @ 11.59pm
4	Program Exploration Presentation	30	March 10 and ongoing
5	Gifted Program Development	40	May 2 @ 11.59 pm
6	Attendance	15	Ongoing
8	Fun Assignments	15	TBA
7	Exam	30	May, 13. 12:30 - 1:30

Grading Scale:

A	188– 200%	B-	160 – 197%	D+	134 – 139%
A-	180 –187 %	C+	154 – 159%	D	128 – 133%
B+	174– 179%	C	148 – 153%	D-	120 – 127%
B	168 – 173%	C-	140 – 147%	F	< 120%

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 posted on Canvas.

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 on Canvas.

Program Exploration Presentation

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 present that program to the class. This is a group assignment. Detailed information and guidelines for the assignment are posted on Canvas.

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 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 your gifted program. Detailed information and guidelines for the assignment are posted on Canvas.

Fun Assignments

You will be given some small and fun assignments that should be done in one or two weeks. These are not required too much work. These assignments might be watching a YouTube or filling out a questionnaire or finding a small activity or writing reflection paragraphs or giving brief feedback about topics we will cover in the class. Detailed information and guidelines for each assignment will be posted on Canvas

Exams

There will be one (1) exam 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 and University Policies

Attendance. Attendance in the class is highly recommended. 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 absence for illness or personal emergency from this course. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. At the end of the course, if you miss 2 class, you will receive full points for attendance; and after the second class missed you will have deduction of 4 point for each class missed

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

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.

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.

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](#) 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 or at (715) 346-4357 (HELP) or visit this [link for more information](#).

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](#).

TENTATIVE COURSE CALENDAR

Week	Date	Topic	Reading / Agenda	Assignment/ Sharing Due
1	Jan.21	Welcome and Syllabus Highlights		
2	Jan. 28	Why Gifted Education	Chapter 1	Response to Syllabus (by Feb 1 @ 11.59 pm)
3	Feb. 4	Definitions of Gifted	Chapter 1	
4	Feb.11	Chrasteristics of Gifted Chidren	Chapter 2	
5	Feb. 18	Identification	Chapter 3	Movie Analysis (by Feb 22 @ 11.59pm)
6	Feb. 25	Curriculum Options for Gifted	Chapter 6	
7	Mar 3	Program Models for Gifted	Chapter 7	
8	Mar 10	Differentiation	Chapter 6	Program Presentation-1
9	Mar 17	SPRING BREAK		
10	Mar 24	Creativity	Chapter 8&9	Program Presentation-2

11	Mar 31	Thinking Skills	Chapter 10	Program Presentation-3
12	Apr 7	Social-Emotional Development	Chapter 17	Program Presentation-4 Lesson Plan Modification (by April 11 @ 11.59 pm)
13	Apr 14	Twice-Exceptionality	Chapter 15	Program Presentation-5
14	Apr 21	Diversity in Gifted Education	Chapter 13	Program Presentation-6
15	Apr 28	Parenting in Gifted Education	Chapter 16	Gifted Program Development (By May 2 @ 11.59 pm)
16	May 4	Review of the Class		