

EASTERN MICHIGAN UNIVERSITY

EDPS 504: Nature and Identification of the Gifted Winter, 2008

Instructor: Dr. Kyung-Hee Kim
Phone: 734-487-7120 ext. 2649 (phone messages are discouraged except in emergencies)
E Mail: kkim7@emich.edu (best way to reach me)
Office: 313I-A Porter

Textbooks:

Required reading: Handbook of gifted education, Colangelo, N., & Davis, G. A. (Eds.), ,
Boston: Allyn and Bacon., 2003 (3rd Ed.), 0205340636

Recommended reading: Once upon a mind: The stories and scholars of gifted child education.,
Delisle, J. R., Fort worth: Harcourt Brace. , 2000 , 0155031929

Recommended reading: Education of the Gifted and Talented, Davis, G.A., & Rimm, S. B.,
Allyn & Bacon, 5th, 2003, 0205388507

Competencies: Students who successfully complete this course should be able to:

1. Explain and apply relevant theoretical and operational definitions of the term "gifted."
2. Trace historical trends in gifted education and identify leaders.
3. Explain the findings of landmark studies in gifted education.
4. Relate defining characteristics of gifted and creative students to their concomitant needs and make educational recommendations to meet those needs.
5. Demonstrate understanding of the developmental aspects of giftedness: cognitive creative and social-emotional.
6. Knowledgeably address major local, state, national, and international issues in gifted education.
7. Address issues related to equitable screening and identification of gifted students.
8. Demonstrate understanding of the process of identification from referral to placement, based on local procedures.
9. Articulate a rationale for providing services for the gifted.
10. Display introductory knowledge of curricular and programming options for gifted students as related to their needs (e.g. enrichment, acceleration, grouping, mentoring)
11. Describe the importance and components of program evaluation, including particular problems with evaluating gifted programs.
12. Explain the meaning of differentiated curriculum.
13. Knowledgeably address current issues, such as grouping, cooperative learning, and acceleration vs. enrichment, and excellence vs. equity as they impact gifted education.
14. Demonstrate understanding of the defining characteristics, special needs of, and recommendations for at-risk gifted populations.
15. Report on the desirable characteristics of teachers of the gifted.
16. Demonstrate appropriate interpretation and communication skills when conferencing with administrators, parents, and classroom teachers of gifted and talented students.

17. Illustrate ability to effectively use relevant technology.
18. Identify a variety of national, state, and local publications and organizations in the field of gifted education (web-based materials, print materials, and advocacy organizations).

Course Requirements:

1. Reflection on the weekly reading assignments (22 points)

- You will be expected to keep a paragraph of reflection and submit an entry each week of class corresponding to the week's assigned readings. All of the 11 journal entries will be worth 2 points each (total of 22 points). It should be one concise page.
- You may use whatever format you wish, however, it would probably be helpful to determine how each of the readings answers (or doesn't answer) the competencies above? Address things that agree or disagree with your point of view and questions that you have. Refer to your pertinent experiences, thoughts, and readings outside of class. Don't just summarize; ask questions, argue, agree, synthesize, exemplify, etc. The key is to interact with the content.
- Papers should be typed, with double-spacing, Times New Roman, 12-point font, 1" margins, and spaces between sections.
- Your submission should have your last name on the top right corner and save as your LAST NAME and Journal number, eg., Kim_Journal_1.
- You may use word processing, typing, drawing, etc. for your journal.
- Once you submit your journal through the appropriate dropbox, post a portion of your journal response in the discussion section so that others may respond to your questions or observations.
- *Courtesy and Consideration:* Please be sure to treat all members of the class with courtesy and respect at all times. In a university atmosphere, differing points of view are encouraged but should be expressed respectfully and knowledgeably.
- Grading for the Journals:
2--Exceptional connections; creative; complete
1--Good response; almost complete
0--Poor response and incomplete

2. Final Exam (30 points)

- Final exam questions (Five essay questions) that are based on your reading assignments and related to the 18 competencies above will be given on June 12 and must be returned through the appropriate dropbox by June 16. Your submission should have your last name on the top right corner and save as your LAST NAME and Exam, eg., Kim_Exam.

3. Project (30 points). Please select a project that you feel would best meet your needs and interests.

Some suggestions:

- Your project is worth 30 points and must be done according to APA style-- Your paper must include (in order) Course number & title, Your name, Your department, Eastern Michigan University, Date of submission (Select one from the list below). Your submission should have your last name on the top right corner and save as your LAST NAME and Project, eg., Kim_Project.
 - i) A 10 page written paper addressing giftedness in students who also fall in one of the following groups: low socio-economic status; specific minority group; limited

English proficiency; underachieving; learning disabled; ADHD, Asperger's; females; males; highly gifted; highly creative; handicapped gifted; young children, adolescents, young adults, etc.

- ii) A 10 page report on the identifying characteristics, needs, and recommendations for serving a subgroup of gifted students.
- iii) A 10 page written argument for an individual from one of these groups being gifted based on biographical and/or autobiographical information. Characteristics of giftedness and evidence of the additional grouping issues should be pointed out and appropriate examples from the individual's life cited as evidence.
- iv) A 10 page brief review of the literature on the latest research on one of these subgroups.
- v) A 10 page review of a book that you read for a more in-depth view of one of the topics --must be approved.
- vi) An alternative format project on one of the subgroups of gifted individuals:
 - 1) A case study of an individual with whom you have personal contact who fits into one of the subgroups of gifted individuals as listed above. A case should be made for the person's giftedness by providing information enriching the view of your chosen individual as gifted (products, grades, test scores, checklists, anecdotal information, interviews with student, teacher, parent, etc.).
 - 2) Annotated bibliography of at least 25 resources about one of the subgroups.
 - 3) A children's book about one of the subgroups. The including a 5 page written paper giving the background and rationale for the issues related in the book with citations and references.
 - 4) A parent or teacher handbook about one or more of the subgroups and a 5 page written paper giving the background and rationale for the issues related in the book with citations and references.
 - 5) A project of the student's choice *with instructor approval*.

4. Class Participation Grade (Total of 18 points)

Grades for consistent timeliness and responsibility, consistent positive and constructive comments in discussion.

- A Class Participation grade of 18 points will be reserved for students who stand out as strongly engaged in classroom discussions (e.g., volunteering; helping other students; frequent constructive written contributions, etc.)
- 2 points of the Class Participation grade are for the two assignments (Due: May 5):
 - **Introduce yourself (1 point)**
 - **Reflection on the Reading**, Learning from Each Other (Kim, 2005), **(1point)**

General Course Expectations

Grading Policy

- A = All required work is complete and on time. Quality is above what is required. Student has demonstrated an integrated understanding of the subject matter and gone beyond basic requirements.
- B = All required work is complete; quality shows a basic understanding of material and writing has few mechanical errors.
- C = All work is complete; quality is lacking.

- D- (62 percentage points) = Work is incomplete (or has missing part(s)); quality is lacking.

The following scale will be used in this course

A (93-100%)	B (83-86%)	C (73-76%)	D (63-66%)
A- (90-92%)	B- (80-82%)	C- (70-72%)	D- (60-62%)
B+ (87-89%)	C+ (77-79%)	D+ (67-69%)	E (59% & below)

Late Work Policy

Late work will **NOT be accepted**. An assignment is late if it is not in the dropbox by 11:00 PM the day that it is due. I firmly believe that deadlines are a part of life and that allowing repeated revisions after a deadline has passed is a disservice and does not properly prepare a student for the future. Therefore, I do almost **anything** to help you **before** you are required to submit a project for which I have concrete deadlines. I will provide examples of my previous students work (usually only the best examples) so you understand what I expect of you.

Responsibility

Students are responsible for checking the web page frequently for announcements, assignments, emails, etc. and generally keeping up with class activities.

Academic Honesty

University rules concerning plagiarism will be followed. You are expected to complete your own work and give appropriate credit when referencing work from other people.

Professional Writing

Papers and tests should have few, if any, grammatical, spelling, or other mechanical errors. If you are not a strong writer, be sure to use the spelling and grammar checks on your computer, or a proofreader. There are **NO** excuses for not using these aids. Assignments with many errors will receive a grade of C or lower since this is unacceptable writing for teachers. Note: I will not correct all of your grammar/spelling errors—at most I will point out errors through one or more examples in your paper. It is **your responsibility to read and correct** the entire paper prior to submittal.

APA Formatting

- Papers should be typed, double-spaced, 12-point font, Times New Roman, 1" margins, and have no spaces between sections.
- Your paper must start with a numbered cover page that includes (in order) Project/study title, Course number & title, Your name, Your Program, Eastern Michigan University, Date of submission, and the semester (Spring 2008).
- All pages should have a page number with your last name on the top right corner.
- Papers **not followed the APA Style** will receive a grade **no higher than B**.

Course Incompletes

Incompletes will be given only: a) in extenuating circumstances; and b) after a student-initiated discussion with the instructor **prior to** the end of the semester. Generally, a student must have completed the majority of course work and have an average grade of "B" or better in order to be even considered for an incomplete.

- In this course, you must have **83% (B) or better** on the test 1 to qualify for an "I" grade.
- You must also present an acceptable reason (and accompanying documentation) for an extension, the date when your paper will be submitted, and your student ID number.

The instructor will provide the student and the department head with a rationale for the "I" grade and will specify the work required to remove the incomplete. An "I" grade must be removed within 12 months from the end of the semester or session in which it was issued or within 18 months from the beginning of the semester of registration for correspondence courses. These limits may be extended only under unusual circumstances upon the written recommendation of the instructor and with the approval of the dean of graduate studies and research. The initiative for conversion of an "I" to a letter grade rests with the student. If not converted, the "I" becomes a permanent part of the student's academic record. Permanent "I" grades may be removed only by repeating the course under the policy on repeating courses

Students with Disabilities

Pursuant to the Americans with Disabilities Act (ADA) of 1990, students with qualified disabilities will not be the objects of illegal discrimination in this class. If you have a documented disability, please contact me immediately so that I can provide appropriate accommodations to the learning environment.

Please note that students who have any psychological issues that affects their learning should also contact me immediately.

Course Schedule & Reading Assignments (tentative)

Due Date	Lesson	Topic	Competencies	(Reading) Assignments: Must be by 11:00 pm
5/5	1	Intro to Class	17	Introduce Yourself (1 point Pa Reflection on the Reading, Le Each Other (1 point Participat
5/8	2	History and Overview	2 & 3	Journal_1: Ch 1 & Ch 2 Term
5/12	3	Definitions of Gifted and Talented	1	Journal_2: Ch 3, Ch 4, & Ch 5
5/15	4	Changing Views of Giftedness: Intelligence	1, 3, 4, & 5	Journal_3: Ch 7, Ch 8, & Ch 9
5/19	5	Creativity	3, 4, & 5	Journal_4: Ch 24, Ch 27, & T
5/22	6	Affective Issues	5	Journal_5: Ch 6, Ch 31, Ch 32 377
5/26	7	Screening and Identification	7 & 8	Journal_6: Ch 10, Ch 11, & G Guidelines
5/29	8	Local, State, National, & International Perspectives	6 & 18	Journal_7: Ch 42, Ch 46, & C
6/2	9	Program Development.: Rationale, Curriculum, & Evaluation Final Project Due	9, 10, 11, & 12	Journal_8: Ch 23, and papers & rationale
6/5	10	Enrichment, Acceleration, & Mentoring; Grouping & Cooperative Learning	12 & 13	Journal_9: Ch 12, Ch 20, Ch 2 paper
6/9	11	Underachieving; LD; Handicapped; Minorities; Young Children & Adolescents	14	Journal_10: Ch 32, Ch 33, Ch 39, & Ch 41; web info on han
6/12	12	Highly Gifted; Gender Issues; Teachers, Parents, & Peer Evaluations & Review Final Exam Given	14, 15, & 16	Journal_11: Ch 30, Ch 35, Ch Ch 43
6/16	13	Conclusions Final Exam Due	1 — 18	

