

# Webster University

## Course Syllabus

### SOCS 5970 The Gifted Learner

**Term:** Fall 2002

**Class Times:** Mondays, 5:00 – 9:00. This class meets 8 sessions.

**Instructor:** Dottie Fundakowski

(w) (636) 207-2579 (h) (636) 391-7358

**1. Course Description:** This course is designed to present students with an overview of research and current issues in the field of gifted education. Students will explore the latest in intellectual, social and emotional development of gifted students. Programs, teaching methods, best practices, and curriculum for the gifted will be presented.

### 2. Learning Outcomes:

- Students will gain an overview of gifted education, including history, research background, and current issues.
- Students will investigate and understand basic characteristics of gifted learners.
- Students will be given opportunities to study and practice instructional strategies effective in both gifted and regular classroom situations.

### 3. Schedule of class meetings and topics:

August 19:	Class introduction. Understanding the definition of giftedness Chapter One
August 26:	Chapters 2 and 3 Characteristics of gifted learners Aspects of Creativity
*September 6:	Chapters 4 and 5 Social-emotional development of gifted students *Class date scheduled for Friday evening due to Labor Day Holiday.
September 9:	Chapters 6 and 7 Development of programs and support systems for the gifted
September 16:	Chapters 8 and 9 Identification issues Optimizing learning for gifted students
September 23:	Chapter 10 Differentiation strategies for gifted learners – Content and Instruction
September 30:	Chapter 12 Issues and Concerns in the Education of Gifted Learners Underachievers, Gifted Learners with Disabilities, Highly Gifted
October 7:	Project presentations Community Resources

#### 4. Resources:

**Text used:** Growing Up Gifted by Barbara Clark

**Supplemental Readings:** Articles from contemporary gifted education journals, Internet resources, handouts provided by instructor

#### 5. Evaluation:

Grades will be determined by:

1. Project: Compare and contrast three gifted programs of your choice, focusing on
  - a) placement criteria for students
  - b) program model
  - c) curriculum
  - d) evaluation of students
  - e) evaluation of teacher(s)
  - f) evaluation of program
  - g) size of district/number of students served
2. Develop an “ideal” gifted program, focusing on the criteria above.
3. Students will read and react each week to one article from a gifted education journal.
4. Presentation to class of one project.
5. Regular attendance is required.

**6. 3 Hour Courses:** Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:

- a) Lab: Students will visit one week-day or Saturday program for gifted students, record observations, and personal judgements.
- b) Develop lesson plans/unit for a regular classroom, using a textbook that is appropriate for a base. Adaptations for gifted students will be the focus for these lesson plans.

#### 7. Final projects:

Final projects/papers will be returned to the students in the following manner:

Projects/Papers will be returned during the last meeting period or

Students should provide a self-addressed envelope (appropriate size and postage) to the instructor so project/paper can be returned.