



Course Syllabus

SOCS 5970.01
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Ms. Dottie Fundakowski

COURSE NUMBER AND SECTION The Gifted Learner	INSTRUCTOR Fall 2004	E-MAIL ADDRESS 3
COURSE TITLE WEBH	TERM	CREDIT HOURS
SITE		

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

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. *The Gifted Learner* is an introductory course to the field of gifted education and is a recognized gifted certification course.

2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

1. Students will gain an overview of gifted education, including an historical perspective, research-based best practices in education, characteristics, academic and affective needs, and current issues related to increasing achievement of gifted students in the classroom. (MS 1,2)
2. Provide a rationale for the importance of studying the academic and affective characteristics of high ability students. (MS 1, 2)
3. Develop an awareness of the affective issues confronting students labeled gifted and talented. (MS 1, 7)
4. Develop a personal perspective on the importance of the affective needs as well as the intellectual growth of high ability students. (MS 1, 5, 6)
5. Explore related literature and research on the cognitive and affective characteristics and needs of high ability students. (MS 4, 5)
6. Develop a broad base of knowledge regarding research on the cognitive and affective growth of high ability students. (MS 1, 5, 6)
7. Become proficient in skills that help to foster the emotional growth of high ability students. (MS 1, 2)
8. Design appropriate instructional strategies and curriculum for meeting the academic and social-emotional needs of high ability students. Students will be given opportunities to study and practice instructional strategies designed

- to meet the needs of gifted learners in both gifted and regular classroom situations. (MS 2, 3)
9. Become aware of the influences of individuals and environments on the cognitive and social-emotional development of high ability students. (MS 3, 4)
 10. Become aware of the unique needs of special populations with the field of gifted education: culturally diverse, gifted females, gifted males, underachievers, learning-disabled gifted, handicapped gifted, etc. (MS 3, 4)
 11. Become knowledgeable about the researchers, theorists and educational leaders who are actively involved in promoting gifted education. (MS 1, 7)

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

- Week 1: Class introductions and overview of course and requirements.
Understanding the definition of and terms related to giftedness
What does it mean to be gifted? Barriers to appropriate education
Reading for tonight's class: Growing Up Gifted, Chapter One
- Week 2: Characteristics of gifted learners, related needs, concomitant problems
Defining giftedness: Identification, gifted programming options
Highly and exceptionally gifted individuals
Aspects of Creativity, Leadership
Assignment: Identify and analyze three area gifted programs
Reading for tonight's class: Growing Up Gifted, Chapters 2 and 3
Supporting research articles provided by instructor: Silverman, Tolan
- Week 3: Social-emotional development of gifted students
Perfectionism, motivation
Friendships, Peer relationships
Reading for tonight's class: Growing Up Gifted, Chapters 4 and 5
Supporting research articles provided by instructor: DeLisle, Webb
- Week 4: Support systems for the gifted
Gender Issues, Counseling the Gifted
Parenting the gifted child, competition
Reading: Growing Up Gifted, Chapters 6 and 7
Supporting research articles provided by instructor: Reis, Silverman
- Week 5: Optimizing learning for gifted students
Underachievers, Gifted Learners with Disabilities
Reading: Growing Up Gifted, Chapters 8 and 9
Supporting research articles provided by instructor, Rimm, DeLisle
- Week 6: Differentiation strategies for gifted learners, compacting, acceleration
Content, Curriculum, and Instruction
Assessment, Alternative performance based and authentic, rubrics
Reading: Growing Up Gifted, Chapters 10
Supporting research articles provided by instructor: Tomlinson, Renzulli
- Week 7: Issues and Concerns in the Education of Gifted Learners
Current legislation concerns, No Child Left Behind, Where we are now, and where we want to go
Advocacy for gifted education
Reading: Growing Up Gifted, Chapter 11

Supporting research articles provided by instructor

Week 8: Project presentations
Evaluation and Reflection

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate

4. Resources:

Text(s): Growing Up Gifted by Barbara Clark

Supplemental Readings:

Articles from contemporary gifted education journals, Internet resources, handouts provided by instructor each week to support course focus

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

- a) Term Paper(s) - In-depth research paper on self-selected component of giftedness
- b) Class presentation(s) on gifted programming and final project paper
- c) Curriculum project – modifications to curriculum unit incorporating gifted strategies
- d) Class Participation
- e) Regular attendance is required for all sessions

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 recommendations for curricular modification to meet needs of gifted students.

7. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:
 - Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.

NOTE; Papers will not be available for pick up from the School of Education Office.

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.