



Course Syllabus

SOCS 5920-01	Dottie Fundakowski	fundak@webster.edu
COURSE NUMBER AND SECTION	INSTRUCTOR	E-MAIL ADDRESS

Meeting the Affective Needs of Gifted Children	Summer 2004	3 credit hours
COURSE TITLE	TERM	CREDIT HOURS

WEBH

SITE

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

This course will focus on the affective needs of gifted students by exploring research and material relevant to the social and emotional components of giftedness. Topics will include the following: the role(s) of the educator, motivational issues, relationships, perfectionism, common areas of psychological response, gifted children and youth with special needs, underachievement, and promising practices and interventions for meeting the affective needs of gifted children.

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

Involvement in this course will enable educators to:

1. Provide a rationale for the importance of studying the affective characteristics of high ability students. (MS 1, 2)
2. Develop an awareness of the affective issues confronting students labeled gifted and talented. (MS 1, 7)
3. 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)
4. Explore related literature and research on the affective characteristics and needs of high ability students. (MS 4, 5)
5. Develop a broad base of knowledge regarding research on the affective growth of high ability students. (MS 1, 5, 6)
6. Become proficient in skills that help to foster the emotional growth of high ability students. (MS 1, 2)

7. Design appropriate instructional strategies and curriculum for meeting the affective needs of high ability students. (MS 2, 3)
 8. Become aware of the influences of individuals and environments on the social and emotional development of high ability students. (MS 3, 4)
 9. Become aware of the affective 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)
 10. Become knowledgeable about the researchers, theorists and educational leaders who are actively involved in promoting the affective component of gifted education. (MS 1, 7)
3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

June 1 (Week 1) Course Overview, Introduction to affective characteristics and issues related social/emotional needs of the gifted. Text: For tonight's class read Social & Emotional Development pp. 1-18.

June 8 (Week 2) Theories of Personality and Emotional Development
Facts and Myths about the Emotional Health of the Gifted
Asynchronous Development
Text: For tonight's class, read Social & Emotional Development pp. 19-36, Webb chapter 1, 2

June 15 (Week 3) Common Areas of Psychological Response
Dabrowski Theory
Perfectionism
Multipotentiality
Text: For tonight's class, read pp. 41-76

June 22 (Week 4) Underachievement
Gifted Children and Depression
Resilience in Gifted Children
Text: For tonight's class, read pp. 81-119
Handouts

June 29 (Week 5) Gifted Females, Gifted Males
Culturally Diverse gifted students
Text: For tonight's class, read pp. 155-162
Handouts

July 6 (Week 6) Creatively Gifted students
Gifted LD students
Gifted Children with ADHD
Stress and Stress Management
Text: For tonight's class, read Social & Emotional Development pp. 165-199, Webb Chapter 6

July 13 (Week 7) Promising Practices and Interventions
Peer and Family Relationships
Counseling the Gifted
Career Counseling
Positive Achievement Attitudes

Text: For tonight's class, read Social & Emotional Development pp. 205-246, Webb, Chapter 8, 9

- July 20 (Week 8) Social and Emotional Issues: What have we learned, and what should we do now?
Application in the classroom
Course reflections and recommendations for future action
For tonight's class: read pp. 267-288
Final class evaluations

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

4. Resources:

Three Texts: *The Social and Emotional Development of Gifted Children – What do we know?* Edited by Maureen Neihart, Sally M. Reis, Nancy M. Robinson, Sidney M. Moon; *Guiding the Gifted Child*, James T. Webb, Elizabeth A. Meckstroth
When Gifted Kids Don't Have All The Answers, Jim Delisle and Judy Galbraith

Supplemental Readings: Handouts will be provided by the teacher to fulfill additional reading requirements for the course.

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) Weekly brief paper (2-3 pages in length) due on various selected topics
- b) Research and Presentation of self-selected topic related to emotional needs of gifted children
- c) Class participation in weekly discussions on assigned readings and analysis

6. Supplements (study guide, sample tests, project outlines may be attached.)
Please list.

None.

7. 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:

None.

8. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

- Other (explain): Students will complete weekly writing assignments to be turned in on weekly basis.

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.