



Course Syllabus

COURSE NUMBER: SOCS 5920-01	COURSE TITLE Meeting the Affective Needs of Gifted Children	TERM: Summer 2006
SITE:	INSTRUCTOR CONTACT INFORMATION: Christine Nobbe 314-323-0053 nobbechristine@rockwood.k12.mo.us	CREDIT HOURS: 3

COURSE DESCRIPTION: 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.

LEARNING OUTCOMES

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
1. Provide a rationale for the importance of studying the affective characteristics of high ability students.	Program Goal 1: Preservice gifted education teachers will understand the philosophical, historical, and legal foundations of gifted education.	(MS 1, 2)
2. Develop an awareness of the affective issues confronting students labeled gifted and talented.	Program Goal 1b: Practicing gifted education teachers advocate for differentiated and accelerated educational opportunities for gifted learners.	(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.	Program Goal 1: Preservice gifted education teachers will be knowledgeable of instructional strategies, learning environments, and social interactions.	(MS 1, 5, 6)
4. Explore related literature and research on the affective characteristics and needs of high ability students.	Program Goal 1: Preservice gifted education teachers will be knowledgeable of development and characteristics of learners who are gifted.	(MS 4, 5)
5. Develop a broad base of knowledge regarding research on the affective growth of high ability students.	Program Goal 1: Preservice gifted education teachers will be knowledgeable of methods for screening, identifying and assessing students who are gifted, including under-served populations.	(MS 1, 5, 6)
6. Become proficient in skills that help to foster the emotional growth of high ability students.	Program Goal 1: Preservice gifted education teachers will be knowledgeable of instructional strategies, learning environments, and	(MS 1, 2)

	social interactions.	
7. Design appropriate instructional strategies and curriculum for meeting the affective needs of high ability students.	Program Goal 1b: Practicing gifted education teachers design effective assessment plans, instructional strategies and curricula, and/or services based on current research regarding cognitive, social and emotional development in gifted students.	(MS 2, 3)
8. Become aware of the influences of individuals and environments on the social and emotional development of high ability students.	Program Goal 1b: Practicing gifted education teachers advocate for differentiated and accelerated educational opportunities for gifted learners.	(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.	Program Goal 1: Preservice gifted education teachers will be knowledgeable of instructional strategies, learning environments, and social interactions.	(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.	Program Goal 1b: Practicing gifted education teachers design effective assessment plans, instructional strategies and curricula, and/or services based on current research regarding cognitive, social and emotional development in gifted students.	(MS 1, 7)

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

June 6 (Week 1)	Course Overview, Introduction to affective characteristics and issues related social/emotional needs of the gifted. Facts and Myths about the Emotional Health of the Gifted Develop interview questions for next week Reading Assignments will be announced weekly
June 13 (Week 2)	Out of class assignment – Gifted Children Interview
June 20 (Week 3)	Share interview experiences Common Areas of Psychological Response Dabrowski's Theory Perfectionism Multipotentiality
June 27 (Week 4)	Underachievement Gifted Children and Depression Blooms Affective Taxonomy
July 7 (Week 5)	Self Esteem, Gender Issues, Culturally Diverse

July 11 (Week 6)	Gifted LD students Gifted Children with ADHD Stress and Stress Management
July 18 (Week 7)	Gifted children and friendships Peer and Family Relationships Class presentations
July 25 (Week 8)	Exceptionally Gifted Children Social and Emotional Issues: What have we learned, and what should we do now? Course reflections and recommendations for future action Final class evaluations

1. RESOURCES:

Required Text:

When Gifted Kids Don't Have All the Answers: How to Meet their Social and Emotional Needs by Jim Delisle and Judy Galbraith ISBN 1-57542-107-0

Additional 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.

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

Assessments	Links to Course Outcomes	Percentage of Grade
Gifted Child Interview and Reflection	2. Develop an awareness of the affective issues confronting students labeled gifted and talented.	20%
Affective Curriculum Documentation Form	7. Design appropriate instructional strategies and curriculum for meeting the affective needs of high ability students.	20%
Research paper on selected topic related to social/emotional needs of gifted children	3. Develop a personal perspective on the importance of the affective needs as well as the intellectual growth of high ability students.	40%
Participation in weekly discussions on assigned readings and analysis, and attendance	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.	20%

6. GRADING SCALE

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

3. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

(Instructor may list specific consequences here)

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

4. ACCESSIBILITY/ACCOMODATIONS POLICY:

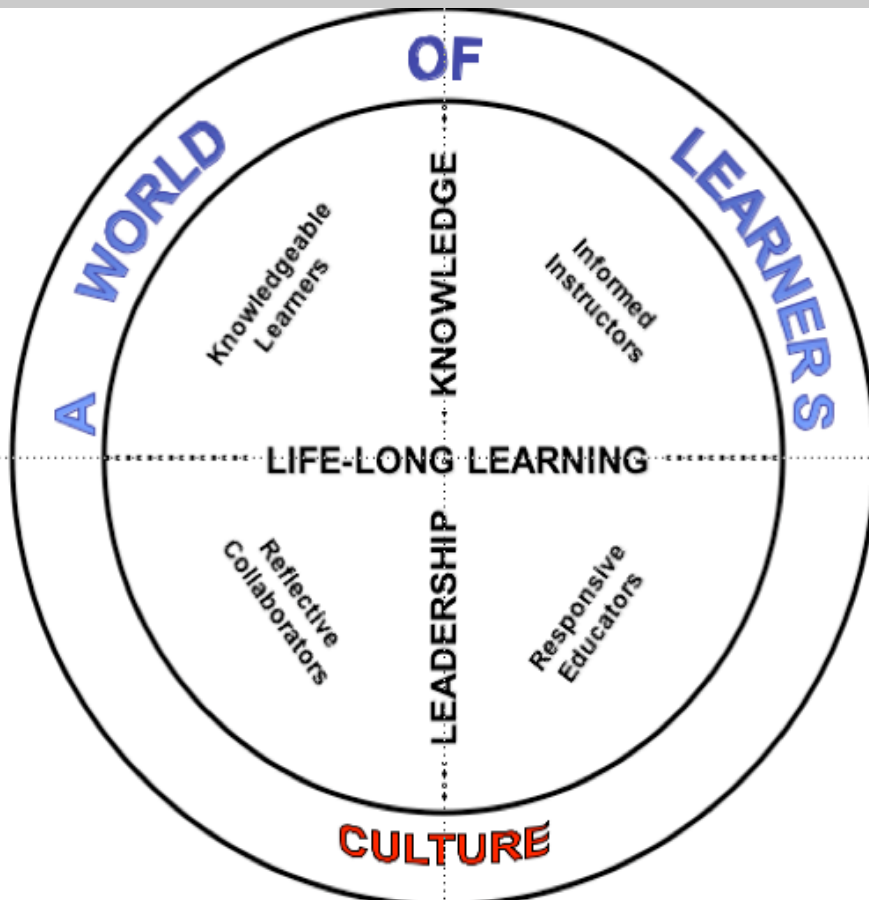
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

