

Rutgers University
Graduate School of Education

Introduction to Gifted Education

Course # 05:300:320

Fall 2014

Monday 9:50 am - 12:50 pm
CA - A2

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Office hours: By appointment

Course Catalog Description

This introductory course in gifted education focuses on the cognitive and psychosocial development of gifted individuals over a lifetime. Emphasis will be placed on exploring the characteristics of giftedness and the influences that support or hinder the development of potential talent. The relationship between creativity, intelligence and giftedness will be explored, along with implications for educational settings.

Required Texts

Davis, G., Rimm, S., Siegle, D. (2010). *Education of the Gifted and Talented, 6th Edition*. Pearson ISBN-10:0135056071 ISBN-13: 9780135056073

Student Learning Objectives

Upon successful completion of the course, students will:

- Analyze key constructs of giftedness, intelligence, creativity and talent development and articulate the relationship between these constructs.
- Review policies, research and current issues related to gifted education.
- Identify key factors that influenced talent development in the lives of eminent individuals.
- Discuss the academic and social-emotional issues and problems that gifted children and adults encounter at various stages of their lives due to intrapersonal issues, special needs, poverty, or lack of access to appropriate resources.
- Evaluate the appropriateness of educational interventions for gifted learners through case study analysis.
- Demonstrate an understanding of the role of family and the educational community in talent development.

The course will address the Teacher Preparation Standards in Gifted and Talented Education developed by the National Association for Gifted Children (NAGC), the Council for Exceptional Children (CEC), and The Association for the Gifted (TAG) and approved by the Council for the Accreditation of Educator Preparation (CAEP) in 2013. This course is designed to introduce students to essential understandings and skills related to Standards 1-7.

Course Assignments

1. **Concept Map or Reflection Paper:** Students will create either a concept map or reflection paper that demonstrates their understanding of the relationship between giftedness, creativity, intelligence and motivation.

2. **Journal Article Critique:** Students will select an article from a professional journal (from list) related to special populations in gifted education, and write a critique of the article using the format provided by the instructor.
3. **Case Study Analysis:** Students will prepare a case study analysis for an in-class presentation to the group. The analysis will include a brief description of the case, identification of the underlying problem, a synopsis of the problem solving strategies used by the student(s), and the educational solutions recommended, based on gifted education standards. Students can choose to work independently, with a partner or in a group no larger than three students.
4. **Final course project: Biographical study:** Students will read two biographies of eminent individuals in any field and write a comparative analysis of their talent development process. Students will identify the talent markers in each life and compare the talent markers of each subject, describing similarities and differences. Students should include markers from all stages of the subjects' lives and include the home, community and school influences on the success of the biographical subjects. Students are expected to provide the instructor with an outline of the content of the biographical study prior to student presentation.

Grading

- 10 % Class Participation
- 20 % Journal Article Critique
- 20 % Case Study Analysis
- 10 % Concept Map or Reflection Paper
- 40 % Final Course Project: Biographical study

Grades for written assignments and presentations are based on accuracy, clarity and originality of thought. Accuracy addresses the comprehensiveness and accuracy of the work; clarity addresses the organization and articulation of ideas; and originality addresses the uniqueness of ideas and degree of insight.

Students can choose to revise and resubmit their work within one week of its return to utilize feedback for improvement. Late assignments will receive a reduction in grade unless the instructor has approved an extension prior to the due date. Class participation grades are based on participation in discussions, class attendance, and preparedness for class. Two unexcused absences will result in a letter grade reduction in the final grade. Students are expected to arrive on time with materials and prepared to discuss the assigned readings.

Academic Integrity

As a member of the Rutgers academic community, students have a responsibility to understand the Rutgers Academic Integrity Policy which can be accessed at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf.

Students who engage in plagiarism, cheating, fabrication, dishonesty, or academic sabotage are in violation of the Rutgers Academic Integrity Policy. Any violations to this policy will be reported and serious consequences may result.

Students with Disabilities

Students with disabilities requesting accommodations must follow the procedures outlined at <http://disabilityservices.rutgers.edu/request.html>

Course Schedule

Date	Topic	Assignment(s)
Week 1 9/8/14	Introduction Review course expectations and assignments Historical perspective on intelligence Contemporary theories of intelligence	
Week 2 9/15/14	Conceptions of Giftedness Educational and psychological conceptions Gifted behaviors / gifted potential General/specific talents Development over a lifetime - role of opportunity Society & culture dependent Eminent gifted individuals	Assigned Readings Due: Chapter 1: Gifted Education: Matching Instruction with Needs
Week 3 9/22/14	Characteristics of Gifted Individuals Intellectual characteristics Non-intellectual characteristics Potential issues related to characteristics <ul style="list-style-type: none"> • Academic • Social and/or emotional Mindset and Motivation	Assigned Readings Due: Chapter 2: Characteristics of Gifted Students Mindset readings
Week 4 9/29/14	The Creative Process Traits and characteristics of creatively gifted people Creative productivity Can creativity be learned? Schools & Creativity (K. Robinson)	Assigned Readings Due: Chapter 8: The Creative Person, Process, creative dramatics Chapter 9: Teaching for Creative Growth
Week 5 10/6/14	Talent Development in Schools Identification Programs/services to match need Enrichment/acceleration Differentiation of curriculum and Instruction Continuum of services	Assigned Readings Due: Chapter 5: Acceleration Chapter 6: Grouping, Differentiation & Enrichment NAGC Gifted Education Standards Assignment Due: Concept Map or Reflection Paper
Week 6 10/13/14	Special Populations of Gifted Learners Young learners Underrepresented populations Gender considerations Twice-exceptional Case Study #1: Special populations	Assigned Readings Due: Choose one chapter from those listed below to read; Chapter 12: Underachievement Chapter 13: The Invisible Gifted: Cultural Diversity Chapter 14: Gifted Females
Week 7 10/20/14	Special Population Journal Article Analysis and Critique	Bring selected journal article to class.
Week 8 10/27/14	Case Studies in Gifted Education Case study: guided analysis in class	Assignment Due: Journal Article Critique
Week 9 11/3/14	Case Studies in Gifted Education Student selected case study - in class work session	

Week 10 11/10/14	Development of gifts/talents over a lifetime Biological and environmental influences <ul style="list-style-type: none"> • Pre-natal & Infancy • Early childhood • Middle Childhood • Adolescence 	Assignment Due: Case Study Analysis
Week 11 11/17/14	Gifted Adults Multipotentiality Higher education The development of expertise Career & life decisions Gender and role expectations	Assigned Reading: Article distributed in class: Perrone-McGovern, K.M. et al (2011) Major Life Decisions of Gifted Adults in Relation to Overall Life Satisfaction. <i>Journal for the Education of the Gifted</i>
Week 12 11/24/14	Policy and Reform Issues National, state, and local policy <i>Equity and excellence discussion</i>	Assigned Readings Due: Equity and excellence in gifted education supplemental readings
Week 13 12/1/14	<i>Biographical Study Presentations</i>	Assignment Due: Final course project Biographical study outline due to instructor today
Week 14 12/8 /14	<i>Biographical Study Presentations</i>	