

The Gifted Child
15:294:531, Section 80
3 Credits

Instructor: Elissa Brown	Day & Time: <ul style="list-style-type: none"> • Face-to-face meetings (3 weekends): Jan. 24 (5:00-8:30 pm.)-Jan. 25 (8:30-12:00 pm.); March 28 (5:00-8:30pm)-March 29 (8:30-12:00 pm) and May 2 (5:00-8:30 pm.)- May 3 (8:30-12:00 pm.) • Online sessions (10 weeks): beginning the week of Jan 27 and ending the week of May 3
Phone Number: (757) 593-2224	Location: Public Safety Bldg, rm# 205B; 211
Email: elissabrown21@gmail.com	Office Hrs: By appt.
Mode of Instruction:	
<input type="checkbox"/> Lecture <input type="checkbox"/> Seminar	<input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online

Learning goals

Upon completion of this course, the student should be able to...

1. Describe some typical characteristics of giftedness and explain various definitions used in identifying the population for educational purposes.
2. Interpret and analyze major theories of intelligence and giftedness.
3. Describe and analyze developmental differences (cognitive, social-emotional, and physical) among gifted individuals at all critical stages of development.
4. Analyze the relationship of research and contemporary policies and practices in gifted and special education.
5. Develop an understanding of individual differences within the gifted population (i.e., culturally diverse, economic, gender, twice-exceptional, behavioral)
6. Translate conceptions of giftedness into practical modes of operation in schools (i.e., operational definitions, identification protocols, and selection procedures), homes, and clinical settings.
7. Examine identification systems for gifted learners according to legal, ethical, and practical policies and procedures.
8. Describe home and school interactions and interventions that influence the cognitive and affective development of gifted learners.
9. Access print, electronic, and other sources of information that disseminate current research in gifted education and provide networking opportunities.

Course catalogue description

This course is designed to provide an overview of the field of gifted education and address the core cognitive characteristics of gifted children in general and domain-specific areas, their educational needs in respect to programs, services, and curricula, the support structures necessary to facilitate their talent development from families to mentors to personality variables and the foundations of the field of gifted education itself, ranging from its theoretical and research base to its grounding in legislation and administration of programs. Course assignments will feature short papers and products to be used in practice.

Please confirm at http://catalogs.rutgers.edu/generated/gse_current/pg195.html

Class materials/ Textbooks:

- Karnes, F. A. & Stephens, K. R. (2008). Achieving Excellence: Educating the Gifted and Talented. Upper Saddle River, NJ: Pearson Publishing ISBN-13: 978-0-13-175562-8
- Additional Readings will be assigned

State or Professional Organization Standards:

The course will address the NCATE Gifted Teacher Education Standards 1 and 2 fully and Standards 3, 4, 5, and 8 partially.

Grading and Activities:

Video Analysis Project:

Watch a movie that portrays a gifted child or young adult as a central character
Write a 2-3 page description that identifies significant cognitive and social/emotional characteristics the character displayed and discusses how those characteristics affected the child. How did the cognitive and social/emotional characteristics of the individual affect their environment and vice versa? Then write a critique (2-3 pages) of the movie from your perspective as a developing expert in gifted education – does the movie help to create stereotypes, dispel them, or both? –how does the character represent theories of intelligence? (Suggested films: *Little Man Tate*, *Searching for Bobby Fischer*, *Good Will Hunting*, *Finding Forrester*, *Spellbound*, *Akiyeh and the Bee*, *A Beautiful Mind*, etc.)

Student(s) Observation and Reflection

This assignment is designed to encourage you to watch gifted education in action. You should conduct *two* classroom observations in classes for gifted students (30-45 minutes each), writing down what you observe of teacher behaviors and student behaviors, especially as they reflect what we have studied in class. You will submit a narrative of what you observed and a written reflection on how what you saw demonstrated or did not demonstrate the translation of what we have learned in class into practice. Consider such issues philosophy of giftedness, asynchronous

Assignment	Weight	Due Date
Attendance & Discussion Board	25%	Ongoing
Video Analysis	25%	Feb 28
Student Observation/Reflection	25%	March 28
Gifted Education Plan (IEP)	25%	May 2

development, and cognitive and socio-emotional characteristics of the student. Assessment will be based on writing clarity and synthesis of course, supported research, and experiential learning. *Observations* are what you see and hear in the classroom. *Reflections* are your interpretations of the observations and/or “bigger picture” thoughts about what you saw and how what you saw is or is not supported by research. In this section, you may include questions that arise from the observation.

Developing an individual Gifted Education Plan (GEP)

You are to select an individual from history or contemporary times who meets the standards for giftedness in general ability or a specific aptitude area. Read extensively about this person, and create an Gifted Educational Plan (GEP) product for that individual. Begin your GEP with a narrative overview of the individual which characterize their giftedness (personal characteristics and traits, early life and development, adolescence, and adulthood accomplishments, family support, education and training, people of influence in the life of the individual, and life events that affected the individual deeply), and then create an education plan based on that individual, include academic, affective, interests, and learning environment modifications that should be in place.

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Schedule:

Tentative list of topics for discussions (by week)

Date/Time/Location	Topic	Assignment/Reading
Jan 24 5:00-8:30 pm PSB # 205B 8:30-12:00 pm PSB Conf. Rm 211	<ul style="list-style-type: none"> • Introductions • Review of syllabus, expectation, and assignments • Myths/Realities • History of Gifted Education • Definitions • Theories of Intelligence • Characteristics of gifted 	Chapters: 1, 3, 4, and 5
Jan 26-March 27 (on-line)	Readings and Discussion Board Assignments Video Analysis Due: Feb 28	
March 28 5:00-8:30 PSB # 205B March 29 8:30-12:00 PSB # 211	<ul style="list-style-type: none"> • Identification of gifted learners: Process, best practices, tools • Special Populations • Underachievement 	Chapt: 7-9 Supplemental readings for jigsaw provided by instructor Classroom Observation Due
March 30-May 2 (on-line)	Readings and Discussion Board Assignments	
May 2 5:00-8:30 PSB # 205B May 3 8:30-12:00 PSB # 205B	<ul style="list-style-type: none"> • Curricular & Instructional Implications based on learner needs • Role of facilitators: parents, teachers, community • Presentations 	Chapt: 10, 11, 13, 15 & 16 Gifted IEP due