

COURSE SYLLABUS–SUMMER 2016

Course and Instructor Information

Course Title: EPSY 5710 – Introduction to Gifted Education and Talent Development

Credit Hours: 3

Semester: Summer 2016 Monday, June 27-Friday, July 1 - 8:30 a.m. 4:30 p.m., with a 30 minute lunch break.

Location: Gentry – Rm. 142

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Course Materials

Required Texts:

1. Davis, G. A., Rimm, S. B., & Siegle, D. (2011). *Education of the gifted and talented* (6th ed.). Boston, MA: Pearson/Allyn & Bacon/Merrill. ISBN 10: 0-13-505607-1 or ISBN 2 13: 978-0-13-505607-3. **Read the assigned chapters in this book before arriving on campus.** Hardcover and used copies of this edition are available on www.amazon.com. About 30% of the text is new so try to get this edition.
2. Renzulli, J. S., Gubbins, E. J., McMillen, K. S., Eckert, R. D., & Little, C. A. (2009). *Systems and models for developing programs for the gifted and talented* (2nd ed.). Waco, TX: Prufrock Press. ISBN: 978-0-93638-644-7 Available at Prufrock Press. Call toll free 800-998-2208, or order online: www.prufrock.com. Customer service representatives are aware of the discount pricing. When placing your order, mention product #6447 and coupon code: USEM6. Without the coupon code, you will not be eligible for a discount. The discount price is \$74.96. Problems or questions? Contact Ginny Bates gbates@prufrock.com.

Course Objectives

By the end of this course, students should be able to

1. recognize the characteristics of gifted and talented students and how they can be nurtured and developed;

2. describe how various definitions of giftedness affect the design and implementation of identification systems;
3. analyze the effectiveness of enrichment and acceleration programming options to enhance and extend learning opportunities for gifted and talented students;
4. evaluate the components of existing curricular systems and models tailored to meeting the needs of gifted and talented students;
5. examine social, emotional, or programmatic reasons for underachievement among gifted and talented students;
6. demonstrate an understanding of how to identify and serve students who are typically underrepresented in gifted and talented programs and services, including students from culturally, linguistically, and economically diverse environments; and
7. develop collaborative relationships with parents and community members to extend and enhance learning opportunities for gifted and talented students.

Course Overview and Requirements

Please read this overview carefully and make certain that you understand exactly what is expected of you before deciding whether or not you will enroll in the course.

The course is designed to promote self-directed learning as well as experiences planned with the background of the participants in the class taken into consideration. The major purpose of this dual approach to course organization is to provide students with the opportunity to pursue specialized topics and areas of interest beyond those general topics ordinarily included in a prescribed course outline.

Part I: Basic Topics and Issues

This part of the course consists of a series of topics and activities that are designed to provide you with an overview of the field of education of the gifted and talented. The textbooks used for this overview are *Education of the Gifted and Talented* (Davis, Rimm, & Siegle) and *Systems and Models for Developing Programs for the Gifted and Talented* (Renzulli, Gubbins, McMillen, Eckert, & Little). In this course some attention will be devoted to teaching strategies and curriculum materials; however, please keep in mind that this course is NOT primarily concerned with “methods and materials.” You may want to focus on these areas in the parts of the course that you design yourself (i.e., Parts II & III). However, this choice is entirely up to you.

This is an overview course that is intended to survey a very large field and provide you with a structure of knowledge that will assist you in pursuing Parts II & III of this course and engaging in further study. Please keep in mind that no single course can make you an expert in a given area or provide you with a complete “bag-of-tricks” for working with bright students. A good structure of knowledge, however, can assist you in planning long-range study and making decisions about other courses or independent work that you might choose to pursue.

An attempt will be made to cover most of the topics in the course through a combination of: (1) assigned and recommended readings, (2) class meetings, and (3) related experiences such as visiting speakers or videos.

1. Assigned and Recommended Readings. Most assigned readings will be taken from your textbooks and will be related directly or indirectly to the topics listed on the **SCHEDULE OF CLASS MEETINGS**. Additional suggestions will be made in class.
2. Class Meetings. The list of topics on the **SCHEDULE OF CLASS MEETINGS** should be considered tentative and flexible. Some topics may take longer than planned and the “flavor” of the course and your interests may warrant modifications as the class progresses. We may want to spend more or less time on pre-selected topics, and we may decide to add or delete certain areas of concern.

Class meetings will consist of a combination of three basic types of activity: first, a series of mini-lectures related to some of the topics on the **SCHEDULE**. We will try to avoid the “straight lecture” approach, but this means that you should bring any important questions based on the reading assignments to class with you. Try to write down questions in the margin of your books about points that need further clarification or issues with which you agree or disagree. Class meetings are a waste of time if they involve the simple regurgitation of material that is just as easily covered in reading assignments. We will begin class with questions that may have occurred to you in your reading. Please keep in mind that this is a graduate course, and therefore, you should be enrolled for purposes of developing your own ideas and thought processes rather than the mere receptivity of information.

A second part of our class time will be devoted to a few small group activities that center on specific problems or issues. Through the use of simulation exercises and other types of problem solving activities we hope that your involvement with the content will become more active and your critical thinking skills will be improved.

Some class time will also be spent on unstructured discussion and discussions of student concerns (about the field as well as the subject matter). If possible, we will try to vary the mode of presentation so that each class meeting consists of a combination of activities.

1. Related Experiences. During the class, persons with expertise in particular areas will be invited to make presentations at our class meetings. If you are interested, we will try to arrange opportunities for you to have appointments with some of these persons.

Part II: Systems and Models in Education of the Gifted and Talented

This segment of EPSY 5710 provides an overview of models currently available for developing gifted and talented programs. The text used for this overview is *Systems and Models for Developing Programs for the Gifted and Talented*. It will not be possible for you to read every chapter during this summer session, so four chapters will be assigned for all to read (Chapters 1, 4, 13, and 24) and you will select three others as required reading. Additionally, through class presentations you will gain a familiarity with what should be included in a strong system or model in gifted education. Each participant in the class will select four chapters to critique. We will provide a template for your critique.

Part III: Application of Learning Through Product Development

You have an opportunity to apply what you have learned from this introductory course on gifted and talented education to the development of a product. Review the four product ideas below and select

one that is most appropriate for your current or future role and responsibilities. As you are reading the Davis, Rimm, and Siegle book before the course begins, we suggest that you think about the product options and determine which one is of interest. We will discuss the scope of each product with you during class.

1. Write a 5-page research paper using current references on underachievement, gifted children with disabilities, underrepresentation of culturally diverse gifted students, or a topic of your choice.
2. Prepare a professional development presentation on programming for gifted and talented students that you can use in your professional life.
3. Develop a district or schoolwide approach for screening and identifying gifted and talented students.
4. Conduct an interview with a gifted/talented woman, using a protocol developed by Sally and prepare a case study (information will be presented on this option in class).

PART IV: The Final Exam

The final exam will be administered during a 2-hour block of class time on Friday afternoon. It will include short answer and matching items. The content of the exam will include required readings (texts and articles), class discussions, and guest lectures. It is to your benefit to spend time each evening reflecting and reviewing the day's content. It may even be advisable to create informal study groups whereby you may gain alternative perspectives and interpretations of the material covered, and raise questions. Please ask your questions early, and remember, if you have an unanswered question, there are probably others who have similar questions.

PART V: Grades and Late Policy

Grades. Your grade for this course will be based upon the successful completion of your *Systems and Models* critiques (30%), your selected project (30%), final examination (30%), and your participation in class discussions/activities (10%).

As of Friday, July 1, 2016, your exam will be completed. Your exam will be evaluated as soon as possible and the grade will be sent to you via email.

If you need a course grade submitted prior to the start of the 2016-2017 academic year, your *Systems and Models* critiques and your selected project are due August 1, 2016. If you do not need a course grade in August, then the due date for the assignments is October 1, 2016. (*See late policy below.*)

Please check UConn's [Graduate Catalog](#) for information about grades, and understand clearly that an A signifies work of distinction, and a letter grade of B represents work of good quality, such as is expected of any successful graduate student.

Late Policy. Students need to inform the instructor if an assignment cannot be completed by the due date. If there are extenuating circumstances, the instructor may agree to grant additional time.

Written assignments will not be accepted after the due date without the instructors' explicit permission in writing. Permission must be requested at least 48 hours before the assignment is due except in the case of a documented emergency.

If assignments are submitted past the deadline, the instructors reserve the right to adjust the grade.

EPSY 5710: Introduction to Gifted Education and Talent Development

Tentative Schedule of Class Meetings

Monday, June 27 (AM)

Topics and Activities	Readings
Overview of Course	Davis, Rimm, & Siegle, Ch. 1 (see reading questions below)
History of Gifted Education	<p>“How Schools Are Shortchanging the Gifted” S. M. Reis</p> <p>“A New Approach to the Study of Genius” L. Terman</p> <p>“Developing your Child’s Successful Intelligence” R. J. Sternberg</p> <p>“What Makes Giftedness” J. S. Renzulli</p>

Reading Questions

1. How have definitions of giftedness changed during the last several decades and what is one big idea that explains any shift in emphasis?
2. What changes characterize gifted education as the year 2020 approaches as compared with the recent history of the field as summarized in the chapter?

Monday, June 27 (PM)

Topics and Activities	Readings
Theories of Intelligence and Definitions of Giftedness Terman, Witty, Renzulli, & Gardner	<p>Davis, Rimm, & Siegle, Ch. 2 & 3 (see reading questions below)</p> <p>“The Discovery & Encouragement of Exceptional Talent” L. Terman</p> <p>“The Nature of Giftedness & Talent” A. H. Passow</p> <p>“Rating the Behavioral Characteristics of Superior Students” J. S. Renzulli</p> <p>“Neglecting Creativity” J. S. Renzulli</p> <p>“Reflections on Multiple Intelligences” H. Gardner</p> <p>Guest Speaker: Del Siegle—National Center for Research on Gifted Education</p>

Reading Questions

Chapters 2 and 3

1. What were some of the characteristics identified by Walberg of talented high school students in art and science?
2. What characteristics did Benjamin Bloom find in his research that described very talented young people?
3. What are the most commonly used methods of identification?
4. What are some benefits and drawbacks to the formal identification of gifted students?
5. What is the difference between a matrix approach to identification and a talent pool approach?

Tuesday, June 28 (AM and PM)

Topics and Activities	Readings
Nature & Needs of the Gifted Characteristics	Davis, Rimm, & Siegle, Ch. 4, 5, 6, & 7 (see reading questions below)
Methods of Identification: An Overview of Three Types of Identification Systems and Identification Tools	<p>“The Reform Movement and the Quiet Crisis in Gifted Education” J. S. Renzulli & S. M. Reis</p> <p>SRBCSS (Renzulli/Westberg Scales)</p>
Curriculum Models in Gifted Education: Kaplan, VanTassel-Baska, Gavin, Renzulli (Introduction to <i>Systems and Models</i> Reading)	<p>Template for <i>Systems and Models</i>’ Critique</p> <p>Rubric for <i>Systems and Models</i>’ Critique</p>

Reading Questions

Chapters 4-7

1. What are some advantages and disadvantages to grade skipping or content acceleration?
2. If you were an eighth grade math teacher, would you recommend that most of your advanced math students become involved in Talent Search?
3. What are the best research-based curriculum models?
4. What are some research-based practices in gifted education?
5. What are the most commonly used strategies for providing enrichment to gifted students if no program exists in a school?
6. Explain the benefits of programs such as Odyssey of the Mind and Future Problem Solving.

Wednesday, June 29 (AM)

Topics and Activities	Readings
Implementing Programs for the Gifted and Talented	Davis, Rimm, & Siegle readings and handouts
Discussion of “Essentials” in Programming	Read <i>A Nation Deceived</i> , Ch.1 & 2 www.accelerationinstitute.org/Nation_Deceived/ND_v1.pdf
Acceleration: Types and Research Summary	
Pre-K-Grade 12 Gifted Education Programming Standards	www.nagc.org/index.aspx?id=546&langtype=1033

Wednesday, June 29 (PM)

Topics and Activities	Readings
Grouping Practices	Davis, Rimm, & Siegle (Ch. 4, 5, 6, & 7)
Enrichment Practices	Davis, Rimm, & Siegle (Ch. 12, 14, & 17) Renzulli, Gubbins, and colleagues: <i>Systems and Models</i> : (Required Ch. 1, 4, 13, & 24 and three other chapters of your choice) Grouping Packet (skim) Guest Speaker—Joe Renzulli

Reading Questions:

Chapter 7

1. Which of the models discussed in this chapter can be adapted to regular classroom instruction?
2. Which of the models are better suited to be implemented in a separate gifted program?

Chapter 12

1. What are the major reasons that many bright young people underachieve in school and what can be done to try to address underachievement?

Chapter 14

1. What are some of the environmental issues that contribute to the underachievement of gifted females?

Chapter 17

1. What are some of the most pressing counseling concerns that we should consider for gifted and talented students?

Thursday, June 30 (AM)

Topics and Activities	Readings
Social Emotional Development of Gifted and Talented Students/Underachievement	<p>“Reversing Underachievement: Creative Productivity as a Systematic Intervention” S. M. Baum, J. S. Renzulli, & T. P. Hébert</p> <p>“The Underachievement of Gifted Students: What Do We Know and Where Do We Go?” S. M. Reis & D. B. McCoach</p> <p>Davis, Rimm, & Siegle, Ch. 12, 13, 14, 15, 16</p> <p>For future review: nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/09/rm95120.pdf</p>

Thursday, June 30 (PM)

Topics and Activities	Readings
Special Populations Gifted Females	“Toward a New Paradigm for Identifying Talent Potential” M. M. Frasier & A. H. Passow
Parenting Gifted Children	

Friday, July 1 (AM)

Topics and Activities	Readings
Culturally Diverse Gifted	
Low SES Gifted	
Gifted Children with Disabilities	

Friday, July 1 (PM)

Topics and Activities	Readings
Final Exam	

Reading Questions

Chapter 13

1. What are some ways that we might identify children who have been called “the invisible gifted”? Why might special programs be essential for this population?

Chapter 15

1. Students with learning disabilities who are also talented may need different services to realize their potential. Describe the types of services that might help these students do better in school.
2. What other types of programs do talented students with disabilities need in order to achieve?

Chapter 16

1. What strategies do parents of talented and gifted students need to use with school personnel?
2. What problems with peers do gifted students have that may need parent support and perhaps even intervention?

Policies and Procedures

Note on Written Material

The quality of written material produced by graduate students should reflect the highest standards of scholarship. Please obtain a manual or guide for professional writing and also study the “style” of written material that is in the same category as the type of product you will work on for your course project. Ask another person to edit your first draft and proofread your final draft before turning it in. All written work should be typewritten (double spaced) on good quality paper using a word processor.

Scent Free and Smoke Free Classrooms and Offices

We have several people with allergies and asthma; therefore, we maintain a scent free and smoke free environment. Please refrain from smoking prior to class or during a break and do not use any scented products (e.g., perfumes, colognes, hair spray, hand lotions). We appreciate your cooperation.

Cell Phones and Texting

As an educator, or future educator, you understand the importance of “engagement” for learning. You also understand how nonacademic tasks detract from engagement. Please be respectful of your other students and me and do not electronically text during class, surf the web, or respond to cell phone calls. If you are expecting an important call, please silence your phone. When you are alerted to the incoming call, you may leave the room to take the call.

Absence of Students due to Religious Beliefs

Connecticut law states that no person shall be expelled from or refused admission as a student to an institution of higher education for the reason that he is unable, because the tenets of his religion forbid secular activity on a particular day or days or at a particular time of day, to attend classes or to participate in any examination, study or work requirements on such particular day or days or at such time of day. Any student in an institution of higher education who is unable, because of such reason, to attend classes on a particular day or days or at a particular time of day shall be excused from any examination or any study or work assignments on such particular day or days or at such particular

time of day. The University Senate requires that students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should, as usual, contact the Office of Student Services and Advocacy (formerly the Dean of Students' Office).

Absences for Student Activities

Students will be allowed to complete work missed by absence resulting from extra-curricular/co-curricular activities performed in the interest of the university and/or those that support the scholarly development of the student. Such accommodations are made in ways that do not dilute or preclude the requirements or learning outcomes for the course. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Students involved in such activities should inform the instructor in writing prior to the anticipated absence and take the initiative to make up missed work in a timely fashion.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies, and resources.

Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code Review](#) and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- [Academic Integrity in Graduate Education and Research](#)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- [Plagiarism: How to Recognize It and How to Avoid It](#)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the [Student Administration System](#).
- Non-degree students should refer to [Non-Degree Add/Drop Information](#) located on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- [Graduate Catalog](#)

Academic Calendar

The University's [Academic Calendar](#) contains important semester dates.

Students with Disabilities

Students needing special accommodations should work with the University's [Center for Students with Disabilities \(CSD\)](#). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Policy Against Discrimination, Harassment, and Related Interpersonal Violence

Please visit the following website for details about the University of Connecticut Policy Against Discrimination, Harassment, and Related Interpersonal Violence [Policy Against Discrimination, Harassment, and Related Interpersonal Violence](#).

Evaluation of the Course

Student Evaluation of Teaching

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

SPECIAL NOTE: Monday, June 27 at noon, Judith will escort students to the OneCard office in Wilbur Cross building to obtain UConn IDs. To issue the UConn ID, the OneCard office requires a photo ID and your seven-digit student number.