



EDCI 509 Trends and Issues in Gifted Education COURSE SYLLABUS

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COURSE INFORMATION

CATALOG DESCRIPTION:

Current problems, trends, and issues in gifted education are researched. Emphasis is placed on current research and literature relating to the definition of giftedness, identification, and programming for the gifted student. **Counseling and Guidance** of gifted/talented students are emphasized. (Three [3] credit hours.)

GENERAL COURSE OBJECTIVE:

To explore and investigate selected problems, trends, and issues in gifted education.

Student Learning Outcomes:

:

The student will:

Outline the problems or trends surrounding selected major issues in gifted education.

List and characterize the supporters and non-supporters of selected issues.

Describe further research and study needed to move forward in gifted education and make progress even as we continue to face certain problems and issues.

Explore issues surrounding the major facets of gifted education.

MAJOR TOPICS FOR DISCUSSION:

- Nature Vs. Nurture
- Gifted Adolescent and Suicide
- Bridging the Gap between Home and School: Strategies for Strengthening Home-School Relations

- The Culturally Different: Strategies for Assessing Learning
- Learning Styles and the Culturally Different Learner
- Why should we educate gifted students in the regular classroom?
- What problems and solutions do program developers and administrators have in their attempt to accommodate the needs of gifted students in regular classrooms?
- What techniques appropriate for gifted students can be used to benefit all children?
- How can regular classroom teachers manage their classrooms to enable them to meet the needs of children with a variety of talents and abilities when they have 25 to 30 children in their classes?
- What kinds of programs can be used to extend the learning of gifted students beyond the regular classroom setting?
- How can the necessary elements of a defensible program be addressed by and incorporated into a regular classroom delivery system?
- Bibliotherapy
- Perfectionism
- Career Decisions and the Gifted
- Mentorship and the Gifted
- Counseling the Gifted and Talented

COURSE RESOURCES: A variety of articles will be used in this course.

These resources may be used for those needed additional information:

Critical Issues in Gifted Education: Programs for the Gifted in Regular Classroom, C. June Maker.

Education of the Gifted and Talented, Davis and Rimm, Allyn and Bacon

COURSE REQUIREMENTS

Select a topic, a problem, trend or issue in gifted education for study. See the list of topics in this syllabus for approved topics. Adhere to the **specifications provided**. A rubric is uploaded for Doc Sharing for your use. Present a description of the proposed report for approval. The project proposal form is under Doc Sharing. Attach to this proposal a “preliminary bibliography” and a preliminary list of gifted education teachers, students, parents and administrators of gifted students who will be interviewed/surveyed for your project.

Prepare summary/reactions of selected articles which address issues in gifted education. Article abstract format attached. Under **DOCU SHARING** are articles I have selected for you. After you have completed abstracts for each of these pre-selected articles, remaining articles which address your project topic should be used for your summary/reactions. Adhere to the specifications provided by the instructor available under **DOCU SHARING for the summary/reactions**. **Summary/Reactions are to be submitted weekly.**

Your chosen project should be based on current literature as well as surveys or interviews of teachers, students, parents, administrators or leaders in the field. Submit **RAW DATA** –the actual surveys completed or interview notes from the participants—Upload to the **RAW DATA DROP BOX**. *Raw data includes the participant responses to your survey/interview.*

- ✓ Please document the source of all information included in your powerpoint. Plagiarism, the use of the work of others as if it is your own, will not be tolerated.

1. Submit a power point presentation of the salient features of the **TOPIC YOU HAVE CHOSEN (no less than 20 slides)**. Follow the format given in this syllabus.
2. Submit the date/time that you would like to make your powerpoint presentation.
3. Present your powerpoint presentation to the class
4. Participate in Adobe Connect Sessions accessed through eCollege. You will need a microphone for these sessions.
5. Mid term Examination based on the set of articles selected for this class.

Maintain an organized collection of all article abstracts, notes and handouts received in class.

Regular, consistent, online presence is expected THROUGHOUT THE CLASS.

APPROVED PROBLEMS, TRENDS, ISSUES WHICH MAY BE STUDIED FOR YOUR POWERPOINT PRESENTATION:

The rural gifted
The Gifted Learning Disabled Student
Identification
Identification of the economically disadvantaged and culturally different
Educating Preschool Gifted Children
Thinking Skills Programs
Acceleration
Gifted Females
Classroom Management and the Gifted Student
IQ Tests
Competitive vs. Cooperative Learning Structures
Creativity
Precocity and Gender
Creativity: The Forgotten Basic
Honors/Gifted
Underachieving Gifted
Social and Emotional Needs of the Gifted
Critical Thinking Skills Programs
Curricular Development in Small Schools
Motivation of Gifted Students
Differentiating Curriculum
Pullout Service
The State Plan for Gifted
Ability Grouping
Others...

EVALUATION PROCEDURES:

Grades from all activities will be averaged to arrive at the final grade for the course.

95 - 100 A

90 - 94 A-

85 - 89 B

80 - 84 B-

79 and Below Resubmit

SELECTED REFERENCES: (attached)

ABSENCES:

Students are encouraged to show presence in the class in a regular, on-going fashion. Students should call Dr. Miller concerning events that may prevent regular, on-going presence in the online class. http://www.tamu-commerce.edu/administration/Rules&Procedures/rules_procedures.asp?RID=88

TECHNOLOGY REQUIREMENTS

This online class requires consistent access to a computer preferably with high speed internet service (DSL). Audio Powerpoint presentations necessitate this requirement.

Hardware

- Both Macintosh and Windows systems are acceptable. Students do not need to purchase a new system to begin online learning at the university.
 - Windows 98/NT/2000/ME/XP
- Pentium (2 GHz or greater)
- 128 megabytes (MB) random access memory (RAM)
- 2 GB or greater hard drive
 - Macintosh
- OS 9.1 to OS X; G3, G4, or higher
- 128 megabytes (MB) random access memory (RAM)
- 2 GB or greater hard drive
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Software

- Word Processor - Microsoft Word is required. Microsoft Works, WordPerfect, and AppleWorks are not acceptable.

Connectivity

- Reliable Internet access through an established Internet service provider (ISP) is key to the online learning experience. Students should choose a DSL or cable-modem service where high speed internet is available.

Email

- Access to a reliable email service through an established Internet service provider (ISP) is critical to the online learning experience.

Web Browser

- Internet Explorer (version 6.0 or greater) or Netscape (version 7.0 or greater) is required. These browsers are available for free in the download areas at www.microsoft.com and www.netscape.com, respectively.
- Note: Browsers that are part of the MSN and AOL software are not acceptable, because they include proprietary modifications that may not

work correctly with resources. Students may continue to use AOL or MSN as their Internet service provider, but once connected to the Internet, they should minimize the AOL or MSN window and launch Internet Explorer or Netscape.

Plug-ins: Microphone will be needed for Class Live Pro Sessions.

- **Adobe Acrobat Reader**
 - Available at www.adobe.com, this free program (Adobe Reader 8) allows you to view and print many forms and some full-text documents from online library databases.
- **Adobe Flash Player 9.0**
 - Available at www.adobe.com. This allows you to view any content delivered in Flash.
- **Quicktime Video Player**
 - Available for free download www.apple.com/quicktime.
- **RealPlayer**
 - Available at www.real.com
- **Windows MediaPlayer 11.0**
 - Available at www.microsoft.com/windows/windowsmedia/download.
- **Java Applet**
 - Since the online classroom is interactive and dynamic, it is important that students' Internet browser be Java-enabled. The Java Virtual Machine can be downloaded for free at <http://java.com/en/index.jsp>.

Virus Protection

- Viruses can be transmitted to computers as email attachments. Once a virus is resident on a computer, it can hinder performance, crash the computer, or damage files and hard drives - permanently. To protect their systems, students should purchase up-to-date antivirus software from a local computer store and regularly check their computers for viruses.
- Note: Students should keep their antivirus software current by downloading updates from the software company's Web site. Antivirus software is usually licensed for one year, with free updates. Most antivirus software can be configured to download virus definitions (or updates) automatically when the computer connects to the Internet. Students should download virus updates weekly or more frequently. Commercially available programs such as Norton Antivirus or McAfee can be configured to update virus definitions automatically at least once a week.

ACCESS AND NAVIGATION

Online Activity will be assigned at the direction of the instructor.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

UNIVERSITY POLICIES

Accommodations for Students with Disabilities

Services for Students with Disabilities (903) 886-5835

Each division within the University recognizes the needs of students with disabilities and is ready and willing to work with each student to solve problems as they arise.

The Director of Disability Resources and Services is located in the Halladay Student Services Building, third floor. Services for those with disabilities are provided through the Student Support Services/Trio Program (tutoring, mobility assistants, readers, interpreters), the Counseling Center, the Communication Skills Center, the Mathematics Skills Center, and Disability Resources and Services. Students with learning disabilities must file an application during the first semester of enrollment at the university for eligibility for assignment to the Academic Support Committee. Applications are available

through the Trio Program, Disability Resources and Services, and Advisement Services.

Other campus services are available to the disabled through the Department of Housing, the University Police Department, the Clarence G. Allen Student Health Center, the James G. Gee Library, and the Student Recreation Center. In addition, the Texas Rehabilitation Commission and the Texas Commission for the Blind work closely with the university to offer support to students who qualify. (TAMUC,2008-2009)

Standards of Conduct

This policy defines good standing for graduate students enrolled at Texas A&M Commerce. Entering students who have been fully admitted (without any type of probationary admission, provisional admission, or other restriction) will be considered in good standing. A student will remain in good standing if, and only if, he or she has a cumulative grade point average of at least 3.00 and is free of the following holds: holds indicating delinquent financial indebtedness, academic suspension, academic probation, provisional status, and disciplinary suspension. Students who are not in good standing are not eligible to graduate until good standing has been achieved. (TAMUC, 2008-2009)

Academic Honesty

Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Faculty are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is defined as academically dishonest. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or works of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material. If a student is accused of academic dishonesty, the faculty member making the accusation is responsible for initiating disciplinary proceedings. The penalty assessed should be related to the severity of the infraction. If the student and faculty member agree on the penalty, assessment of the penalty concludes the disciplinary action. However, certain violations of academic honesty, such as plagiarism, infringe upon the academic community's basic tenets of scholarly inquiry. Therefore, if a faculty member believes the infraction is severe enough to warrant further action and/or if the problem may be cumulative, occurring in other classes in which the student is enrolled, the faculty member may file a report of the infraction with the Dean of Graduate Studies and Research. The student must be notified that the report has been filed with the Dean of Graduate Studies and Research to allow the student the opportunity to file a

response. If a faculty member believes the infraction is so severe that a penalty greater than failure on a project and/or course is warranted, the faculty member may recommend to the Dean of Graduate Studies and Research through the department head and academic dean that the student be suspended or expelled. If the student disagrees with the charge or level of penalty, he/she is entitled to due process in accordance with the University policy for student appeals. The appeal process for this policy is through the following channels: department head, Dean of Graduate Studies and Research, and the Administration Committee of the Graduate Council, which will present its recommendation to the full Graduate Council for final disposition of the appeal. Final jurisdiction on graduate student appeals is the Graduate Council. In addition, international students must comply with current Department of Homeland Security (DHS) and U.S. Citizenship and Immigration Services (USCIS) regulations. (TAMUC,2008-2009)

Policy for Assignment of an Incomplete Grade

Students, who because of circumstances beyond their control are unable to attend classes during finals week or the preceding three weeks will, upon approval of their instructor, receive a mark of "X" (incomplete) in all courses in which they were maintaining passing grades. When an "X" is given for a grade in a course, the credit hours are not included for one semester (exclusive of summer) in calculating the grade point average. Grades of "X" earned during the spring or summer are to be completed by the end of the following fall semester. If the "X" is not removed by that time, the grade becomes an F, and the hours are included in the number of hours attempted. Recording a grade of "X" requires the filing of a plan for completion. The plan will be submitted with the official grade record sent to the department head who will forward it to the Dean of the College.

The plan will include why the grade was given and steps necessary for the student to receive the final grade. A grade of "IP" (in progress) will be used for courses that are scheduled over more than one semester. The grade of IP will not be computed in the grade point average and will be removed when the final grade is filed by the instructor. A grade of "I" will be given for courses in dissertation and thesis (including undergraduate honors thesis) for all registrations prior to the semester in which the final document is completed. The time limit imposed on the grade of "X" (one semester) does not apply for these courses. (TAMUC,2008-2009)

Research: Research is part of TAMU-C requirements. All faculty members that work at the university must research and publish their research. As action research helps an instructor to determine the worth of the class assignment they develop, I like to do research on assignments and/or activities used in our class. Therefore, any reflective responses to the planned class activities may be used to fulfill my research requirement. However, **all responses used in research articles will be anonymous. That is, no names or any identification about specific students will be used anywhere in my research.** If you disagree to this, you may complete a research exemption form out and any response I know is from you will be excluded from any published research.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148**

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

ACCESS AND NAVIGATION

START BY CLICKING ON THE WEEK ON THE EXTREME LEFT SIDE OF THE COMPUTER SCREEN

Complete and upload the Student Information Form.

COMMUNICATION AND SUPPORT

Students may interact with the instructor by means of cell phone and email.

Students are asked to submit requirements for the course according to the course calendar.

All work is to be completed individually unless directed by the Instructor to work as a group. Submitting templates are weekly tasks that should be completely individual. Students submitting work of another student will be dropped from the course immediately.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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FORMAT FOR POWERPOINT PRESENTATION

Follow the following format. **You may modify or manipulate this format if you find that it does not meet your needs.** This outline should, however, provide you with an idea of the kind of information required.

INTRODUCTION

WHAT TOPIC ARE YOU RESEARCHING AND WHY? WHY IS IT IMPORTANT? WHAT DO YOU HOPE TO ADD TO THE FIELD OF KNOWLEDGE REGARDING THIS TOPIC? WHAT DO WE KNOW ABOUT THIS TOPIC ALREADY AND WHAT REMAINS TO BE KNOWN?

DEFINITIONS OF THE TERMS TO BE USED

RESEARCH QUESTIONS ~ WHAT MAJOR QUESTIONS WILL YOU SEEK TO ANSWER BY MEANS OF YOUR RESEARCH AND STUDY?

REVIEW OF THE LITERATURE— THE ARTICLES HERE ARE THE 10 THAT YOU WILL READ AND SUMMARIZE DURING THE 2ND HALF OF THE COURSE:

- WHO ARE THE WRITERS ADDRESSING THIS TOPIC?
- WHAT AREAS HAVE BEEN THOROUGHLY RESEARCHED?
- INCLUDE A description and discussion of the overall issue and the specific opposing points of view surrounding the issue;
- include interviews of 3-5 gifted educators, students, parents, administrators regarding the topic under study.

SUMMARY AND PRESENTATION OF FINDINGS—

- SUMMARIZE WHAT YOU UNCOVERED FROM THE LITERATURE. (PRO-CON; ADVANTAGES-DISADVANTAGES; ADVANTAGE LIMITATIONS; GREEN LIGHT - RED LIGHT)
- SUMMARIZE WHAT YOU UNCOVERED FROM YOUR INTERVIEWS OF TEACHERS, STUDENTS, ADMINISTRATORS, OR OTHER RESOURCE PERSONS WITH EXPERIENCE IN GIFTED EDUCATION.
- PRESENT IN CHART FORM, GRAPHS OR NARRATIVE QUOTES...

IMPLICATIONS FOR GIFTED EDUCATION

RECOMMENDATIONS TO HELP SOLVE THE PROBLEM~ IMPLICATIONS FOR CHANGE

RECOMMENDATIONS FOR FURTHER STUDY

BIBLIOGRAPHY

POWER POINT PRESENTATION

Present your project in powerpoint format. Because the presentation is made online, please be thorough in presenting information.

EDCI 509 Trends and Issues In Gifted Education
Calendar
Submit Assignments on the Date Indicated

Thursday, September 1
Student Information Form and Adobe Connect Online Session with Dr. Miller

September 11 ADHD and Gifted Children
Fostering Academic Achievement
Discussions (2)

September 18
Nurturing Socio Emotional Development
Career Planning for GT
Discussions (2)

September 25 Dual Exceptionalities
Underachieving Gifted
Discussion (2)

October 2 Meeting the Needs of GT Minority Language Learners
Challenge for Culturally Diverse Families of Gifted Children
Discussion (2)

October 9 Nurturing Giftedness in Young Children
Giftedness and the Gifted: What's It All About?
Discussion (2)

Meet (by telephone) with Dr. Miller to Discuss and finalize Topic for Research - You must present citations for 10 articles which are related to your research topic

October 16 – Week 7 Submit Two Article Summaries related to your topic
October 23— Week 8 Submit Two Article Summaries related to your topic
October 30— Week 9 Submit Two Article Summaries related to your topic
November 6 --Week 10 Submit Two Article Summaries related to your topic
November 13 -- Week 11 Submit Two Article Summaries related to your topic

November 20 Grant Evaluation & Discussion Posts

Nov. 27 – Dec. 4 INDEPENDENT STUDY
Prepare for your PowerPoint Poster Presentation (All Students)

December 12, 13, & 14
Upload Your PowerPoint Presentation on the day of your presentation
Make Your PowerPoint Presentation ~ You will need a microphone for the Adobe Connect Session Presentation. I will send you a link to the Adobe Connect Session. Just click on the link and enter the session as a Guest.
Presentations will be scheduled on December 12, 13, 14
Discussion

December 16 - Commencement