



**EDCI 508 Curriculum Development for the Gifted and Talented  
508.01W  
COURSE SYLLABUS**

**Spring, 2020**

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**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**

*Textbook(s) Required:*

C. June Maker and Shirley W. Schiever, Teaching Models in Education of the Gifted, 3<sup>rd</sup> Ed., PRO-ED, 2005. [Order Textbook from the Bookstore click here](#)  
*Microphone for Online Sessions required*

**Course Description:**

**Catalog Description:** An exploration of theory, research, and practices related to the selection and organization of curriculum for the gifted student. Emphasis will be placed on curricular models and selecting materials used in gifted education. Opportunities will be provided for the development of curriculum for the gifted student. (Three (3) credit hours.)

**General Goal: This course is designed to prepare students for an interconnected world.** Basic principles and strategies which should be included in a curricular program for the gifted/talented will be explored. Each student will be also introduced to the nature, needs and identification of the gifted student.

**Major Topics for Discussion:**

Principles of Differentiating Curriculum for the Gifted  
Demands and Needs of the Gifted  
Qualitative Differences  
Content Modifications

Process Modifications  
Product Modifications  
Scope and Sequence  
The Thematic Unit  
Frank Williams Model  
Kholberg's Moral Development Model  
Bloom's Taxonomy  
Hilda Taba Model  
Renzulli's Enrichment Triad Model  
Structure of the Intellect  
Creative Problem Solving  
Multiple Talent Approach  
Self-Directed Learning  
Interdisciplinary Approaches  
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

### **Student Learning Outcomes:**

Upon concluding this course, the student will be able to....

Discuss the basic curricular principles which should be addressed in any program for the gifted.

Describe **strategies** to be used in developing a differentiated curriculum in **curricular programs around the globe.**

**Students will be able to apply knowledge of the interconnectedness of global dynamics by engaging in discussion and development of gifted strategies used in gifted programs around the globe.**

Describe, compare, contrast selected curricular models by **George Betts, Hilda Taba, Sydney Parnes, Joe Renzulli, Benjamin Bloom, Jerome Bruner** and others.

Discuss learning theories as they apply in developing programs for the gifted and talented.

Develop instructional plans (as one example of curriculum for the gifted) based on an **academic subject** which incorporates the following instructional strategies: brainteasers, logic problems, Frank Williams strategies, Creative Thinking Strategies, SCAMPER, a moral development activity, analogies, scientific method, research TABA, Bloom's, Renzulli's Enrichment Triad (The Concept) plus selected other strategies related to teaching the gifted in the

regular classroom. **Examples of the strategies required in the thematic unit are provided online under Document Sharing. The strategies also described in the audio power points available under in each Unit.**

## **COURSE REQUIREMENTS**

### **Instructional / Methods / Activities Assessments**

#### **Course Activities:**

1. Each student will read and prepare to contribute to online discussions of chapters from the course text. Please refer to the **Discussion Rubric** at the end of this Syllabus. Post your response to the discussion prompt and post at least one other response to another student's post. Your discussion posts are expected to be of quality. [You will be able to see other student's responses after you have posted to the Discussion Prompt.](#)
2. Each student will complete **Model developer sheets** for each model.
3. Each student will demonstrate his/her understanding of curriculum for the gifted by **developing instructional plans** incorporating GT principles of curriculum and instruction applied in GT programs globally. Specifications for all assignments will be described by means of audio-power points and handouts provided under Doc Sharing.
4. Students will complete a **final exam** based on the audio power points and the textbook selected for the class.
5. Students are to participate in **Online Adobe Connect/TelephoneSessions** which will be announced. The dates for the live online sessions will appear on the course calendar.

### **Access and Navigation**

**Become familiar with the outline and content of the online class by reviewing the overview page for each week and the items on the navigation bar to the left of your monitor and located under each Weekly Overview. Become familiar with the items at the very top of your screen. Access email, Live (for Class Live Pro), Doc Sharing, the DropBox and Webligraphy from the top of your monitor.**

### **Communication and Support**

**For support throughout this class communicate with the instructor by email or phone (972-345-5386). You may text using the number, 972-345-5386 for a quick response.**

### **Grading**

**Evaluation Procedures:** The final course grade is based on the completion of all course activities. All grades will be averaged to arrive at the final course grade. All assignments must be completed unless optional alternatives are indicated.

**Grading Scale**

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

**Discussion Forum Rubric**

<b>Criteria</b>	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Beginning</b>
<b>Points Possible: 25</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>1</b>
Critical Thinking Skills**	Discussions incorporated all 10 critical thinking skills and continued to widen discussion into larger picture/framework with no uncritical thinking statements	Discussion incorporated 6-9/10 critical thinking skills on a consistent basis and/or 1-2 uncritical thinking statements.	Discussion incorporated 5/10 critical thinking skills sporadically and/or a few uncritical thinking statements	Discussion only provided relevant and important statements and/or more than 6 negative uncritical thinking statements
Content/Subject Knowledge	Addresses the question completely and in-depth; points are all clearly made and all evidence supports arguments/rationale; clearly has grasp of content and elaborates with explanation and examples	Sufficient information that relates to the topic; includes essential accurate information that satisfactorily addresses the question/topic.	Includes some essential information and begins to address topic/question, but great deal of information is not clearly connected.	Points not clear; information included does not support topic in any way; does not have grasp of information.
Coherence & Organization	Information clearly stated and developed; specific examples are appropriate; conclusion is clear; flows well together in a logical order; good transitions; succinct but not choppy.	Majority of information is presented in a logical sequence; generally very well organized, but better transitions from idea to idea are needed.	Concepts and ideas are loosely connected; lacks clear transitions; flow and organization choppy.	Posting is disjointed and choppy; does not flow; development is vague and illogical in order.
Participation	Participation within the discussions was on a consistent, almost daily basis; high degree of engagement and interaction with others	Original post and good interaction/engagement with others (6-10); posting every other day	Original post and limited interaction/engagement (3-5); posting with a few days passing	Little (1-2 postings) to no participation; only provided original posting.
Timeliness	Posting and interaction occurred by Deadline	Posting and interaction occurred 2-3 days after the deadline	Posting and interaction occurred 4-5 days after the deadline	Posting occurred more than 6-7 days

				after the deadline
/ 25 Points				

**\*\* See second page for explanation of critical and uncritical thinking skills indicators.**

## TECHNOLOGY REQUIREMENTS

This online class requires consistent access to a computer preferably with high speed internet Service (DSL). Audio PowerPoint presentations necessitate this requirement. There will also be Class LivePro/AdobeConnect/Telephone sessions that will require use of a microphone

### 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  
Microphone

### 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](http://www.microsoft.com) and [www.netscape.com](http://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**

- **Adobe Acrobat Reader**

- Available at [www.adobe.com](http://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](http://www.adobe.com). This allows you to view any content delivered in Flash.

- **Quicktime Video Player**

- Available for free download [www.apple.com/quicktime](http://www.apple.com/quicktime).

- **RealPlayer**

- Available at [www.real.com](http://www.real.com)

- **Windows MediaPlayer 11.0**

- Available at [www.microsoft.com/windows/windowsmedia/download](http://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**

**Begin by completing the Course Information form located under Doc Sharing. All Assignments are located under the Units located on the navigation bar on the left side of your monitor.**

### **COMMUNICATION AND SUPPORT**

**Interaction with Instructor Statement:**

**Call immediately if there are questions regarding course assignments (971-345-5386).**

**You may want to use the Student Lounge for those questions that your fellow classmates may be able to answer.**

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures:**

## **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)

10

### **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.

11

(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)

***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@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.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*).

**COURSE OUTLINE / CALENDAR**

Complete the Student Information Form and submit your Introduction to the Class during the first week of class.

**COURSE OUTLINE / CALENDAR**

All assignments are due at the end of the week. However, it is expected that students will not wait until final day to log in and participate in Class Discussions and activities. Consistent, on-going presence is expected in this online class. Posts to Discussions made **when the class is involved in discussion** will be graded.

Students are invited to participate in **Online Sessions**; the dates for the live online sessions will appear on the course calendar.

## ***EDCI 508 Curriculum for the Gifted***

### ***Course Calendar***

Please secure an inexpensive **microphone** for the online sessions. You will need **speakers** for these sessions also. It is expected that you have suitable technology for success in this class (see your course syllabus for technology requirements).

<b>Online Orientation Session</b>	<b>Online Zoom Session or Telephone Conference Call, 9pm &amp; follow prompts: 1-712-775-7100 Access Code: 1068374</b>
<b>WEEK ONE</b> January 30 – February 6	<ul style="list-style-type: none"> <li>€ Introduce Yourself to the Class from the Student Lounge</li> <li>€ Upload the Student Information Form</li> <li>€ Print Syllabus and Calendar</li> <li>€ Listen and take notes on the <b>Principles of GT Curriculum</b> audio PowerPoint slides 1- 6</li> <li>€ Read Chapter 1 – Role of Teaching and Learning Models in Curriculum for the Gifted</li> <li>€ Complete the developer sheet for this chapter during the online session</li> <li>€ Listen and take notes on the Learning Theory and the Gifted Audio PowerPoint. (45 minutes)</li> <li>€ Complete and Upload the Orientation Quiz during the for Quiz credit</li> <li>€ Respond to the two (2) <b>Discussion Prompt assignments (Share observation from audio powerpoint on principles of curriculum for gifted, Slides 1-6 and understanding of the learning theory appropriate for teaching the gifted powerpoint)</b></li> </ul>
<b>WEEK TWO</b> February 6 –13	<ul style="list-style-type: none"> <li>€ Listen and take notes on Slides 7-12 from the <b>Principles of GT Curriculum</b> audio powerpoint</li> <li>€ Read Chapter 2 George Betts: Autonomous Learner Model Complete the Betts Developer Sheet during the online session</li> <li>€ Respond to the Discussion Prompt Assignment <b>Share Principles of GT Curriculum Examples)</b></li> </ul>
<b>WEEK THREE</b> February 13 –20	<ul style="list-style-type: none"> <li>€ Read Chapter 3 Benjamin Bloom &amp; David Krathwohl</li> <li>€ Complete the Bloom and Krathwohl Developer Sheets (Two Different Models) during the online session</li> <li>€ Listen and take notes on the <b>Mini Center audio/powerpoint</b></li> <li>€ Respond to the Discussion Prompt Assignment <b>(Examples of how you would use Bloom’s, Krathwohl, and Mini Center activities)</b></li> </ul>
<b>WEEK FOUR</b> February 20 - 27	<ul style="list-style-type: none"> <li>€ Read Chapter 4 Jerome Bruner</li> <li>€ Complete the Bruner Developer Sheet during the online session</li> <li>€ Listen and take notes on Slides 13 - 19 from the <b>Principles of GT Curriculum</b> audio PowerPoint</li> <li>€ Respond to the Discussion Prompt Assignment (Share observations from Slides 13 – 19)</li> <li>€ <b>Upload the Lesson Plan Review</b></li> </ul>
<b>WEEK FIVE</b> February 27- March 5	<ul style="list-style-type: none"> <li>€ Read Chapter 5 C. June Maker and Shirley Schiever; Complete the developer sheet during the online session</li> <li>€ Respond to your Discussion Assignment <b>(Share School District GT Curriculum Review)</b></li> </ul>

<b>March 9 -13</b>	€ <b>SPRING BREAK</b>
<b>WEEK SIX</b> March 19 – 26	<ul style="list-style-type: none"> <li>€ Read Chapter 6 Sidney Parnes: Creative Problem Solving</li> <li>€ Complete the Parnes Developer Sheet during the online session</li> <li>€ Respond to the two (2) Discussion Prompt Assignments (<b>Share Examples of a Paradigm, Topic, Theme, Generalization and Sydney Parnes' Creative Problem Solving</b>)</li> </ul>
<b>WEEK SEVEN</b> March 26 – April 2	<ul style="list-style-type: none"> <li>€ Read Chapter 7 Problem Based Learning</li> <li>€ Complete the Developer Sheet during the online session</li> <li>€ Respond to the Discussion Prompt Assignment (<b>Share observations from Slides 20 - 25</b>)</li> </ul>
<b>WEEK NINE</b> <b>April 2 - 9</b>	<ul style="list-style-type: none"> <li>€ Read Chapter 8 Renzulli: Enrichment Triad Model</li> <li>€ Renzulli/Reis Schoolwide Enrichment</li> <li>€ Complete the optional Developer Sheet</li> <li>€ Respond to your Discussion Assignment (Example of Renzulli's Enrichment Triad Model)</li> </ul>
<b>WEEK TEN</b> April 9 - 16	<ul style="list-style-type: none"> <li>€ Read Chapter 9 Sharan: Group Investigation</li> <li>€ Complete the Developer Sheet during the online session</li> <li>€ Respond to your Discussion Assignment (Example of Group Investigation)</li> </ul>
<b>WEEK ELEVEN</b> April 16 - 23	<ul style="list-style-type: none"> <li>€ Read Chapter 10: Hilda Taba Teaching Strategies</li> <li>€ Complete the Developer Sheet during the online session</li> <li>€ <b>Listen and take notes: Hilda Taba and Kohlberg audio Powerpoints</b></li> <li>€ Respond to two (2) Discussion Prompt Assignments (Examples of the TABA Model and CTS)</li> </ul>
<b>WEEK TWELVE</b> April 23 - 30	<ul style="list-style-type: none"> <li>€ Read Chapter 11: Wallace and Adams Thinking Actively</li> <li>€ Complete the Developer Sheet during the online session</li> <li>€ Respond to the Discussion Prompt Assignment (Six Thinking Hats Activity)</li> </ul>
<b>WEEK THIRTEEN</b> April 30 – May 8	Final Examination: 50 Item Multiple Choice Exam
May 8th	<b>Spring Commencement</b>