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

**INSTRUCTOR INFORMATION**

**Instructor:** Joyce E. Kyle Miller, PhD  
**Office Location:** Texas A&M University-Commerce Metroplex  
**Center Office Hours:** 12 noon – 4pm, Monday – Tuesday  
**Office Phone:** 972-882-7527  
**University Email Address:** [joyce.miller@tamuc.edu](mailto:joyce.miller@tamuc.edu)

**COURSE INFORMATION**

*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](#)

**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 explore those basic principles and strategies which should be included in a curricular program for the gifted/talented. Each student will be also introduced to the nature, needs and identification of the gifted student.

*The syllabus/schedule are subject to change.*

**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  
Creative Problem Solving  
Self-Directed Learning  
Interdisciplinary Approaches  
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.

Describe, compare, contrast selected curricular models by **George Betts, Hilda Taba, Sydney Parnes, Joe Renzulli, Benjamin Bloom, Jerome Bruner, Frank Williams, Joe Renzulli**, 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 a theme and generalizations the following instructional strategies: brainteasers, logic problems, Frank Williams strategies, Creative Thinking Strategies, SCAMPER, a moral development activity, analogies, scientific method, research, the Hilda Taba Model, Bloom's, Renzulli's Enrichment Triad, plus selected other strategies related to teaching the gifted in the regular classroom.

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### **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. Specifications for all assignments will be described by means of audio-power points and handouts provided under Doc Sharing.
4. Students are to participate in **Online Sessions** which will be announced. The dates for the live online sessions will appear on the course calendar.

### Student Responsibilities or Tips for Success in the Course

Students are to log in regularly to the D2L online course and respond to assignments according to the course calendar. Students who encounter difficulties during the semester are asked to communicate quickly with the course instructor. Dates for withdrawal from the course or dropping the course should be placed on your personal calendar should it become necessary to make a decision regarding withdrawal or dropping the course.

## GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

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## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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### **Interaction with Instructor Statement**

Scheduled online sessions will be held. For success in the course, students are encouraged to attend these sessions.

# **COURSE AND UNIVERSITY**

## **PROCEDURES/POLICIES Course Specific**

### **Procedures/Policies**

#### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

#### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

#### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

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[Undergraduate Academic Dishonesty 13.99.99.R0.03](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf)

[Undergraduate Student Academic Dishonesty Form](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

## Graduate Student Academic Dishonesty Form

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

## **Students with Disabilities-- 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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a

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concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M Commerce campuses. Report violations to the University Police Department at 903- 886-5868 or 9-1-1.

### Discussion Forum Rubric

Criteria	Exemplary	Accomplished	Developing	Beginning
Points Possible: 25	5	4	3	1
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	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
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	engagement and interaction with others			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

#### COURSE OUTLINE / 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>Submit by Thursday, January 20, 2022</b>	Introduce Yourself to the Class from the Student Lounge Upload the Student Information Form Print Syllabus and Calendar <b>1<sup>st</sup> Online Session: ZOOM</b>
WEEK ONE All assignments are Due by <b>January 27</b>	Listen and take notes on the <b>Principles of GT Curriculum</b> audio PowerPoint slides 1- 6 Read Chapter 1 – Role of Teaching and Learning Models in Curriculum for the Gifted Complete the developer sheet for this chapter Listen and take notes on the Learning Theory and the Gifted Audio PowerPoint. (45 minutes) <b>Respond to the two (2) Discussion Prompt assignments</b> (Share observations from audio powerpoint on principles of curriculum for gifted, Slides 1-6 and understanding of the learning theory appropriate for teaching the gifted powerpoint)



<p>WEEK TWO</p> <p>All assignments are Due by <b>February 3</b></p>	<p>Listen and take notes on Slides 7-12 from the <b>Principles of GT Curriculum</b> audio powerpoint</p> <p>Read Chapter 2 George Betts: Autonomous Learner Model Complete the Betts Developer Sheet during the online session</p> <p>Respond to the Discussion Prompt Assignment</p> <p><b>Share Principles of GT Curriculum Examples)</b></p>
<b>February 3</b>	<b>2<sup>nd</sup> Online Session: ZOOM</b>
<p>WEEK THREE</p> <p>All assignments are Due by <b>February 10</b></p>	<p>Read Chapter 3 <b>Benjamin Bloom &amp; David Krathwohl</b></p> <p>Complete the Bloom and Krathwohl Developer Sheets (Two Different Models) during the online session</p> <p>Listen and take notes on the <b>Mini Center audio/powerpoint</b></p>

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	<p>Respond to the Discussion Prompt Assignment</p> <p><b>(Examples of how you would use Bloom's, Krathwohl, and Mini Center activities)</b></p>
<p>WEEK FOUR</p> <p>Assignments are Due by <b>February 17th</b></p>	<p>Listen and take notes on Slides 13 - 19 from the <b>Principles of GT Curriculum</b> audio PowerPoint</p> <p>Respond to the Discussion Prompt Assignment (Share observations from Slides 13 – 19)</p> <p><b>Upload the Lesson Plan Review</b></p>
<b>February 17th</b>	<b>3<sup>rd</sup> Online Session: ZOOM</b>
<p><b>WEEK FIVE</b></p> <p>Assignments are due by <b>February 24</b></p>	<p>Respond to your Discussion Assignment (<b>Share School District GT Curriculum Review</b>)</p>
<p><b>WEEK SIX</b></p> <p>Assignments are due by <b>March 3</b></p>	<p>Read Chapter 6 <b>Sidney Parnes</b>: Creative Problem Solving Complete the Parnes Developer Sheet during the online session Respond to the two (2) Discussion Prompt Assignments (<b>Share Examples of a Paradigm, Topic, Theme, Generalization and Sydney Parnes' Creative Problem Solving</b>)</p>
<b>March 3</b>	<b>4<sup>th</sup> Online Session: ZOOM</b>

<b>WEEK SEVEN</b> Assignments are due by <b>March 10th</b>	Read Chapter 7 <b>Problem Based Learning</b> Complete the Developer Sheet during the online session Respond to the Discussion Prompt Assignment <b>(Share observations from Slides 20 - 25)</b>
<b>WEEK NINE</b> Assignments are due by <b>March 24th</b>	Read Chapter 8 <b>Renzulli</b> : Enrichment Triad Model Renzulli/Reis Schoolwide Enrichment Complete the optional Developer Sheet Respond to your Discussion Assignment (Example of Renzulli's Enrichment Triad Model)
<b>WEEK ELEVEN</b> Assignments are due by <b>April 7th</b>	Read Chapter 10: <b>Hilda Taba</b> Teaching Strategies Complete the Developer Sheet during the online session <b>Listen and take notes: Hilda Taba and Kohlberg audio Powerpoints</b> Respond to two (2) Discussion Prompt Assignments (Examples of the TABA Model and CTS) <b>5<sup>th</sup> Online Session: ZOOM</b>
<b>WEEK TWELVE</b> Assignments are due by <b>April 21</b>	Respond to the Discussion Prompt Assignment (Six Thinking Hats Activity) Read Chapter 12 Complete Developer Sheets for <b>Frank Williams</b> during the online session Respond to the two (2) Discussion Prompt Assignments (Six Thinking Hats and Frank Williams Strategies for the Gifted)

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<b>WEEK THIRTEEN</b> Assignments are due by <b>May 5th</b>	Chapter 12: <b>Lawrence Kohlberg</b> Complete the developer sheet during the online session Respond to two (2) Discussion Prompt Assignments (Moral Development Examples for the Gifted Student) <b>6<sup>th</sup> Online Session: ZOOM</b>
<b>MAY 13</b>	<b>Online Final Meeting/Culminating Activity</b>

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