



## EDUC 314: Nature & Needs of the Gifted Winterim 2024 Section 1

Zoom Class Dates: 1/17/2024 @ 3:30-7:30pm; 1/18/2024 @ 3:30-7:30pm (the remaining coursework will be delivered asynchronously on Canvas).

Professor: Jenna Cramer, Ed.D. [jcramer@uwsp.edu](mailto:jcramer@uwsp.edu) Office Hours By Appointment

### Course Description

This two-credit undergraduate course is designed to provide an overview of the history as well as important issues and developments within the field of gifted education and is designed primarily for students who are majoring in exceptional education. Other students with an interest in giftedness are welcome as well. The course is designed to provide a brief survey of the field of gifted education while promoting a better understanding of the nature of giftedness and the needs of gifted students as well as curriculum modifications. Development, characteristics, and individual learning differences of students with gifts and talents will be explored, as will educational strategies and program options in gifted/talented education.

### Required Course Materials\*

There is no required textbook for this class.

\*Digital copies of the required course materials and all other texts are provided electronically on Canvas.

Optional: Rimm S. B. Siegle D. & Davis G. A. (2018). Education of the gifted and talented (Seventh). Pearson.

### Course Learning Outcomes

After successfully completing this course, you will improve your demonstrable knowledge, skills, and dispositions in how you will understand:

1. The history and development of the area of education for gifted and talented students.
2. The educational psychology of students who are gifted and talented.
3. The ways in which schools can meet the needs of advanced students.
4. The characteristics of students who differ from the norm by virtue of their high ability.
5. The current research in the area of giftedness and talent development.
6. Several ways in which schools can meet the needs of advanced learners.
7. Basic procedures for the identification of gifted and talented students.

## Evaluation/Course Requirements

Your final grade in this course will reflect the quality of your work across the semester. It is my goal to help you learn as much as possible from this course.

- All the assignments are listed on Canvas.
- Directions and rubrics for all the assignments are listed on Canvas too.
- Please read the directions and rubric for each assignment carefully.
- All assignments must be submitted via Canvas unless otherwise indicated.
- You must save all your work electronically before submitting it.
- I'm always happy to answer questions on an assignment, please don't hesitate to ask.
- All submissions must be typed using 12-point Times New Roman font, with 1-inch margins on all sides. A header including the student's name, instructor's name, course, due date and a title specifying the assignment must be included.

Assignment	Brief Description	Points
Response to the Syllabus	By the due date, I would like you to read the class syllabus carefully so you understand the course expectations. You automatically receive full points if you complete the assignment on time. By completing this assignment, you are saying that you've read the syllabus. You're also saying that if you have any questions about the syllabus, you have asked me, or you will ask me. In this assignment, you will also introduce yourself to me. I will read your introduction and reply to you individually. Detailed info and guidelines for the assignment are <a href="#">here</a> .	5
Reflective Posts	In this assignment, you will respond to the course materials for the unit by writing a reflective post to share with the class on the discussion board. The purpose of this assignment is to demonstrate reflection on big ideas presented in the unit. You should describe big ideas from the course materials and make connections to your own thinking and experience. You will read all posts and respond to one other classmate in the online discussion. Detailed info and guidelines for the assignment are posted <a href="#">here</a> on Canvas.	40
Movie Analysis	The purpose of this assignment is to prompt you to critically apply the course concepts using a specific example. In this assignment, first, you will watch one of the movies listed on Canvas, which is telling a story of a gifted child. After you have watched it, you will write a reflection paper. In the reflection, you will address the questions listed on the guideline for the assignment. Detailed information and guidelines for the assignment are posted <a href="#">here</a> on Canvas.	20

Lesson Plan Modification	Take a lesson typically taught at the grade level you teach or wish to teach and revise the lesson/activity to make it appropriate for high-ability learners. The lesson you use may be something out of one of your textbooks, something you originally created, or something you get from a colleague, on the internet, or from another teacher resource. You may use any lesson plan format that you prefer and your write-up does not have to be as comprehensive as the lessons you wrote while in college! The lesson plan should be clear enough for another individual (think substitute teacher) to pick up and use without having to ask any questions. Detailed information and guidelines for the assignment are posted <a href="#">here</a> on Canvas.	25
Team Meetings	I've assigned you to a <a href="#">team</a> . You decide what time you will meet as a small group. You meet without the instructor. In each team meeting, you receive directions on what to discuss. Your team's main goal is to support each other's success in this course and deepen your understanding of the course topics through discussion and teamwork. As a team, you will submit a concise report on each meeting (3 total required). If you're unable to attend, communicate with your team about what you missed. Detailed info and guidelines are <a href="#">here</a> on Canvas.	30
Gifted Program Development	In this assignment, you will design a program for GT students to understand the developing programs for gifted and talented students. This might be summer/winter camps, extracurricular activities, university programs, online courses, special schools, residential schools, pull-out programs. With this program, you are to persuade gifted children, families, and teachers to participate in your gifted program. Detailed information and guidelines for the assignment are posted <a href="#">here</a> on Canvas.	30
Attendance	Your attendance and participation are essential. Collaboration with your peers outside class is strongly encouraged and expected in the teams format. You are to attend our Zoom meetings. You will gain points from your attendance. You are allowed only 1-hour absence for personal emergencies from this course. After one hour, you will have a deduction of 4 points for each hour you miss. For make-up, contact me.	10

### Inclusivity Statement

It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this

class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

## Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

## Grading Scale\*

94 – 100% = A	77 – 79% = C+	60 – 63% = D-
90 – 93% = A-	74 – 76% = C	< 60% = F
87 – 89% = B+	70 – 73% = C-	
84 – 86% = B	67 – 69% = D+	
80 – 83% = B-	64 – 66% = D	

\*I reserve the right to bump a grade up (especially if it's close) based on your participation and performance in the class and my professional judgment.

## Attendance

Your attendance and participation are essential. Collaboration with your peers outside class is strongly encouraged and expected in the teams format. You are to attend our Zoom meetings. You will gain points from your attendance. You are allowed only 1-hour absence for personal emergencies from this course. After one hour, you will have a deduction of 4 points for each hour you miss. For make-up, contact me.

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below.

## Late Work

Your punctual participation and completion is a reflection of your professionalism. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with your attendance or assignments. In general, the best policy is to contact the instructor before an online response or an assignment is late. Extensions may be granted at the discretion of the instructor. All late work, if allowed, is subject to point deductions at the discretion of the instructor. Furthermore, work that is submitted after the course has been completed is subject to university policies and procedures related to incompletes.

## Technology Guidelines

You will need internet access to complete this course. This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

## Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

## Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

## Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

## Help Resources

Tutoring	Advising	Safety & General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

### UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit this [link for more information](#).

## Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

## Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

*UWSP 14.03 Academic misconduct subject to disciplinary action.*

- (1) Academic misconduct is an act in which a student:
  - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
  - (b) Uses unauthorized materials or fabricated data in any academic exercise;
  - (c) Forges or falsifies academic documents or records;
  - (d) Intentionally impedes or damages the academic work of others;
  - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
  - (f) Assists other students in any of these acts.
  
- (2) Examples of academic misconduct include, but are not limited to:
  - Cheating on an examination
  - Collaborating with others in work to be presented, contrary to the stated rules of the course
  - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
  - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
  - Stealing examinations or course materials
  - Submitting, if contrary to the rules of a course, work previously presented in another course
  - Tampering with the laboratory experiment or computer program of another student
  - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

## Other Campus Policies

### FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access

to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

### **Title IX**

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

### **Clergy Act**

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1<sup>st</sup> in our [Annual Security Report](#). Another requirement of the Clergy Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clergy Act](#) page.

### **Drug Free Schools and Communities Act**

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

### **Copyright Infringement**

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

















## **Course Schedule**

We'll move through 9 units. You can see all the units on the Canvas Homepage for this course.


1. Intro
2. Definition of Giftedness
3. Identification of Giftedness
4. Curriculum Options
5. Differentiation
6. Creativity in Gifted Education
7. Social-Emotional Development
8. Diversity in Gifted Education
9. Closure

In each unit, you will start by completing the coursework outlined on Canvas. Some course materials will be from books, while others will be on e-reserve, or from the Internet. We will use the National Association for Gifted Children website (<http://www.nagc.org/>) frequently.

## Course Summary

Date	Details	Due
Wed Jan 3, 2024	 Unit 1: Introduction	to do: 11:59pm
	 Nature and Needs of the Gifted	3:30pm to 4:30pm
Thu Jan 4, 2024	 Optional Zoom Meeting 1/4/24 @ 3:30 PM	to do: 3:30pm
	 Respond to the Syllabus	due by 11:59pm
Fri Jan 5, 2024	 Reflective Post - Unit 2	due by 11:59pm
	 Unit 2: What Does Gifted & Talented Mean?	to do: 11:59pm
Sat Jan 6, 2024	 Team Meeting #1 Report	due by 11:59pm
Sun Jan 7, 2024	 Reflective Post - Unit 3	due by 11:59pm
	 Unit 3: Identification of Giftedness	to do: 11:59pm
Mon Jan 8, 2024	 MOVIE ANALYSIS PAPER	due by 11:59pm
Tue Jan 9, 2024	 Unit 4: Curriculum Options - Enrichment & Acceleration	to do: 11:59pm
	 Reflective Post - Unit 4	due by 11:59pm
Wed Jan 10, 2024	 PROGRAM EXPLORATION PAPER	due by 11:59pm
	 Team Meeting #2 Report	due by 11:59pm
Thu Jan 11, 2024	 Unit 5: Curriculum Options - Grouping & Differentiation	to do: 11:59pm
	 Reflective Post - Unit 5	due by 11:59pm
Fri Jan 12, 2024	 LESSON PLAN MODIFICATION	due by 11:59pm



Sat Jan 13, 2024	 Unit 6: Creativity in Gifted Education	to do: 11:59pm
	 Reflective Post - Unit 6	due by 11:59pm
Sun Jan 14, 2024	 Team Meeting #3 Report	due by 11:59pm
	 Reflective Post - Unit 7	due by 11:59pm
Tue Jan 16, 2024	 Unit 7: Social Emotional Development	to do: 11:59pm
	 Mandatory Class #1	3:30pm to 7:30pm
	 Nature and Needs of the Gifted	3:30pm to 7:30pm
Wed Jan 17, 2024	 Unit 8: Diversity in Gifted Education	to do: 11:59pm
	 Reflective Post - Unit 8	due by 11:59pm
	 Mandatory Class #2	3:30pm to 7:30pm
Thu Jan 18, 2024	 Nature and Needs of the Gifted	3:30pm to 7:30pm
Fri Jan 19, 2024	 Unit 9: Closure	to do: 11:59pm
	 Attendance Grades	due by 11:59pm
Sat Jan 20, 2024	 GIFTED PROGRAM DEVELOPMENT	due by 11:59pm