

PSY432 / PSY432G Psychology of the Gifted and Creative Fall 2016

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Office hours:	Tues & Thurs 9:00 – 1:00 and always By appointment

Course Prerequisite

None

Required Textbooks

Surviving the Applewhites (2007). Stephanie Tolan
Ballantine Books, NY. ISBN: 978034547232

Course Description

Talent development, concepts of giftedness, theories of learning, and motivation are the main areas for this course. Study of the intellectual, emotional, and social characteristics of gifted and creative children with emphasis on education services and programs that support development.

Student Disability Services

Students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (Room 1074 of the Downing Student Union or via phone at 270-745-5004). Please do not request accommodations directly from the instructor without a letter from the Student Accessibility Resource Center.

Plagiarism

Each student should make certain that all work submitted is their own and give credit to authors when their words are used. To represent written work taken from another source as one's own is plagiarism. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Plagiarism is a serious offense. Thus it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. WKU makes use of a plagiarism-detection software called SafeAssign. If the project upload indicates similar content from other uploads or the Internet, the student could receive an F on the project, an F in the course, or even be removed from the program.

Academic Dishonesty

“Students who commit an act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal.”

Technology and Communication

* Students **MUST** have access to and be familiar with Blackboard to participate in this course.

* Students must utilize the WKU email account provided by the university to receive communication from the instructor.

* All emails to your instructor must be in the following format: **PSYCH 432G, last name, topic**
Emails without this format will be returned to you to revise. This policy is for your benefit. Because of the high volume of emails I receive, my email program will sort emails into a folder for me to easily locate and quickly respond.

* Students must make certain their technology is compatible with the WKU technology and working during all requirements of this online class. In addition, students must take *personal responsibility* for submitting assignments by the dates due.

* If leaving a phone message, student should include a return phone number, name, and the course number. The instructor should return your call within 24 hours. If not, please email the instructor, as she could be away from her office.

* Students should NOT wait until the final day (or hours) to take an exam or submit an assignment in case a technical problem occurs. Upon discovery of a problem, the student should contact the WKU Help Desk at <http://www.wku.edu/infotech/> or 270.745.7000 to ascertain if the problem is with WKU technology or the student's. Further, the student should email the instructor during the time of the test or assignment to inform the instructor of the actions being taken. *Remember, the instructor has no control of the technology used to deliver a class via the WKU servers and Blackboard.* Students should keep a copy of all electronic communications with the WKU Help Desk so this may be relayed to the instructor if necessary.

***Please do not expect the instructor to address your technology problems or send assignments by email.**

Deadlines

Unless arrangements have been made from the instructor prior to an assignment deadline, **NO LATE WORK IS ACCEPTED.**

Naming Files: In general, all files submitted should begin with your last name, then a period, then the module code, and a description of the assignment. For example, "Tassell.Leadership.Plan.doc".

Times

Any times mentioned throughout the term are for the *Central Time Zone.*

Class Time Management:

Management of your personal "class time" is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.) It is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach your lesson.

Types of Instruction

The instructor will offer multi-media lecture and information to guide students through the concepts and skills to be learned in this course via the World Wide Web through a variety of assignments, exams, and learning activities. The instructor will serve as a coach and resource as students participate in group assignments, individual research and projects, and as students participate in exploratory learning. Most instruction will be delivered via the class text book and instructor offered MS PowerPoint presentations. Additional readings and methodologies of delivering instruction might be utilized. Assignments and information will be posted on the class Blackboard website. Assignments will be submitted to the instructor via the class Blackboard “Assignments” tool. Please note that different assignments will be given to students who have registered for 432G and for 432 to reflect the increased rigor of a graduate level course. If you have any questions please feel free to contact me.

Course Objectives and Outcomes

Objectives: “I can...”	Activities	Assessment
Identify the social and emotional needs of children who are gifted and talented.	Readings, writing, discussion, videos	Program Development
Identify characteristics of children who are gifted and talented.	Readings, writing, discussion, videos	Case study
Identify ways to support the cognitive and the social-emotional needs of children and youth who are gifted and talented	Readings, writing, discussion, videos	Program Development
Use the research related to the social and emotional needs of gifted children to effectively communicate with parents and colleagues	Readings, writing, discussion, videos	Spread the Word project
Describe research on strategies that can be used to address the social and emotional needs of young people who are gifted and talented	Readings, writing, discussion, videos	Program Development
Describe services that can be matched to the cognitive and social-emotional needs of gifted young people to facilitate their continuous progress and well-being	Readings, writing, discussion, videos	Program Development, Case Study, Spread the Word Project
Identify journals, websites, and organizations that can be used as resources for parents and teachers	Readings, writing, discussion, videos	Case Study, Spread the Word Project

of gifted children		
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Course Content Outline

This course is based on the following sections.

- Section I: Theoretical Foundations
- Section II: Understanding the Psychological Needs of Gifted
- Section III: Improving Motivation
- Section IV: Advocacy for Gifted Students

Standards Assessed in this course:

Kentucky Teacher Standards (KTS)

- KTS Standard 3: The teacher creates and maintains learning climate.
- KTS Standard 4: The teacher implements and manages instruction.
- KTS Standard 7: The teacher reflects on and evaluates teaching and learning.

NAGC Teacher Preparation Standards

NAGC Standard 1: **Learner Development and Individual Learning Differences**

Beginning gifted education professionals understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities.

NAGC Standard 3: **Curricular Content Knowledge**

Beginning gifted education professionals use knowledge of general¹ and specialized curricula² to advance learning for individuals with gifts and talents.

NAGC Standard 5: **Instructional Planning and Strategies**

Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies³ to advance the learning of individuals with gifts and talents.

NAGC Standard 7: **Collaboration**

Beginning gifted education professionals collaborate with families, other educators, related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

Assignments

In addition to discussion prompts that are provided for you to exchange ideas with your classmates you are asked to keep a blog journal on the readings. Three formal assignments are required for the course. A brief description follows:

Case Study: Choose a gifted student – or character from the novel and prepare a report using the readings and other outside research that discusses the students cognitive strengths and needs and psychosocial strengths and needs, provide at least three research-based recommendations for supporting the student.

Program Development: Design a program to meet a unique psychosocial need of a group of gifted learners. Use research to support your claims of these needs and how your program should assist the students.

Spread the Word: Using the research that you have learned along with outside sources design a presentation that could be used to educate fellow teachers and/or parents about three unique psychosocial needs of gifted students.

Assignment Outline		
<i>The professor reserves the right to make adjustments to this outline to better accommodate student needs.</i>		
Assignment Description	Due Date	Points
Blog: Students will go to the Module Link to participate in an online discussion to get to know class members.	08/24	5
Scavenger Hunt: A scavenger hunt is provided for students to get to know the syllabus and calendar.	08/26	5
Module 1: What is Giftedness	08/29	
<i>Readings: Reis, Richard, Cross</i>	08/29	
Discussion 1 Initial Post	08/31	
Discussion 1 Follow up – Respond to Classmates	09/02	20
Module 2: Cognitive Components of Giftedness Discuss Assignment 1	09/05	
<i>Readings: Robinson, Lohman, Assouline</i>	09/05	
Discussion 2	09/07	

Discussion 2 Follow-up – Respond to Classmates	09/09	20
Case Study Rough Draft due post in discussion	09/12	20
Case Study Peer Reviews due	09/14	5
Case Study Final Due Assignment	09/17	75
Module 3: Psycho/Social Aspects of Giftedness	09/19	
<i>Readings: Petersen, Reis</i>	09/19	
Discussion 3	09/21	
Discussion 3 Follow-up – Respond to Classmates	09/23	20
Module 4: Intensities Discuss Assignment 2	09/26	
<i>Readings: Piechowski, Sisk</i>	09/26	
Discussion 4	09/28	
Discussion 4 Follow-up – Respond to Classmates	09/30	20
Module 5: Identity	10/03	
<i>Readings: Pollack, Henfield, Reis</i>	10/03	
Program Development Rough Draft due post in discussion	10/05	20
Program Development Peer Review due	10/07	5
Program Development Project Final Due Assignment	10/10	75
Module 6: Motivation	10/10	
<i>Readings: Deci & Ryan, McNabb, Heller</i>	10/10	
Discussion 5	10/12	
Discussion 5 Follow up – Respond to Classmates	10/14	20
Module 7: Underachievement	10/17	
<i>Readings: Kavensky, Neihart</i>	10/17	
Discussion 6	10/19	
Discussion 6 Follow up – Respond to Classmates	10/21	20
Module 8: Acceleration	10/24	
<i>Readings: Colangelo & Assouline</i>	10/24	
Discussion 7	10/26	
Discussion 7 Follow up – Respond to Classmates	10/28	20
Module 9: Giftedness and Creativity	10/31	
<i>Readings:</i>	10/31	
Discussion 8	11/02	
<i>NAGC Conference – Professor Unavailable 11/02-11/06</i>		

Discussion 8 Follow up – Respond to Classmates	11/04	20
Module 10: Teacher training and attitudes	11/07	
<i>Readings: Szymanski & Croft, McCoach & Siegle, Croft & Wood</i>	11/07	
Discussion 9	11/09	
Discussion 9 Follow up – Respond to Classmates	11/11	20
Spread The Word Proposal Due - Assignment	11/18	50
THANKSGIVING BREAK		
Spread The Word Rough Draft – post in discussion	11/28	
Spread The Word Peer Review Due	12/01	25
Spread the Word Project Presentations - Assignment	12/05	125
Professionalism	Ongoing	50
Total Points		640

Grade	Points
A	593-640
B	542-592
C	490-541
D	445-489
F	444 and below

Evaluation and Grade Assignment: Grading in PSYCH 432 is based on a point system. **The total points accumulated determine the final grade.**

Websites That Might Be Helpful:

ERIC - A digital library of education-related resources, sponsored by the U.S. Department of Education, consisting of 1.1 million bibliographic records describing journal and non-journal literature from 1966 to 2003, with over 107,000 full text non-journal documents added.

<http://www.eric.ed.gov>

Citation and Style Guides:

APA - <http://library.concordia.ca/help/howto/apa.pdf>

Purdue OWL - <https://owl.english.purdue.edu/owl/resource/560/01/>