

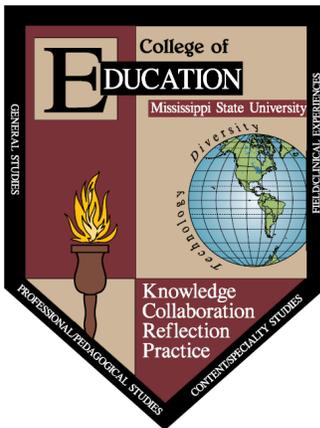
**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

DEPARTMENT of CURRICULUM, INSTRUCTION, and SPECIAL EDUCATION

COURSE SYLLABUS

Course Prefix & Number:	EDX 8163
Course Title:	Teaching Strategies for the Gifted
Credit Hours:	3 hours
Course Type:	Lecture
Catalog Description:	Teaching approaches, development of special problems, selection of materials, and remediation of problems related to learning.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

1. To develop an understanding of gifted education and talent development. CFPO # 1
2. To develop an understanding of the concepts of intelligence, giftedness, talent, and talent development. CFPO #1
3. To develop an understanding of the origins and growth of giftedness. CFPO #1
4. To develop an understanding of social-emotional development and giftedness. CFPO #5
5. To develop an understanding of the concept of creativity. CFPO # 10
6. To develop an understanding of assessment and identification of gifted students. CFPO #1
7. To develop an understanding of how to optimize learning through current brain research. CFPO #8
8. To develop strategies and modifications for elementary and secondary gifted learners. CFPO # 2, 3
9. To develop an understanding of culturally responsive teaching and giftedness. CFPO # 5
10. To develop an understanding of exceptionality, underachievement, gender, and giftedness. CFPO # 1
11. To develop an understanding of program models, structures, and organizations for elementary and secondary gifted learners. CFPO # 1.
12. To develop an understanding of how to set up effective programs for gifted and talented education. CFPO # 5

Topics to Be Covered:

Clock Hours

1. The rationale for gifted education.	2
2. The concept of intelligence.	1
3. The development of intelligence.	3
4. Definitions of gifted and talented.	1
5. Families of gifted children.	3
6. Characteristics of gifted learners.	3
7. Social emotional well-being of gifted children.	3
8. Moral Development of gifted children.	4
9. Attitudes of society towards gifted children.	3
10. Developing and measuring creativity.	4
11. Different approaches to recognizing giftedness.	3
12. Developing effective gifted and talented education programs.	10
13. Abilities, values, and characteristics of teachers of gifted students.	5

Required Text:

Clark, Barbara (2013). *Growing Up Gifted, 7th Edition*. Upper Saddle Creek, NJ: Prentice-Hall.

Methods of Instruction:

Methods of instruction will include lectures, demonstrations, group discussion, team and individual research.

Suggested Student Activities:

1. Utilizing case studies of gifted children, students will develop educational modifications and accommodations for use in the classroom.

2. Students will design optimal learning settings for a child at home or in pre-school that provides an appropriate responsive learning environment.
3. Students will design a pamphlet or trifold that could be distributed to hospitals and doctor's offices with the most important information that a new mother should know about providing for the early learning of her child.
4. Students will write a narrative on how to facilitate creative behavior for their chosen grade level.
5. Students will develop lesson plans using the IEM circles shading in the part of the part of the circle corresponding with the areas of brain function that each activity uses.
6. Students will develop individual units utilizing differentiated instruction for gifted students.
7. Students will do presentations based on specified topics from the text.

Academic Integrity/Honor Code:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information visit: <http://students.msstate.edu/honorcode>

Technology:

Technology will be used in both the delivery of the course content and through course requirements completed by graduate students. Delivery of course content will use PowerPoint presentations, materials on the Internet and myCourses. All course assignments will be completed using appropriate software.

Diversity:

Issues of diversity will be inherent in all discussions and activities completed as a part of this course. Young adolescents live and function in a diverse world; as such, graduate students must develop an understanding of diversity as it relates to young adolescents and their worlds.

Disabilities:

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

Field Component:

No field component indicated for this course.

Evaluation of Student Progress:

Evaluation of student progress will be based upon class participation, class projects, and class presentations. Class assignments must be turned in on time. There will be no exceptions. Students caught cheating will receive an F in the class and will be turned in to the Dean of Students. Responsibility for class assignments are up to the student. All students should have a working e-mail account in place by the second class meeting. Students should check their email accounts daily for announcements.

Bibliography:

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