

**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY  
COURSE SYLLABUS**

**Course Prefix and Number:** EPY 3553

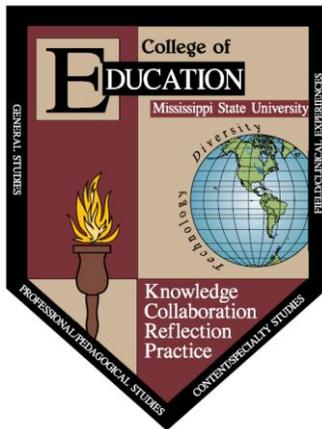
**Course Title:** Giftedness/Creativity

**Instructor of Record:** Dr. Donna C. Gainer, 509B Allen Hall, 325-0942  
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**Credit Hours:** Three (3) semester hours      **Type of Course:** Lecture

**Catalogue Description:** Three hours lecture. An introduction to giftedness and creativity emphasizing uniqueness of gifted/creative individuals; a survey of creative problem-solving approaches

**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.

**Purpose of the Course:**

Giftedness/Creativity provides an introduction to the study of the various aspects of giftedness with an emphasis on understanding, recognizing, and enhancing the gifted and their abilities. An introduction to the field of creativity as a form of giftedness is provided along with a review of the origin of creative behavior and procedures and programs that can enhance an individual's creative abilities. Leadership as an area of giftedness is explored

**Objectives and Goals:** Learners will:

1. Describe and define intelligence, creativity and giftedness. INTASC 2,3. CFPO #2, 3.
2. Explore history and background of the concepts of giftedness and creativity as well as the many types of giftedness and creativity that have been identified. INTASC 2,3, 7. CFPO# 2,3
3. Describe procedures and instruments for assessing giftedness and creativity. INTASC 2, 3, 8. CFPO #2, 3, 4
4. Demonstrate an understanding of the special needs of gifted and/ or creative individuals, including: social emotional, development, self-esteem, motivation, special classes, programs, and schools. INTASC 2, 3, 5. CFPO # 2, 3, 6.
5. Examine and critique recent research in areas related to the special needs of gifted and creative individuals, with an emphasis on leadership and motivation of these individuals. INTASC 2, 3, 5. CFPO # 2, 7.
6. Demonstrate an understanding of the different needs of creative versus academically gifted learners. INTASC 2, 3, 4. CFPO #2, 3.
7. Reflect upon, understand, and enhance your own creative potential. INTASC 3, 9. CFPO # 2, 3, 8.
8. Explore the influence of personality traits, leadership styles and communication styles on the motivation, education and leadership of creative/gifted individuals. INTASC 5, 6. CFPO # 2,3,5.
9. Develop personal and standard creative thinking and problem solving techniques. INTASC 4, 5. CFPO #2,3,9, 10.
10. Develop the knowledge and skills to develop environments that foster creativity. INTASC 7. CFPO # 2, 3.

11. Discuss how creativity and innovation assist in adapting to change and crises. INTASC 3, 4, 6. CFPO # 2,5.
12. Participate in interactive activities designed to explore leadership styles and personality traits of creative/gifted individuals. INTASC 2,3, 4. CFPO #2, 3, 9.
13. Plan and implement a project that will demonstrate progression in the learners' own creativity and present a creative classroom presentation regarding the creativity project. INTASC 1, 2,3,4,6. CFPO # 2, 3, 7, 8, 7, 10.
14. Maintain a sketchbook or notebook of creative/innovative ideas throughout the semester. INTASC 3, 9. CFPO #5, 7, 8, 10, 12.

### Course Topics:

<u>Principal course topics and extent of coverage in the course:</u>	<u>instruction hours</u>
1. Self actualization and creativity	2 hrs
2. Barriers and Blocks to creativity	3 hrs
3. Definitions and Theories of Creativity	5 hrs
4. Creative Inspiration Through Analogical Thinking	2 hrs
5. Creative Processes: Problem solving, brain storming, and other standard creative thinking processes	3 hrs
6. Enhancing creativity in self and others: techniques	3 hrs
7. Developing and maintaining the creative environment	2 hrs
8. Intellectual giftedness and intelligence	5 hrs
9. Special needs of the intellectually gifted.	3 hrs.
10. Educational programming for gifted and creative learners	4 hrs
11. Assessing giftedness and creativity	4 hrs
12. Leadership as a category of giftedness: identification and development	3 hrs
13. Leading and managing creative and gifted individuals	2 hrs
14. Developing Vision: creative planning and implementation of strategies	2 hrs
15. <u>Creative Personality traits and leadership styles</u>	<u>2 hrs</u>
Total	45 hrs

### Textbooks:

Davis, G. A. (2005). *Creativity is forever*. (5th ed.) Dubuque, IA: Kendall Hunt. (req.)

Clark, B. (2013) *Growing up gifted* (8th ed.) Upper Saddle River, NJ: Merrill/Prentice-Hall. (rec.)

### Methods of Instruction:

Although lecture/power point is the primary means of sharing information in this class (60%), it will be supplemented by class demonstrations, group discussion,

videos, and interactive exercises (40%). Students are encouraged to ask questions and to discuss major issues as they are presented.

### **Suggested Student Activities:**

1. Attend and actively participate in all sessions. (all obj)
2. Read the textbook, **complete the brief homework assignments for each chapter posted on mycourses**, and read relevant handouts as assigned and relate readings to specific objectives provided for each chapter. (all obj)
3. Review the Power Point presentations available on MyCourses before coming to class each day and print a copy for themselves for convenience in note-taking in class. (all obj.)
4. **Homework assignments:** on mycourses there will be brief exercises to complete related to each chapter that require learners to relate objectives to individual chapter topics. (all obj.)
6. **Journal Article Critique.** Locate, read, and prepare a written reaction to one professional journal article concerning a topic related to **creativity, giftedness, gifted education, or creative leadership**. (Obj. 5)
7. **Creative Person Paper.** After learners have read about the characteristics of creative people, they will choose an exceptionally creative person of interest and complete a proposal for a research paper related to him or her. After the proposal has been approved, learners will write a 6-7 page paper about the creative person. (Obj. 2, 4, 8)
8. **Creativity Project.** Learners will choose a topic of interest to research or do related to giftedness or creativity, creative leadership or leading creative individuals. Learners will provide a write up of the process or research paper, an oral presentation, an attractive, visually interesting handout for the rest of the class and an annotated bibliography of sources you consulted. (Obj. 13)
9. **Creativity Notebook/sketchbook.** You will select a notebook, sketchbook, or journal to personalize in a creative way. Here you will maintain a collection of ideas, sketches, dream projects, images, photos, etc. that you reflect upon and write about during the weekly "creative development hour". There will be 2 checks of this collection during the semester before the final collection is turned in at the end of the semester. (obj. 14).
10. Participate in interactive activities, assessments and simulations designed to explore your creativity, leadership style, and personality traits. (Obj. 6, 7, 8, 9, 10)

11. Prepare for and take exams and quizzes in a conscientious manner. (all obj.)

**Honor Code: Mississippi State University Honor Code/Academic Misconduct**

Cheating and plagiarism are strictly forbidden and will be dealt with as MSU policy on academic honesty stipulates. MSU 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.”

All MSU students are bound to this code, and the guidelines of the MSU policy will be followed in this course. Any acts of academic misconduct will be dealt with in accordance with guidelines and procedures outlined in the official University policy:

<http://students.msstate.edu/honorcode/>

**Title IX**

MSU is committed to complying with Title IX, a federal law that prohibits discrimination, including violence and harassment, based on sex. This means that MSU’s educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU’s Director of Title IX/EEO Programs at 325-8124 or by e-mail to [titleix@msstate.edu](mailto:titleix@msstate.edu). Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, or at <http://students.msstate.edu/sexualmisconduct/>.

**Diversity:**

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms to Title IX of the education amendments of 1972, section 503. The department of counseling and educational psychology encourages the recruitment, acceptance, and enrollment of minority students of the region and beyond. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of minority groups are strongly encouraged to seek admission in the department. Learners are encouraged to discuss issues of diversity in class in a respectful, professional manner.

**Technology:**

Students are expected and encouraged to use current technologies in their preparation for this course. The Creative Person paper and Creativity project paper and oral presentation should demonstrate that all learners can use word processing, presentation, and spreadsheet applications proficiently and that they can go beyond the basics in creating creative, attractive materials. Use of research data bases through the MSU libraries page is encouraged and expected. Learners may seek assistance from our COE librarian, Electronic devices may be used in class for note taking and collaboration but **not for personal texting or on exam days**.

**Accommodation for Students with Disabilities.** Students with disabilities are encouraged to discuss their needs with the instructor during the first week of the semester. All reasonable accommodations will be made to see that disabilities do not restrict a student's opportunity to learn. Assistance is also available from Student Support Services (<http://www.sss.msstate.edu/disabilities>, Room 1, Montgomery Hall, 325-3335).

**Exam and Quiz Policy:** There will be no make-ups of exams or quizzes. If you must travel for a university sanctioned event: athlete, choral, etc. it will be your responsibility to present your letter **one week in advance** and make arrangements to take any quiz or exam **before** you leave.

### **Field Component:**

There is no field component for this class.

### **Evaluation of Student Progress:**

Activity	Points
Chapter Exams (3).....	300
Cumulative Final exam .....	100
Quizzes (3).....	55
Homework assignments.....	135
Journal Article Critique.....	30
Creative person paper.....	45
Creativity project, presentation, and handout.....	60
Creativity Idea Book and Reflections.....	130
<u>Class participation in activities and brief assignments.....</u>	<u>40</u>
Total	895

### **Grading Scale:**

Grades will be averaged on an assigned percentage basis of:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 59% and below

### **Bibliography**

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