Syllabus – Fall 2015

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Program Information

This graduate course is open to students in the Three Summers in Education Campus/On-Line Master’s, Sixth Year Program Students, Educational Psychology doctoral programs, and Gifted Education and Talent Development certification programs.

Course and Instructor Information

Course Title: Social and Emotional Components for Instructing Gifted and Talented Students
Credits: 3 units
Format: online
Prerequisites: none
Professor: Meredith Greene Burton, Ph.D.

Email: HuskyCT messages only

Office Hours/Availability: The instructor check the course page for emails, discussion posts, and assignment submissions almost every day. On Mondays and Thursdays the instructor will be available for real-time chats upon request.

Course Materials

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore. The UConn Co-op carries many materials that can be shipped via its online Textbooks To Go service. For more information, see Textbooks and Materials on our Enrolled Students page.

Required Text:


Optional Text:

(The updated version of this book is currently at the printers. I will let you know when the new one is published.) Neihart, M., Reis, S. M., Robinson, N. M., & Moon, S. M. (Eds.). (2002). *The social and emotional development of gifted children: What do we know?* Waco, TX: Prufrock Press.

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources

Course Description

This course will review current research on affective growth and potential adjustment problems of gifted and talented youth. Topics of study include special populations, emotional characteristics, vocational concerns, self-concept, self-esteem, and the teacher's role in preventing or remediating affective problems related to giftedness.

Through reading of the current literature, thoughtful discussions, and practical projects, students will develop a deeper understanding of social and emotional issues that students with gifts and talents may experience.
By the end of the semester, students should be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
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<tbody>
<tr>
<td>Provide a research-based rationale for the importance of studying the affective characteristics of high ability students.</td>
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<tr>
<td>Identify and explain the affective issues confronting students labeled gifted and talented.</td>
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<tr>
<td>Develop a personal action plan to address the affective needs as well as the intellectual growth of high ability students.</td>
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<tr>
<td>Respond in writing to literature and research on the affective characteristics and needs of high ability students.</td>
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<tr>
<td>Identify and analyze current research findings and theories on the affective growth of high ability students.</td>
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<tr>
<td>Demonstrate understanding of skills that help foster the emotional growth of high ability students through interview and/or workshop development.</td>
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<tr>
<td>Design appropriate instructional strategies and curriculum for meeting the affective needs of high ability students.</td>
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<tr>
<td>Demonstrate an understanding of the influences of individuals (family members, teachers, peers) and environments (home, school, and community) on the social and emotional development of high ability students through written response, interviews, and/or workshop development.</td>
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<tr>
<td>Demonstrate a clear understanding of the affective needs of special populations within the field of gifted education, e.g., culturally diverse, gifted females, gifted males, underachievers, gifted students with disabilities through research, interviews, and written response.</td>
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<tr>
<td>Identify the theorists and educational leaders who are actively involved in promoting the affective component of gifted education and be able to compare and contrast the theories.</td>
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This course is aligned with the University of Connecticut Educator Preparation Program’s Conceptual Framework. Specifically, content and objectives address:

<table>
<thead>
<tr>
<th>Learning</th>
<th>Leading</th>
<th>Lighting the Way</th>
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<tr>
<td>Helping students recognize the social and emotional needs of students who have been labeled gifted and talented.</td>
<td>Enabling students to develop expertise in meeting the social and emotional needs of gifted and talented students.</td>
<td>Preparing students to incorporate the knowledge they gain from this course to become sensitive educators who recognize students’ affective needs and addresses them through classroom learning activities.</td>
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**Key Standards Addressed:**
The following key standards from the NCATE-CEC Standards for Teacher Preparation in Gifted Education are addressed in part within the context of this course:

**Standard 2: Development and Characteristics of Learners**

| K1 | Cognitive and affective characteristics of individuals with gifts and talents, including those from diverse backgrounds, in intellectual, academic, creative, leadership, and artistic domains. |
| K2 | Characteristics and effects of culture and environment on the development of individuals with gifts and talents. |
| K3 | Role of families and communities in supporting the development of individuals with gifts and talents. |
| K4 | Advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence. |
Similarities and differences within the group of individuals with gifts and talents as compared to the general population.

Standard 3: Individual Learning Differences

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<tr>
<td>K2</td>
<td>Academic and affective characteristics and learning needs of individuals with gifts, talents, and disabilities.</td>
</tr>
<tr>
<td>K3</td>
<td>Idiosyncratic learning patterns of individuals with gifts and talents, including those from diverse backgrounds.</td>
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Course Outline

Module 1: Introduction to affective characteristics and issues related to social and emotional needs of gifted students
Module 2: Characteristics and Traits, part 1
Module 3: Characteristics and Traits, part 2
Module 4: Contextual Influences
Module 5: Special Populations
Module 6: Identity Development
Module 7: Significant Relationships (Friends and Family)
Module 8: Supporting Gifted Underachieving Students
Module 9: Application project work
Module 10: Learning and Attentional Difficulties
Module 11: Gifted Culturally Diverse Students
Module 12: Classroom Environments
Module 13: Integrated Analysis: Videotherapy and bibliotherapy
Module 14: Career Development

Course Requirements and Grading

This instructor recognizes that all students are different in terms of their readiness, interests, learning styles and expression preferences; however, it is imperative that students fully understand that the written word is the sole means of communication for this course. **All work should be carefully constructed and edited before submitted. Students should complete the assigned readings before posting a discussion response.** Flexibility and recognition of individual differences are addressed by providing choices for assignment topics and formats.

**Summary of Course Grading:**

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Weight</th>
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<tr>
<td>A) Discussion Posts and Responses</td>
<td>30%</td>
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<tr>
<td>B) Special Populations Paper</td>
<td>15%</td>
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<tr>
<td>C) Application Project</td>
<td>25%</td>
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<tr>
<td>D) Integrated Analysis</td>
<td>25%</td>
</tr>
<tr>
<td>E) Synthesis and Self evaluation</td>
<td>5%</td>
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</table>
Component A: Discussion Posts and Responses

Reading and Discussion Postings (10 weeks X 3pts = 30%)
Weekly lessons will involve a variety of readings and writing activities. Postings will be required for 10 of the 15 lessons. Students are required to post a response (150-250 words) to the instructor’s discussion question by 4pm EST on Monday for a possible 2 points. Students are required to respond to at least one classmate’s posting by 4pm EST by Thursday for an additional point (100-150 words). These responses should extend or challenge your classmate’s opinions but should not be merely a statement of agreement or disagreement.

Posting due dates:
First post (response to instructor question):
September 7, 14, 21, 28; Oct 12, 19, 26; Nov 9, 16, 23

Second post (response to classmate):
September 10, 17, 24; Oct 1, 15, 22, 29; Nov 12, 19, 26

- Labeling posts: Use the subject heading line to identify whether this is your first post or a response to a classmate’s post.

- Threading: Keep the discussion threaded properly. This means that if you wish to respond to a classmate’s post, you keep their post open and click “reply.”

- Editing: Write and save your posts as Word documents, then copy and paste into the discussion forum. Typing directly on the discussion page does not allow you to edit properly. Also, if your computer freezes or you experience problems with Internet signals, your post will be lost. Do not attach as a document.

- No postings are required in the weeks when other assignments or projects are due. When no graded posting is required, students are welcome to discuss their own questions and topics on the discussion site. Personal messages should not be posted on the discussion board.

Each of the postings will be valued at 3%.

Grading Rubric:
| 1 point | identify and organize relevant facts, formulate conclusions, and present them clearly |
| 2 points | 1 pt criterion + effectively support main points with examples and citations and explain how content or concept connects to daily experiences |
| 3 points | 2 pt criterion + an interaction that challenges, supports, or extends another student's position |

Component B: Special Population Synthesis Paper (15%) Oct 8
Choose a special gifted population from the list below to research and write a formal paper (4-6 pages double-spaced, excluding references), citing current references in addition to the text in APA (5th ed.) format. This paper should NOT be a summary of the readings. It should be a synthesis of and reactions to what you have read.

Although this is an academic paper, you may use the first person and you should discuss the topic in terms of your own student population and/or your own educational experience, making explicit links to the EPSY5780 course texts and readings and integrating outside readings where necessary.

The overall content of the paper is most important for grading purposes but points may be deducted for major form (i.e., grammar, spelling) or formatting (i.e., APA style references) problems. Please edit and revise papers well so that they do not exceed the 6 page limit.
Choices of special gifted populations to research for this paper:

<table>
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<tr>
<th>Physically challenged</th>
<th>Culturally diverse (ethnic minority; second language English)</th>
<th>Geographically challenged: rural or urban</th>
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<tbody>
<tr>
<td>Learning disability (specify the LD)</td>
<td>Gay, lesbian, bisexual, or transsexual (GLBT)</td>
<td>Socio-economically disadvantaged</td>
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</table>

Note: Gender issues can be incorporated into any of the above topics and properly cited where applicable.

Grading:
- 5% short summary of research which explains the special population and its unique social and emotional challenges as well as why you chose to research this group.
- 5% your personal experiences regarding social/emotional issues with this population
- 5% your suggestions for improving this population’s life at school

Component C: Application Project (25%) November 5

Choice of:
A) Student Interviews and Analytic Paper OR
B) Interactive Multimedia Workshop

(Please consider your personal interests and strengths and available time and resources when choosing a project.)

Choice A) Student Interviews and Analytic Paper

Conduct and record individual interviews with two students of high ability, after obtaining written permission from their parent(s)/guardian(s) and informed consent from the students. The interviews should be designed to explore themes in the students' perceptions of themselves and their relationships with others and should link your findings to the existing literature (using proper APA citation format).

If formal written consent forms are not available at your school, design your own. Your form should include: your contact information, reason you are doing the interviews, explicit statement that guarantees no penalty for withdrawing from and no remuneration for participating in the interviews, no publication of findings. Also, assure participants that no one besides you and your instructor will see the results (although findings may be shared with the class without identifying information), and that your notes will be destroyed. Parents may request to see your final paper but before sharing your paper, be sure to consider the students’ wishes as well as the contents of your interview analysis.

Submission of a word-for-word transcription is not necessary. An integrated analytic paper, with the interview questions in an appendix, should be submitted (i.e., do not write two separate analyses; write one that covers both students).

For grading purposes, the format of the analytic paper (5-10 pages) should include in the following order:
- (15%) Introduction and Description of the students
  What is the special population and why did you choose it to research? What major themes are you going to discuss in the body of the paper? Give the reader some background on the students. How old are they? What is their gender? What are their interests? What brought them to your attention in the first place?
- (40%) Summarize your findings; use subheadings for major themes
  What major themes emerged based on your conversation with the students? What issues are they concerned about? What do they feel confident about? How were the two students similar or different from each other? Use direct quotes from the students to support your findings.
- (40%) Personal reflections
  How did your findings agree or disagree with what we have been discussing and reading in class? What did you learn that surprised you? What did you learn that confirmed what you already knew?
- (5%) Appendices: Include a list of your interview questions and the consent forms.
**Choice B) Interactive Multimedia Workshop**

Design a 60-90 minute multimedia and interactive workshop on a specific social/emotional issue(s) for an identified target audience (e.g., staff professional learning community, parent group, counselor in-service, student support group). The workshop must include a mix of appropriate media and activities, such as film/video clips, music, hands-on activities, mini-lecture, visual aids (e.g., posters, charts, photos, overheads), print resources (e.g., handouts, books, articles), etc. You should be trying to appeal to all senses and provide a variety of grouping arrangements and activities. **Note: A simple PowerPoint presentation is merely a visual aid for a workshop.**

The workshop should include:

- **(20%) Rationale for the presentation content, format, and target audience**, citing relevant course readings in APA format; discuss perceived need and intended objectives for this particular workshop
- **(35%) Individual, small group and whole group activities with at least one handout**
- **(40%) Formal presentation (mini-lecture, main points, “script”, presentation, video, etc.)**
- **(5%) Information on the logistics:** Include information on your intended audience (how many), how you would publicize the event, where you would hold the workshop, and how you would prepare the room (technology, seating arrangements, etc.)

**Component D: Integrated Analysis Paper on Books or Films (25%) December 3**

This assignment incorporates two different tasks and emphases. The first is to analyze the social and emotional characteristics and needs of fictional gifted characters. The other is to analyze the portrayal of the characters from your perspective as a professional. **Your analytic paper should demonstrate your understanding of the entire course content to date and should be presented as a comparison and/or contrast of your selections, not two separate analyses.**

**Choice A - Movie Analysis:**
Watch two movies (NOT documentaries) that portray a gifted child or young adult as a central character.

**Choice B) Children’s Book Analysis:**
Read two children’s or one young adult literature selection (fictional chapter book) that portray a gifted child or young adult as a central character.

**Requirements:**
Find common themes from the course readings to analyze, compare, and contrast. Identify the themes in the introduction and use them as subheadings in the body of your paper.

Write a 3-4 page paper addressing:

(a) the significant social/emotional characteristics the characters displayed, with discussion of how those characteristics affected the child and interacted with his or her cognitive (or other talent domain) characteristics (25%);
(b) special needs the characters had, based on his or her affective characteristics (25%); and
(c) how significant people in the individual’s environment responded to the characteristics, positively or negatively. (20%)
(d) Write a brief critique (1-2 pages) of the movies from your perspective as a developing professional in gifted education, discussing how the movie helps to create stereotypes, dispel them, or both. (30%)

**Some possible movies are:**

<table>
<thead>
<tr>
<th>The Emperor's Club</th>
<th>Little Man Tate</th>
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<tbody>
<tr>
<td>Billy Elliott</td>
<td>Searching for Bobby Fischer</td>
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<tr>
<td>Matilda</td>
<td>October Sky</td>
</tr>
<tr>
<td>Dead Poet's Society</td>
<td>Finding Forrester</td>
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<tr>
<td>Bend It Like Beckham</td>
<td>Good Will Hunting</td>
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</tbody>
</table>

**Some recommended picture books are:**

**Some recommended novels are:**
<table>
<thead>
<tr>
<th>Matilda (Roald Dahl)</th>
<th>Letters to Julia (Barbara Holmes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archibald Frisby (Michael Chesworth)</td>
<td>Welcome to the Ark (Stephanie Tolan)</td>
</tr>
<tr>
<td>The Art Lesson (Tomie DePaola)</td>
<td>Anne of Green Gables (L.M. Montgomery)</td>
</tr>
<tr>
<td>Princess SmartyPants (Babette Cole)</td>
<td>The Gospel According to Larry (Janet Tashjian)</td>
</tr>
<tr>
<td>The BatBoy and His Violin (Gavin Curtis)</td>
<td>I Know Why the Caged Bird Sings (Maya Angelou)</td>
</tr>
<tr>
<td>Hurray for Diffendoofer Day (Dr, Seuss)</td>
<td>The Report Card (Andrew Clements)</td>
</tr>
<tr>
<td>Here’s to You, Rachel Robinson (Judy Blume)</td>
<td>The View from Saturday (E.L. Konigsburg)</td>
</tr>
</tbody>
</table>

Useful References:

Component E: **Synthesis and Self-Evaluation (5%) December 10**

a) Synthesis (not a summary) of the course content along with relevant personal comments/connections/insights. How will you change how you support your students in light of what you have learned from this course? What is your personal and/or professional action plan? (250 words maximum).

b) Self-evaluation of how you managed the course content, assignments, and format (250 words maximum). What did you do best and why? What could you have managed better and how?

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
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<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>93-96</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
<td>0.7</td>
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<tr>
<td>&lt;60</td>
<td>F</td>
<td>0.0</td>
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Due Dates and Late Policy

All course due dates are identified in the course syllabus and calendar. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

This course is designed to encourage active reading, regular discussion, and practical application of theories and research. Students are encouraged to share ideas and/or receive feedback from classmates before submitting their work for grading. Final versions of assignments must give credit to all sources and should follow the University’s ethical guidelines for independent work.

Late Policy: Late assignments will not be accepted or graded unless arrangements have been made with the instructor at least one week before the due date. Early assignments are always welcome.

Feedback and Grades

The instructor will make every effort to provide regular feedback and grades within one week of submission. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the University of Connecticut's Student Code. Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- Academic Integrity in Graduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It
- University of Connecticut Libraries’ Student Instruction (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Add/Drop Information located on the registrar’s website.
You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- Graduate Catalog
- Academic Calendar

There are important dates and deadlines for each semester and session classes are offered:

- Fall and Spring Semester

Academic Support Resources

Technology and Academic Help provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from Blackboard's website)

Policy against Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Refer to the Policy against Discrimination, Harassment and Inappropriate Romantic Relationships for more information.

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the Sexual Assault Reporting Policy for more information.

Software Requirements and Technical Help

The technical requirements for this course include:

- Word processing software
- Adobe Acrobat Reader
- Internet access

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, students have access to the in person/live person support options available during regular business hours through HuskyTech. Students also have 24x7 Course Support including access to live chat, phone, and support documents.
Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.
- Create a multimedia presentation that includes video or film clips, music, and weblinks.

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.