

ASHLAND UNIVERSITY
Fall, 2017, Columbus Site
GRADUATE EDUCATION
COURSE SYLLABUS

Credit Hours: GRAD 3 UNDERGRAD
Field/Clinical Hours:

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Course Number: EDIS 653

Course title for the catalog: **Guidance and Counseling for the Talented**

Catalog Description:

Guidance and counseling theories and practices for dealing with the affective, career, and educational planning needs of the outstandingly talented in the four areas identified by the Ohio Rule—intellectual, specific academic, creative, and visual and performing arts—will be the main thrust of this course. Needs of special and diverse populations of talented students will also be considered. Among these will be disadvantaged, rural, young, females, minorities, twice-exceptional, very high-IQ, and underachieving students. Techniques and strategies involving the cooperative effort and utilization of parents, community agencies, advocacy groups, and school personnel will be considered. This course fulfills requirements for the Ohio Intervention Specialist/Gifted Endorsement.

The prerequisite (s) for this course is (are):

The enrollment restriction (s) for this course is (are):

up to 25

The course includes alignment with the New Ohio Operating Standards for Identifying and Serving Students Who Are Gifted (Effective July 1, 2017), especially the competencies **in bold** below:

- (b) A general education teacher who is designated as the provider of gifted services shall:
 - (i) Receive specialized training in gifted education as documented and monitored by the district on the teacher's Individual Professional Development Plan (IPDP) or other

methods as determined by the department in order to meet the following competencies:

- (a) The ability to differentiate instruction based on a student's readiness, knowledge and skill level, including using accelerated content, complexity, depth, challenge, creativity and abstractness;
- (b) The ability to select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content;
- (c) The ability to provide an extension or replacement of the general education curricula, to modify the learning process through strategies such as curriculum compacting, and to select alternative assignments and projects based on individual student needs
- (d) The ability to understand the social and emotional needs of students who are gifted and to address the impact of those needs on student learning; (e) The ability to recognize and respond to characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments;**
- (f) The ability to use data from a variety of sources to measure and monitor the growth of students who are gifted;**
- (g) The ability to select, use, and interpret technically sound formal and informal assessments for the purpose of academic decision making; and**
- (h) The ability to participate in the development of the Written Education Plan.**

(ii) Participate in ongoing professional development related to gifted education as documented on the Individual Professional Development Plan (IPDP), or other methods as determined by the department, from an educator who holds licensure or endorsement in gifted education, a graduate degree in gifted education, or is a state or national presenter in gifted education. Professional development covering the competencies listed in (D)(8)(b)(i)(a) – (h) must include at least 30 clock hours during the first year, at least 30 clock hours during the second year, and additional clock hours each year thereafter as determined by the district. Any documented clock hours earned in the 24 months prior to the adoption of this rule shall count toward this requirement; and

(iii) Receive ongoing support in curriculum development and instruction from an educator who holds licensure or endorsement in gifted education.

This course can count for 45 contact hours of gifted PD. The readings allow the graduate education student the opportunity to explore the competencies **in bold** above, align them with their own current and growing philosophy of gifted education, and consider their impact on teaching and learning.

Course and field/clinical experience objectives (including knowledge, skills, and dispositions):

A Pre- and Post-test of these objectives appears on Blackboard. Students are invited to self-assess at the beginning and end of this course to determine personal and professional growth.

KNOWLEDGE:

The graduate education student will have knowledge of:

1. Common developmental and psychological theories as they relate to talent development.
2. The *Ohio Operating Standards for the Education of Gifted Students*.
3. The use of multifaceted approaches to the assessment and identification of the various types of outstanding creativity and talent, and of creativity as required by the state, including technological resources that are available.
4. The importance of the influence of parent, peer, and institutional attitudes towards the talented and creative.
5. How to differentiate and communicate individually and in groups, utilizing various affective domain and learning style activities in working with the talented and creative.
6. Counseling services and programs in school and in the community that are suitable for the talented and creative, utilizing team and individual assessment, including self-assessment.
7. Guidance services in school and in the community that are suitable for the talented and creative, utilizing team and individual assessment, including technological resources that are available.
8. Current practices in career education and career and college planning for the talented and creative, including technological resources that are available.
9. Guidance and counseling needs of "twice exceptional" special populations of gifted learners, such as culturally diverse, economically disadvantaged, learners with learning, physical, or behavioral disabilities, language diverse, gay/lesbian/bi, rural, females, underachieving, very high IQ, young, and others who may be underserved.
10. Guidance and counseling implications for those with multiple exceptionalities that result in additional sensory, motor, and/or learning needs.
11. Legal provisions, regulations, and guidelines regarding unbiased assessment of students with gifts and talents.
12. Specialized policies regarding referral and placement procedures for students with gifts and talents.
13. Self-regulation and its manifestations and implications; teaching students to be proactive about their needs both for advanced curriculum and special programs, and also for special career, personal, and guidance options.
14. Career and college planning needs of gifted and talented students, including helping the students to self-assess in college choice and college applications.

SKILLS:

The graduate education student will have skills to:

1. Demonstrate an understanding of developmental and psychological theory as related to talented and creative students.
2. Demonstrate an understanding of and working knowledge of classroom and counseling activities in the affective domain, utilizing individual and group processes and taking into account the learning styles of gifted, talented, and creative students.
3. Utilize various counseling and guidance models that are suitable for use with the gifted, talented, and creative.
4. Demonstrate the ability to provide for the various needs of individuals from special subgroups of outstandingly talented and creative students, taking into account gender, ethnicity, second language acquisition, and cultural differences.
5. Refer and place students with gifts and talents, not only in school, but also in community volunteer positions, post-secondary options, and special summer and weekend programs.
6. Work effectively with parents, colleagues, community, and students utilizing interpersonal and counseling skills developed in this course.
7. Demonstrate counseling and listening skills.
8. Demonstrate knowledge of norm-referenced assessment instruments for achievement, cognitive ability, career planning, personality, and learning styles, including technology-based assessments.
9. Demonstrate knowledge of authentic assessment instruments such as portfolios and criterion-referenced tests including technology-based assessments.

DISPOSITIONS:

The graduate education students will:

1. Understand their own preferred teaching and learning styles in order be able to make adaptations for the students they are working with.
2. The student will gain an appreciation of the physiological, safety, self esteem, and emotional needs of the gifted, talented, and creative.
3. Appreciate the need for strong self-concept and affective development in gifted, talented, and creative students.
4. Appreciate the need for interpersonal skills in conflict resolution in advocacy for the needs of the outstandingly talented and creative at school, at home, and in the community at large.
5. Appreciate the value of defensible, research-based assessment and identification procedures in the education of the academically talented, creative, and visual and performing arts talented students.
6. Appreciate the cultural, ethnic, and gender differences among talented and creative students.
7. Appreciate the various collaborative and team roles of educators, parents, and professional consultants in the guidance and counseling of talented and creative students.

8. Appreciate the societal and personality dynamics that contribute to underachievement in gifted, talented, and creative students.
9. Value the role of personal reflection, introspection, and thoughtful planning in guiding and counseling each individual student according to demonstrated or potential talents, strengths, and needs.

Suggested texts and/or references:

REQUIRED:

- Corwin, M. (2001). *And still we rise*. New York: HarperCollins.
- Kerr, B., & McKay, R. (2014). *Smart Girls in the 21st Century: Understanding talented girls and women*. Tucson, AZ: Great Potential Press, Inc.
- Kerr, B., & Cohn, S. (2001). *Smart boys: Talent, manhood, and the search for meaning*. Tucson, AZ: Great Potential Press, Inc.
- Peterson, J. S. (2015). *The essential guide to talking with gifted teens*. Minneapolis, MN: Free Spirit Publishing.
- Piirto, J. (2007). *Talented children and adults: Their development and education, 3rd edition*. Waco, TX: Prufrock Press. **(Required: Chapters 11 & 12 & Chapter 3)**

HANDOUTS: ON BLACKBOARD

- Folder of materials on Dabrowski theory.
- Folder of articles on depth psychology
- Feldman and Piirto article on parenting

Suggested instructional strategies:

Lectures	Group discussion	Simulation	Role-playing
Affective activities	Guest speakers	Case study videos	Test demonstrations
Group process activities			

Description of field/clinical experiences:

The Bibliography and list of Professional Organizations

Appears under a separate cover. See Blackboard document, "Bibliography." This list is quite comprehensive and includes books and journal articles on many subjects within the field of counseling and social/emotional needs of the gifted.

Evaluation of Students:

Final Project – OAGC, Research paper or Practical Application and share	100
Focus Questions Chapters 11a, 11b, 12, and Choice Topic #4 (4 x 20)	80
Corwin case study PowerPoint Slides/Sharing	30
Gatekeeping Wiki, 2 chapters (2 x 20)	40
Peterson Dialogue Facilitation	20
Attendance and Participation (6 X 20)	120
Final course reflection journal	10
Total	400

Participation and attendance. One absence with prior or immediate notice (or school related) is acceptable. If a student is absent more than once, an "A" grade cannot be expected. Email the professor as soon as an absence is anticipated.

Faculty who frequently teach the course:

Dr. Jennifer Groman

Licensure programs in which course is required:

Endorsement/Gifted

If the course is offered for either undergraduate or graduate credit identify the respective difference in expectations:

Graduate credit only.

DIRECTIONS FOR GATEKEEPING

- 1.** Read the assigned material and highlight it.
- 2.** Determine the most interesting and useful points in the chapter (main ideas, stories/vignettes, teaching suggestions). No more than two word processed pages.
- 3.** Write/sketch them out.
- 4.** Visit the Wiki link on Blackboard for the book *Smart Boys* or *Smart Girls*.
- 5.** Create a page for your chapter and incorporate text, pictures, diagrams, outlines, whatever you wish to present about your chapter. Limit your presentation to no more than two pages. You are welcome to be creative!
- 6.** Make sure to click “Submit” – before the night we discuss that book so it is ready for your presentation.
- 7.** During class you will have 5-6 minutes to present your chapter using your Wiki.
- 8.** The object is to overview the entire book in once class session via a jigsaw.

DIRECTIONS FOR WRITTEN WORK/FOCUS QUESTIONS

In upper **right** hand corner:

Name
EDIS 653, Stow Cohort
Date
Chapter ____ or FQ#____
Competency Addressed: ____

Restate the question in bold before beginning.

- Note which Competency/Competencies you address with your essay.
 - Answer the Focus Question. Use specific examples from the reading. I need to know that you read the material.
 - It is better to paraphrase but if you use a direct quotation, use quotation marks. Cite your source. This is good APA practice for your final project paper.
 - Citing = (Author, year).
 - Citing direct quotes = “blahblah blah” (Author, year, p. ?).
 - Note: The end quotation mark goes OUTSIDE the final comma or period in American English, and the period comes after the final parenthesis.
 - Don’t just repeat the material. Your discussion level should be at the **Evaluating, and Applying** levels from Bloom’s Revised Taxonomy.
 - Knowing—reading the assignment
 - Comprehending—understanding the assignment
 - Applying—being able to relate to the assignment by telling a related story
 - Evaluating—being able to judge the value and truth of the material; having an opinion about it
 - Creating—the act of writing your essay about the assignment
 - Tell at least one story from your own experience to relate to the topic. This shows that you are able to **apply** the material. Interact with the material, showing you understand it.
 - You should also give opinions and **evaluate** the material as appropriate.
- Here is a suggested outline for a reflective essay.
- Intro
 - Short Summary of an idea related to the Focus Question
 - Story (application) and/or Evaluation
 - Conclusion. Make some comments to summarize and conclude.
 - References (Include Piirto in Focus Question responses, others as you wish)

- The essay should be at least 500 words.
- Upload to Blackboard in Word format, not PDF, not Google Docs.

2017 Ohio Rule Competencies
Competency 1: The ability to differentiate instruction based on the student's readiness, knowledge and skill level, including using accelerated content, complexity, depth, challenge creativity and abstractness.
Competency 2: The ability to select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content.
Competency 3: The ability to provide an extension or replacement of the general education curricula, to modify the learning process through strategies such as curriculum compacting, and to select alternative assignments and projects based on individual student needs
Competency 4: The ability to understand the social and emotional needs of students who are gifted and to address the impact of those needs on student learning; (e) The ability to recognize and respond to characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments.
Competency 5: The ability to understand the social and emotional needs of students who are gifted and to address the impact of those needs on student learning; (e) The ability to recognize and respond to characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments.
Competency 6: The ability to use data from a variety of sources to measure and monitor the growth of students who are gifted.
Competency 7: The ability to select, use, and interpret technically sound formal and informal assessments for the purpose of academic decision making.
Competency 8: The ability to participate in the development of the Written Education Plan.

Assessment Rubric for Focus Questions

Score	Product
20	Demonstrates understanding of at least one of the eight Ohio Rule competencies, shows insight into material, tells a story that applies material, no grammatical errors
18	Demonstrates understanding demonstrates understanding of at least one of the Ohio Rule Competencies, shows insight into material, tells a story that applies material, one or more grammatical errors
16	Demonstrates reading and understanding done of material, demonstrates understanding of at least one of the Ohio Rule Competencies, does not tell story, and does not apply material, makes several grammatical errors.
14	Demonstrates reading of material, demonstrates understanding of at least one of the Ohio Rule Competencies, does not show application, makes grammatical errors
12	No evidence of reading and understanding the material, poor grammar. Does not demonstrate understanding of at least one of the Ohio Rule Competencies. Or paper is late.

PETERSON DIALOGUES- Sign up

All students should read the Introduction, pp. 1 – 24. Prepare one of the dialogues to facilitate with a small group in class, using approximately 45 minutes from start to finish. Use the dialogues as written in Peterson as closely as possible– of course you may adapt as you wish, but these dialogues are created by a highly respected researcher who has much experience working with gifted teens firsthand.

Facilitate the dialogue as if you were speaking to adults, not adults acting like teens. This makes the experience real. As a facilitator you are *not* in a teaching role – but creating a space for participants to open up and talk through their life as it relates to the topic. Remember the listening and responding skills we practiced the first night of class: showing interest, paraphrasing, observing body language, noting tone of voice, challenging, conveying empathy.

Your dialogue should have a specific beginning sharing the discussion norms, an activity and discussion, and a specific closing. At the end of the dialogue your colleagues will share their thoughts with you about the session using Peterson Dialogue review questions:

1. What was/were the most valuable part(s) of this dialogue for you?
2. What suggestions do you have for the facilitator if he/she would use this dialogue with students?
3. Is there anything else you want to tell the facilitator?

Face to Face meeting date: Tuesday, September 26

Student name	Peterson Dialogue Topic/Chapter

Face to Face meeting date: Tuesday, October 10

Student name	Peterson Dialogue Topic/Chapter

Face to Face meeting date: Tuesday, October 24

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Student name	Peterson Dialogue Topic/Chapter

Face to Face meeting date: Tuesday, November 7

Student name	Peterson Dialogue Topic/Chapter

GATEKEEPING/READING

Smart Boys: Talent, manhood and the search for meaning

All students should read Chapter 1. Choose one chapter to create a Gatekeeping Wiki and to share on October 10. We will discuss the Chapter 12 together as well, be prepared to share your thoughts and ideas on the authors’ suggestions.

Student name	<i>Smart Boys</i> Chapter
All	Chapter 1: “One Follow-Up Study of Gifted Men”
	Chapter 2: “Who are These Gifted Boys?”
	Chapter 3: “All Those Books About Boys”
	Chapter 4: “The Young Gifted Boy”
	Chapter 5: “The Adolescent Gifted Boy”
	Chapter 6: “The Adult Gifted Male”
	Chapter 7: “Underachievement”
	Chapter 8: “Gifted Sociopaths, Redeemable Rebels and How To Tell The Difference”
	Chapter 9: “They’re Called Sissies, Fat Boys and Nerds”
	Chapter 10: “Gifted Minority Boys”
	Chapter 11: “The Gifted Male in the Family”
	Chapter 12: “Guiding the Intellectual, Emotional, and Spiritual Development of the Gifted Boy”
	Chapter 13: “Realization of Potential for Gifted Males: Courage, Creativity and Commitment”

GATEKEEPING/READING

Smart girls in the 21st century: Understanding talented girls and women.

All students should read Chapter 1 and 15. Choose one chapter to create a Gatekeeping Wiki and to share on October 24. We will discuss the Chapter 15 together as well, be prepared to share your thoughts and ideas on the authors' suggestions.

Student name	Chapter in <i>Smart Girls</i>
All	Chapter 1: "Smart + Girl: A Beehive of Definitions of Intelligence"
	Chapter 2: "Generations of Smart Girls and Women"
	Chapter 3: "Smart Girls, Millennial Girls"
	Chapter 4: "Eminent Women"
	Chapter 5: "What Can We Learn From Eminent Women's Lives?"
	Chapter 6: "Smart Young Girls"
	Chapter 7: "Smart Girls: The Flowers that Bloom in the Spring"
	Chapter 8: "The Adolescent Smart Girl"
	Chapter 9: "Smart Women in College: Danger Zones and Paths for Success:"
	Chapter 10: "Lean In or Opt Out: The Evolution of Adult Smart Women"
	Chapter 11: "Twice Exceptional Girls"
	Chapter 12: "Privilege, Power and Talent: Minority Smart Girls"
	Chapter 13: "Passion. What Lights the Smart Girls' Fire?"
	Chapter 14: "A New Model of Talent Development for Smart Girls and Women"
All	Chapter 15: "Suggestions to Guide Gifted Girls and Women to Optimal Development"
	Chapter 16: "Conclusion"

CORWIN – AND STILL WE RISE

Read the text. You should also have read Piirto, chapters 11 and 12.

Choose one of the gifted individuals – a teen or one of the adults you would consider gifted.

Identify counseling and guidance issues that you read about in the Piirto that relate to the Corwin individual you chose. Create a PowerPoint or Prezi with 3-5 slides. Include:

One slide - An introduction of the individual you chose and background information about their life, their “context.”

Three or more slides - Review at least three guidance and counseling issues manifested in the gifted individual. For each guidance/counseling issue provide a **rationale** (behaviors, events or clues that indicate this issue in the person’s life), and suggest **strategies** that may have kept the issue from being manifested in the person, strategies that may improve the issue at the time of the book writing, or future strategies that you believe would assist that person with future success.

Submit your slides to dropbox. You will share these in class, using the slides to guide you. Be prepared to take 5 – 8 minutes.

CHOICE TOPIC for Focus Question #4

Choose from one of these topics and read three of the included articles, skim the rest. Make notes of the most salient points of the articles, especially those that allow you to apply the ideas to the classroom.

In a jigsaw format you will use these notes and work with class colleagues who have read the same articles and prepare a short overview of the main ideas of the topic for the class. I will have a Wiki open for each topic, feel free to use this as a storyboard to work through the main ideas and/or activities you want to present to the class. You will also have class time to work with your colleagues on the same night you share with the class. There is nothing to submit to the dropbox.

- Parenting Gifted Children:
 - You could attend the OAGC Parent Day on Sunday, October 15 and write short reflection about it.
 - And/Or read - Feldman, D. & Piirto, J. (2002). Parenting Gifted Children. In M. Bornstein (Ed.) *Handbook of parenting, Vol. II* 2nd Ed. 195-219. Lawrence Erlbaum Associates: Mahwah, NJ.
- Dabrowski’s theory of Overexcitabilities (choose at least 3, skim the rest):
 - Dabrowski theory powerpoint.
 - Piirto, J. & Fraas, J. (2012). A mixed-methods comparison of vocational and identified gifted high school students on the Overexcitability Questionnaire. *Journal for the Education of the Gifted*, 35(1), 3-34.

- Piirto, J. Montgomery, D., & May, J. (2008). A comparison of Dabrowki's overexcitabilities by gender for American and Korean high school gifted students. *High Ability Studies, 19*(2), 141-153.
 - Piirto, J. (2010). 21 years with the Dabrowski Theory: An autoethnography. *Advanced Development Journal, 12*, 68-90.
 - Silverman, L.K. (2008). The Theory of Positive Disintegration in the field of gifted education. In S. Mendaglio (Editor), *Dabrowski's theory of Positive Disintegration*. 157-1173.
 - There are a few more on Blackboard. Use as you wish.
- Teaching the gifted and depth psychology
 - Reynolds, F., & Piirto, J. (2005). Depth psychology and giftedness: Bringing soul to the field of talent development education. *Roeper Review, 17*, 164-171.
 - Reynolds, F. C., & Piirto, J. (2007). Honoring and suffering the Thorn: Marking, naming, initiating, and eldering: Depth psychology, II. *Roeper Review, 29*(5), 48-53.
 - Reynolds, F. C., & Piirto, J. (2009). Depth Psychology and integrity. In T. Cross and D. Ambrose (Eds.). *Morality, Ethics, and Gifted Minds* (pp. 195-206). New York: Springer Science.

FINAL PROJECT
OAGC Conference, Research Paper, Research OR Practical Application

1) Choose a Final Project Option:

A) Conference Attendance and Reflection Paper. Attend at least two full days of the Ohio Association for Gifted Children’s Fall Conference (October 15 – 17). See <http://www.oagc.com/fallConference.asp> - register before September 15 for cheaper rate. During the conference, attend at least five (5) sessions related to social, emotional, guidance or counseling issues. You will complete a reflection paper of 5-7 pages (with a title page and List of Resources, not References). Your reflection paper should have an Introduction, and separate sections that review each of the sessions that relate to this course: summarize the session, discuss interesting or important points, include a specific way you might apply or use the material presented in that session. Connect to our readings/content wherever possible.

Conversely, you could write a “literature review” type paper that discusses recurring themes presented in the sessions you attended. You

You should give credit to all sources, but this paper does not require APA citations. Do include a Resource List of names and supporting materials, use APA formatting for these as much as possible.

B) Literature Review Paper. You will complete a full research project (literature review type paper, 12 sources, outlining themes) on a topic of interest to you relating to special populations of talented and gifted students (see the list below).

You will research this topic with at least 12 sources, more are better. Most of them (at least 9) should be scholarly, most of them should be recent, but you can use a few older, seminal works.

This Literature Review will be your final Research Paper in full. It should be 12 pages with a title page and reference list. A literature review synthesizes the research into recurring topics or themes that emerge from your multiple sources. Do not review your articles/research one by one, but draw out themes and use each section to outline and support each theme with information from the sources. Do include at least one of our course texts.

C) Literature Review and Practical Application. You will complete a short literature review and practical application project on a topic of interest to you relating to special populations of talented and gifted students.

You will create two portions: A Literature Review (similar to above, but shorter, five to six pages, half as many sources, with a title and reference list. Do include at least one of our course texts) AND an outline or overview of a Practical Application that utilizes the research and conclusions from your Literature Review. Your Practical Application may be a PowerPoint or

Prezi, a lesson plan, webpage or another non-traditional format, but you will write up an outline or overview that appears after your Literature Review. You may turn in one single paper or a paper and your Practical Application in a another format. For your practical application consider:

-A Professional Development session that instructs teachers about this topic. You can include a PowerPoint, discussion points or questions and/or activities that give teachers a chance to apply this topic to their gifted students.

-A lesson or unit to use with students that allows them an opportunity to learn about how this topic relates to them, and teaches them personal skills.

-A mini-research study on the topic that allows you to use the students in your class(es) as a way to find out more about how this topic manifests in your own situation. You could use action research processes (find a problem, learn more by researching/lit review, plan a research strategy, gather data, analyze data, share your findings) or simply find a way to gather data to support or counter the research you found.

-Any application that answers a need that you have in your classroom, in your building or district, design your own project.

2) Determine how you will share your project with your colleagues.

A. If you went to the OAGC Conference, you should share one of the sessions with us and how you might integrate it into your teaching. Include handouts from the session.

B) If you do a research paper, you should create a one-page handout about the study. Summarize your study, and present any information or resources you think will be most helpful to your colleagues. You are welcome to be more creative with your sharing as well.

C). If you do a practical application project, you should share your project in a way that is most meaningful and relevant. Use a PowerPoint, handout, sharing research documents, etc.

Topic Options for B) or C):

- African American
- Hispanic
- American Indian
- Asian
- Appalachian
- Rural
- Urban
- Twice Exceptional
 - culturally diverse, economically disadvantaged, learners with learning, physical, or behavioral disabilities, autism/Asberger's, ADD, ADHD, etc.
- Second Language Learners (Immigrants, etc.)
- Highly Gifted
- Males
- Females
- Underachieving
- LBGT: Gay/Lesbian/Bi
- Visual and Performing Arts Talent
- Gifted Delinquents

OR about one of the guidance and counseling issues

- Academic Planning for traditional college bound students
- Academic Planning for Arts students
- Acceleration
- Mentoring
- Depression
- Peer Relations
- Suicide
- Parenting
- Resilience
- Personality Attributes of the Talented and Gifted

OR about a group with another exceptionality; instructor must approve.

Some Hints for the Literature Review portion

- See APA folder on Blackboard for a PowerPoint and useful documents.
- The research paper portion, including the title page and the references, is double-spaced throughout. Do not include an extra space between paragraphs or sections.
- For direct quotes of over 40 words, indent 5 spaces on the left and none on the right. Page number is in parentheses after the period closing the block quote. Single space within the quotation, double space after, before the next sentence.
- In American English, the comma and the period go **INSIDE** the quotation marks.
- The page number (paragraph number for online articles) is in parentheses after the quote of under 40 words, and the period is outside the parentheses.
- Only quote when what the person says is spectacular and cannot be paraphrased. For most citations you should paraphrase.
- To go onto OhioLink at the Ashland University library, you need your student number. It is on your receipt or in WebAdvisor. For help with database use, contact the reference librarians at the library. There are also online help menus.
- Use the APA Manual, Sixth Edition (2009) for all reference directions.

1. All projects include a Title page, Sec. 2.01 APA Manual, Sixth Edition (2009).

When typing the title, center it on the page and capitalize only the first letter of important words. On the next double spaced line is the author's name followed by the institutional affiliation. For the purposes of this class, I would also like you to include something like In partial fulfillment of the requirements for EDIS 653, Instructor's Name, and the Date. See Sample Title Page, below.

Running head is less than 50 characters and contains the page number. This appears on the upper right hand corner of each page and you set it up with the header feature on your word processor. In the Header toolbar, choose Different Front Page and put the header, without the words "Running head" on the 2nd page.

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Running head: GIFTED AND TALENTED STUDENTS FROM APPALACHIA

1

Gifted and Talented Students

from Appalachia:

A Review of Literature

Your Name Here

Ashland University

In Partial Fulfillment of the Requirements for

EDIS 653

Fall, 2017

Jane Doe

2. Introduction, Sec. 2.05, APA Manual, pp. 27-28

The introduction begins on Page 2 of your manuscript.

1. Start this page by typing Introduction (centered, bold, first level of APA heading), then begin typing the section using normal (five space indented) paragraphs.
 2. The main purpose of this section is to give the reader a rationale for this work, this topic. In other words, you have to inform the reader of your interest in the topic and indicate why it is important. Your autobiographical reasons are appropriate here. The Introduction should also contain the working definition of the topic and define any relevant terms. In addition, outline the structure of your paper, and include an introduction to any practical application documents that accompany it.
- 3. Literature Review.** If your paper is only a Literature Review, this is the main section of your paper. If you are doing a Practical Application this is one of two main sections. Call it Literature Review, bold, and center it. Start the section on the next line, indented five spaces.
1. **Sources.** Follow the specifications above for the number of and type of sources needed.
 2. **A Literature Review is organized by themes.** Use the Levels of Heading from APA. (You are already at the first level of heading – bold and centered. Sub-headings are the second level of heading – bold, left aligned, start the next sentence on the next line, indented five spaces).
 3. **You can find models for the APA style in the bibliography of this syllabus and in the reference list of your textbook.**
- 4. Discussion.** After the literature review and its subsections, write Discussion, centered, bold, start the sentence on the next line, indented five spaces. Discuss the implications of your findings, including suggestions for instruction, curriculum, assessment, collaboration with others, and such. If you have a practical application portion, this section will be shorter, use it to talk through your working process in creating the application.
- 5. Reference list.** The Reference list only cites those sources cited. Call it References, centered, bold.

EDIS 653, Stow, Fall, 2017

Rubric for Research Paper	
91-100	<ul style="list-style-type: none">• Includes all required components.• Uses required number of and types of sources or more.• Findings from the resources organized into themes with supporting information.• Findings are connected to course readings.• Makes thoughtful conclusions and recommendations based on the findings.• Presents study to the class.• Excellent professional writing, including near perfect APA formatting.
80-89	<ul style="list-style-type: none">• Misses one of the required items above.• Study is late without teacher notification.• Presents study to the class.• Good professional writing. Paper contains 4 or more non-repeated formatting errors.
70-79	<ul style="list-style-type: none">• Misses two of the required items above.• Researcher does not present findings to the class.• Fair professional writing. Paper shows little/no attention to APA or professional writing.
69-	<ul style="list-style-type: none">• Researcher does not rewrite after the study is graded.• Researcher does not present findings to the class.

SCHEDULE FOR EDIS 653, Fall, 2017, Stow Cohort

Class begins at 4:30 until 7:50 pm unless otherwise indicated. Bring hard copy/electronic copy of your Focus Question response to class so you may read/share from it directly.

Session 1: Face to Face Tuesday, September 12	-Course Overview. -Overview and sign up for Peterson dialogue and gatekeeping. -Peterson Dialogue Model. -Counseling Strategies exercise and discussion norms.
Session 2: Online Tuesday, September 19	<u>Read and do:</u> -Piiro, Chapter 11, pp. 538-567. -Focus Question #1. Choose a focus question from numbers 1, 2, 3,5, 6,11, or 12, and write an essay about it. See guidelines for Focus Questions. If you respond to a focus question that asks you to discuss two counseling issues, only discuss one. Discussing two simply does not allow for enough depth. -Read Peterson Introduction. -Prepare Peterson Dialogue, if needed. -Be reading Corwin <i>And Still We Rise</i> . -If you wish, between Sessions 2 and 3, practice creating a Wiki by writing up an introduction on the Sample Wiki (optional). <u>Submit to the dropbox by midnight September 19:</u> -Focus Question #1.
Session 3: Face to Face Tuesday, September 26	<u>Read and do:</u> -Piiro, Chapter 11, pp. 567-608. -Focus Question #2. Choose a focus question from numbers 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, or 17, and write an essay about it. If you respond to a focus question that asks you to discuss two counseling issues, only discuss one. -Take the online MBTI from the link on Blackboard. Print and bring your results. -Prepare Peterson Dialogue, if needed. -Be reading Corwin. <u>Submit to the dropbox by midnight September 26</u> -Focus Question #2. <u>Class Activities:</u> -Discuss Chapter 11, Focus Questions 1 and 2. -Peterson Dialogue(s). -Discuss MBTI, E/I, Extraversion/Introversion preferences. -Review parts of the new Ohio Rule related to counseling.

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<p>Session 4: Online Tuesday, October 3</p>	<p><u>Read and do:</u> -Pirto, Chapter 12. -Focus Question #3 due in dropbox. Choose a question from Piirto, Chapter 12 and write an essay about it. -Prepare Peterson Dialogue, if needed. -Be reading Corwin.</p> <p><u>Due in the dropbox by midnight October 3:</u> -Focus Question #3.</p>
<p>Session 5: Face to Face Tuesday, October 10</p>	<p><u>Read and do:</u> -Read <i>Smart Boys</i> chapter, prepare and create Wiki pages for your gatekeeping. -Prepare Peterson Dialogue, if needed. -Be reading Corwin.</p> <p><u>Due by class time October 10:</u> -Wiki page(s) for your gatekeeping of the <i>Smart Boys</i> chapter.</p> <p><u>Class Activities:</u> -Discuss Focus Question #3. -Gatekeep <i>Smart Boys</i> using the Wiki pages. -Peterson Dialogue(s). -Discuss MBTI, S/N, Sensing/Intuition preferences.</p>
<p>OAGC Fall Conference Sunday, October 15 – Parent Day Monday and Tuesday, October 16-17 – Professional Development sessions. See http://www.oagc.com/fallconference.asp for more information</p>	
<p>Session 6: Online Tuesday, October 17</p>	<p><u>Read and do:</u> -Be reading Corwin, begin creating your Case Study Slides. -Start working on your Final Project. -Prepare Peterson Dialogue, if needed. -Read <i>Smart Girls</i> chapter, prepare and create Wiki pages for your gatekeeping next week.</p> <p><u>Due in by midnight October 17:</u> -Nothing.</p>

<p>Session 7: Face to Face Tuesday, October 24</p>	<p><u>Read and do:</u> -Prepare Peterson Dialogue, if needed. -Work on your Wiki pages for <i>Smart Girls</i>. -Be working on Corwin Case Study Slides. -Work on your Final Project.</p> <p><u>Due by class time October 24:</u> -Wiki page(s) for your gatekeeping of the <i>Smart Girls</i> chapter.</p> <p><u>Class Activities for October 24:</u> -Peterson Dialogue(s). -Gatekeeping <i>Smart Girls</i> text using the Wiki pages. -MBTI, talk about T/F, Thinking/Feeling preferences.</p>
<p>Session 8: Online Tuesday, October 31</p>	<p><u>Read and do:</u> -Prepare Peterson Dialogue, if needed. -Finish Corwin and Case Study Slides. -Begin Focus Question 4 readings (Parenting, Dabrowski's Overexcitabilities, Depth Psychology), main points and possible applications on Wiki, if you wish. -Work on your Final Project.</p> <p><u>Due in the dropbox by midnight October 31:</u> -Corwin Cast Study Slides.</p>
<p>Session 9: Face to Face Tuesday, November 7</p>	<p><u>Read and do:</u> -Prepare Peterson Dialogue, if needed. -Work on Final Project. -Focus Question #4, have main points and applications to share out.</p> <p><u>Due in dropbox by midnight November 7:</u> -Nothing.</p> <p><u>Class Activities for November 7:</u> -Peterson Dialogue(s). -Share Corwin Case Studies. -The MBTI official instrument (complete in-class). -Focus Question #4, group by choice topic, discuss and share out (if time). -MBTI, discuss J/P, Judging/Perceiving preference.</p>

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<p>Session 10: Online Tuesday, November 14</p>	<p><u>Read and do:</u> -Work on Final Research Project.</p> <p><u>Due in dropbox by midnight November 14:</u> Nothing.</p>
<p>Session 11: Online Tuesday, November 21</p>	<p><u>Reading for November 21:</u> -Work on Final Project. -Prepare for presentation of Final Project.</p> <p><u>Submit by midnight November 21:</u> -Nothing.</p>
<p>Session 12 Face to Face Tuesday, November 28</p>	<p><u>Read and do:</u> -Final Project presentation.</p> <p><u>Class Activities for November 28:</u> -Discuss the MBTI official instrument and implications. -Final Research Paper sharing. Take about 10 minutes. -Final thoughts.</p>
<p>By Friday, December 1 at midnight</p>	<p><u>Submit by midnight December 1:</u> -Final Project Paper due in dropbox. -Submit an online Final Course Reflection Journal. Tell me what you think about the text, activities, readings, online/in-person format. -ALSO please complete the online anonymous course evaluation. You will receive instructions via your AU email. If 100% of the class completes this, 10 bonus points for everyone!</p>