

ASHLAND UNIVERSITY
EDIS 653 Summer, 2018, Columbus Center
Graduate Teacher Education
Course Syllabus

Jennifer Groman, PhD
jgroman@ashland.edu
257 Schar College of Education
Ashland University
419-651-2586 (Cell)

Credit Hours: GRAD 3 UNDERGRAD
Field/Clinical Hours: 0

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

| Gifted Intervention Specialist Endorsement Standards |
|---|
| Standard 1: Know and understand the philosophies, principles, and theories, laws and policies, historical perspectives, and human issues in gifted education. |
| Standard 2: Create learning environments that promote the growth and development of children with exceptional learning needs and abilities. |
| Standard 3: Know and apply instructional strategies to promote students' learning and meet the needs and interests of gifted students. |

| |
|---|
| Standard 4: Construct and use varied assessments to inform instruction, evaluate, and ensure student learning. |
| Standard 5: Collaborate and communicate with students, families, other educators, administrators and community to support student learning. |
| Standard 6: View professional development as a career-long effort and responsibility |

The New Ohio Operating Standards for Identifying and Serving Students Who Are Gifted (Effective July 1, 2017) stipulate that:

- (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 provides readings and activities competencies in the foundation of all the above competencies, especially (d) and can count for 45 contact hours of gifted PD. The readings allow the graduate education student the opportunity to explore the competencies, 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):

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:

| |
|--|
| <p>REQUIRED: Piirto, J. (2007). <i>Talented children and adults: Their development and education</i>. Waco, TX: Prufrock Press.</p> <p>Galbraith, J. & Delisle, J. (2015). <i>When gifted kids don't have all the answers: How to meet their social and emotional needs</i>.</p> |
| <p>AND EITHER Corwin, M. (2001). <i>And still we rise</i>. New York: HarperCollins.</p> <p>OR Vance, J.D. (2016). <i>Hillbilly elegy: A memoir of a family and culture in crisis</i>. New York, NY: HarperCollins Publisher.</p> <p>OR Stambaugh, T. & Wood, S. M (2015). <i>Serving Gifted Students in Rural Settings: A Framework for Bridging Gifted Education and Rural Classrooms</i>. Waco, TX: Prufrock Press.</p> |
| <p>AND EITHER Peterson, J. S. (any copyright version). <i>The Essential Guide to Talking with Gifted Teens</i>. Minneapolis, MN: Free Spirit Press. (you can get any copyright date, used is fine, just be sure to get the version for gifted teens.)</p> <p>OR Fonseca, C. (2015). <i>I'm Not Just Gifted: Social-Emotional Curriculum for Guiding Gifted Children</i>. Waco, TX: Prufrock Press.</p> |

Special Topics Handout for Focus Question 6 on Blackboard:

- Folder of materials on Dabrowski theory.
- Three articles on depth psychology
- Article on parenting
- Chapter on gender differences
- Chapter on twice exceptionality

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.

EDIS 653 – Summer, 2018 – Columbus Site

Evaluation of Students:

The assignment dropboxes close one week after the due date, assignments can be uploaded without penalty until the dropbox closes. If more time is needed or a problem occurs, please email the instructor.

| | |
|--|------------|
| Attendance and Participation (5 X 20) | 100 |
| Focus Questions (6 X 20) | 120 |
| #1 = <i>When Gifted Kids Don't Have All the Answers</i> (WGK), Chapter 1 | |
| #2 = Piirto, Chapter 11a | |
| #3 = Piirto, Chapter 11b | |
| #4 = Piirto, Chapter 12 | |
| #5 = WGK Gatekeeping chapter | |
| #6 = Special Topics (Dabrowski, Parenting, Depth Psychology, Gender, Twice Exceptionality) | |
| Assignment #7 = Special Populations (Urban, Minority, Rural) Corwin, Vance or Stambaugh (PowerPoint Slides and share) | 50 |
| Peterson/Fonseca Dialogue Facilitation | 40 |
| Final Project (Research Paper, Research/Application Project, or SENG Conference) | 80 |
| 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 WRITTEN WORK/FOCUS QUESTIONS

In upper **right** hand corner:

Name
Columbus Center
Summer, 2018

EDIS 653 – Summer, 2018 – Columbus Site

- Answer the question, using specific examples. Tell stories. Interact with the material, showing you understand it: Bloom’s Revised Taxonomy Levels: Evaluating, Applying, Synthesizing (Creating).
- It is better to paraphrase but if you use a direct quotation, use quotation marks and cite your source, including the page number.
 - 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.
- Tell at least one story from your own experience to relate to the topic. This shows that you are able to apply the material.
- You could also give opinions and evaluate the material as appropriate.
- Here is a suggested outline for a reflective essay:
 - Intro
 - Short summary of an idea (not the whole chapter!) related to the focus question.
 - Story (application) and/or evaluation
 - Conclusion. Make some comments to summarize and conclude.
- Reference (Include Piirto in focus question responses, others as you wish).
- The essay should be 300 – 500 words.
- Upload to Blackboard in Word format, not PDF, not Google Doc.

Assessment Rubric

| Score | Product |
|--------------|---|
| 20 | Demonstrates understanding of at least one of the six Ohio Gifted Intervention Specialist Endorsement Standards, shows insight into material, tells a story that applies material, no grammatical errors |
| 18 | Demonstrates understanding demonstrates understanding of at least one of the six Ohio Gifted Intervention Specialist Endorsement Standards, 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 six Ohio Gifted Intervention Specialist Endorsement Standards, 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 six Ohio Gifted Intervention Specialist Endorsement Standards, 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 six Ohio Gifted Intervention Specialist Endorsement Standards. Or paper is late. |

PETERSON/FONSECA DIALOGUES- Sign up

All students should read their book’s Introduction. Prepare one of the dialogues to facilitate with a small group in class, using approximately 30-40 minutes from start to finish. Use the dialogues as written as closely as possible– of course you may adapt as you wish, but these dialogues are created by highly respected researchers who have 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?

 Sign up: Two dialogues per night, three in a night **only if** there are more than 8 students in the class.

Face-to-Face meeting date: July 16

| Student name | Dialogue Topic/Chapter |
|--------------|------------------------|
| | |
| | |
| | |

Face-to-Face meeting date: July 23

| Student name | Dialogue Topic/Chapter |
|--------------|------------------------|
| | |
| | |
| | |

EDIS 653, Northwestern Cohort, Spring 2018

Face-to-Face meeting date: August 6

| Student name | Dialogue Topic/Chapter |
|--------------|------------------------|
| | |
| | |
| | |

Face-to-Face meeting date: August 13

| Student name | Dialogue Topic/Chapter |
|--------------|------------------------|
| | |
| | |
| | |

Focus Question #5: Gatekeeping/Reading
When Gifted Kids Don't Have All the Answers

Choose one chapter to gatekeep.

| | |
|-------------------------|--|
| Student name | WGK Chapter [number of pages] |
| Everyone reads for FQ#1 | Chapter 1: What is Giftedness? |
| | *Chapter 2: Identifying Gifted Kids [14] |
| | Chapter 3: Emotional Dimensions of Giftedness [16] |
| | Chapter 4: Being a Gifted Education Teacher [14] |
| | Chapter 5: Understanding Gifted Kids from the Inside Out [28] |
| | Chapter 6: Underachiever or Selective Consumer? [25] |
| | Chapter 7: The Eight Great Gripes of Gifted Kids [26] |
| | Chapter 8: Making It Safe to Be Smart: Creating the Gifted Friendly Classroom [39] |

Directions for Gatekeeping

- 1.** Read the assigned material and highlight it.
- 2.** Write a 1-2 page handout, provide copies for the group.
 - a. Summary and/or outline
Short summary of the chapter. You may include an outline of the main sections of the chapter if you wish
 - b. Main Ideas
At least 3 but no more than 5 quotes, concepts or ideas that you feel are vital for us to know from the chapter. Include page numbers wherever possible.
 - c. Strategies
Include practical applications and strategies.
- 3.** When it is your turn, you will walk us through the content of the chapter, discussing important points we need to highlight or note.
- 4.** The purpose is to read the full book in one sitting, using jigsaw (Cooperative Learning) as a technique.

Focus Question #6: Special Topics

Choose one topic.

| Student names | Topic |
|---------------|---|
| | <p>Dabrowski Theory [Overexcitabilities and Sensitivities] as related to giftedness (choose at least 3, skim the rest):</p> <ul style="list-style-type: none"> • Dabrowski theory powerpoint. • Piirto, J. & Fraas, J. (2012). A mixed-methods comparison of vocational and identified gifted high school students on the Overexcitability Questionnaire. <i>Journal for the Education of the Gifted</i>, 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. <i>High Ability Studies</i>, 19(2), 141-153. • Piirto, J. (2010). 21 years with the Dabrowski Theory: An autoethnography. <i>Advanced Development Journal</i>. 12, 68-90. • Silverman, L.K. (2008). The Theory of Positive Disintegration in the field of gifted education. In S. Mendaglio (Editor), <i>Dabrowski's theory of Positive Disintegration</i>. 157-1173. • There are a few more on Blackboard. Use as you wish. |
| | <p>Parenting Gifted Children</p> <ul style="list-style-type: none"> • Feldman, D. & Piirto, J. (2002). Parenting Gifted Children. In M. Bornstein (Ed.) <i>Handbook of parenting, Vol. II</i> 2nd Ed. 195-219. Lawrence Erlbaum Associates: Mahwah, NJ. • NAGC Website Parent Resources • SENG Website Parent Resources |
| | <p>Depth Psychology and Giftedness (read at least 2, but read the 2005 article, it is an introduction).</p> <ul style="list-style-type: none"> • Reynolds, F., & Piirto, J. (2005). Depth psychology and giftedness: Bringing soul to the field of talent development education. <i>Roeper Review</i>, 17, 164-171. • Reynolds, F. C., & Piirto, J. (2007). Honoring and suffering the Thorn: Marking, naming, initiating, and elderring: Depth psychology, II. <i>Roeper Review</i>, 29(5), 48-53. • Reynolds, F. C., & Piirto, J. (2009). Depth Psychology and integrity. In T. Cross & D. Ambrose (Eds.). <i>Morality, Ethics, and Gifted Minds</i> (pp. 195-206). New York: Springer Science. |
| | <p>Gender Differences in Gifted Children</p> <ul style="list-style-type: none"> • Freeman, J., & Garces-Bacsal, R. M. (2016). Gender differences in gifted children. In M. Neihart, S. I. Pfeiffer, & T. L. Cross (Eds.). <i>The Social and</i> |

| | |
|--|---|
| | <p><i>Emotional Development of Gifted Children: What Do We Know?</i> (pp. 17-28). Waco, TX: Prufrock Press.</p> <ul style="list-style-type: none">• Piirto, J. (2002). Feeling Boys and Thinking Girls: Talented Adolescents and their Teachers. Retrieved from http://personal.ashland.edu/jpiirto/mbti.htm• Rimm, S. (2015). Gender Issues in Gifted Achievement: Are Girls Making Inroads While Boys Fall Behind? <i>Parenting for High Potential</i> (5)1. |
| | <p>Twice Exceptionality</p> <ul style="list-style-type: none">• Foley-Nicpon, M. (2016). The Social and Emotional Development of Twice-Exceptional Children. In M. Neihart, S. I. Pfeiffer, & T. L. Cross (Eds.). <i>The Social and Emotional Development of Gifted Children: What Do We Know?</i> (pp. 103-118). Waco, TX: Prufrock Press.• Choose one or two articles from the <i>2e Twice Exceptional Newsletter</i> at http://www.2enewsletter.com/topic_articles_recent.html |

Directions for Special Topics

1. Read the assigned material and highlight/mark important concepts.
2. Create a Top Ten list of important ideas from the reading(s). Include at least one practical idea (one that gives teachers a strategy to use with students)
3. Bring your list to class on the assigned day.
4. Join with the classmate who also read about that topic, compare lists and create a combined Top Ten List of important concepts. Include at least one practical idea and **bold** it in your list.
5. Post your list to the Special Topics Discussion Forum so everyone can view it.
6. You will do a 5-7 minute presentation with your colleague in class.
7. Your grade is based on your preparedness for work with your colleague. I should see your created Top Ten list when I walk around while you are working with your colleague during class. The only thing to turn in is your combined Top Ten list to the Discussion Forum.

Focus Question #7, Special Populations: Rural, Minority, and Urban Gifted Students
(Corwin, Vance or Stambaugh)

If Corwin or Vance:

- Read the text. You should also have read Piirto, chapters 11 and 12.
- Choose one of the gifted individuals – (Vance himself, if you’re reading his book) 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 individual. 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 (from Piirto, chapters 11 or 12). 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 you believe would assist that person with future success.
- Submit your slides (or PDF of the slides) to the Special Populations Discussion Forum (so everyone can access). You will share your slides with others who read the same text, the rest of the class looking on (fishbowl technique). Be prepared to take about 5 minutes.

If Stambaugh and Wood, *Serving Gifted Students in Rural Settings*:

- Read 5 chapters of your choice. You should also have read Piirto, chapters 11 and 12.
- Identify each chapter’s Big Ideas, concepts that are meaningful to you.
- Create a Prezi or PowerPoint slides with these Big Idea(s). You could have one slide per chapter, with that chapter’s Big Ideas, or you could have one slide per Big Idea, if the Big Idea is a theme that runs through more than one chapter.
- Focus as much as you can on social/emotional needs and guidance/counseling needs. If the chapter information aligns with or parts from Piirto, please say so! The Piirto book is 2007, and this book is 2015 and there may be discrepancies. I’d be interested to know what you see.
- Your final one or two slides could be *Practical Ideas*, specific activities or ideas for direct use with students or in your school situation.
- Submit your slides (or PDF of the slides) to the Special Populations Discussion Forum (so everyone can access). You will share your slides with others who read the same text, the rest of the class looking on (fishbowl technique). Be prepared to take about 5 minutes.

Final Project

Research paper or Combination Research and Practical Application

1. Choose a Final Project Option:

A) 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. Include at least one of our course texts.

B) Literature Review and Practical Application. You will complete a shorter literature review and add a practical application project on a topic of interest to you relating to special populations of talented and gifted students (see the list below).

You will create two portions: A Literature Review (similar to above, but shorter, five to six pages, half as many sources, with a title page and reference list). Do include at least one of our course texts. The last section of your paper will include an outline or overview of a Practical Application project that utilizes the research and conclusions from your Literature Review. Your Practical Application may be a PowerPoint or Prezi, a lesson plan, a webpage or other 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 another format. For your practical application consider:

- A Professional Development session that instructs teachers about the 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 gifted students that allows them an opportunity to learn about how this topic relates to them, and teaches them personal skills.
- Design your own project answering a need in your classroom, your building, or district.

3. Attend the SENG (Supporting the Emotional Needs of the Gifted) Mini Conference
Attend [all day] this conference, to be held August 11, 2018 at Otterbein University in Westerville. <http://sengifted.org/seng-columbus-mini-conference/>
Write a reflection paper (650-900 words) reviewing the sessions you attended, including how you might apply three or four of the ideas in to your classroom OR an application paper of one practical idea gained from one or more of the sessions, with specific attention to gifted students.

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

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

B) If you do a practical application project or the SENG Mini Conference, you should share your project in a way that is most meaningful and relevant. Use a PowerPoint, handout, share research documents, etc.

Topic Options

| | |
|--|---|
| <ul style="list-style-type: none"> • African American • Hispanic • American Indian • Asian • Appalachian • Rural • Urban <p>OR about one of the guidance and counseling issues</p> <ul style="list-style-type: none"> • Academic Planning for traditional college bound students • Academic Planning for Arts students • Acceleration • Mentoring • Depression • Peer Relations • Suicide • Parenting • Resilience | <ul style="list-style-type: none"> • 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 • Personality Attributes of the Talented and Gifted |
|--|---|

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

Some Hints for the Research Term Paper portion

- The research paper portion, including the title page and the references, is double-spaced throughout. Do not include an extra space between paragraphs. (Format/Paragraph/before, 0, after 0—not Auto.)
- For direct quotes of over 40 words, indent 5 spaces on the left and none on the right (Format/Paragraph/left margin 0.5”). Page number is in parentheses after the period closing the block quote. Single space within the quotation, double space after, before the next sentence.

EDIS 653, Northwestern Cohort, Spring 2018

- In American English, the comma and the period go **INSIDE** the quotation marks.
- The page number 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. Put the page number at the end in parentheses for direct quotations; put the paragraph number for downloaded articles.
- To go onto OhioLink at the Ashland University library, you need your student number. It is on your receipt. 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.
- See the PowerPoint and example paper on Blackboard.

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 in your Word document. In the Header toolbar, choose Different Front Page and put the header, without the words "Running Head" on the 2nd page.

Gifted and Talented Students

from Appalachia:

A Review of Literature

Your Name Here

Ashland University

In Partial Fulfillment of the Requirements for

EDIS 653

Summer, 2018

Jane Doe

No abstract needed.

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

The introduction begins on Page 3 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 tell the reader why you performed the study. This is the rationale. 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 outline of any practical application documents that accompany it.

3. Literature Review. Since this study is a literature review of studies related to the topic, this section is the main section of your term paper. Call it Literature Review, bold, and center it. Start the section on the next line, indented five spaces.

1. About twelve sources are adequate, more are better. At least six of these should be scholarly empirical studies having to do with this topic. The others may be opinion pieces in popular journals.
2. **Organize by sections** and see the Levels of Heading section in APA manual in sections 3.02 and 3.03. (You are already at the first level of heading – bold and centered. If you use sub-headings for this section, use 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. See p. 37, APA Manual, Section 2.11, and pp. 169-224, Ch. 6-7.

EDIS 653, Northwestern Cohort, Spring 2018

| Rubric for Research Paper | |
|----------------------------------|---|
| 91-100 | <ul style="list-style-type: none">• Includes all required components.• Uses 12 sources or more. Six sources must be scholarly.• 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, Summer, 2018, Columbus Center

Class is 200 minutes long. *WGK* is the text *When Gifted Kids Don't Have All the Answers*

| | |
|---|--|
| <p>Week 1 Session 1: Online July 2</p> | <p><u>Reading this week:</u> -Read over syllabus and calendar -Read <i>WGK</i>, Chapter 1 (for Focus Question #1) -Read Piirto, Chapter 11, pp. 538-567 (for Focus Question #2) -Watch the Myers Briggs Type Indicator (MBTI) video on Blackboard -Take the MBTI-style assessment from Blackboard link. Print results. -I will post a video/audio on Blackboard that outlines the syllabus and calendar and assignments for you to view.</p> |
| <p>Session 2: Online July 5</p> | <p><u>Reading for July 5:</u> -Respond in writing to <i>WGK</i> "Teacher Inventory," pp. 32-36. You could photocopy and handwrite your answers, and scan them to upload them to the dropbox, or retype the questions and your responses. (Focus Question #1) -Read Peterson/Fonseca (whichever one you have chosen) Introduction -Scan the Peterson/Fonseca for an appropriate/interesting topic</p> <p><u>Writing due in dropbox July 9 before first face to face class:</u> - Focus Question #1 due in the dropbox. - Focus Question #2 due in the dropbox. For Piirto, Chapter 11, 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.</p> |
| <p>Week 2 Session 3: Face to Face July 9 1:30 – 5pm</p> | <p><u>Reading for July 9:</u> -Piirto, Chapter 11, pp. 567-608 (for Focus Question #3)</p> <p><u>Writing due in dropbox July 9 before class:</u> -Focus Question #3 due in the dropbox. 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. -Bring in MBTI printout from online assessment.</p> <p><u>Class Activities for July 9:</u> -Course Overview and Syllabus -Course Pre-Assessment/<i>WGK</i> FQ#1 -Review Ohio Rule & <i>The Operating Standards for Gifted</i> related to counseling -Discuss Piirto Chapter 11 (Focus Questions #2 & #3) -Overview and sign up for Peterson/Fonseca dialogue and <i>WGK</i> gatekeeping -Counseling Strategies exercise -Discuss MBTI, and the E/I preference</p> |

EDIS 653, Northwestern Cohort, Spring 2018

| | |
|--|---|
| <p>Session 4: Online July 12</p> | <p><u>Reading for July 12:</u> -Piiro, Chapter 12 (for FQ#4) -Prepare Peterson/Fonseca Dialogue, if needed. -Be reading Corwin/Vance/Stambaugh (Assignment #7)</p> <p><u>Writing for July 12:</u> -Focus Question #4 due in dropbox. Choose a question from Piiro, Chapter 12.</p> |
| <p>Week 3 Session 5: Face to Face July 16 Time TBD</p> | <p><u>Reading for July 16:</u> -Prepare Peterson/Fonseca Dialogue, if needed. -Read/prepare assigned chapter in <i>WGK</i> (Ch. 3, 4, or 5 only), which is FQ#5 -Be reading Corwin/Vance/Stambaugh (Assignment #7)</p> <p><u>Writing for July 16:</u> -Prepare and copy handout for gatekeeping <i>WGK</i> chapter (3, 4, or 5) to be shared.</p> <p><u>Class Activities for July 16:</u> -2 Peterson/Fonseca Dialogues -Discuss Piiro, Ch. 12/FQ#4 -FQ#5 (first ½ of the class) Gatekeeping Chapters 3, 4, and 5 in <i>WGK</i> -Discuss Social/Emotional WEP Goals -Discuss MBTI S/N Preferences</p> |
| <p>Session 6: Online July 19</p> | <p><u>Reading for July 19:</u> -Prepare Peterson/Fonseca Dialogue, if needed -Read/prepare assigned chapter in <i>WGK</i> (6, 7, or 8 only), which is FQ#5 -Finish Corwin/Vance/Stambaugh (Assignment #7) -Browse and choose a Special Topic for Focus Question #6 -Be thinking about and gathering readings about your topic for the final paper.</p> <p><u>Writing for July 19:</u> -Prepare the Corwin/Vance/Stambaugh (FQ#7)</p> |
| <p>Week 4 Session 7: Face to Face July 23 Time TBD</p> | <p><u>Reading for July 23:</u> -Prepare Peterson/Fonseca Dialogue, if needed -Read/prepare assigned chapters in <i>WGK</i> (6, 7, or 8), which is FQ#5 -Read and research for Final Research Paper. -Finish Corwin/Vance/Stambaugh.</p> <p><u>Writing for July 23:</u> -FQ#5 Prepare and copy handout for gatekeeping <i>WGK</i> chapter (6, 7, or 8) to be shared. -FQ#7 Corwin/Vance/Stambaugh due in dropbox. Be prepared for a fishbowl discussion.</p> <p>[see next page]</p> |

EDIS 653, Northwestern Cohort, Spring 2018

| | |
|---|--|
| | <p><u>Class Activities for July 23:</u> -2 Peterson/Fonseca Dialogues -Discuss Assignment #7 (Corwin/Vance/Stambaugh) -FQ#5 (second ½ of the class) Gatekeeping Chapters 3, 4, and 5 in <i>WGK</i> -Myers-Briggs Type Indicator, talk about F/T preferences. -Send home MBTI official Instrument. -Choose Special Topics for FQ#6</p> |
| <p>Session 8: Online July 26</p> | <p><u>Reading for July 26:</u> -Prepare Peterson/Fonseca Dialogue, if needed. -Work on Final Research Paper. -Read and prepare Special Topic/Focus Question #6</p> <p><u>Writing for July 26:</u> -Be working on Final Research Paper. -Focus Question #6 Top Ten List.</p> |
| <p>Week 5 Sessions 9 and 10: Online July 30 August 2</p> | <p><u>Reading for July 30/August 2:</u> -Prepare Peterson/Fonseca Dialogue, if needed. -Work on Final Research Paper. -Focus Question #6 -Complete official MBTI</p> <p><u>Writing for July 30/August 2:</u> -Be working on Final Research Paper. -Focus Question #6 Top Ten List.</p> |
| <p>Week 6 Session 11: Face to Face August 6 Time TBD</p> | <p><u>Reading for August 6:</u> -Work on Final Research Paper -Prepare Peterson/Fonseca Dialogue, if needed -Focus Question #6 readings</p> <p><u>Writing for August 6:</u> -Be working on final paper -Focus Question #6, have Top Ten List for your topic</p> <p><u>Class Activities for August 6:</u> -2 Peterson/Fonseca Dialogues -FQ#6: Meet with topic groups to compile a group Top Ten List to post. Share out</p> |

EDIS 653, Northwestern Cohort, Spring 2018

| | |
|---|---|
| <p>Session 12 Online August 9</p> | <p><u>Work on:</u> -Peterson/Fonseca Dialogue, if needed -Final Research Paper</p> |
| <p>Saturday, August 11 9am-6pm</p> | <p>Optional SENG (Serving the Emotional Needs of the Gifted) Mini Conference Otterbein University, Westerville. http://sengifted.org/seng-columbus-mini-conference/</p> |
| <p>Week 7 Session 13 Face to Face August 13 (possible evening class 5pm – 8:20pm)</p> | <p><u>Class Activities for August 13:</u> -2 Peterson/Fonseca Dialogues -Discuss the MBTI official instrument and 16 personality preferences -Final Research Paper sharing. Take about 10 minutes. -Post-Assessment</p> |
| <p>Session 14 Friday, August 17</p> | <p>-All assignments due in the dropbox by midnight. -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 course evaluation, which is anonymous. If 100% of the class completes this, 10 bonus points for everyone!</p> |