

ASHLAND UNIVERSITY  
EDIS 653 Spring, 2018, Northwestern Cohort 2  
Graduate Teacher Education  
Course Syllabus

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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

<b>Gifted Intervention Specialist Endorsement Standards</b>
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;
    - (e) The ability to use data from a variety of sources to measure and monitor the

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growth of students who are gifted;

(f) The ability to select, use, and interpret technically sound formal and informal assessments for the purpose of academic decision making; and

(g) 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:**

**REQUIRED:**

Corwin, M. (2001). *And still we rise*. New York: HarperCollins.

OR

Vance, J.D. (2016). *Hillbilly elegy: A memoir of a family and culture in crisis*. New York, NY: HarperCollins Publisher.

OR

Stambaugh, T. & Wood, S. M (2015). *Serving Gifted Students in Rural Settings: A Framework for Bridging Gifted Education and Rural Classrooms*. Waco, TX: Prufrock Press.

AND

Kerr, B., & McKay, R. (2014). *Smart Girls in the 21<sup>st</sup> 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.

AND EITHER

Peterson, J. S. (any copyright version). *The Essential Guide to Talking with Gifted Teens*. Minneapolis, MN: Free Spirit Press. (you can get any copyright date, used is fine, just be sure to get the version for **gifted teens**.)

OR

Fonseca, C. (2015). *I'm Not Just Gifted: Social-Emotional Curriculum for Guiding Gifted Children*. Waco, TX: Prufrock Press.

AND

Piirto, J. (2007). *Talented children and adults: Their development and education, 3<sup>rd</sup> 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.

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Evaluation of Students:

Attendance and Participation (6 X 20)	120
Focus Questions Chapters 11a, 11b, 12, and Choice Topic #4 (4 x 20)	80
Corwin/Vance or Stambaugh case or book study (PowerPoint Slides and share)	50
Gatekeeping, 2 chapters (2 x 20)	40
Peterson/Fonseca Dialogue Facilitation	20
Final Project - Research Paper OR Practical Application and share	100
Final course reflection journal	10
<b>Total</b>	<b>420</b>

**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.** Write a 1-2 page handout, provide copies for the group.
    - a. Short summary of the chapter
    - b. You may include an outline of the main sections of the chapter if you wish
    - c. 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.
  - 3.** When it is your turn, you will walk us through the content of the chapter.
  - 4.** The purpose is to read the full book in one sitting, using jigsaw (Cooperative Learning) as a technique.
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**DIRECTIONS FOR WRITTEN WORK/FOCUS QUESTIONS**

In upper **right** hand corner:

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- 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*

<b>Score</b>	<b>Product</b>
<b>20</b>	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
<b>18</b>	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
<b>16</b>	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,



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	makes several grammatical errors.
<b>14</b>	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
<b>12</b>	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 the Introduction. 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?

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Face-to-Face meeting date: February 7

Student name	Dialogue Topic/Chapter

Face-to-Face meeting date: February 21

Student name	Dialogue Topic/Chapter

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Face-to-Face meeting date: March 7

Student name	Dialogue Topic/Chapter

Face-to-Face meeting date: March 21

Student name	Dialogue Topic/Chapter

Face-to-Face meeting date: April 18 (if needed)

Student name	Dialogue Topic/Chapter

**GATEKEEPING/READING**

***Smart Boys: Talent, manhood and the search for meaning***

Choose one chapter to gatekeep.

Student name	<i>Smart Boys</i> Chapter
	Chapter 1: “One Follow-Up Study of Gifted Men”
	Chapter 2: “Who are These Gifted Boys?” and Chapter 3: “All Those Books About Boys”
	Chapter 4: “The Young Gifted Boy” and Chapter 5: “The Adolescent Gifted Boy”
	Chapter 6: “The Adult Gifted Male” and Chapter 7: “Underachievement”
	Chapter 8: “Gifted Sociopaths, Redeemable Rebels and How To Tell The Difference” and Chapter 9: “They’re Called Sissies, Fat Boys and Nerds”
	Chapter 10: “Gifted Minority Boys” and 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”

***Smart girls in the 21<sup>st</sup> century: Understanding talented girls and women.***

Choose one chapter to gatekeep.

Student name	Chapter in <i>Smart Girls</i>
	Chapter 1: “Smart + Girl: A Beehive of Definitions of Intelligence”
	Chapter 2: “Generations of Smart Girls and Women” and Chapter 3: “Smart Girls, Millennial Girls”
	Chapter 4: “Eminent Women” and Chapter 5: “What Can We Learn From Eminent Women’s Lives?”
	Chapter 6: “Smart Young Girls” and Chapter 7: “Smart Girls: The Flowers that Bloom in the Spring”
	Chapter 8: “The Adolescent Smart Girl” and 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” and Chapter 11: “Twice Exceptional Girls”
	Chapter 12: “Privilege, Power and Talent: Minority Smart Girls” and Chapter 13: “Passion. What Lights the Smart Girls’ Fire?” and Chapter 14: “A New Model of Talent Development for Smart Girls and Women”
	Chapter 15: “Suggestions to Guide Gifted Girls and Women to Optimal Development”
	Chapter 16: “Conclusion”

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

Alternatively, we will choose together how to approach, read and share the text.

**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 take 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. You will 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. Your grade will come from your preparedness to meet with your colleagues.

- Parenting Gifted Children:
  - Feldman, D. & Piirto, J. (2002). Parenting Gifted Children. In M. Bornstein (Ed.) *Handbook of parenting, Vol. II* 2<sup>nd</sup> 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.

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- 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**

Research paper or 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 ful. 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.

B) Literature Review and Practical Application. You will complete a short literature review as well as 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. You will also 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-traditoinal 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 oppportunity 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 your found.



-Any application that answers a need 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 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, 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"> <li>• African American</li> <li>• Hispanic</li> <li>• American Indian</li> <li>• Asian</li> <li>• Appalachian</li> <li>• Rural</li> <li>• Urban</li> </ul> <p>OR about one of the guidance and counseling issues</p> <ul style="list-style-type: none"> <li>• Academic Planning for traditional college bound students</li> <li>• Academic Planning for Arts students</li> <li>• Acceleration</li> <li>• Mentoring</li> <li>• Depression</li> <li>• Peer Relations</li> <li>• Suicide</li> <li>• Parenting</li> <li>• Resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Twice Exceptional                             <ul style="list-style-type: none"> <li>○ culturally diverse, economically disadvantaged, learners with learning, physical, or behavioral disabilities, autism/Asberger's, ADD, ADHD, etc.</li> </ul> </li> <li>• Second Language Learners (Immigrants, etc.)</li> <li>• Highly Gifted</li> <li>• Males</li> <li>• Females</li> <li>• Underachieving</li> <li>• LBGT: Gay/Lesbian/Bi</li> <li>• Visual and Performing Arts Talent</li> <li>• Gifted Delinquents</li> <li>• Personality Attributes of the Talented and Gifted</li> </ul>
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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.
- 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 2<sup>nd</sup> 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

Spring, 2014

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.

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<b>Rubric for Research Paper</b>	
91-100	<ul style="list-style-type: none"> <li>• Includes all required components.</li> <li>• Uses 12 sources or more. Six sources must be scholarly.</li> <li>• Findings from the resources organized into themes with supporting information</li> <li>• Findings are connected to course readings</li> <li>• Makes thoughtful conclusions and recommendations based on the findings.</li> <li>• Presents study to the class.</li> <li>• Excellent professional writing, including near perfect APA formatting.</li> </ul>
80-89	<ul style="list-style-type: none"> <li>• Misses one of the required items above.</li> <li>• Study is late without teacher notification.</li> <li>• Presents study to the class.</li> <li>• Good professional writing. Paper contains 4 or more non-repeated formatting errors.</li> </ul>
70-79	<ul style="list-style-type: none"> <li>• Misses two of the required items above.</li> <li>• Researcher does not present findings to the class.</li> <li>• Fair professional writing. Paper shows little/no attention to APA or professional writing.</li> </ul>
69-	<ul style="list-style-type: none"> <li>• Researcher does not rewrite after the study is graded.</li> <li>• Researcher does not present findings to the class.</li> </ul>

**SCHEDULE FOR EDIS 653, Spring, 2017, Northwestern**

Class begins at 4:30 and runs until 7:50 unless otherwise indicated.

<p>Session 1: Online January 24</p>	<p><u>Reading this week:</u> -Read over syllabus and calendar -Read Piirto, Chapter 11, pp. 538-567 -Watch the Myers Briggs Type Indicator (MBTI) video on Blackboard -Take the MBTI-style assessment from the link on Blackboard. Print results to bring in. -I may post a video/audio on Blackboard that outlines the syllabus and calendar and assignments for you to view.</p>
<p>Session 2: Online January 31</p>	<p><u>Reading for January 31:</u> -Read Peterson/Fonseca (whichever one you have chosen) Introduction. -Scan the Peterson/Fonseca for a topic you think might be applicable in your teaching situation.</p> <p><u>Writing for January 31:</u> - Focus Question #1 due in the dropbox. 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>Session 3: Face to Face February 7</p>	<p><u>Reading for February 7:</u> -Piirto, Chapter 11, pp. 567-608.</p> <p><u>Writing for February 7:</u> -Focus Question #2 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.</p> <p><u>Class Activities for February 7:</u> -Course Overview and Pre-Assessment -Review parts of the Ohio Rule and <i>The Operating Standards for Gifted</i> related to counseling -Discuss Piirto Chapter 11 -Overview and sign up for Peterson/Fonseca dialogue and gatekeeping -Decide on Vance, Corwin or Stambaugh text and process -Counseling Strategies exercise -Discuss MBTI, and the E/I preference</p>

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<p>Session 4: Online February 14</p>	<p><u>Reading for February 14:</u> -Piiro, Chapter 12. -Prepare Peterson/Fonseca Dialogue, if needed. -Be reading Corwin/Vance/Stambaugh.</p> <p><u>Writing for February 14:</u> -Focus Question #3 due in dropbox. Choose a question from Piiro, Chapter 12.</p>
<p>Session 5: Face to Face February 21</p>	<p><u>Reading for February 21:</u> -Prepare Peterson/Fonseca Dialogue, if needed. -Read assigned chapter in <i>Smart Boys</i> -Be reading Corwin/Vance/Stambaugh.</p> <p><u>Writing for February 21:</u> -Prepare and copy handout for gatekeeping <i>Smart Boys</i> chapter, to be shared.</p> <p><u>Class Activities for February 21:</u> -2 Peterson/Fonseca Dialogues -Gatekeeping <i>Smart Boys</i> -Discuss Social/Emotional WEP Goals -Discuss MBTI S/N Preferences -Discuss Piiro, Ch. 12</p>
<p>Session 6: Online February 28</p>	<p><u>Reading for February 28:</u> -Finish Corwin/Vance/Stambaugh. -Be thinking about and gathering readings about your topic for the final paper.</p> <p><u>Writing for February 28:</u> -Prepare Peterson/Fonseca Dialogue, if needed. - Prepare the Corwin/Vance/Stambaugh text as we determine on the first day.</p>

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<p>Session 7: Face to Face March 7</p>	<p><u>Reading for March 7:</u> -Read and research for Final Research Paper. -Finish Corwin/Vance/Stambaugh.</p> <p><u>Writing for March 7:</u> -Prepare Peterson/Fonseca Dialogue, if needed. -Corwin/Vance/Stambaugh due in dropbox. Be prepared to share as we determine.</p> <p><u>Class Activities for March 7:</u> -2 Peterson/Fonseca Dialogues -Discuss Corwin/Vance/Stambaugh. -Myers-Briggs Type Indicator, talk about F/T preferences. -Send home MBTI official Instrument.</p>
<p>Session 8: Online March 14</p>	<p><u>Reading for March 14:</u> -Prepare Peterson/Fonseca Dialogue, if needed. -Work on Final Research Paper. -Read for Focus Question #4: Parenting, Overexcitabilities, or Depth Psychology.</p> <p><u>Writing for March 14:</u> -Be working on Final Research Paper. -Focus Question #4 (taking notes on choice of topic), see description in the syllabus. Bring an electronic or hard copy to class next week.</p>
<p>Session 9: Face to Face March 21</p>	<p><u>Reading for March 21:</u> -Prepare Peterson/Fonseca Dialogue, if needed. -Read assigned <i>Smart Girls</i> chapter -Work on Final Research Paper. -Complete official MBTI to bring to class tonight.</p> <p><u>Writing for March 21:</u> -Be working on Final Research Paper. -Prepare handout for <i>Smart Girls</i> chapter</p> <p><u>Class Activity for March 21:</u> -2 Peterson/Fonseca Dialogues -Gatekeep <i>Smart Girls</i> text -MBTI, discuss T/F preferences -Discuss Final Research Paper -Focus Question #4 (choice of topics), meet with topic groups and share out.</p>



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March 28	No class
Session 10: Online April 4	<p><u>Reading for April 4:</u> -Prepare Peterson/Fonseca Dialogue, if needed. -Work on Final Research Paper.</p> <p><u>Writing for April 4:</u> -Be working on Final Research Paper</p>
Session 11: Online April 11	<p><u>Reading for April 11:</u> -Work on Final Research Paper</p> <p><u>Writing for April 11:</u> - Be working on final paper</p>
Session 12 Face to Face April 18	<p><u>Writing for April 18</u> -Final Research Paper due in dropbox Friday, December 8. -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> <p><u>Class Activities for April 18:</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>