

ASHLAND UNIVERSITY
EDIS 653 Summer B, 2019 Online
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):

None: EDIS 650 Nature and Needs of the Talented is suggested.

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

up to 25

Fees and charges:

Student assessment criteria:

Students will be assessed using a pre- and post-self-assessment, focus question responses, a chart of social/emotional and guidance/counseling issues, philosophy statements, discussion board on the Myers-Briggs Type Indicator, the planning, research, facilitating, and reflection of a small group dialogue on a social/emotional or guidance/counseling issue, online attendance and participation.

Required texts:

<p>Rimm, S. B., Siegle, D. B., & Davis, G. A. (2017). <i>Education of the Gifted and Talented</i> (7th ed.). Boston, MA: Pearson.</p> <p>Neihart, M., Pfeiffer, S. I., & Cross, T. L. (2016). <i>The Social and Emotional Development of Gifted Children: What Do We Know?</i> Waco, TX: Prufrock Press.</p>
<p>AND EITHER</p> <p>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</p> <p>Fonseca, C. (2015). <i>I'm Not Just Gifted: Social-Emotional Curriculum for Guiding Gifted Children</i>. Waco, TX: Prufrock Press.</p>

Note:

All instructors must discuss *The Ohio Operating Standards for Identifying and Serving Students Who are Gifted* and Law for Gifted Children, Ohio Administrative Code 3301-51-15, and APA formatting.

Suggested instructional strategies:

Lecture	Group and individual presentations
Simulation	Shared inquiry
Role-playing	Guest presenters
Small-group discussion	Case Study

Description of field/clinical experiences:

FIELD EXPERIENCE

CLINICAL EXPERIENCE

Student will facilitate a dialogue with gifted individuals as a clinical experience.
Conference attendance (optional)

Faculty who frequently teach the course:

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

Academic Integrity

Students are responsible for reading, understanding, and abiding by the academic integrity policies in the Ashland University catalogs:

<https://www.ashland.edu/administration/office-records-and-registration/academic-integrity-policy>

HLC statement for online and hybrid courses

This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional semester offering of this course.

Student Accessibility

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to au-sac@ashland.edu. The Student Accessibility Center and the course instructor will work together in order to establish accommodations, and to meet your learning needs.

Tutoring included in your tuition

AU provides students with peer tutoring **in any of your undergraduate courses**, drop-in on most requested courses from Monday – Thursdays 7 – 9 pm. **We also offer Time Management, Study Skills, Note Taking, and Test Taking Strategies tutoring.**

Please visit www.ashland.edu/tutor for a full drop-in courses schedule or click on “One on One Tutoring” to request a tutor by filling out the form, and we will be in touch with you very soon. The ideal time to request tutoring is during your 3rd week of class to get you ready for your mid-term taking place during week 8.

Questions? Denisia Stoops, Tutoring Programs Coordinator, dstoops@ashland.edu, 419.207.6779, or 701 Library during regular business hours.



Walk-in



Request a tutor

Course content:

See course content listed under Knowledge criteria.

Student Learning Outcomes

See specific SLOs listed under Skills and Dispositions criteria

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 to 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.

Grading

Grades for this course will be determined based on completion of the course assignments, activities, and regular participation in all aspects of the course. In completing the written assignments, make certain to answer the entire question, to provide as much detail as possible, and to use syntax, grammar, spelling, and punctuation appropriate to graduate level academic discourse.

Word process all assignments following the *Publication Manual of the American Psychology Association, 6th Edition*. A copy of this manual or cheat sheet can be purchased at most book stores.

Keep a copy of all assignments. Make certain that your name, date, assignment number and title are on each assignment. Proofread carefully. Graduate work should be as close to error-free as humanly possible. Upload virtual assignments in Word format (not PDF or Google doc) to the appropriate assignment box or discussion board on Blackboard. Bring a hard copy or have access to an electronic copy of assignments for face to face class meetings, if applicable.

The Grading Scale is as follows:

91-100%	A	Excellent Achievement
81-90%	B	Good Achievement
71-80%	C	Below Expectations for Graduate Work
69%	F	Failure

For the grade of an A the student’s work will exhibit the following attributes:

Content - Assignments are complete and thorough and meet or exceed stated specifications and criteria and are submitted on time Student has completed all parts of the assignments as defined by the instructor. Knowledge of subject matter is clear, and all work is clearly focused on the assigned topics. Topics are fully developed. If appropriate, student has included additional material/information beyond requirements. If applicable, student has demonstrated applicability to the work setting (theory into practice). Student shows evidence of critical and creative thinking. Student demonstrates originality and fresh perspectives.

Quality of Writing - Written work shows superior graduate quality in verbal expression, attention to detail, and correct application of the conventions of the English language In student’s written work, paragraphing is appropriate with clear thesis statements and supporting details. Sentences are clear and concise. Students vary sentence structure making use of subordinate clauses. Transitional words and phrases are used effectively. Points and ideas are well organized. Word choice is effective. English language conventions are applied correctly (i.e. spelling, capitalization, punctuation, agreement, pronoun usage, sentence structure).

Preparation (readings, field work, etc.) - Preparation for all classes is evident Students participate regularly contributing ideas to class discussions that demonstrate careful reading of assigned texts and articles, attention and engagement in interviews, observations, or any other in-class or out-of-class activities assigned.

Attendance –Often, school districts have parent conference nights which may fall on a class night. Students are excused for these. If a student has been absent more than once, an “A” grade for the course is not possible. Students should turn in all missed work after the absence.

Format - Where applicable, citations and references are used correctly and consistently with clear efforts made to include a wide range of relevant works For any work requiring citations, students refer to scholarly work first, and then to a wide range of suitable sources. All non-original ideas are cited correctly and referenced in a reference list. All works in the reference list are cited in the text. Student follows the *Publication Manual of the American Psychology Association*.

Bibliography of resources and professional organizations in a separate document.

See Blackboard

Summary of Grade Components

Assignment/Product	Points Possible
Focus Questions 6 x 20	120
Participation: Synchronous Online Session (Week 2), Discussions (MBTI Reflection Discussion, Dialogue Project Posting and Discussion) and Journals (Course Reflection Journal)	80
Counseling/Guidance Needs Chart	30
Face to Face Session 8/10 OR Alternate Assignment	50
Peterson OR Fonseca Dialogue Paper with Philosophy Statement	120
Total	400

Resource Notebook

*Students will begin compiling an AU Resource Notebook in their first course or EDIS 650 and continue adding to it throughout their program. The student determines his/her format (hard copy or electronic) for the Notebook, as long as there is some way to submit it to the instructor at the end of the course. A list of all Resource Notebook items is provided on Blackboard, however, items required from EDIS 653 include:

653	Pre/Post Assessments MBTI Printout Guidance and Counseling needs Chart Dialogue paper and Philosophy Statement Any Focus Question responses you wish
State Documents	Updated Ohio Rule (Operating Standards for Identifying and Serving . . .) Ohio Law (ORC 3324) OAE Assessment Framework NAGC Knowledge and Skill Standards in Gifted Education for All Teachers NAGC/CEC Teacher Preparation Standards in Gifted Education
Local Documents	Written Education Plan from the district Identification Protocol for district Service Settings for district

“Attendance” and Participation

All students are expected to log in frequently, view videos, submit assignments promptly, and engage fully into the discussions and activities. Please inform the instructor as soon as you are aware of conflicts or emergency situations that may prevent you from prompt and engaged participation in the course.

Rubric for online discussion posts and responses

Criteria	Unacceptable 0 Points		Excellent 20 Points
Initial Assignment Posting 20 points	Posts no assignment or is more than 3 days late.		Posts on time.
Criteria	Unacceptable 0-15 Points total for this column	Good 16-18 Points total for this column	Excellent 19-20 Points total for this column
Response Postings	Posts no follow-up responses to others. Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion. 0-5 points	Elaborates on an existing posting with further comment or observation. 6-8	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. 10 points
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion. Repeats but does not add substantive information to the discussion. 0-2 points	Posts information that is factually correct; lacks full development of concept or thought. 3 points	Posts factually correct, reflective and substantive contribution; advances discussion. 4 points
References & Support	Includes no references or supporting experience. Uses personal experience, but no references to readings or research. 0-1 point	Incorporates some references from literature and personal experience. 2 points	Uses references to literature, readings, or personal experience to support comments. 3 points
Clarity & Mechanics	Posts long, unorganized content that may contain multiple errors or may be inappropriate. 0-1 point	Contributes valuable information to discussion with minor clarity or mechanics errors. 2 points	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors. 3 points

Focus Question Responses

List of Focus Questions. *EGT=Education of the Gifted and Talented*
SEDGC=The Social and Emotional Development of Gifted children

<p>FQ1 Dropbox</p>	<p>EGT Chapter 17 Read the chapter and choose a Focus Question from the list on Blackboard. Post to the dropbox.</p>
<p>FQ2 Dropbox</p>	<p>SEDGC, A chapter from Section I Choose a chapter from this section. Read the chapter and write a traditional Focus Question response (using the General Focus Questions) OR a practical application Focus Question response on one or two salient points that are most meaningful and applicable to you. Post to the Dropbox.</p>
<p>FQ3 Discussion Post</p>	<p>Choose one: Either one of the following chapters from EGT: Ch. 12 – Underachievement: Identification and Reversal Ch. 13 – Cultural Diversity and Economic Disadvantage: The Invisible Gifted Ch. 14 – Gifted Girls, Gifted Boys Ch. 15 – Gifted Children with Disabilities Ch. 16 – Parenting the Gifted Child OR the articles on Depth Psychology OR the articles on Dabrowski. Read the chapter or articles. 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). This could be a document or PowerPoint slides. Submit this to the Special Topics Discussion Forum. View all of the Top Ten lists. Comment meaningfully on one with any connections or how you might use the information. Feel free to download or print these to give you a general overview of these topics for future reference or self-study.</p>
<p>FQ4 Dropbox</p>	<p>SEDGC, A chapter from Section II Choose a chapter from this section. Read the chapter and write a traditional Focus Question response (using the General Focus Questions) OR a practical application Focus Question response on one or two salient points that are most meaningful and applicable to you. Post to the Dropbox.</p>
<p>FQ5 Dropbox</p>	<p>SEDGE, A chapter from Section III Choose a chapter from this section. Read the chapter and write a traditional Focus Question response (using the General Focus Questions) OR a practical application Focus Question response on one or two salient points that are most meaningful and applicable to you. Post to the Dropbox.</p>

FQ6 Journal	SEDGC, A chapters from Section IV Journal. Choose a chapter from this section. In a short informal journal, discuss one or two ideas you found useful and share a practical idea. This is short so that you can focus on your Dialogue Project.
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Content of Focus Questions (FQ)

There are two options for focus question responses. You may answer a question from the list posted on Blackboard (traditional FQ), or you may discuss one or two ideas in the chapter and how you will integrate them into your classroom (practical application FQ).

-If it is a practical application, it may appear in any form that works well with your idea(s). It could be a graphic organizer, lesson plan, bulleted points, a video where you talk about how you will integrate the idea into your classroom or show us something your students did (these will not be posted outside Blackboard). Email Dr. Groman if you need more details.

-If it is a traditional Focus Question response:

[See the folder on Blackboard for detailed information on APA.]

In upper **right** hand corner, as below:

Name
EDIS 651 [place] [year]
Focus Question # _____

- Restate the focus question and center it at the top of the essay.
- Number your pages on the Upper Right. To format, see Insert/Page Numbers.
- Double-space all, including the references. Number pages in the upper right hand corner.
- Use APA 6th Edition for references.
- There is no need for a lot of references. A personal touch is better.
- It is better to paraphrase but if you use a direct quotation, use quotation marks.

Note: The end quotation mark goes OUTSIDE the final comma or period in American English.

- You can always see how to reference books and journals by looking at the bibliography in the syllabus, and at the bibliographies of your textbooks.
- References: Pay special attention to how these are **punctuated, spaced, capitalized, and formatted**. To format this properly go to Format/Paragraph/Special/Hanging indent 0.5". The title of the article is written in sentence

case, with the capital letter on the first word. The titles of journals are written in title case, with major words capitalized.

- It is sometimes helpful to create a table and put each entry into a separate row, then hide the table lines from view. In longer reference lists this makes it easy to re-alphabetize all entries.

Here is how to reference online journal articles.

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal*, volume number. Retrieved from <http://www.journalhomepage.com/full/url/>

Here is how to reference online books:

Author, A. A., & Author, B. B. (Date of publication). *Title of document*. Retrieved from <http://Web address>

Here is how to reference a video: (remove hyperlinks)

Author, A. A. [Screen name]. (year, month, day). *Title of video* [Video file]. Retrieved from <http://xxxxx>

Rubric for Focus Questions

	Exceeds Expectations	Meets Expectations	Emerging	Does not meet expectations
Understanding	(9 points) Essay demonstrates a thorough understanding of and insight into the material.	(8 points) Essay demonstrates adequate understanding of the material.	(6-7 points) Essay demonstrates a partial understanding of the material.	(0 points) Essay does not show understanding of the material.
Application and/or critique	(9 points) Essay demonstrates application of the material into a real-life setting and/or critiques the material citing relevant research and/or experience.	(8 points) Essay demonstrates an adequate application of the material into a real-life setting.	(6-7 points) Essay shows a partial application of the material into a real-life setting.	(0 points) Essay does not show application or critique of the material.
Writing Conventions	(2 points) Essay is 500 words or more. Shows an	X	X	(0) Shows no attempt or understanding of

	thorough understanding and/or attempt at the conventions of academic writing			the conventions of academic writing.
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Philosophy Statement

One of the main efforts of Ashland University’s Talent Development program is to support you as you materialize, verbalize, and realize your true self as a teacher, especially a teacher of the gifted. To this end, each course provides an opportunity for you to reflect on your practice, consider new information you are learning, and formulate your philosophy of teaching. By the time you are finished with AU’s Talent Development program you will have a strong statement of belief and philosophy of gifted education to move you forward.

In EDIS 650 (or the first course you take), you will begin by finding any previously written philosophies of education, from old resumes and undergraduate documents. Revisiting this philosophy gives you a chance to reflect on how you have grown since its writing. The philosophy statement expected from EDIS 653 is directed specifically to the social/emotional and guidance and counseling issues of gifted students.

Your finished philosophy statement should be at least a paragraph and is incorporated into your Dialogue Paper. For more information see the Dialogue Paper specifications.

Face-to-Face Saturday Session and Optional Replacement Activities

Option 1	<p>Face-to-Face Saturday Session for all Summer, 2019 courses Saturday, August 10, 2019 at Schar College of Education Ashland University Main Campus, 9:30am – 4pm. This session allows online students the opportunity to hear expert speakers in the morning, share from assignments and projects in the afternoon, and network together all day.</p> <p>You will be expected to present a 7-9 minute talk from one of your summer course projects. 650 would be the Case Study; 651 would be the Curriculum Project or a strategy from the Cash text, 652 would be the Final Project, 653 would be the Dialogue Project. Each student is expected to present only once. We will take time to answer general or specific questions about gifted education.</p> <p>Expect an award-winning lunch at Lower Convo. This is cafeteria style and accommodates all dietary restrictions.</p>
Option 2	<p>Annotated Bibliography (Replacement Activity AND Dialogue Project Step 3 instructions) As you work through 653, subjects will arise that are very applicable to your work with</p>

	<p>gifted students. You will choose a relevant theme or a topic of interest to you, locate five recent scholarly articles or book chapters on that topic (scholarly means that it has a list of references), and write a short annotation for each.</p> <p style="text-align: center;">Head your paper: Your name</p> <p style="text-align: right;">Date</p> <p style="text-align: right;">Annotated Bibliography</p> <p>Paragraph 1: Use APA to create a Reference for the journal article. See the “Brief APA Guide” on Blackboard.</p> <p>Paragraph 2: Create a succinct (that means short) well-written summary of the article, including its important points and conclusions. Please do not copy from the abstract (if there is one) or other places. This should be your own words.</p> <p>Paragraph 3: Create a well-written response to the article in terms of your context, teaching area, student age, etc. This paragraph should contain your thoughts on the relevance and use of the author’s ideas on your topic. You do not need to discuss all the ideas from the article, focus on those most relevant and interesting to you. How do the author’s ideas impact what you know about your topic? What ideas does it give you toward gifted students in general?</p> <p>Double space and start into the next Annotated Bibliography. You will have at least five annotated sources. Bibliography should be in alphabetical order by first author’s last name.</p> <p>**If you are using this as an Alternate Assignment, conclude with a reflection on what you learned, how you will use your new knowledge, and what questions you still have.</p> <p>Possible Topics</p>	
	<ul style="list-style-type: none"> • Self-Concept • What does it mean to be gifted? • Adjustment Issues for Rural, Economically Disadvantaged, or Culturally Disadvantaged Students • Labeling • Risk Taking • Perfectionism 	<ul style="list-style-type: none"> • Emotional Sensitivity and Overexcitability • Gifted and Gay • Gifted and Overweight • Depression and Suicide • Career Guidance • Multipotentiality • Bibliotherapy • Stress Management
<p>Option 3</p>	<p>If you are taking more than one course in the gifted sequence this summer, you may choose from an option provided by any other syllabus and it may be turned in as an</p>	

	alternate activity for all of your courses.
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Counseling and Guidance Needs Chart

As you read chapters and articles for this course you will fill out a Counseling and Guidance Needs Chart, below. See template on Blackboard. Start by answering the Your Context Question #1 at the top of the page to identify up to five counseling and guidance issues you see in your situation.

Add to your chart as you read throughout this course, starting with the five issues from Question #1. You may use bullet points or narrative writing as you prefer. The initial Counseling Needs already on the chart are from EGT Chapter 17, for your information. As you read other chapters and articles, you can add counseling and guidance issues that seem relevant to your teaching situation, and fill in the other columns. You may wish to do a search for more information. You should have at least ten when you submit it at the end of the semester. Hit “tab” to add rows. There is a fillable chart document on Blackboard.

Descriptions of each column:

Causes or Contributing Factors – what are some of the causes of this issue? What factors (family, school, cultural, etc.) can contribute to this issue?

Identifying Behaviors What behaviors, physical, or emotional symptoms are indicative of this issue?

Outcomes if left unsupported –What can be the consequence of this issue if left without intervention?

Possible interventions or strategies – this would be a place to write down authors/researchers or useful books or programs that are specifically geared to this issue, as well as counseling interventions or school/home strategies.

You may not fill every box (and it is fine if you do not), but find as much as you can.

Social/Emotional, Guidance or Counseling need	Causes or Contributing Factors	Identifying Behaviors	Outcomes if left unsupported	Possible interventions or strategies

Before submitting your final chart, read and respond to Reflection Question #3 at the bottom.

Directions and format for PETERSON or FONSECA DIALOGUE Project

This is the major project in this course. You will identify a topic, draw together a group of gifted/high achieving individuals, plan a dialogue, and implement it with that group. There are nine sequential steps that will eventually become your Final Dialogue Project Paper.

Step 1. Select a text. Choose the Peterson or Fonseca book from the syllabus reading list, according

to their needs. Read the Introduction (Peterson, pp. 1-24/Fonseca, pp. 1-13). Scan the different section and format of the dialogues. Consider which dialogue you might wish to use. The Fonseca has units with individual dialogues. You will be doing an individual dialogue – not a unit.

Step 2. Choose a Topic. Skim or review the different sections or topics in the book. Choose one that you feel aligns well with your students or the adults you want to work with or is a topic you are interested in. Prepare to facilitate one of the dialogues or lessons with a small group of individuals (children or adults) you know, taking approximately 30-45 minutes from start to finish. Use the dialogues as written in Peterson and Fonseca as closely as possible– of course you may adapt as you wish, but these dialogues are created by highly respected researchers with a great deal of experience working with gifted students firsthand. Post your choice of topic to the Wiki in Week 1.

Step 3. Background Research: Annotated Bibliography. Once you have chosen your topic, find five scholarly articles/resources related to the topic. You are looking specifically for research that applies this topic to *gifted* individuals, the articles should be scholarly (have a reference list) and should come from a respected professional journal or book.

-you may use one chapter from each of our assigned texts for these sources.

-you should use the Fonseca or Peterson text for one reference.

-you may use a non-scholarly blog, trade or popular magazine article for one of the four sources.

Directions for formatting the Annotated Bibliography start on p. 15 of this syllabus.

Step 4. Choose your participants and schedule a Dialogue. Choose a small group of participants (no less than three no more than 8), adults, adolescents, or children. Use your discretion. If you work with young people under 18, gain parent permission. See the Fonseca or Peterson text for templates. You will need a 30 to 40 minute session in a quiet room without interruptions.

Step 5. Plan your dialogue. Using the introduction in the text and the information from your instructor on Blackboard, plan your session keeping the age of the participants in mind. If you are working with adults, plan to facilitate the dialogue as though they were adults, not adults acting like students/children. The experience should be real. As a facilitator you are *not* in a teaching role – but creating a space for participants to open up and talk about their life as it relates to the topic. I will share some discussion strategies with you in the second week of the course.

Your dialogue should have a specific beginning (sharing the discussion norms), a middle (an activity and discussion), and a specific closing.

With adults: At the end of the dialogue have the participants share their thoughts with you (verbally and in writing) about the session using these Closing Questions, and/or others as you wish:

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?

Step 6: Facilitate your dialogue. Be sure to have your participants do a Closing Question/Journal in writing.

Step 7: Reflect. Immediately after your session, write a quick reflection on how it went, discussion topics, statements and the conversation flow you want to remember for your final paper.

Step 8: Write and Submit your Project Paper. Write up your experience in a short paper. You will also include your Annotated Bibliography as part of this paper.

Step 9: Discuss/Post to the Discussion Forum: Post a 5 minute video overview of your project. This is your template for the video as well as the Face to Face Presentation if you choose this project to share on August 10:

1. Introduce your topic and why you chose it.
2. Overview your participants and the logistics of your meeting.
3. Two of the most powerful aspects of this project. Use the prompts from the Conclusions and Recommendations section of your paper.
4. Post to the Discussion Forum. View all and make a connection or comment to at least one.

Formatting the Dialogue Paper

Center and **Bold** each of these headings. Start the next sentence on the next immediate line and indent each paragraph. Double space throughout. See the Dialogue Paper Template on Blackboard.

Title Page

See sample papers on Blackboard

Introduction and rationale

What book and topic did you choose and why?

Annotated Bibliography

For this section, you may copy directly the Annotated Bibliography you turned in.

The Plan

Who did you plan for and how did you choose your participants? What was your plan? How did the session actually play out?

Participant Response

In what ways did the participants interact during the dialogue? What did you learn from their follow-up responses?

Reflection and Conclusions

What are your thoughts on the Dialogue? What did you learn about yourself in this role? Your participants? The process? The topic? What questions do you still have about this topic? What

might you discuss if you meet with this group again? Any other comments or conclusions.

Philosophy Paragraph

As you know, students complete a Philosophy Statement at the end of each course in the Talent Development sequence. The philosophy essay for EDIS 653 is simply a paragraph that focuses on the social/emotional, guidance and counseling issues of gifted populations. Based on what you learned in this course and the Dialogue Project, state what you believe to be your role in the support of the social/emotional needs of gifted students and the guidance/counseling needs of gifted students. It should be relevant to the age of student you work with, content you teach, your specific type of interaction with gifted, and your specific situation. You should speak to the issues that you see as the most important and your role in meeting these types of affective needs. This paragraph can eventually be added to the full Philosophy Statement written for EDIS 650/651. Only the social/emotional portion is included here.

No Reference List is necessary for this paper. Your Annotated Bibliography is sufficient.

Rubric (out of 100 points)

72-80	All components are included. Responses are thorough, detailed and show strong planning, thought and unique insight. APA is near-perfect.
64-71	All components are included. Responses are straightforward, include basic information but few details, show planning and insight. Three to five non-repeating APA errors.
56-63	One component is missing. Responses are superficial, vague and do not show planning. Six more APA non-repeating APA errors. Or paper is late.
Up to 55	Two or more components missing. Responses show little planning or insight, and are vague or superficial. Many APA errors.
Any student unhappy with their grade may rewrite until they reach a grade they are satisfied with. Email the professor as soon as possible, three days before the last day of the course to make these arrangements.	

Summer, 2019, Online Course Schedule Unless otherwise indicated, dropboxes close at the end of the Summer B, 2019 session, August 17. You may upload assignments within this grace period without penalty. Please keep up as much as you can, it is a challenge to grade dozens of assignments that last week.

Week	Readings and Assignments	Due Sunday at midnight
<p>Week 1 July 1 - 7</p>	<p>-View the Week 1 Video (Introduction to the course, Dialogue Project details, Ohio <i>Operating Standards for the Identification and Service of Students Who Are Gifted</i>. as it pertains to social/emotional needs, and guidance/counseling issues) -Read and review the Syllabus. -Find <i>The Ohio Operating Standards</i> on the ODE website. -Read and write Focus Question #1 (see p. 9 of this syllabus). -Guidance and Counseling Needs Chart. Answer Context Question 1 on the Chart and begin entering ideas into the chart as you read Ch. 17. Continue throughout the semester. -Watch the Myers-Briggs Type Indicator (MBTI) introduction at https://www.youtube.com/watch?v=ENHSbSY9GUK -Take the online Myers-Briggs Type Indicator quiz and print/save the results.</p> <p><u>Dialogue Project (no submissions until the Annotated Bib in Week 4)</u> -Review carefully the Dialogue Project specifications -Step 1 (Select text) and Step 2 (Select Topic) -Put your book and topic choice on the Dialogue Project Wiki</p>	<p>-Focus Question #1 to the Dropbox -Post your Dialogue Project topic to the Wiki</p>
<p>Week 2 July 8 – 14</p>	<p>-View the Week 2 video (The week’s assignments, OAE preparation, the MBTI, E/I Preference, Discussion strategies for Dialogue). -Read and write Focus Question #2. -Add to your Social/Emotional Needs Chart -Watch online video “Discover your personality type” E/I Preference (0:00 – 2:00). Jot your thoughts on personal integration or classroom integration of these ideas.</p> <p><u>Dialogue Project</u> -Step 3 (Research) -Step 4 (Choose participants and schedule)</p>	<p>-FQ#2 to the Dropbox</p>

<p>Week 3 July 15-21</p>	<p>-View the Week 3 video (The week’s assignments, SENG, NAGC/CEC Standards, MBTI S/N Preference) -Find your district’s Written Education Plan (WEP) for next week. -Focus Question #3 -Add to your Social/Emotional Needs Chart -Watch “Discover your personality type” S/N Preference (2:00-3:27). Jot thoughts on personal integration or classroom integration of these ideas.</p> <p><u>Dialogue Project</u> -Step 3 (Research – Annotated Bibliography due next week, with general update on your Dialogue planning in the text box)</p>	<p>-FQ#3 is a document or PPT post in the Discussion Forum -Comment on at least one colleagues’ post</p>
<p>Required Synchronous Online Session on Collaborate</p> <p>OLB Section Tuesday, July 16 6:30-8:30</p> <p>OLSB Section Wednesday, July 17 6:30-8:30</p>	<p>Follow the instructions on Blackboard to join this session before 6:30. You will need to access the following during the session: -The 653 Syllabus -Chart Question #1 -Questions about the course or gifted education in general</p> <p><u>Format</u> -Introductions -Syllabus, course, program questions answered -Sharing and discussing Chart Question #1 -Questions and closing</p>	
<p>Week 4 July 22-28- Focus Question #4. I.</p>	<p>-View the Week 4 video (WEP social/emotional needs goals, MBTI T/F Preference) -RSVP for the August 10 Face-to-Face session/Alternate Activity using the RSVP Wiki -Focus Question #4 -Add to your Social/Emotional Needs Chart. -Watch “Discover your personality type” T/F Preference (3:27-4:40). Jot thoughts on personal integration or classroom integration of these ideas</p> <p><u>Dialogue Project</u> -Finish Step 3 (Annotated Bibliography. Also, in the text box when you submit, give me an update on your Dialogue Project so far – finding participants, questions or concerns you have, etc.)</p>	<p>-Annotated Bibliography (Step 3) due to Dropbox -Focus Question #4 due in Dropbox -RSVP Wiki for August 10 Face-to-Face or Alternate Activity</p>

	-Step 5 (Plan your dialogue)	
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<p>Week 5 July 29- August 4</p>	<p>-View the Week 5 Video (Iowa Acceleration Scale/IAS, MBTI J/P Preference) -Focus Question #5. -Add to your Social/Emotional Needs Chart. - Watch “Discover your personality type” J/P Preference (4:40-5:45). Jot thoughts on personal integration or classroom integration of these ideas</p> <p><u>Dialogue Project</u> -Step 6 (Facilitate Dialogue) -Step 7 (Reflect)</p>	<p>-Focus Question #5 to Dropbox</p>
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<p>Week 6 August 5 - 11</p>	<p>-View the Week 6 Video (Philosophy Statement, Putting together your Dialogue Paper, MBTI Reflection Journal) -Focus Question #6. This response is an informal/short journal. -Format your Social/Emotional Needs Chart, answer the reflection questions and submit. -MBTI Reflection. Early in the week, share your four letter MBTI in the Discussion Forum. Answer two questions: 1. In what ways is this personality type accurate for you? 2. Describe one way how knowing these preferences might impact your work with students, especially gifted students. Read/view all. Comment if you wish, but not required.</p> <p><u>Dialogue Project</u> -Step 7 (Reflect) -Step 8 (Write Paper and submit) -Step 9 (Post video to Discussion Board by Sunday, August 11)</p>	<p>-Focus Question #6 Journal -Social/Emotional Needs Chart to Dropbox -MBTI Reflection to Discussion Board -Video overview of Dialogue Project to Discussion Board</p>
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Face-to-Face Saturday Session for all Summer, 2019 courses

Saturday, August 10, 2019 at Schar College of Education on AU’s Main Campus, 9:30am – 4pm. This session allows online students the opportunity to hear expert speakers in the morning, share from assignments and projects in the afternoon, and network together all day. You will be expected to present a 7-9 minute talk from one of your summer course projects: 650 would be the Case Study; 651 would be the Curriculum Project or a strategy from the Cash text, 652 would be the Final Project, 653 would be the Dialogue Project. Each student is expected to present only once.

We will spend time answering general or specific questions you have about gifted education for the instructors and for others taking the coursework. Expect an award-winning lunch at Lower Convo. This is cafeteria style and accommodates all dietary restrictions. Alternate assignments are available.



<p>Week 7 August 12 - 18</p>	<p>-View the Week 7 Video -Please complete the AU Course Evaluation (these are anonymous). You should receive an invitation in your AU email. -Please submit a short reflection journal to Blackboard (not anonymous). Comment on the texts, activities and assignments, discussion boards, projects, etc. Thank you!</p> <p><u>Dialogue Project</u> -Submit your Dialogue Paper -Finish your Dialogue Paper and submit -View all Dialogue Paper videos and comment on one.</p>	<p>-Dialogue Paper to Dropbox -View all Dialogue Project videos and comment on one. -Course Reflection Journal</p>
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The Blackboard course will remain open for 4 days after the end of the semester, to help you catch up on any final assignments and posts. It will close promptly at midnight on Wednesday, August 21. Be kind to your professor – please do not bombard me with a lot of assignments at the end of the semester. Thank you!