

**THE UNIVERSITY OF TENNESSEE AT MARTIN**  
**DEPARTMENT OF EDUCATIONAL STUDIES**  
**COURSE SYLLABUS**  
**Fall, 2003**

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Office Hours: Mondays 5:00 p.m.- 6:00 p.m. and after class at 8:50 p.m.;  
otherwise by arrangement  
Text: Davis, G. A. & Rimm, S. B. (2004). *Education of the Gifted and Talented, Fifth Edition*. Boston: Allyn and Bacon.  
\*\* You need to have the 5<sup>th</sup> edition (brand new) of this book, *not* the green 4<sup>th</sup> edition.  
Bound packet of supplemental articles and handouts—*this will be available soon!*

Supplemental Information: See the Tennessee Guidelines for Identifying Intellectually Gifted Children. Available online at:  
<http://www.state.tn.us/education/speced/seintgiftglines.pdf>  
You must have Adobe Acrobat Reader to view this document

**I. COURSE NUMBER AND TITLE**

Special Education (SPED) 450/650  
Characteristics and Needs of the Gifted and Talented

**II. SEMESTER CREDIT HOURS/PREREQUISITES**

3 semester credit hours —45 clock hours  
SPED 300 and admission to teacher education

**III. CATALOG DESCRIPTION**

This course examines historical and societal perceptions, needs, psychological and educational considerations, and identifications of the gifted/talented. Program options, implementation, and evaluation will be explored.

**IV. RATIONALE**

In 1988, the State Board of Education established the first employment standards specifically for teachers of the gifted. This course and the methods course meet those employment standards and will help to raise the professional's level of awareness of gifted education. Special skills and sets of knowledge will enhance the capabilities of the already qualified teacher to cope with the needs of the gifted learner.

**V. TEACHER EDUCATION MODEL**

## **VI. OBJECTIVES/GOALS**

### *Cognitive Objectives*

(Numbers identify the literature base listed under references)

Each student will:

1. Demonstrate an understanding of the characteristics and social/emotional/educational needs of the gifted/talented learner (Conceptual Framework B, F, I). (10, 22, 26, 27, 28, 30, 32, 35, 40, 44, 63, 67, 77) (State Matrix -- IA)
2. Demonstrate the ability to administer and interpret instruments useful in the screening and identification of the gifted/talented learner (Conceptual Framework A, B, F). (2, 10, 18, 21, 25, 34, 38, 39, 42, 55, 58, 66, 70)
3. Demonstrate the knowledge of different program options for gifted students and be able to set criteria for assessing each type (Conceptual Framework B, D, F) (6, 9, 14, 20, 23, 28, 46, 48, 50, 52, 56, 60, 61, 67, 68, 73, 80)
4. Demonstrate understanding and use of a variety of curriculum models and be able to integrate these models in planning the curriculum (Conceptual Framework A, B, D) (5, 6, 9, 14, 37, 53, 56, 62, 67, 71)
5. Demonstrate knowledge of the concept of creativity and its role in the development of self-actualization for the gifted learner (Conceptual Framework A, B, D) (1, 9, 10, 13, 17, 18, 31, 41, 47, 67, 72, 74)
6. Demonstrate an understanding of the atypically gifted, culturally diverse, handicapped, female, rural, and underachieving gifted (Conceptual Framework B, D, E, I) (3, 4, 8, 9, 10, 12, 22, 25, 36, 38, 40, 54, 59, 66, 77, 78)

### *Affective Objectives*

The student will:

1. Recognize the roles of parents and teachers in developing a climate for the nurturance of giftedness (Conceptual Framework B, G) (7, 9, 11, 16, 24, 29, 33, 45, 49, 51, 64, 67, 68, 69, 75, 76, 81) (State Matrix -- IHC)
2. Demonstrate an increased awareness and sensitivity to students' feelings, interpersonal relationships, values, and personal growth (Conceptual Framework A, B, I) (4, 8, 15, 19, 27, 32, 40, 43, 44, 63, 65, 66, 77, 79)

## VII. COURSE CONTENT/ACTIVITIES

The general contents and topics of this course will follow along with the chapters of the Davis & Rimm text. See the table of contents of that text for a quick overview of topics to be covered. The articles and handouts contained in the bound packet will be required and suggested readings that supplement the material covered in the Davis & Rimm text, and give the student a variety of different perspectives and ideas within the field of gifted education.

### Point Breakdown and Assignments:

1. Class attendance: 150 pts.
2. Class participation: 150 pts.
3. Papers and Presentations:
  - a. Program planning and identification position paper: 25 pts.
  - b. Curriculum models presentation: 25 pts.
  - c. Enrichment and acceleration presentation: 25 pts.
  - d. Creativity and Thinking skills activities and presentation: 25 pts.
  - e. Special populations literature review and presentation: 100 pts.
4. Final examination: 100 pts.

600 total points possible

On the first evening of classes the instructor will give more detailed information regarding each of the assignments and the course expectations.

*\*The instructor reserves the right to change or modify the assignments according to individual needs and interests, as well as changes in course structure over the course of the semester.*

*\*\*Graduate Students will meet with the instructor to add requirements that are suited to student interest, future goals, and current level of preparedness.*

## VIII. EVALUATION PROCEDURES

Student evaluation will be based on the assigned number of points for each of the learning activities specified in the preceding section of this syllabus. The points that are earned for each activity will be entered into the grade book. No letter grade will be recorded until the end of the course. The final grade will be based on the following percentage scale of points earned. Total possible points =

100- 94 = A

93- 84 = B

83- 74 = C

73- 64 = D

<63 = F

Attendance is mandatory. Much of what is learned takes place within the class. Please note that points for attendance are part of your grade.

## **IX. TEXTBOOK**

Davis, G. A. & Rimm, S. B. (2004). *Education of the Gifted and Talented, Fifth Edition*. Boston: Allyn and Bacon.

There will also be a required packet of articles which each student must obtain before the beginning of the second class.

## **X. REFERENCES FOR OBJECTIVES/GOALS**

1. Bagley, M. & Hess K. (1984). 200 ways of using imagery in the classroom New York: Trillium.
2. Baldwin, A. (April, 1980). The Baldwin Identification Matrix, its development and use in programs for the gifted child Paper presented at the annual meeting of the Council for Exceptional Children, Philadelphia, PA.
3. Baldwin, A., Gear, G., & Lucita, L. (Eds.) (1978). Educational planning for the gifted: Overcoming cultural, geographic, and socio-economic barriers Reston, VA: Council for Exceptional Children.
4. Barstow, D. (1987). Serve disadvantaged and serve all gifted. *Gifted Child Monthly* , 1-3.
5. Betts, O. (1985). *The Autonomous Learner Model* Greeley, CO: Learning Publications Specialists.
6. Bloom, B. (Ed.) (1956). *Taxonomy of educational objectives: Handbook I: Cognitive domain* New York: David McKay.
7. Bloom, B. (Ed.) (1985). *Developing talent in young people* New York: Ballantine.
8. Buescher, T. (1987). *Understanding gifted and talented adolescents: A resource guide for counselors, educators and parents* Evanston, IL: Northwestern University, Center for Talent Development.
9. Clark, B. (1988). *Growing up gifted* Columbus, OH: Chas E. Merrill.
10. Colangelo, N., & Davis, G. (1990). *Handbook of gifted education* Boston: Allyn and Bacon.
11. Colangelo, N., & Dettman, D. (1983). A review of research on parents and families of gifted children. *Exceptional Children* , 20-27.
12. Conroy, M. (1989). Where have all the smart girls gone? *Psychology Today* , 20.

13. Cook C., & Carlisle, J. (1985). *Challenges for children: Creative activities for gifted and talented primary students* West Nyack, New York: The Center for Applied Research in Education.
14. Cox, J., Daniel, N., & Boston, B. (1985). *Educating able learners: Programs and promising practices* Austin, TX: University of Texas Press.
15. Davis, G. (1989). *Good person book: Creative teaching of values and moral thinking* East Aurora, New York: DOK.
16. Dorhout, A. (1983). Student and teacher perceptives of preferred teacher behaviors among the academically gifted. *Gifted Child Quarterly* , 12-125.
17. Eberle, B., & Stanish, B. (1985). *CPS for kids* Carthage, IL: Good Apple.
18. Eby, J., & Smutny, J. (1990). *A thoughtful overview of gifted education* New York: Longman.
19. Fantini, M. (1981). A caring curriculum for gifted children. *Roeper Review* , 3-4.
20. Feldhusen, J., Proctor, T., & Black, K. (1986). Guidelines for grade advancement of precocious children. *Roeper Review* , 25-27.
21. Feuerstein, R. (1978). *Learning potential assessment device* Baltimore, MD: University Park Press.
22. Fox, L, & Tobin, D. (1983). *Learning disabled/gifted children* Baltimore, MD: University Park Press.
23. Fox, L, & Washington, J. (1985). Programs for the gifted and talented: Past, present and future. In F. Horwitz & M. O'Brien (Eds.), *The gifted and talented: Developmental perspectives* (pp. 197-221). Washington, DC: American Psychological Association.
24. Frasier, M, & Carland, J. (1980). A study to identify key factors that affect the establishment of a positive relationship between teachers of the gifted and regular classroom teachers. *Journal for the Education of the Gifted* , 225-227.
25. Frasier, M. (1987). The identification of gifted black students: Developing new perspectives. *Journal for the Education of the Gifted* j 155-180.
26. Frazier, M. (1989). Poor and minority students can be gifted too! *Educational Leadership* 4 16-18.
27. Gaibraith, J. (1985). The eight great gripes of gifted kids: Responding to special needs. *Roeper Review* , 16.

28. Gallagher, J. (1985). *Teaching the gifted child* Boston: Allyn and Bacon.
29. Gear, G. (1978). Effects of training on teachers' accuracy in the identification of gifted children. *Gifted Child Quarterly* , 90-97.
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31. Gowan, J., Khatena, J, & Torrance, E. (Eds.) (1981). *Creativity: Its educational implications* Dubuque, IA: Kendall/Hunt.
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47. Milgram, R. (1984). Creativity in gifted adolescents: A review. *Journal for the Education of the Gifted* , 25-42.
48. Milgram, R. (1989). *Teaching gifted and talented learners in regular classrooms* Springfield, IL: Chas C. Thomas.
49. Minner, S., Prater, G., Bloodworth, H., & Walker, S. (1987). Referral and placement recommendations of teachers toward gifted handicapped children. *Roeper Review* , 247-249.
50. Olenchak, F., & Renzulli, J. (1989). The effectiveness of the schoolwide enrichment model selected aspects of elementary school change. *Gifted Child Quarterly* , 36-46.
51. Page, B. (1983). A parent's guide to understanding the behavior of gifted children. *Roeper Review* , 39-42.
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53. Parker, J. (1983). The leadership training model. *G/C/T* 8-13.
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56. Renzulli, J. (Ed.) (1986). *Systems and models for developing programs for the gifted and talented* Mansfield Center, CT: Creative Learning Press.
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76. Whitlock, M, & DuCette, J. (1989). Outstanding and average teachers of the gifted: A comparative study. *Gifted Child Quarterly* , 15-21.
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78. Whitmore, J., & Maker, C. (1985). *Intellectual giftedness in disabled persons* Rockville, MD: Aspen.
79. Williams, F. (1979). *Classroom ideas for encouraging thinking and feelings* Buffalo, NY: DOK.
80. Witters, L, & Vasa, S. (1981). Programming alternatives for educating the gifted in rural schools. *Roeper Review* 3, 22-24.
81. Wyatt, F. (1982). Responsibility for gifted learners - a plea for the encouragement of classroom teacher support. *Gifted Child Quarterly* , 140-143.

## **XII. PREREQUISITES**

SPED 300 and Admission to Teacher Education Program

## **XIII. FACULTY FREQUENTLY TEACHING COURSE**

Genevieve H. Felts, M.S.

## **XIV. PROGRAMS IN WHICH COURSE IS REQUIRED**

Special Education/Regular Education add-on employment standard for teaching gifted and talented education in the State of Tennessee.

## **XV. STATE MATRIX COMPETENCIES**

The following are the state matrix competencies to which this course teaches:

Special Education Modified K-12 Matrix -- IA, IIC

*\*\*Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from PACE or Student Academic Support Center within the first two weeks of the semester.*