



TED UNIVERSITY
FACULTY OF EDUCATION
ECE 205-Development and Education of the Gifted
Syllabus

(2-2) 3 TEDU credits/5 ECTS, Fall, 2016

Assist. Prof. Dr. Adile Gülşah Saranlı

Class Times:	Monday: 16:00-18:00, Wednesday: 14:00-16:00
Location:	Class G-101, G Block, 1 st floor
Course Web Site:	TEDU Moodle
Prof.'s Location:	D Block, 1 st floor, Office 108
Prof.'s Office Hours:	Mondays 10:00-12:00 (by appointment)
Prof.'s Contact:	gulsah.saranli@tedu.edu.tr , 0312 585 0040

1.COURSE CATALOG DESCRIPTION

Concept of giftedness. Cognitive, Language, Social-Emotional and Motor Development of gifted children. Asynchronous development of gifted children. Over excitabilities. Gifted children and early intervention. Identification and education of gifted children. Parent education of gifted children.

2. COURSE LEARNING OUTCOMES

Upon successful completion of this course, a student will be able to;

1. Understand the developmental differences of gifted children
2. Recognize gifted students and take steps towards identification
3. Understand the over excitabilities and asynchronies that young gifted children often experience
4. Develop strategies for fostering intellectual and affective growth in gifted students
5. Plan and implement high-level activities and learning experiences for gifted children
6. Recognize common problems of parents of the gifted children experience

3. REQUIRED READING

Davis, G.A, Rimm, S. B. ve Diegle, D. (2011). Education of the Gifted and Talented. Pearson Publishing.

Sutherland, M. (2012). Gifted and Talented in the Early Years: Practical Activities for Children Aged 3 to 6. 2nd Edition. Sage Publishing.

Sutherland, M. (2008). Developing the Gifted and Talented Young Learner. Sage Publishing.

4. STUDENT WORKLOAD

Lectures (28 hrs), Readings (20 hrs), Observation (12 hrs), Hands-On Work (15 hrs), Quizzes/ Homework (15 hrs), Midterm Exam (15 hrs), Field Trips (10 hrs), Resource Review (20 hrs), Topic Report (20 hrs), Oral Presentations (10 hrs), Team Meetings (15 hrs).

5. TEACHING METHODS and LEARNING ACTIVITIES

Telling/Explaining, Discussion/Debate, Questioning, Reading, Guest Speakers, Cooperative Learning, Scaffolding/Coaching, Demonstrating, Inquiry, Collaborative Learning, Case Study/ Scenario Analysis, Oral Presentation, Brainstorming, Web Searching

6. ASSESMENT METHODS

Test / Exam, Written Project, Presentation (Oral), Class Participation, Critical Reviews

7. COURSE ASSIGNMENTS, EXPECTATIONS AND GRADING PROCEDURES

Grading Structure		%
1	Gifted Children in Early Childhood Ages Report	25
2	Midterm	25
3	Gifted Education Project and Presentation	25
4	Final	25
Total		100

Your grades are going to be based on mainly on Gifted Children in Early Childhood Ages Report and Gifted Education Project and their presentations, class participation, midterm and final exams as outlined above. Your semester long performance is essential for being successful in the course. Therefore, please take into account of all grading elements to achieve high grades. All assignments are required to be prepared with Microsoft Word Processor. Assignments are subject to be submitted through Moodle as well as printed copies at the due date.

A. Gifted Children in Early Childhood Ages Report (25%)

For this assignment, you will create a report on gifted children in early childhood years. The purpose of this assignment is to help you apply theory and research in gifted development and learning to everyday life and to help make knowledge of gifted education personally meaningful. Using your class readings, and scientific sources (i.e., articles, books, web), and/or using your own knowledge and observations of real children you will create a report on young gifted children. You can find details of the report on the moodle page of the course. **You will present your report in the class to your friends with a 10 minute ppt presentation**

B. Gifted Education Project and Presentation (25%)

For this task, you will be assigned to research on one of the perspectives in gifted child education. To complete this task, first you need to conduct a library search and find different resources that discuss the different approaches to gifted children and gifted education. In addition, you can also search the Internet for website sources for your assigned perspective. The web sources should be trustworthy (i.e., prepared by a governmental, scientific, or educational institutions). You should pay specific attention to why and how your gifted education project will benefit to the society. You can find details of the project on the moodle page of the course. **You will present your project in the class to your friends with a 20 minute ppt presentation. In your presentation, you will emphasize the most important components of the project that you chose.**

C. Midterm and Final (%25 and %25)

An in-class mid-term exam, and a final exam will be written in class in response to questions that directly come from class experiences and readings. Mid term exam will likely to include multiple choice, short answer, matching, and essay questions.

GENERAL COURSE GUIDELINES

Class Schedule and Attendance: Class meets at scheduled times. Your participation is critical to your on-going development as a teacher. Treat this class as if it were a part of your job. Attendance for all classes is a course expectation. Unavoidable circumstances do arise. They will be handled on a case-by-case basis, which means you talk to the instructor before, not after such a circumstance arises (outside of emergency situations, of course). All assignments are due at the beginning of class on the day they are due. Assignments that are late will automatically receive a ten percent (%10) grade reduction.

Assigned Readings: See course outline for weekly assigned chapters in “Davis, Rimm and Siegle (2011) and Sutherland (2008 and 2012). Additional handouts and moodle web site

visits will also be assigned. Students are expected to complete required readings prior to the class meeting and contribute to large and small group activities and discussions.

Behavior in the Class: I expect that you will have all assigned readings complete before you attend class. All additional assignments must be completed on time as well; no late projects/presentations will be accepted. You are to arrive on time and stay until the end of class. Late arrivals and early departures can be disruptive to others and will be considered an absence unless I have been notified of such beforehand. **All cell phones must be on silent mode and placed in your bags.**

Exams: There will be one midterm exam throughout the semester. It will cover the text and lecture material. **Cheating is intolerable and appropriate collegiate behavior is expected. Any misconduct will lead to an automatic “F” or withdrawal from the class.** The midterm will include multiple-choice, matching, true/ false and/or short answer.

Guest Speakers and Field Trips: The instructor will try to maintain the course schedule, however changes may take place because of unexpected circumstances (especially if needed to accommodate guest speakers or field trips)

ACADEMIC INTEGRITY

TED University Code of Academic Integrity

TED University takes academic integrity seriously. **Please read through the entire code acquaint yourself with how violations are defined!** Entire code might be found at the following link: <http://www.tedu.edu.tr/Assets/Documents/Content/genel/TEDU-Academic-Catalog.pdf> Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged. Ethical conduct is the obligation of every member of the TED University community, and breaches of academic integrity constitute serious offenses. Since a lack of integrity hinders the student’s academic development, it cannot be tolerated under any circumstances. Violations include but are not limited to: cheating, fabrication, plagiarism, and denying others access to information or material. See TEDU Catalog for further clarification and information on grievance procedures.

Plagiarism/ Academic Honesty: Plagiarism comes from the Latin word *plagiare*, which means “to steal.” Therefore, plagiarism is a form of cheating. Plagiarism is defined as using the words or ideas of another as one’s own either on purpose or unintentionally. This includes, but is not limited to, copying whole, portions or the paraphrasing (rewording) of passages or information

from any source in any academic exercise (written or oral) without giving credit to the author or source using an appropriate citation style. Students must be able to prove that their work is their own. In addition, class participation and attendance can influence your grade if you should fall between two grades. Your success in this course is up to you.

SUGGESTIONS FOR STUDENT SUCCESS

- Never hesitate to ask for help. Please notify the course instructor any questions regarding course content. Methods of contacting the instructor are provided in the first page of this document.
- Read chapter assignments before coming into class.
- Work in teams. We are all in this together. Use these groups as study teams and collaborate. Research shows that you can learn more effectively with a study partner or in groups.
- Set goals for achievement. Use good time management. Purchase a calendar and keep track of assignments, tests, and due dates.
- Study everyday for every class thirty minutes. Cramming is not a good study plan for comprehensive final exams. Comprehensive finals require studying in short increments for all classes.
- Log-on to our TEDU Moodle web sight at least one time every week. You never know what assignments or items might pop-up that could help you be successful.
- Keep a calendar of class deadlines. Keep a calendar of when all the work must be done for your class, including your reading assignments, posting assignments and projects. It helps if you give yourself a little extra time before the task actually needs to be done. Set interim goals and stick to them. Do your best not to fall behind in your work -- this is easy to do because you will not be sitting in class having the instructor to remind you, nor will you see other students completing the work.
- Communicate regularly with the instructor. Don't hesitate to contact your instructor if you have questions about the course, or to update him or her on your progress. Instructors are available by phone or email. You can also come by the instructor's office during office hours to communicate face-to-face. Remember, there is always time before or after class to communicate as well.

ECE 205-TENTATIVE COURSE OUTLINE

Week	TOPIC	Course Material
1.week	First meeting, Course Description and Expectations	Course Syllabus
2.week	Gifted Children: Characteristics, life's and education	Little Man Tate (1991) Davis, Rimm and Siegle, 2011
3.week	Gifted Education: Matching Instruction with needs	Davis, Rimm and Siegle, 2011 (Chapter 1) Little Man Tate (1991)
4.week	Characteristics and Development of Gifted Students	Davis, Rimm and Siegle, 2011 (Chapter 2)
5.week	Identifying Gifted and Talented Students-1	Davis, Rimm and Siegle, 2011 (Chapter 3)
6.week	Identifying Gifted and Talented Students-2	Davis, Rimm and Siegle, 2011 (Chapter 3)
7.week	Program Planning	Davis, Rimm and Siegle, 2011 (Chapter 4)
8.week	Acceleration	Davis, Rimm and Siegle, 2011 (Chapter 5)
9.week	MIDTERM	
10.week	Grouping, Differentiation and Enrichment	Davis, Rimm and Siegle, 2011 (Chapter 6)
11.week	Early Intervention for Gifted Students	Sutherland, 2008, 2012
12.week	Early Childhood and Gifted Students- Developmental Differences	Sutherland, 2008, 2012
13.week	Early Childhood and Gifted Students- Best Practices	Sutherland, 2008, 2012
14.week	Parenting the Gifted Child- Parenting Concerns Support Groups	Davis, Rimm and Siegle, 2011, (Chapter 16)
FINALS		