GTE 637
Seminar in Gifted Education and Talent Development
Syllabus

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Office Hours: By appointment

Course Description: Current issues and practices in gifted education. Topics will vary.

Course Rationale: This seminar course is a critical component of the MAE in Gifted Education. As per the National Association for Gifted Children (NAGC) and Council for Exceptional Students (CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education, practice should be continuously improved by research-based professional development and the research focus of this course will help students gain in-depth understanding of the current research in the field of gifted education. This special topics research seminar is crucial for students in the MAE in Gifted Education, given that the proposed advanced research focus concentration is designed for students who want to engage in advanced research and seek preparation for doctoral study in gifted education. The focus of GTE 637 on promoting professionalism and scholarly production, by requiring that students engage in scholarly activities, such as writing for publication and engaging in other activities that relevant to their own scholarship, will prepare students become active members of the gifted education research community.

Prerequisite or Co-requisite: GTE 636; Prerequisite: EDFN 500 or equivalent research methods course approved by the instructor.

Required Textbooks:
Washington, D.C.: American Psychological Association

Course Objectives:
At the conclusion of the course, students will be able to:
1. Demonstrate in-depth understanding of various topics in gifted education.
2. Interpret theoretical and empirical articles published in edited books and refereed journals in the field of gifted education.
3. Analyze current issues related to giftedness and talent and develop a personal position on each issue.
4. Develop creative productive tasks that are related to their professional goals (e.g., writing for publication, developing curricula and/or professional development workshops).
Course Calendar: See Course Documents in Blackboard.

Course content outline:
As the proposed course is a special topics seminar, the topics will vary each offering. This seminar course will consist of several modules designed to provide students with the opportunity to explore topics in gifted education of their choice and also to discuss topics selected by the instructor. Topics will vary each semester depending on the current issues and research in gifted education and on the students’ interests. Readings will include books on issues related to gifted education, book chapters focusing on gifted education research, and articles published in peer-reviewed journals. Instructors will serve as moderators and mentors who will guide students while they explore the various topics and engage in in-depth discussions. This seminar format will allow students to gain advanced understanding of research and current issues in gifted education.

Student expectations and Requirements:
Students will be evaluated based on their performance in completing assignments, discussions, and other projects that are relevant to their own scholarship. Students will be required to critique and analyze results and implications of research in gifted education. Students will also be required to explore a topic in gifted education and to write for publication. Students will be evaluated based on the quality of their writing assignments and their contributions to discussions in the seminar meetings.

Grading and Evaluation

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<th>GTE 637 Tentative Point Values</th>
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<tr>
<td>May be adapted by the instructor as needed</td>
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<tr>
<td>Assignment</td>
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<td>Syllabus and Blackboard Quiz</td>
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### General Expectations for Discussion Boards:
- You will participate in the online discussion every week. You should log on a minimum of three times each week (at three different times).
- You should make an effort to participate in all the forums for each week. That means you should reply to at least one posting (other than your own) on each forum.
- Your discussion should relate directly to the questions and include information from the readings.
- The deadline for completing the discussion of a prompt will be Sunday of each week.

Additional information on the required assignments can be found in the Assignments folder on the course Blackboard page.

### Attendance Policy: Students are expected to participate in all sessions. Engaging in the online discussion includes logging in a minimum of three times a week. Discussion is more than commenting on another student’s contribution.

### Student Disability Services: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 745-5004; TTY is 745-3030. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

### Communication: Students are required to check their university e-mail accounts and also Blackboard between class meetings. The instructor will use Blackboard and e-mail communication to post announcements, assignments, and class information.

### Emailing your instructor: Email is a timely way to communicate. I usually check my e-mail daily and will respond if possible within 24 hours. When you email me, please use in the subject line your name, course number and the nature of your inquiry. Some questions cannot be best answered in an e-mail, please in that case schedule an office appointment or make a phone call.

### Plagiarism: To represent ideas or interpretations taken from another source as one’s own is plagiarism. Students must give the author(s) credit for any source material used. Changing a few words in a borrowed passage, even if the source is cited is also plagiarism.
Academic Dishonesty: “Students who commit an act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal.”