Psychology of the Gifted and Creative
Tentative Syllabus
PSY 432G

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Course Description: Psychology of the Gifted, Creative, and Talented - Identification of gifted children and adults with emphasis on educational programs for the maximum development of giftedness.

Course Rationale: Study of the intellectual, emotional, and social characteristics of gifted and creative children with emphasis on education services and programs that maximize gifted development.

Prerequisites: None.


Course Objectives:
- Identify the social and emotional needs of children who are gifted and talented.
- Identify characteristics of children who are gifted and talented intellectually as well in a specific academic aptitude, creativity, leadership, or the visual and/or the performing arts.
- Identify ways to support the cognitive and the social-emotional needs of children and youth who are gifted and talented.
- Be able to use the research related to the social and emotional needs of gifted children to effectively communicate with parents and colleagues.
- Describe research on strategies that can be used to address the social and emotional needs of young people who are gifted and talented.
- Describe services that can be matched to the cognitive and social/emotional needs of gifted young people to facilitate their continuous progress and well-being.
- Describe methods of identification for children who are intellectually gifted as well as those who are gifted in an academic area, creativity, leadership, and the visual and/or the performing arts.
- Identify journals, websites, and organizations that can be used as resources for parents and teachers of gifted children.

Course Calendar: See Course Documents in Blackboard.
Grading and Evaluation

<table>
<thead>
<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Grade</td>
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<tr>
<td>A</td>
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<td>B</td>
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<td>C</td>
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<td>D</td>
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**PSY 432G Tentative Point Values**  
May be adapted by the instructor as needed

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Syllabus and Blackboard Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board (5 points most forums; a few worth 10 points)</td>
<td>90</td>
</tr>
<tr>
<td>Special Project Contract</td>
<td>5</td>
</tr>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>List of Journal Articles for Article Reviews</td>
<td>5</td>
</tr>
<tr>
<td>Case Study</td>
<td>90</td>
</tr>
<tr>
<td>Article Reviews</td>
<td>90</td>
</tr>
<tr>
<td>Special Project</td>
<td>80</td>
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<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Professionalism</td>
<td>30</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>600</strong></td>
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**Assignments:**

**Article Reviews**

Read and review six (6) professional or scholarly journal articles related to class topics.  
List of articles must be submitted to instructor for approval and you must submit a copy of the articles you review.

**Two Take-Home Exams**
Midterm Take-Home Exam (Chapters 1-4, Readings, Discussion Board)
Final Take-Home Exam (Chapter 5-9, Readings, Discussion Board)

Case Study
Write a case study on the identification and characteristics of gifted children. This paper should reflect knowledge gained from assigned readings and class sessions.

Special Project
Plan (with instructor’s approval) and develop a special project that will extend your interest and expertise in the social and emotional well-being of gifted, talented, and creative students. You must submit a Special Project contract (template can be found on Blackboard) to the instructor for approval.

Participate actively in discussions
Each week students will be required to write a reflective response to the readings or to other students’ postings. Postings are not to be a simple regurgitation of material. This is a graduate level course, and, you should be at the point in your education where you are developing your own ideas and thought processes rather than merely accumulating knowledge. The objective of the postings is for you to develop conclusions, provide examples related to the topic, challenge or support ideas, and connect concepts from week to week. It also provides a forum for asking those burning questions which come to mind as you are reading the course materials. Postings are NOT to be research papers with citations. Talking about how each topic relates to gifted individuals with whom you live or work is a terrific way to communicate your message.

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.

Submission of Assignments/Deadlines:
- Assignments must be typed in double-spaced text, using Times New Roman 12-point font.
- All assignments must be submitted through Blackboard. No assignments submitted by email will be accepted. If you experience any issues with Blackboard, please email the instructor about the issue. You may submit your assignment by email if the issue persists, but you will have to upload the assignment to Blackboard for grading.
- Please use the following file name for assignments: Last Name.Assignment Name (e.g., PEREIRA.Case Study). For revised assignments, please add the version number to the end of the file name (e.g., PEREIRA.Case Study v2).
- You can submit multiple copies of an assignment before the due date. The most recent submission will always be graded.
• Points will be deducted for spelling, typographic, and grammatical errors.
• Assignments must be submitted as specified. Assignments submitted incorrectly will earn no credit.
• You are encouraged to submit assignments before the due date. Most of these assignments take some time to be completed, so plan accordingly.

Late assignments will be penalized as follows:
• Within one (1) consecutive day (24 hrs.) of the due date/time: 10%
• Within three (3) consecutive days (72 hrs.) of the due date/time: 20%
• Within five (5) consecutive days (120 hrs): of the due date/time 30%
• After seven (7) consecutive days (168 hrs): No points earned

Exceptions will only be made in the case of extreme extenuating circumstances, such as a serious illness, and are at the discretion of the instructor. Documentation will be required. If extenuating circumstances come up, please contact the instructor as soon as possible so that exceptions can be made. You should make an effort to contact the instructor before assignment due dates if an extenuating circumstance comes up that prevents you from submitting an assignment by the due date.

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.”

Updated 08/22/2013