

*This class is not currently being taught. This is a copy of the most recently used syllabus.

CENTRAL WASHINGTON UNIVERSITY
THE CENTER FOR TEACHING & LEARNING
READING EDUCATION

EDRD 415 Reading for the Gifted

Spring 2002, Section 01, Tuesday & Thursday

12:00 p.m.-1:30 p.m., Black Hall 222

Instructor: Andrea Celine Sledge, Ph.D.

Office: Black Hall 204-19

Phone: (509) 963-1871

Office Hours: Monday & Friday: 12:15 p.m.-1:00 p.m.;

Wednesday & Thursday, 2:00 p.m.-3:45 p.m., and by appointment

E-mail: sledgea@cwu.edu

COURSE DESCRIPTION:

EDRD 415. Reading for the Gifted (3 credits).

Prerequisite, EDRD 308 or permission. Techniques for identifying and challenging the superior reader.

TEXT

CoursePack

Course website (Blackboard): <http://courses.cwu.edu:80/?bbatt=Y&bbatt=Y> (login site)

ADA STATEMENT

Students who have special needs or disabilities that may affect their ability to access information and/or material presented in this course should contact the ADA Compliance Officer, 963-2171.

COURSE GOALS

The purposes of EDRD 415 are consistent with:

- the mission of Central Washington University: *docendo discimus* -- “by teaching we learn;”
- the mission of the Center for Teaching and Learning: “facilitating learning for a diverse world;”
- the mission of the Department of Teacher Education Programs: “ensuring graduates are prepared to be outstanding educational leaders who demonstrate the knowledge and skill necessary to educate and work within a diverse school population;” and
- the mission of the International Reading Association, “to promote high levels of literacy for all by improving the quality of reading instruction through studying the reading processes and teaching techniques ... and actively encouraging the lifetime reading habit.”

This instructor wishes to acknowledge the significant vision and incalculable contributions of Dr. Stephanie Bravmann of Seattle University to the development and design of this course and syllabus.

GOALS & OBJECTIVES

Gifted learners are “children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment” (U.S. Department. of Education, 1993, <http://www.nagc.org/webprek12.htm#definitions>).

The needs of the gifted and talented often are overlooked in school-based practice. However, such students represent one of the many diverse populations found within our schools. The concept of “least restrictive” learning environment applies to gifted and talented learners, as well as to other student populations.

Students completing EDRD 415 successfully will demonstrate:

1. knowledge of some of the characteristics and special literacy needs of various populations of intellectually and creatively gifted and talented students (i.e., gender, ethnicity, SES, urban/rural, handicapped, extremely gifted, etc.);
2. awareness of differing concepts of intelligence and creativity;
3. understanding of prevalent attitudes towards the gifted and talented and an ability to articulate their own, perhaps changing, attitudes;
4. knowledge of methods of identifying gifted readers; and
5. competence in designing appropriate curricula and instruction to challenge and foster the continued literacy development of gifted readers.

GRADING

A = 195-200 points	B+ = 185-189	C+ = 170-174	D+ = 155-159
A- = 194-190 points	B = 180-184	C = 165-169	F = 149 and below
	B- = 175-179	C- = 160-164	

A “C” grade indicates that a student has made substantial progress toward meeting the objectives of the courses. Grades above a “C” are used for those students who have demonstrated some degree of superiority. The highest grade, “A,” is reserved for those students who have excelled in every phase of the course. The “B” grade is for students whose work is superior, but does not warrant the special distinctiveness of the “A.” An “I” means that the student was not able to complete the course by the end of the term, but has satisfactorily completed a sufficient portion of it and can be expected to finish without having to re-enroll in the course.

See the *University Catalog* for additional details.

COURSE TOPICS (within the context of literacy learning and learning through literacy)

1. Characteristics of gifted and talented learners
2. Perceptions and assumptions
3. Giftedness and underrepresented groups
4. Gifted learners with learning disabilities
5. Selection of appropriate literacy materials
6. Curriculum modification: literacy learning and learning through literacy

COURSE REQUIREMENTS & EXPECTATIONS

Requirements & Point Values[#]	Due Dates
Media Representations of the Gifted & Talented 40 points	Week 5
Curriculum Design: Sequence of instruction for learning to read (40 points) Thematic unit for reading to learn (40 points) 80 points	Week 10
Reading Response Papers 40 points	As assigned
Reading Response Journals 30 points	Weeks 3, 6, & 9
Professionalism, Preparation & Participation 10 points	Demonstrated throughout the course

COURSE SCHEDULE

(Subject to Modification) Read the assigned Halsted chapters before the related class meetings.

WEEK OF ...	FOCUS	CHAPTERS: HALSTED
25 September 2003	Introduction and Overview Exploring Attitudes and Beliefs	Preface and Introduction
30 September 2003	Emotional and Intellectual Development	ED321481: Giftedness and the Gifted: What's It All About (Blackboard) 1, 2,
7 October 2003	Identification and Definitions	The Three-Ring Conception of Giftedness; (Blackboard) Dr. Stephanie Bravmann, 10/9/03
14 October 2003	Guiding Readers: Bibliotherapy	3, 4
21 October 2003	Guiding Readers: Intellectual Development	5, CoursePack: A Way with Words: Verbal-Linguistic Intelligence; Intellectual Aspects of the Reading Experience; Teaching Thinking Skills
28 October 2003	Book Choice	6, 7, 8; Polette
4 November 2003	Literature Circles	CoursePack: Teaching Gifted Kids in the Regular Classroom Gifted Readers and Reading Instruction (Blackboard) Other readings to be assigned
11 November 2003	Curriculum Models	Dr. Elizabeth Weinbaum Halsted & Polette Selections from Curriculum Design & Modification: General Principles and Practices folder (Blackboard)
18 November 2003	Instructional Design	Halsted & Polette CoursePack: Developing Verbal Talent
25 November 2003	Inquiry Learning	CoursePack: Fostering Creativity in Children Other readings will be assigned.
2 December 2003	Effective Teachers	CoursePack: Teachers of the Gifted at School and at Home

Thursday, 11 December 2003, 2:00 p.m.-4:00 p.m., Final Exam

MEDIA REPRESENTATIONS OF THE GIFTED & TALENTED

40 Points

Due: Week 5

The purpose of the **media representations of the gifted & talented** assignment is to understand some of the prevalent attitudes towards the gifted and talented.

Read a work of fiction or non-fiction, watch a movie, or see a play in which the main character is a gifted individual or the focus is on giftedness. Write a 5-7 page review commenting on the portrayal of the gifted and any myths, stereotypes, and/or "threats" implicit in the depiction.

(A list of some possible selections will be provided. Prior instructor approval of your choice.)

Format

Word-processed

Stapled

Evaluation

Reflection of understanding of characteristics of gifted and talented individuals

Identification of both overt and implicit beliefs, assumptions, perceptions, stereotypes, and/or "threats"

Discussion of the nature of literacy events that occur within the work.

Evidence of higher order thinking

Sophistication of the analysis

Correct spelling and usage

READING RESPONSE JOURNALS

30 Points

Due Dates: See Below

The objectives of the **reading response journals** are to:

1. continue to develop the habit of individual professional development through the reading of professional journals;
2. enhance the habit of active and reflective reading, through the process of “writing to learn;” and
3. develop and increase familiarity with peer-reviewed journals in the fields of literacy education and gifted and talented education.

You will read three articles, and complete a **reading response journal** for each. The topics and due dates are as follows.

- Week 3: gifted and talented learners;
- Week 6: literacy materials for gifted and talented learners;
- Week 9: curriculum design and modification for literacy learning and learning through literacy for gifted and talented learners.

Recommended peer-reviewed journals: *The Reading Teacher*, *Reading Research Quarterly*, *English Journal*, *Language Arts*, *Journal of Literacy Research*, *Journal of Reading Behavior*, *In the Middle*, *Gifted Child Today*, *Journal for the Education of the Gifted*, *Gifted Child Quarterly*, *Roeper Journal*, *Journal for the Education of the Gifted*, and *Gifted Education International*,

All articles should have publication dates between 1995 and 2002.

Format

Word-processed

A copy of the article stapled to the reading response journal

Complete bibliographic citation at the beginning of the journal entry (APA, 5th edition)

Two columns for the journal entry:

Left column: quotes and notes on ideas that you find most salient, with page numbers

Right column: your responses to and reflections on the ideas and quotes that you found most salient

Header: Your name and the date

Footer: Journal topic

Evaluation

Critical and reflective thinking evident

Correct spelling and usage

READING RESPONSE PAPERS¹

30 Points Due: As readings are assigned

The objective of the **reading response papers** is to enhance your habit of active and reflective reading, through the process of “writing to learn.” These papers will serve as preparation for small group and class discussions of specific aspects of the assigned readings.

Prepare a **reading response paper** for each assigned reading. Complete your **response papers** as follows:

Part One:

1. Your name and due date
2. The chapter number and title
3. Two significant quotes [with page numbers] that serve as key ideas, concerns, or inspirations from the chapter.
4. Your responses to each of the quotes. Place your response to each quote, after the quote to which you are responding.

Part Two:

1. A question related to the reading that you would like to explore during discussion (the more "thoughtful" and open ended the question, the better the discussion)

AND

2. An "ah-ha"—a discovery, a tidbit of new thinking you would like to bring to the discussion.

Format

Word-processed

No more than ONE page in length

Evaluation

The level of your responses to the selected quotes and the levels of your question or “ah-ha” (literal, inference, evaluation, application, analysis, synthesis).

Correct spelling and usage

Note: Follow directions carefully and completely.

¹ Adapted from an idea provided by Dr. Katherine Schlick Noe, School of Education, Seattle University

CURRICULUM DESIGN

80 Points

Due: Week 10

The purpose of the **curriculum design** is to apply your knowledge and skills relative to literacy learning (learning to read and learning to read with increasing breadth and depth) and reading to learn (content areas) to the design of appropriate learning environments and literacy instruction for gifted and talented learners. You will design two sets of instruction.

I. Learning to Read and Developing as a Reader (40 points)

Select a grade level.

Design an instructional sequence for the language arts for your future gifted and talented learners. Anticipate that this sequence will be followed over a month's time.

II. Reading to Learn (40 points)

Select a grade level different from that selected for activity I.

Design a thematic unit (reading to learn) for your future gifted and talented learners. Anticipate that this sequence will be followed over a month's time.

 Additional guidelines will be provided.

PROFESSIONALISM, PREPARATION & PARTICIPATION

10 Points Demonstrated throughout the course.

The objective of these expectations of **professionalism, preparation, and participation** is to encourage the continued development of the occupational behaviors and attitudes which are basic to a satisfying and successful career in teaching, and which will facilitate your successful completion of this course. These expectations include, but are not limited to:

- 1) active participation in this learning community and respect for the members of same;
- 2) promptness, which allows the class to begin on time;
- 3) preparedness for class: readings completed, etc.;
- 4) submission of assignments which reflect that directions have been followed accurately, carefully, and completely;
- 5) submission of neat, word processed documents, which have been carefully edited for coherence, correct usage and spelling; and
- 6) observance of due dates for assignments (5 % late fee).

Note: The saying – *It is easier to get forgiveness than to get permission.* – does not apply in this class. Rather, it is easier to get permission than it is to get forgiveness. ☺