



University of North Texas  
College of Education  
Department of Educational Psychology  
*EPSY 5110*  
*Social and Emotional Components of Giftedness*

Welcome to Social and Emotional Components of Giftedness. I look forward to getting to know you throughout the semester. The best way to contact me is through email. Typical response times are within 48 hours, Monday-Friday.

### **Instructor Contact**

Name: Dr. Rachel U. Mun  
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UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: Show up. Find support. Take control. Be prepared. Get involved. Be persistent. To learn more about campus resources and information on how you can achieve success, go to [succeed.unt.edu](http://succeed.unt.edu).

### **Course Description**

This course covers the following content: understanding social and emotional components of giftedness; guidance concerns; social, emotional, developmental, and educational characteristics of gifted students; self-concept and adjustment concerns; and the affective needs of special gifted populations. Classroom activities and techniques to enhance the social, emotional, and affective development of the gifted and talented students are provided.

### **Pre-requisites**

EPSY 5105: Nature and Needs of the Gifted and Talented Students is recommended, but not required.

### **Course Objectives**

Upon completion of this course, students will be able to:

- 1) Describe advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence.
- 2) Describe affective characteristics of individuals with gifts and talents.
- 3) Explain the influence of social and emotional development on interpersonal relationships and learning of individuals with gifts and talents.
- 4) Explain diversity factors on the social and emotional development of individuals with gifts and talents.
- 5) Analyze the psychosocial aspects of talent development.
- 6) Create safe, inclusive, nurturing, and culturally responsive learning environment

environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.

### Required Materials

Neihart, M., Pfeiffer, S., & Cross, T. (2015). *The social and emotional development of gifted children: What do we know?* (2<sup>nd</sup> ed.). Waco, TX: Prufrock Press.

Other supplemental readings will also be required but will be available online at no cost. More information will be given online.

### Technology Requirements

- Microsoft Word will be used for all word processing. You can access Office 365 on the course home page.
- Adobe Acrobat Reader (available here: <http://www.adobe.com/uk/products/acrobat/readstep2.html>)

### Course Requirements

- Discussion Board Postings (400 points)
  - Participation in this course will be assessed through the quantity and quality of your discussion board postings. I expect you to meaningfully contribute to the discussion each time a prompt is posted. There will be a post where you introduce yourself and one prompt per course module. For full credit on the discussion board for each prompt, you need to respond to my prompt (this response should be at least one paragraph in length) and respond at least two times to your peers' responses (through asking a question based on their response or by commenting on their response- these responses should be at least one paragraph in length).
  - Each module discussion (7 of them) and the introduction post (1 of them) will be worth 50 points of your grade (total of 400 points)
  - For more information on the grading of discussion posts, see the rubric in Canvas.
  - You should respond to each discussion by the due date. I WILL NOT REPOST DISCUSSIONS. There will be no make-ups if you miss a discussion.
  - These discussion board posts contribute to meeting Objectives 1-6.
- Movie Project (250 points)
  - The movie project contributes to meeting Objectives 1-6. Information about the Movie Project is available under the "Assignments" tab in Canvas.
- Application Project (350 points)
  - The application project contributes to meeting Objectives 1-6. Information about the Application Project is available under the "Assignments" tab in Canvas.

## COURSE SCHEDULE

<b>Module</b>	<b>Reading Requirements</b>	<b>Assignments &amp; Assessments*</b>	<b>Points</b>
<i>1: Introductions &amp; Theories of Social and Emotional Development January 14-20</i>	<i>Chapter 1 &amp; 5</i>	Syllabus and Course Requirements Introduce Yourself and replies due Sunday, Jan 20 by 8:00AM.  Module 1 Discussion Due Jan 20 ▪ Initial response and replies due Sunday 8:00 AM	50  50
<i>2: Social and Emotional Characteristics Jan 21-27</i>	<i>Chapters 3, 6, &amp; 10</i>	Module 2 Discussion Due Jan 27 ▪ Initial response and replies due Sunday 8:00 AM	50
<i>3: Special Populations Jan 28-Feb 3</i>	<i>Chapter 2, 9</i>	Module 3 Discussion Due Feb 3 ▪ Initial response and replies due Sunday 8:00 AM	50
<i>4: Social Development and Peer Relationships Feb 4-10</i>	<i>Chapter 4</i>	Module 4 Discussion Due Feb 10 ▪ Initial response and replies due Sunday 8:00 AM	50
<i>5: Risk and Resiliency Feb 11-17</i>	<i>Chapters 7, 8, 11</i>	Module 5 Discussion Due Feb 17 ▪ Initial response and replies due Sunday 8:00 AM  <b>Movie Project Due Feb 17</b> Sunday 8:00 AM	50  250
<i>6: Psychosocial Aspects of Talent Development Feb 18-24</i>	<i>Chapters 12, 13, 14, 21</i>	Module 6 Discussion Due Feb 24 ▪ Initial response and replies due Sunday 8:00 AM	50
<i>7: Supportive Environments Feb 25-March 3</i>	<i>Chapters 15, 16, 17, 18, 19, 20</i>	Module 7 Discussion Due March 3 ▪ Initial response and replies due Sunday 8:00 AM	50
<i>8: Final Project</i>		<b>Application Project Due March 5</b> Tuesday at 11:59 PM	350
		<b>Total Points Possible</b>	<b>1000</b>

## Grading

Final course grades will be based on the following scale:

- A = 900 – 1000 pts.
- B = 800 – 899 pts.
- C = 700 – 799 pts.
- D = 600 – 699 pts.
- F = less than 600 pts.

## Late Work and Make-Ups

No late work will be accepted and no make-up assignments will be given. Further, the discussion board will not be “re-opened” for those who miss the module deadline. In cases of extreme emergency, together we can determine a course of action.

## Technical Support

It is unlikely I will be able to help with issues related to technical support. Ultimately, you are responsible for technical issues on your end, but please contact the Student Helpdesk for assistance when technical issues arise:

UNT Helpdesk  
Sage Hall 130  
940-565-2324  
[helpdesk@unt.edu](mailto:helpdesk@unt.edu)

## Technical Skill Requirements

To be successful in this course, you will need the following technical skills:

- Sending and receiving email
- Creating, sending, and receiving Microsoft Word documents
- Posting to discussion boards
- Printing Word documents OR opening and printing pdf files (using free Adobe Acrobat Reader)
- Navigating Canvas

## Netiquette

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette (<https://online.uwc.edu/academics/how-online-education-works/online-etiquette>) when interacting with class members and your instructor. Students engaging in unacceptable behavior may be referred to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. UNT’s expectations for student conduct apply to all instructional forums, including electronic classroom, labs, discussion groups, etc. The Code of Student Conduct can be found at: [http://policy.unt.edu/sites/default/files/07.012\\_CodeofConduct\\_2013\\_0.pdf](http://policy.unt.edu/sites/default/files/07.012_CodeofConduct_2013_0.pdf) Please remember to remain respectful of your instructor and fellow classmates.

## Academic Integrity

Academic [integrity policies](#) at UNT clearly state expectations for original and honest work to be submitted in all courses. UNT has a zero tolerance policy towards plagiarism.

The Department of Educational Psychology values academic integrity and supports the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Cases of Academic Dishonesty will be handled in accordance with UNT policies and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations, including dismissal from the university. You will find the policy and procedures at using the link above.

### **ADA Policy**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and make arrangement with each faculty member prior to implementation in each class. Please communicate directly via email or phone with your instructor regarding your accommodations. For additional information see the Office of Disability Access website at <http://www.unt.edu/oda>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).

### **Important Notice for F-1 Students taking Distance Education Courses**

#### **Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://ecfr.gpoaccess.gov>. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f)(6)(i)(G)" and can be found buried within this document: <http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT>

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

#### **University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus

exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.