Instructor Contact
Name: Dr. Rachel U. Mun
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Office hours: TTH 9-11AM, 12:30-1:30PM

BEST WAY TO CONTACT: Email or Canvas messaging. I will generally respond within 48 hours Monday through Friday, 7AM-4PM.

Course Description
3 hours. Introduction to the intellectual, social, emotional and educational characteristics and needs of gifted, talented and creative individuals. Includes study of varied conceptions of gifted, talented and creative research findings.

Pre-requisites
None.

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

1) Explain historical foundations of gifted education including early and modern conceptions of intelligence, giftedness, and talent development.
2) Analyze issues related to the identification of giftedness.
3) Describe the intellectual, social, and emotional characteristics of gifted and talented individuals.
4) Describe the basic needs and characteristics of special populations of gifted individuals including those from various cultural backgrounds and environments and those with varying levels of intelligence.
5) Create nurturing learning environments so that gifted individuals become effective learners and develop social and emotional well-being.
6) Locate and use organizations and publications relevant to the field of gifted and talented education.

Required Materials

Other supplemental readings will also be required but will be available online at no cost. More information will be provided online.
**Recommended but not required reading**


**Technology Requirements**

- Microsoft Word will be used for all word processing. You can access Office 365 on the course home page.

**Course Requirements**

Each Module runs one full week, ending at 8:00 am on Sunday, with the exception of Module 8 which ends 11:59 pm on Friday of the last week of class. Module 1 begins at midnight the morning of the first day of classes.

<table>
<thead>
<tr>
<th>Module</th>
<th>Reading and Study Requirements</th>
<th>Assignments &amp; Assessments*</th>
<th>Points</th>
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<tbody>
<tr>
<td>1: Conceptual Frameworks and History of Gifted Education</td>
<td>Chapter 1 &amp; 2 2 PDFs 1 DOC 2 websites 1 link</td>
<td>Introduce Yourself Post Module 1 Discussion  • Initial response due Friday, August 30, 11:59 pm.  • Replies due Sunday, Sept 1, 8:00 AM</td>
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<td>Aug 26-Sept 1</td>
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<td>2: Theories, Paradigms, &amp; Models of Giftedness</td>
<td>1 video 3 PDFs 7 websites</td>
<td>Module 2 Discussion  • Initial response due Friday, Sept 6, 11:59 pm.  • Replies due Sunday, Sept 8, 8:00 AM Research Article Critique #1 due Sunday, Sept 8, 8:00 AM</td>
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<td>Sept 1-Sept 8</td>
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<td>3: The Gifted Learner</td>
<td>Chapters 4, 5, &amp; 6 1 PDF 2 websites</td>
<td>Module 3 Discussion  • Initial response due Friday, Sept 13, 11:59 pm.  • Replies due Sunday, Sept 15, 8:00 AM</td>
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<td>Sept 8-Sept 15</td>
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<td>4: Identification of Giftedness</td>
<td>Chapters 7 4 PDFs</td>
<td>Module 4 Discussion  • Initial response due Friday, Sept 20, 11:59 pm.  • Replies due Sunday, Sept. 22, 8:00 AM Research Article Critique #2 due Sunday, Sept 22, 8:00 AM</td>
<td>50 150</td>
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**5: Talent Development & Creativity**
Sept 22-Sept 29

- **Chapters 15 & 16**
- **2 PDFs**

**Module 5 Discussion**
- Initial response due Friday, Sept 27, 11:59 pm.
- Replies due Sunday, Sept 29, 8:00 AM

50 points

**6: Special Populations**
Sept 29-Oct 6

- **Chapters 17, 18, 19, & 22**
- **4 PDFs**

**Module 6 Discussion**
- Initial response due Friday, October 4, 11:59 pm.
- Replies due Sunday, October 6, 8:00 AM

Research Article Critique #3 due Sunday, October 6, by 8:00 AM

50 points

150 points

**7: Serving the Gifted and Talented**
Oct 6-Oct 13

- **Chapters 12, 13, 14, & 25**
- **3 websites**

**Module 7 Discussion**
- Initial response due Friday, October 11, 11:59 pm.
- Replies due Sunday, Oct. 13, 8:00 AM

50 points

**8: Final Project**
Oct 13-18

- **1 website**

Final Project due Tuesday, Oct 15, 11:59pm

200 points

**Total Points Possible**
1000 points

*Note: All requirements for a Module are due by the end of the Module week. For specific due dates for each Assignment and Assessment, please refer to Module Assignment/Assessment details.*

**Course Expectations**

As the instructor in this course, I am responsible for
- providing course materials that will assist and enhance your achievement of the stated course goals, guidance,
- providing timely and helpful feedback within the stated guidelines, and
- assisting in maintaining a positive learning environment for everyone.

As a student in this course, you are responsible for
- reading and completing all requirements of the course in a timely manner,
- working to remain attentive and engaged in the course and interact with your fellow students, and
- assisting in maintaining a positive learning environment for everyone.

**Discussion Board Postings**

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 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).

Research Article Critiques
Students will complete three research article critiques (Modules 2, 4, & 6). More information is available on Canvas.

Final Project
You will write a 10-15 page paper applying the concepts you have learned to a short story. More information is available on Canvas.

Late Work and Make-Ups
No late work will be accepted and no make-up discussions or other assignments will be given.

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.

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

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-
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. 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.

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
教育课程是指主要通过电视、音频或计算机传输（包括开放广播、闭路电视、电缆、微波或卫星广播，音频会议或计算机会议）来提供课程的课程。如果F-1学生的课程研究是在语言学习项目中，那么在离线或远程教育课程中不得考虑计入学生全课程研究要求。

**University of North Texas Compliance**

为了遵守移民法规，F-1签证持有者在美国境内可能需要参与这门课程的校园经验性组成部分。此组成部分（需经教师事先批准）可以包括参加校园考试，参加校园讲座或实验室活动，或其他校园经验性项目，这些项目对于完成这门课程是必不可少的。

如果需要在校园内进行此类活动，学生有责任做以下事情：

1. 在课程开始前的一个星期内，提交书面申请给教师。
2. 确保相关活动在校园内进行，并且由教师以书面形式记录，送交国际学生和学者服务办公室。ISSS有一份可供使用的形式。

如果F-1学生对自己的需要参与校园经验性组成部分的课程有疑问，他/她应联系UNT国际学生和学者服务办公室（电话940-565-2195或电子邮件internationaladvising@unt.edu）得到澄清，以避免一周的期限。

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) to get clarification before the one-week deadline.