SPRING 2018

Instructor: Dr. Rachel U. Mun
Office: MATT 322-B
Email: Rachel.Mun@unt.edu
Phone: (940) 565-2028

BEST WAY TO CONTACT: Blackboard within course messaging or email. I will generally respond within 48 hours during regular business hours, Monday through Friday, 8-5PM.

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

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 gifted and talents students are provided.

Required Text

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

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

Course Requirements
• Assigned Readings
  o Readings will be assigned for each module and form the foundation of your learning in this course. The readings will come from the required text for the course, but they will also be supplemented with other readings posted on Blackboard. Your discussion board posts should reflect what you are reading.
• Discussion Board Postings (worth 30% of your grade)
  o 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). I do expect you to reference readings in your posts using APA style.
  o The Introductions post will be worth 2% of your grade. Each module discussion (7 of them) will be worth 4% of your grade (total of 28%). For more information on the grading of discussion posts, see the rubric in Blackboard under the “Assignments” tab.
  o You should respond to each discussion by midnight of the due date. I WILL NOT REPOST DISCUSSIONS. There will be no make-ups if you miss a discussion. More information is available in Blackboard under the “Discussions” tab.
  o These discussion board posts contribute to meeting Objectives 1-6.
• Movie Project (worth 30% of your grade)
  o The movie project contributes to meeting Objectives 1-6. Information about the Movie Project is available under the “Assignments” tab in Blackboard.
• Application Project (worth 40% of your grade)
  o The application project contributes to meeting Objectives 1-6. Information about the Application Project is available under the “Assignments” tab in Blackboard.
• Note Regarding APA Style
  o In all assignments for this course, students are expected to follow APA style according to the Sixth Edition of the Publication Manual of the American Psychological Association. If you do not have a copy of the Sixth Edition of the APA Manual, it is highly recommended that you obtain one.
**Grading Scale**

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A = 90-100 \\
B = 80-89 \\
C = 70-79 \\
D = 60-69 \\
F = 0-59
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**Module Schedule**

<table>
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<tr>
<th>Dates</th>
<th>Module</th>
<th>Topic</th>
<th>Readings</th>
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| January 16 – January 20 | Module 1 | Syllabus and course requirements  
- Getting to know your classmates  
- Theories of Social and Emotional Development | Chapter 1 | “Who are you?” discussion  
**AND** Module 1 discussion due by Saturday, January 20 at 11:59pm |
| January 21 – January 27 | Module 2 | Social and Emotional Characteristics | Chapters 3, 5, 6, 10 | Module 2 discussion due by Saturday, January 27 at 11:59pm |
| January 28 – February 3 | Module 3 | Special Populations                        | Chapters 2, 9            | Module 3 discussion due by Saturday, February 3 at 11:59pm |
| February 4 – February 10 | Module 4 | Social Development and Peer Relationships | Chapter 4               | Module 4 discussion due by Saturday, February 10 at 11:59pm |
| February 11 – February 17 | Module 5 | Risk and Resiliency                        | Chapters 7, 8, 11        | Module 5 discussion due by Saturday, February 17 at 11:59pm  
**Movie Project due by Saturday, February 17 at 11:59pm** |
| February 18 – February 24 | Module 6 | Psychosocial Aspects of Talent Development | Chapters 12, 13, 14, 21 | Module 6 discussion due by Saturday, February 24 at 11:59pm |
| February 25 – March 9 | Module 7 | Supportive Environments                   | Chapters 15, 16, 17, 18, 19, 20 | Module 7 discussion due by Saturday, March 3 at 11:59pm  
**Application Project due by Tuesday, March 6 at 11:59pm** |
Course Policies

- **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.

- **Graduate Academic Certificate and Texas State Educator Certification**
  These four courses (ESPY 5105, 5110, 5120, 5130) can be taken to earn a UNT Graduate Academic Certification in Gifted Education. They also prepare the student to sit for the Texas supplemental certification (Supplemental certifications require the individual already have his/her initial certification license in Texas.) examination in gifted and talented education.

- **Master’s and Doctoral Programs**
  In order to successfully complete one of these graduate degrees you must first be accepted into the desired program of study. Acceptance into the graduate school does not guarantee acceptance into a program. To be accepted into a program you must meet the prescribed criteria for the specific program. *You cannot count more than 12 hours toward any graduate degree without first being admitted into a UNT program.* Any hours earned over 12 hours working on a certification or endorsement as a non-degree seeking student will not be accepted as work toward a degree. If you enter UNT as a Graduate Academic Certification student, then all of the courses are eligible for use in any one of several masters or doctoral degree programs.

- **Dropping the Course**
  Should students find it necessary to drop a course, it is their responsibility to do so before UNT deadlines (see Academic Calendar at UNT website). Failure to properly follow procedures for dropping the class as put forth by the university policy can result in the student receiving a grade of F recorded onto his/her transcript.

- **A Grade of Incomplete**
  A status of incomplete is rarely granted. To receive an incomplete, a student must have an extenuating circumstance, be up-to-date on his/her coursework, and have a grade of A in the class at the time the request for incomplete is made. To request an incomplete, a student must reflectively determine if he/she meets the criteria previously stated. If the student determines that he/she meets the criteria, it is his/her responsibility to write the instructor with a detailed reason and need for an incomplete in the class. The instructor will determine if the student’s need is extenuating, if the students is up-to-date in the coursework, and if the student has a current grade of A in the class. If these criteria have not been met, the instructor will decline the request.
University of North Texas Policies and Expectations

Academic Integrity and Academic Dishonesty

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy 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. You will find the policy and procedures at: http://vpaa.unt.edu/academic-integrity.htm.

EagleConnect

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

SETE

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work continually to improve my teaching. I consider the SETE to be an important part of your participation in this class.

Disability Accommodation

The University of North Texas (UNT) is on record as committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. If you are a student with a disability, your responsibility primarily rests with informing me of your need for accommodation by providing me with your letter from the UNT Office of Disability Accommodation.

Information regarding specific disability diagnostic criteria and policies for obtaining academic accommodations can be found at www.unt.edu/oda. Also, you may visit the Office of Disability Accommodation in the University Union (room 321) or phone (940) 565-4323.

Observation of Religious Holy Days

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Student Behavior in the Classroom
Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, and field trips. The Code of Student Conduct can be found at: www.unt.edu/csrr.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and F.E.R.P.A. (Family Educational Rights and Privacy Act) laws and the university’s policy in accordance with those mandates at the following link: http://essc.unt.edu/registrar/ferpa.html

University of North Texas Compliance: Important Notice for F-1 Students taking Distance Education Courses
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) to get clarification before the one-week deadline.