

Educ 428W-4: Nature and Nurture of the Gifted

2015-2 -- Prof. Lannie Kanevsky

LOCATION: 8620 EDB

TIME & DATES of class meetings: 9:30am to 3:30pm; May 16, June 13, July 4, and July 25, 2015

PREREQUISITES: Educ 401/402 or 403 (or equivalent) and a Criminal Records Check

WEBSITE: <http://scope.bccampus.ca/course/view.php?id=395>

INSTRUCTOR'S CONTACT INFORMATION

- Email: kanevsky@sfu.ca
 - Allow 24 hours (one "business day") for a response to your message
 - Dr. Kanevsky responds to messages & calls received 9am-4:30pm, Monday through Friday (not on weekends or holidays)
- Office: EDB 8629
- Office Hours: by appointment, in person or online (Skype, Facetime, etc.)

COURSE FORMAT

This course is offered in a blend of face-to-face classes, and on- and off-line activities between class meetings. Attendance is required for all face-to-face sessions.

Collaboration will play a central role in many assignments and activities. Your learning and that of all members of the class will depend on the depth, sensitivity and timing of your contributions. Please respect this interdependence in your participation.

The "W" after the course number indicates this course is "writing intensive." As a result, our assignments will involve a great deal of writing in a variety of formats.

DESCRIPTION

We will examine past and present conceptions of giftedness as well as procedures and controversies surrounding the identification and education of these students in mixed-ability classrooms and special programs. We will address questions like these:

- What does it mean to be a teacher of gifted students?
- What does it mean to be gifted?
- What distinguishes gifted students from their peers?
- And what are the consequences of these differences for teaching and learning?

Other questions will be generated by members of the class, individually and as a community.

The course is designed with a focus on your individual growth (not mastery). Passing this course will depend on complete attendance and participation, the depth and extent of your growth, and your contributions to others learning. You will document growth and changes in your understanding, attitudes and skills in relation to the nature and nurture of students with extraordinary potential based on the work you submit for peer-, self- and instructor evaluation as well as your contributions to in-class activities.

REQUIRED READINGS

- Readings will be posted on the website
- Kanevsky, L. (2011). *Tool Kit for Curriculum Differentiation*. Burnaby, BC: SFU. (This will be distributed in the second class, on June 13th). The cost of this material is included in the materials fee you paid for this course.

Please bring all of your course materials to every class. This includes readings, responses to readings, in-class activities...everything. If possible, bring a laptop with wifi capability.

COURSE REQUIREMENTS

You'll be involved in a variety of learning experiences in class, between classes and across classes. All must be prepared before the date they are to be shared in class. These will include:

- **Growth Portfolio** [Due in last class on July 25th]
The purpose of your Growth Portfolio is to document and reflect on your learning from the beginning to end of the course. You'll begin collecting material for it in the first class. Your portfolio will provide convincing evidence of changes in your understandings of the nature of "giftedness" and how it can be nurtured in schools, homes and/or communities. Further details, assessment materials will be posted on the Moodle and discussed in class. Your Growth Portfolio may not be submitted early.
- **"Weekly" assignments** will include online discussions of the assigned readings and other on- and off-line activities. You'll need to complete your written responses to readings by the **Monday** before our next class meeting so you and members of your group have at least 4 days to discuss your response to the article and you will have that much time to discuss theirs. Your required discussion comments must be posted by midnight of the **Thursday** before the next class. Guidelines will be distributed and we'll practice this process in the first class.
- **A Conversation with a [Potentially] Gifted Individual** [due in second class on June 13th]
You'll find and chat with a gifted individual. Guidelines for this assignment will be distributed and discussed in the first class. Your written report of the conversation will be 3-4 pages long (double-spaced).
- **Differentiated Curriculum Activity.** Choice options will be posted on the Moodle. Due on or before June 26th. You'll share it in class on July 4th (third class).
- **Critical Inquiry Paper & Peer Review Process.** In your paper (8-10 pages long) you'll summarize and critique literature relevant to a question you have about high ability learners or their education. This will be written in a formal academic voice and format. Guidelines will be distributed and discussed in class. This paper will be drafted, shared and revised in phases:
 1. Share your focus question and create a peer review group by the end of class on June 13th (2nd class).
 2. Develop a draft to be shared online with Dr. Kanevsky and members of your group on or before a date determined by your group. That date must be before July 10th to ensure members of your group have a few days to read it and you have a few days to revise your paper before submitting it.
 3. At least 2 members of your group will read your paper and provide "feedforward" online by July 14th. You'll do the same for at least 2 members of your group. You can negotiate a date before the 14th if all group members agree.
 4. You will revise your paper and submit the final version by July 18th.
Further details and a rubric will be posted on the Moodle and discussed in class. Your paper may be submitted before July 18th if you can arrange this with the members of your group. You may want to consider this because many of the dates associated with the paper may conflict with assignments in other courses or personal plans.

Never submit your only copy of any assignment. Always keep a copy.

GRADING:

This course is graded Pass or Fail. As mentioned earlier, passing the course will depend on your complete attendance and participation, the depth and extent of your growth, and your contributions to others learning. Due to the nature and extent of the collaborative learning involved in the course, this means you must attend all of every face-to-face class, complete all of the on- and off-line activities by within the specified timelines, interact with members of the class in respectful and timely ways, contribute to your classmates' learning, and pass all of the assignments.

- Your smaller assignments (Conversation Assignment, responses to readings and Curriculum Activities) will be formatively evaluated. This means you resubmit each one until you pass it.
- You will receive feedback on the draft version of your paper from classmates. The final version of your paper will be summatively evaluated by Dr. Kanevsky. No resubmissions.
- Your Growth Portfolio will be evaluated by you, 2 or 3 of your classmates, and Dr. Kanevsky. No resubmissions.

Late assignments: Extensions must be arranged **and submitted in writing before the due date**. They can be granted only in extenuating circumstances. Work submitted after the due date without negotiating an extension in advance will be given a failing grade and will not be considered for formative assessment.

Cell phones off: Your cell phone should not interfere with your classmates' learning. During class meetings, set your phone so it goes to voicemail. In extenuating circumstances, if you need to be contacted during class, let Dr. Kanevsky know the circumstances before class begins and we'll negotiate options. Never answer a call in class; leave the classroom before accepting the call.

Students in all Faculty of Education courses are encouraged to review policies pertaining to academic integrity at: <http://www.students.sfu.ca/academicintegrity.html>

Calendar for Educ 428 - Summer 2015

Activity	Class or Due date
Class #1	May 16
Post your response to <i>Conceptions of Giftedness</i> (by Kaufman & Sternberg) on the discussion forum for it	On or before Monday, June 8
Post your response to the reading on <i>Characteristics of Gifted Learners</i> (by Reis, Sullivan & Renzulli) on the discussion forum for it	On or before Monday, June 8
Comment on all responses to both readings posted by members of your group	On or before Thursday, June 11
Complete and write-up your <i>Conversation with a [Potentially] Gifted Individual</i> . Printed copy due in Class #2	June 13
Focus Question for your Critical Inquiry Paper due in Class #2	June 13
Class #2	June 13
Corrections to responses to first two readings due	Monday, June 22
Submit your Online Curriculum Differentiation Activity	On or before Friday, June 26
Post your response to <i>Reading #3</i> on the discussion forum for it	On or before Monday, June 29
Post your response to the reading on <i>Reading #4</i> on the discussion forum for it	On or before Monday, June 29
Comment on all responses to both readings posted by members of your group	On or before Thursday, July 2
Class #3	July 4
Post (if passed) and share your Online Curriculum Differentiation Activity in class	Saturday, July 4
Post the draft of your Critical Inquiry Paper for review by members of your group by the date your group chose. That date must be on or before July 10. Write the date in the column to the right.	By Friday, July 10
Corrections to Conversation assignment and responses to second set of readings due	On or before Monday, July 13
Review the draft Critical Inquiry Papers posted by the members of your group by the date your group chose. That date must be on or before July 14 th . Write the date in the column to the right.	By Tuesday, July 14
Final version of Critical Inquiry Paper due (pdf file to be emailed to Dr. Kanevsky and posted on the Moodle)	Saturday, July 18
Post your response to Reading #5 on the discussion forum for it	On or before Monday, July 20
Post your response to Reading #6 on the discussion forum for it	On or before Monday, July 20
All corrections to previous assignments due	On or before Tuesday, July 21
Comment on all responses to both readings posted by members of your group	On or before Thursday, July 23
Class #4	July 25
Growth Portfolio due in class	July 25