

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **EDUC 627**

#### **READING AND RESEARCH IN GIFTED EDUCATION**

#### **COURSE DESCRIPTION**

Candidates will explore the contemporary issues and research in gifted education including the systematic gathering, analyzing, and reporting of formative and summative data and current issues on a local, state, and national level.

#### **RATIONALE**

This class is designed to give educators an opportunity to research some of the current issues in area of gifted education, to focus upon an area of their choice and prepare an annotated bibliography, and to develop a research based project designed to educate others about that area of gifted education..

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Explain and defend the importance of gifted education.
- B. Analyze formative and summative data as it relates to research in gifted education.
- C. Examine current issues in gifted education affecting local, state, and national levels.
- D. Approach research in gifted education from a biblical perspective.
- E. Develop a targeted area of interest in the field of gifted education.

**V. COURSE REQUIREMENTS AND ASSIGNMENTS**

A. Textbook readings and lecture presentations/notes

B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the student is required to post a thread of 400 words for each forum. The last Discussion Board Forum thread must have 500 words. In addition to the thread, the student must post 1 substantive reply of 200 words. (MLO: A, B, C, D)

D. Final Project Proposal

The student will submit a topic proposal and rationale for his/her final project.

(MLO: A, E)

E. Proposed Readings

The student will list references for his/her research and produce a reading schedule. (MLO: A, B, D, E)

F. Observation Report

The student will observe a gifted or talented child in a traditional (e.g. public or private school) teaching environment for 2 hours. A homeschool situation is also appropriate, provided the child is not under the student's supervision or teaching. A 4–5-page report will then be generated narrating the observation session.

(MLO: A, C)

G. Annotated Bibliography

Using current research, the student will select resources and articulate and discuss personal impressions of those readings. This assignment is broken into 2 parts and strictly follows current APA formatting. (MLO: A,B, C, E)

H. Final Project

The student must identify an issue in gifted education, then propose and develop an informative product. The student will generate a multimedia project, representing professional knowledge after extensive reading and research (beyond the textbook) on an approved topic. (MLO: A, B, C, D, E)

**VI. COURSE GRADING AND POLICIES****A. Points**

Course Requirements Checklist	10
Discussion Board Forums (3 at 25 pts ea, 1 at 75 pts)	150
Final Project Proposal	25
Proposed Readings	25
Observation Report	150
Annotated Bibliography 1	200
Annotated Bibliography 2	200
Final Project	250
<b>Total</b>	<b>1010</b>

**B. Scale**

A = 940–1010   A- = 920–939   B+ = 900–919   B = 860–899   B- = 840–859  
 C+ = 820–839   C = 780–819   C- = 760–779   D+ = 740–759   D = 700–739  
 D- = 680–699   F = 0–679

**C. LiveText Submission Policy**

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

**D. Disability Assistance**

Candidates with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at [equityandcompliance@liberty.edu](mailto:equityandcompliance@liberty.edu). Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

## ***COURSE SCHEDULE***

### **EDUC 627**

Textbooks: Plucker & Callahan, *Critical Issues and Practices in Gifted Education* (2014).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Plucker & Callahan chs: 27,48,25,37 1 presentation 1 document	Course Requirements Checklist Class Introductions Advising Guide Acknowledgement DB Forum 1 Proposed Readings	10 0 0 25 25
<b>2</b>	Plucker & Callahan chs: 9,35,44 Rimm et al.: ch. 2 (in Readings Folder) Student selected readings (5) 1 presentation	Final Project Proposal	25
<b>3</b>	Plucker & Callahan chs:2,8,15, 28 Student selected readings (5) 1 presentation	Annotated Bibliography 1	200
<b>4</b>	Plucker & Callahan chs:13,14,49,17 Student selected readings (5) 1 presentation	DB Forum 2	25
<b>5</b>	Plucker & Callahan chs: 23,31,51,52 Student selected readings (5) 1 presentation	Annotated Bibliography 2	200
<b>6</b>	Plucker & Callahan chs:6,22,50,18 1 presentation	DB Forum 3 Observation Report	25 150
<b>7</b>	Plucker & Callahan chs:35,30,3,5 1 presentation	DB Forum 4	75
<b>8</b>	Plucker & Callahan: ch 7 1 presentation 1 article 1 website	Final Project	250
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.