



ArmchairEdClockHours Course Syllabus  
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**Overview:**

ArmchairEdClockHours.com currently provides continuing education to educators, using Educational Leadership magazine and premiere published books on cutting-edge educational themes and topics.

**Course Goals and Objectives:**

As a result of these courses, the student will be able to:

1. Create methods and strategies for successful coplanning, coteaching, coaching, and collaboration.
2. Utilize effective management of differentiation.
3. Increase understanding of gifted students' needs.
4. Facilitate and maintain collaborative work to challenge and support gifted students
5. Utilize professional learning and a focus on shared responsibility and reflect

**Credit Options:**

The course will be offered for 50 clock hours, based on the length and substance of the book, and related activities. **The course will include 50 multiple-choice questions and three required essays.**

**Grading Rubric:**

Pass/Fail: Coursework must be passed with 70% criterion. All coursework must be completed.

The following published books is currently being used as a text for the following ArmchairEdClockHours course:

Hébert, T. P. (2011). *Understanding the social and emotional lives of gifted students*. Waco, TX: Prufrock Press.

**Understanding the Social and Emotional Lives of Gifted Students**

*Understanding the Social and Emotional Lives of Gifted Students* presents a comprehensive treatment of social and emotional development in high-ability learners. The course discusses the following:

- Theories that guide examination of the lived experiences of gifted students
- Social and emotional characteristics and behaviors evidenced in gifted learners;
- Friendships and family relationships that support them;  
Contextual influences that shape their social and emotional lives;
- Identity development



The course examines the complexity of these issues with gifted underachievers, gifted culturally diverse students, and twice-exceptional students. It offers a plan for designing a gifted-friendly classroom environment for social and emotional development and a comprehensive collection of resources to support professionals in gifted education research and practice.

### **Three essays required:**

**Option 1:** Choose a book of literature to nurture the social and emotional characteristics of gifted students in your classroom. The lesson can be used with your whole class if you desire, but the gifted students are your target. Write a lesson plan for use of the text. Be sure to identify the change or development you are hoping to accomplish. After teaching the lesson, summarize your essay by describing how well you think use of the text assisted you in reaching your goal. Review p. 82-88 as you begin planning the lesson.

**Option 2:** Reread the strategies to Support Identity Development in Gifted Students, p. 208-209 in the text. Try one of the strategies with a group of students. In your essay, discuss the choice of strategy, the use of it with students and the results. Do you feel that providing experiences like that are helpful to your students? If you use the strategy with whole class or a large group, focus your essay comments on the gifted students in the group.

**Option 3:** Do you have an underachieving gifted student in your class? After reading Chapter 7 and re-reading p. 312-326 in the text with its suggestions for reversing underachievement, focus your essay on the student that prompted this essay choice. Begin your essay with a description of the underachievement, talk about the strategy you will implement and conclude the essay with a description of the result of your intervention.

**Option 4:** Check out the list of successful individuals with learning disabilities on pages 334-335 in the text. Pairing students, have partners select one of the celebrities to report on. Let them work together to research the individual and make a presentation to the class about the person they selected. In your essay, describe the activity from start to finish. How did you partner your students? How did they decide to work together? What kind of presentation did they choose for the class? How successful was the activity in getting students to think about learning differences?

**Option 5:** Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

Action Research

Extended learning, including research and developed activities

Compare/contrast your current education practice to that of the text

Create forms or systems for use in your classroom including assessment tools

Plan an 'event', meeting or other pertinent program and report/reflect on it

Do one or more of the Field and Classroom Applications at the end of chapters

You may combine any of these or develop your own. You may e-mail [info@armchaired.com](mailto:info@armchaired.com) if you desire specific permission for your topic. The essay must demonstrate knowledge of the course and text, and direct application to your own educational position.

### **Essay scoring rubric:**

Three essays required

Two essays, four to five pages per essay

One essay, two to three pages

Single spaced, 10 to 12 size font

Use of introduction and summary statement (even when a unit is developed)

Demonstration of grammar, spelling and writing skill

Demonstration of applied knowledge



- All essays must be fully completed and the rubric followed to receive a grade.
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- Essays not completed to required length will not be processed and revisions will be required.