



CTED 403A, Foundations of Career Technical Education, Special Session Spring 2021

Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

Course Information

CTED 403A-Foundations of Career and Technical Education

Term: Special Session Spring 2021

Units: 2.0

Instructor Information

Instructor: Kirstie DeBiase, Ed.D.

Email: Kirstiedebiase@gmail.com

Phone (562-279-5383)

Office Hours Available by appointment: Sundays 6:00-7:00 pm and Wednesdays 6:00-7:00pm

Course Session Dates: March 1-April 19, 2021

Course Description

This course covers foundational topics for the Career Technical Education professional, including historical and philosophical background to CTE, legal and ethical issues, and development of professional perspectives and growth.

Course Learning Outcomes

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

CL01 Demonstrate understanding of essential CTE concepts, principles and practices

CL02 Develop as a professional educator through reflective teaching practice

CL03 Collaborate with other educators and the school and business communities

CL04 Demonstrate strategies which promote school improvement for all students

CL05 Use research to improve teaching and solve educational problems

Outline of Subject Matter

- A. Using essential CTE concepts, principles and practices in the classroom [CLO 1]
 - i. Describing the relationship of historical, legal, social, political, ethical, and economic perspectives of CTE to education and society
 - ii. Demonstrating an awareness of student recruitment, placement, and counseling services and the roles such services can play for students
 - iii. Describing the local, state, and federal structures of career technical education and how these structures impact the CTE program
 - iv. Demonstrating the ability to establish, supervise and advise career technical student

leadership organizations

- v. Assisting students to identify career pathway options and associated workplace skills
- B. Developing as a professional educator through reflective teaching practice [CLO 2]
 - i. Acting in accordance with professional standards and model ethical behaviors, including the appropriate use of student labor, school equipment, supplies, and facilities
 - ii. Identifying and reporting suspected cases of child abuse, neglect, or sexual harassment
 - iii. Carrying out laws and district guidelines for reporting discrimination
 - iv. Implementing school and district policies and state and federal law in responding to inappropriate or violent student behavior
- C. Collaborate with other educators and the school community [CLOs 3,4,5]
 - i. Identifying and coordinating the use of related community organizations and agencies to improve or enhance instruction
 - ii. Promoting school improvement for all students
 - iii. Using research to improve teaching and solve educational problems

Required Texts/Readings

Textbooks

Gordon, H.R.D. (2014). *The history and growth of career and technical education in America* (5thed.). Long Grove, IL: Waveland Press. ISBN-13: 978-1478607489; ISBN-10: 1478607483

Readings

CA Department of Education (2006). *California career technical education model curriculum standards: Grades seven through twelve*. Author. Retrieved on 4-5-17 from:
<http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf>

CA Department of Education (2007). *Career technical education framework for california public schools: Grades seven through twelve*. Author. Retrieved on 4-5-17 from:
<http://www.cde.ca.gov/ci/ct/sf/documents/cteframework.pdf>

Reference Textbook

Scott, J.L., & Sarkees-Wircenski, M. (2008). *Overview of career and technical education* (4th ed.). Homewood, IL: American Technical Publishers ISBN-13: 978-0826940179; ISBN-10: 082694017X

For Text book options, see <https://www.csulb.edu/49er-shops-at-the-beach/textbooks>

Other equipment / material/technology requirements

Participants will need reliable Internet access and a PC computer or a Macintosh with the latest version of a web browser. In addition, you will need broadband Internet connection (DSL or faster), and a soundcard and headset with attached microphone for some courses. Some CCPE web-based courses incorporate tests, graphics, video, audio, chat room, and links supported by a web site to deliver instruction via the Internet.

Below is a suggested list of recommended software to maximize your learning experience. If you need further information specific to online course technical requirements, call the Technology Help Desk at (562) 985-4959 or email helpdesk@csulb.edu.

Please visit www.csulb.edu/thd for more information.

Latest Versions of Plugins/Players

- Adobe Reader (<http://get.adobe.com/reader/>)
- Adobe Flash Player (<http://get.adobe.com/flashplayer/>)
- Java (<http://java.com>)
- Quicktime (<http://www.apple.com/quicktime/>)
- Windows Media Player (<http://www.microsoft.com/windowsmedia>)

Latest Versions of Internet Browsers

- Mozilla Firefox (PC/MAC) (<http://mozilla.com/firefox>)
- Internet Explorer (PC) (<http://microsoft.com/internetexplorer>)
- Safari (MAC) (<http://www.apple.com/safari/>)

Recommended Software:

- Microsoft Office 2003 and above

Computer Requirements

To ensure you have a smooth D2L experience, please check your system compatibility using the '[Check Your System](#)' link on the D2L web site homepage under Login.

Computer Access

Two open access computer labs are available for current CSULB students: the [Spidell Technology Center - http://csulb.libcal.com/hours.php#!m/255](http://csulb.libcal.com/hours.php#!m/255), located in the Library and the [Horn Center - http://www.csulb.edu/divisions/aa/academic technology/horn center/](http://www.csulb.edu/divisions/aa/academic%20technology/horn%20center/), located in lower campus. Both the Horn Center and the Spidell Technology Center are a great resource for students needing to use a computer. Visit the [Open Access Computing Facilities - http://www.csulb.edu/library/guide/computing.html](http://www.csulb.edu/library/guide/computing.html) website for an extensive list of all available software installed on the Horn Center and Spidell Technology Center computers.

BeachBoard Access

To access this course on [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to [CSULB - http://www.csulb.edu/](http://www.csulb.edu/)'s homepage and clicking on the BeachBoard link at the top of the page. Once logged in to BeachBoard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

Course Schedule

Below is a table with an overview of all course assignments, due dates, and point values. Individual assignments are described in more detail below.

Week	Due Date	SLO	Topics, Readings, Assignments
1	3/8/2021	1,2	Photo upload; Bio post; Download <i>Career technical education framework for california public schools: Grades seven through twelve</i> and read Part 1; Respond to DB question about CTE Standards and Framework on Beachboard Week 1 Discussion Question

			<p>Includes rubric assessment.</p> <p>The California Department of Education defines Career and Technical Education as: “A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers” is fulfilled. California now faces a twofold call to action: (1) to ensure that every CTE class and program meet the State Board of Education’s rigorous new standards for high-quality, integrated CTE course work; and (2) to inform the public and the stakeholders in middle schools, high schools, post-secondary education and training, and business and industry that CTE presents an educationally and economically sound choice for all students. (Framework, page 30)</p> <p>ANSWER THIS QUESTION: CTE is stated as being a priority for California. In your opinion and experience is this true? Why or why not? Provide personal and/or local examples to support your opinion.</p>
2	3/15/21	2	<ul style="list-style-type: none"> • DB Weekly Post <p><u>WEEK 2 DISCUSSION QUESTION</u></p> <p>Includes rubric assessment.</p> <p>John R. Anderson was the cognitive specialist who designed the conceptual framework upon which CTE Standards were created. He combined declarative and procedural memory as the basis for how instruction should activate knowledge. This was later expanded upon by John Kendall to include contextual knowledge. How do you teach your industry content to approach these standards?</p> <p>Share a brief lesson plan with the class identifying what you do as declarative, procedural, contextual or a combination thereof. Identify the standard(s) your lesson corresponds to.</p> <ul style="list-style-type: none"> • Read Chapters 1-2 (pp. 1-50) Gordon text: <i>Early CTE in America and Leaders Who Influenced CTE and Curriculum Development</i> • Community Organizations Annotated Website List Due
3	3/22/21	2,3,4	<ul style="list-style-type: none"> • DB Weekly Post <p><u>WEEK 3 DISCUSSION QUESTION</u></p>

			<p>Includes rubric assessment.</p> <p>Commentary for Reading Assignments: Prepare a reflective commentary covering the content from each reading assignment from the Gordon text. The commentary is to be written in two parts.</p> <p>Part 1 is to focus on one or two points of interest (i.e., something that caught your attention, cause you to reconsider something, or clarified something you did not understand previously). Here “reflective” is referring to a habit of mind that questions why, what, and how one goes about doing what one does, with an eye toward making it better. It is a reflective critique of what has been learned and/or observed. As an educator, we all need to reflect on what we do and why we do it. Reflection is a vital part of improving instruction and learning.</p> <p>Part 2 is to focus on application. How can you further use and integrate these skills to enhance the instruction in your CTE classroom? Again, this is a reflective process looking for ways to apply what has been learned.</p> <ul style="list-style-type: none"> • Read Chapters 3-4 (pp. 57-95) Gordon text: <i>Impact of Land-Grant Institutions on CTE and Factors that Influenced CTE Development</i>
4	3/29/21	1, 2	<ul style="list-style-type: none"> • DB Weekly Post <p>WEEK 4 DISCUSSION QUESTION</p> <p>Includes rubric assessment.</p> <p>Commentary for Reading Assignments: Prepare a reflective commentary covering the content from each reading assignment from the Gordon text. The commentary is to be written in two parts.</p> <p>Part 1 is to focus on one or two points of interest (i.e., something that caught your attention, cause you to reconsider something, or clarified something you did not understand previously). Here “reflective” is referring to a habit of mind that questions why, what, and how one goes about doing what one does, with an eye toward making it better. It is a reflective critique of what has been learned and/or observed. As an educator, we all need to reflect on what we do and why we do it. Reflection is a vital part of improving instruction and learning.</p> <p>Part 2 is to focus on application. How can the course materials be used in your classroom or situation?</p> <ul style="list-style-type: none"> • Read Chapters 5-6 (pp. 101-175) Gordon text: <i>Legislative History and the Changing Workforce and History and Trends in Community College</i>

			<ul style="list-style-type: none"> • Research Paper Due
5	4/5/21	2,3,4	<ul style="list-style-type: none"> • DB Weekly Post <p>WEEK 5 DISCUSSION QUESTION</p> <p>Includes rubric assessment.</p> <p>Describe some special programs in your school or district that provide support services for career and technical education students from special populations.</p> <ul style="list-style-type: none"> • Read Chapters 7-8 (pp. 185-264) Gordon text: <i>Participation of Women in CTE and Participation of Underrepresented Students in CTE</i> • Community Organization Visit Summary Due
6	4/12/21	2	<ul style="list-style-type: none"> • DB Weekly Post <p>WEEK 6 DISCUSSION QUESTION</p> <p>Includes rubric assessment.</p> <p>Go to this website: www.acteonline.org and navigate to "Why CTE?" and "Economic Impacts". Find the Sector Sheet for your sector of expertise and post it here in this forum. Next, in this forum share something you liked from this website you could integrate into your classroom or an idea you have for next year's CTE month.</p> <ul style="list-style-type: none"> • Read Chapters 9-10 (pp. 274-320) Gordon text: <i>CTE Instructional Programs for Teachers and Development of CTE Student Organizations</i> • Professional Responsibility Portfolio Due
7	4/19/21	2,5	<ul style="list-style-type: none"> • DB Weekly Post <p>WEEK 7 DISCUSSION QUESTION</p> <p>Includes rubric assessment.</p> <p>100 years ago, the focus was on vocational education, now we trend towards 4-year college degrees. Today, what would you tell parents who think CTE limits students instead of opening more pathways? Can or should students do both? Does CTE meet the skills gap or STEM industry demands?</p> <p>In your opinion, what is the next wave of vision for your industry? How would you describe the CTE changes since your first experience with it as a student or teacher?</p> <ul style="list-style-type: none"> • Read Chapters 11-13 (pp. 331-434) Gordon text: <i>Connecting with the Next Generation, Globalization of CTE, and Issues and Trends Impacting the Growth, Future of CTE and Agents of Growth</i> • Research to Practice Presentation Due

Evaluation Method

Course objectives are performance based and aimed at the development of specific competencies. They will be evaluated by the quality of student performance with the written assignments, class participation, class activities, and presentations. Some assignments will be evaluated using rubrics. Please access the rubric before starting your assignment to be familiar with the expectations for each category and the levels of achievement. There will also be feedback within each rubric to inform you on how your assignment was evaluated. You can check your course grade and individual assignment grades in your gradebook in BeachBoard. Please use this link if you have any issues accessing your grades: [Student BeachBoard Support](#)

Assignment	Points	Weight
Photo Requirement	10	5%
Discussion Boards	100	30%
Research Paper	100	25%
Professional Responsibility Portfolio	100	10%
Community Organizations	100	10%
Research to Practice Presentation	100	20%

Course Grading Scale The *final course grade will be based on the following scale:*

90-100%	= A	Mastery of the relevant course standards.
80-89%	= B	Above average proficiency of the relevant course standards.
70-79%	= C	Satisfactory proficiency of the relevant course standards.
60-69%	= D	Partial proficiency of the relevant course standards.
Below 60%	= F	Little or no proficiency of the relevant course standards.

Course Policies and Requirements

Philosophy and Course Format

We will meet online as a community of learners. Each of us will bring a unique set of beliefs and ideas to the group. The diversity of backgrounds, knowledge levels, and experiences of all of us will lend richness to the learning environment. All students will contribute actively to their own learning by reading materials, participating in class discussions and activities, sharing examples, and learning through discovery. Attendance at the live online class meeting days is very important. My primary role as instructor is to facilitate students' thinking and learning by providing information and a structure that allows opportunities for the group to learn. I expect all students to demonstrate respect for their colleagues, the instructor, and themselves. This means seeking to listen and understand before responding and critiquing, offering critiques in a constructive and thoughtful way, and drawing out and engaging one another even as you participate yourself.

This is an online course and participation is an important part of reflection and learning. Each student will be expected to be an active online participant and listener for commentary and discussion topics. Your input related to the principals and foundation of Career and Technical Education is highly valued

because of your professional interest, background and experience in this field. Lack of online participation will hinder your experience in this class as well as your opportunity to gain participation points.

Academic Technology Services links:

- [ATS Resources for Students](#)
- [ITS Helpdesk Information](#)

Responsibility and Work Load

This course requires students to take responsibility for their own learning outcomes. You are expected to have read the text and other materials assigned for each week and to actively participate in the online class discussions and group activities. You are also expected to devote the necessary hours per week to complete your assignments and attend the live class sessions.

Kaltura/Video Lectures

I may make use of “lecture capture” technology (Kaltura) to present key ideas and concepts to maximize the weekly class time and discussion board posts. I ask that you make every effort to have reviewed the appropriate video lecture(s) before each class. Any material provided via video lecture is considered central to the content of the course and it is your responsibility to review and be familiar with the material.

Building Online Course Community and Photo Upload

Online courses provide students with an effective and convenient venue to meet educational goals while utilizing advances in communication technology. To create an online community with the members of the class, each student is required to upload a professional photo of themselves in the roster section of the course. This assignment is worth 10 points and the instructions for posting student photos are below. Your photo should be posted by the end of the first week of class. Do not hesitate to contact Dr. DeBiase if you have any questions about this requirement and/or process.

Getting Started:

How to proceed through the course: Begin the course by posting a personal introduction in the appropriate online discussion. The initial personal introduction should be posted by Thursday of the first week of class. Please respond to at least two (2) other students’ introductions by the first Monday (April 16) of the course. There is a schedule of assignments included within the syllabus. Please refer to the schedule of assignments for all due dates.

Discussion Boards

There is one Discussion Board Topic each week. Discussion Board Topics give students the opportunity to strengthen their ability to communicate effectively in writing. Students should answer the question posted in the Discussion Board Topic and comment on responses made by other students. Students are expected to post contributions that are well thought out, well written, and that apply the principles of effective communication. For more information on how to be successful in your online discussion boards please access the following link:

[Discussions in BeachBoard](#)

The instructor is expected to facilitate discussions between student and instructor, student and student,

and groups of students. *The role of the instructor is not to answer every comment or question but to frame issues and extend the discussions through leading and directed questions.* Here is what is expected of you:

- (1.) Students are expected to log on and participate in weekly Discussion Board Topics at least twice a week. Participation at least twice a week is necessary if students are to meaningfully interact on topics presented in the online classroom.
- (2.) Post your answer to the Discussion Board topic by Monday at midnight each week.
- (3.) Your contributions to the Discussion Board Topic are worth 12 points for each week for a total of 30% of your final grade. There is NO MAKE-UP option for participation in the weekly Discussion Board Topics. Students cannot be given "other assignments" or extra credit to "make-up" for not being able to participate.

Your comments will be graded on their substance and thoughtfulness, and should reflect appropriate application of emerging knowledge and vocabulary in the topic area. Each posting should add value to the discussion. Adding value to the discussion would include things like a practitioner example, posting a web site, asking question of his/her fellow classmates, giving a personal example, bringing in something from the textbook, from the videos or podcasts, or from some outside reading to support his/her opinion.

Research Paper

In this assignment, you will write a 6-10-page research paper on a topic involving the concepts, principles and practice of CTE. Include as relevant any historical, legal, social, political, ethical and economic perspectives of CTE to education and society. The paper must be spell-checked, double-spaced with a standard 12-point font, and submitted to Beachboard. You should use a minimum of 6-10 references and they must be properly cited using the American Psychological Association (APA) format.

Community Organizations

****Class- Due to COVID-19 you cannot conduct this visit in person therefore, you can do it remotely and submit your assignment as such. Perhaps you can report out on email correspondence or call someone that can help you do this visit virtually. If neither of these options are available for one of your community organizations of choice, please reach out to me for further clarification on this assignment.**

With this assignment, you will create a working list of community organizations and agencies in the greater Long Beach area which provide services that may benefit your instruction and help the students in your classes. Compile a list of 3-4 local community agencies which would benefit from collaboration with Career and Technical Education. Create an annotated list of their websites and choose one for each of you to visit personally. Report back on your visit, sharing the highlights including something you liked, something you did not like, something you would like to add into your teaching practice, and next steps if any for future collaboration based on your visit. Each student will submit a summary of their visits to community organizations along with the annotated website list to Dropbox (this submission is mandatory and graded) and post on Beachboard under Discussion Board in the space provided about their experience so the whole class can learn and benefit as well (this post is optional).

Professional Responsibility Portfolio

The Professional Responsibility Portfolio is a portfolio of information relating to your professional, legal, and ethical responsibilities as teachers. This will include information on child labor laws; guidelines for reporting suspected cases of child abuse, neglect, or sexual harassment; school district/ROCP policies; and violence prevention information. You can use Excel, Access or another database program of preference, Word, PowerPoint, or make an online portfolio or website if desired. The objective of this assignment is to have an up-to-date comprehensive repository of information regarding your

professional responsibilities you can use for reference if you have an issue or as questions arise.

Research to Practice Presentation

Choose an educational problem or teaching dilemma related to Career Technical Education, locate at least 3 resources from the literature in the field that discuss the situation as well as possible solutions. Be sure to describe the local, state and federal structures of the issue within CTE and how these structures impact the dilemma. Your final presentation may be in the form of a PowerPoint, brochure, Prezi, or video for the class. If you have another idea of how to present to the class not mentioned here, please discuss with me first for approval.

Communication Policy

All communications will be through the California State University Long Beach email and online classroom. All students are encouraged to check their CSULB email and online class on a regular basis.

Late work/Make-up policy

If you are dissatisfied with a grade, you can request a re-write. The option to do a re-write is allowed for up to 2 assignments within one week. Re-writes will only be accepted with prior approval of the instructor. Late work will be subject to a 20% deduction from course grade. Late assignment submissions will not be accepted on the final day of class or thereafter.

Incomplete Grade

University policy will be followed for a grade of "I" (Incomplete), which states that 2/3 of the assigned work must be completed and there must be a compelling reason for the request. Please let me know if you are unable to complete the course and we will determine if you are eligible for an "Incomplete" grade. See the CSULB Catalog and website for more information.

Plagiarism/Academic Integrity Policy

Work that you submit is assumed to be original unless your source material is documented appropriately, such as a Works Cited page. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism. Students should read the section on [cheating and plagiarism in the CSULB catalog](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02/) - http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02/.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades - http://www.csulb.edu/depts/enrollment/student_academic_records/grading.html](http://www.csulb.edu/depts/enrollment/student_academic_records/grading.html)). Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the [CSULB Course Catalog - http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02/](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02/) to get familiar with the policy.

Attendance Policy

Students are expected to attend classes regularly. Please refer to and get familiar with the [CSULB Attendance Policy - http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01.](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/)

Campus Academic or Student Services Support Offices and Resources

- [Student Center](#)
- [The Learning Center \(Academic Coaching\)](#)

- [University Writing Center](#)
- [Bob Murphy Access Center \(BMAC\), formerly known as Disabled Student Services \(OSD\)](#)
- [University Library](#)
- [Academic Advising Services](#)
- [Office of the Dean of Students](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [Student Health Services](#)

Technical Assistance

If you need technical assistance at any time during the course or need to report a problem with BeachBoard, please contact the Technology Help Desk using their [online form](#) - http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/ or by phone at (562) 985-4959 or visit them on campus in the Academic Service (AS) building, room 120.

Accommodations Needed

Students with a disability or medical restriction who are requesting a classroom or academic accommodation should contact the Bob Murphy Access Center (BMAC) located in the Student Success Center, #110, or by phone at 562-985-5401 or via email at BMAC@csulb.edu. The BMAC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to BMAC as soon as possible. It is the student's responsibility to notify the instructor in advance of the need for accommodation related to a university-verified disability.

Writer's Resource Lab and Learning Assistance Center

If you need assistance with your writing or other assignments, there is an excellent resource available on campus called the Learning Assistance Center, www.csulb.edu/lac,

General Guidelines for Assignments

- Please let me know if you have questions about any of the assignments.
- Assignments are to be submitted on the due date unless prior arrangements are made. If you find that you cannot complete an assignment by the due date, let me know ahead of time.
- Written assignments should be double spaced using 12-point font with one-inch margins on all sides. The format of the final paper, citations, and references must conform to the guidelines of the *Publication Manual of the American Psychological Association, 6th Edition*.
- Save copies of your written work prior to submission. It is a good idea to save documents on a desktop, cloud drive as well as on a hard drive.

The following journals provide information regarding career and technical education:

American Educational Research Journal

Economics of Educational Review

Educational Leadership

Educational Technology

Journal of Industrial Teacher Education

Journal of Vocational Educational Research

Journal of Studies in Technical Careers

Journal of Vocational Special Needs Education

Phi Delta Kappan

Google Scholar

You may want to use Google Scholar for your research. Below are some instructions on accessing it, as well as setting up alerts for yourself on key words.

1. Search for journal articles. The first thing you need to know about Google Scholar is that it works essentially like a regular search engine — to get the best results, you should be as specific as possible. ...
2. Build (and search) libraries. ...
3. Set up alerts. ...
4. Read through case law. ...
5. Get quick citations.

 My library  My Citations  Alerts  Metrics  Settings



Articles (include patents) Case law

Stand on the shoulders of giants