ISHALL-Novि

Intensive Studies in Humanities, Arts, Language and Literature

For students in Novि and surrounding areas
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THE Ishall Program

Program Description

Ishall, in partnership with the Department of English, the Department of Writing, Rhetoric, and American Cultures, and University Outreach and Engagement at Michigan State University, provides classroom instruction for qualified language arts students in grades 7-10.

Ishall is designed so that the participating students will complete in two years the English content assigned in Michigan High School Content Expectations (HSCE) for all four years of high school as well as meet the Common Core National Standards. In their first year of Ishall, students study English 9 and English 10. In the second year, Ishall students study English 11 and English 12. Normally, students will begin Ishall with the study of English 9. Initial placement that bypasses one or more Ishall courses may be allowed only in very unusual circumstances.

This program seeks to:

1. Identify 6-8th grade students who have demonstrated high skill in reading, writing, and other skills associated with language arts. (Students typically begin the program in grade 9.)

2. Develop their language, literature, and writing potential through classroom use of appropriate curriculum and instructional pacing commensurate with their abilities.

3. Demonstrate that, with careful joint planning and coordination, existing community resources and multiple school systems can cooperate to successfully meet the needs of highly gifted students.

A great deal of work has been done by the Center for Talent Development/Northwestern University Midwest Academic Talent Search at Northwestern University and by The Johns Hopkins University to develop, test, and refine valid and reliable criteria and procedures for identifying academically gifted middle school students and to develop a model to accommodate the special programming needs of these students.

Many small school districts have too few highly gifted students to fill even one reasonably homogeneous classroom. Some large school districts might have enough students to make up their own classes, but their students are usually spread across several school buildings and grades.

Using the Johns Hopkins model to build a strong foundation, Ishall has been developed and implemented as a cooperative, regional program. Several features designed to overcome obstacles common to gifted education make this program unique:

1. Traditional high school curriculum at an accelerated pace is taught, rather than “enrichment” content only.

2. School districts recognize this course of study in lieu of in-school required English courses and record credit and grades on students’ school transcripts.
3. School districts grant high school credit for demonstrated mastery of four years of high school English, i.e., one year of English credit for each semester of ISHALL, without regard to the student's school grade placement at the time of achievement.

4. Coordinated joint utilization of existing community, human, financial, and physical resources contains costs while improving communication and cooperation for K-12 education.

Features Of The Program

1. Each course is open only to eligible students who have demonstrated high skill in reading, writing, and other skills associated with language arts, and who have the commitment to pursue language arts in an intensive accelerated course while maintaining satisfactory performance in non-English middle school/high school courses.

3. In addition to weekly class, weekly online workshops are available at a TBD day, hosted by the instructor to provide students with an opportunity to work through the writing process and receive guidance on both current and previous material & assignments. Attendance at these sessions is normally optional, but strongly encouraged for students who feel the need more feedback in addition to that received in class. Reference the instructor’s syllabus for workshop attendance requirements.

4. ISHALL has a small class size, which is optimal for fostering discussion while permitting the kind of individual attention often necessary for working through issues of expression.

5. All ISHALL students should have access to a computer, a printer, and the Internet. A word processing program compatible with Microsoft Word is also necessary. Students will be given access to online features such as MSU library resources and the course management system (D2L) where professors post course materials.

6. ISHALL emphasizes the wealth and variety of expressive possibilities as well as modes of critical engagement.

Staffing

The instructors are employed by Michigan State University and have the total mastery of content, express passion about the subject area, and are personally committed to high standards of education. Care is taken in selecting instructors who have shown evidence of original thinking, experience, and a high energy level.

The GATE office administrates the program and coordinates with the ISHALL instructional staff. The GATE office is available to assist administrators in the local school districts as well as students and parents when questions or concerns develop.

Instructional Plan

Students attend English class on Tuesday evenings each week. Families are responsible for transportation to the Tollgate Education Center.

Each class is from 4-6 p.m. with a short break. Throughout the year there are also regularly scheduled ISHALL online workshops for students wishing for additional guidance on their assignment. Students will be given an MSU email account for ongoing contact with the professor regarding ISHALL coursework/homework assignments. In addition, a course management website (D2L) will be used for housing the syllabus, assignments, online reference material, and discussion boards for class.
During the first semester, a few students may find that the program does not meet their needs. After discussion involving the student, instructor and parents, it may be determined that a student should return to the local district for English instruction. Parents should discuss with their districts the possibility of students reentering into the most appropriate classes the districts offer. Because of the accelerated pace of ISHALL classes, students selecting this option should have no problems in returning to a school English class.

Class Content and Procedures

The instructor prepares class activities that provide students with a conceptual and theoretical framework for the skills, processes, genres, concepts, and paradigms involved in reading, writing, speaking and interpreting. Guided discussion encourages students to be active readers, speakers, and questioners, while both creative and expository writing assignments provide opportunities for literary analysis, self-expression, the development of writing, rhetorical, and analytical skills, and the kind of understandings of literary and written expression that come from doing it themselves. The first year course introduces material more quickly that Grade 9 or Grade 10 Language Arts classes, but also focuses on enabling students to work with texts in greater depth and with greater consciousness of critical and theoretical models. The second year also introduces material more quickly than in standard classes, building on the conceptual and skills foundation built the first year.

Class time ranges between discussion, model analysis, presentations, group work assignments, and writing workshops with more individual attention. Homework assignments reinforce concepts and skills presented in class; assignments may invite students to engage with texts in specific ways or ask them to define the ways they wish to read. Always, such choices will be discussed in class, underlying assumptions examined, and students may be asked to take an opposing position, or come up with an alternate interpretation. Some homework will focus on having students revisit and refine previous writing assignments, as revision is a crucial part of the writing process.

When teaching the concepts and skills of writing and interpretation, the varying initial capabilities of students are taken into consideration. Students soon learn to craft well-supported logical arguments as a way to produce and present interpretations. Creative activities benefit from this critical expertise, and the synergy of the activities together makes students more sensitive readers and more effective writers. Because there are no single answers in this process, but only good questions and arguments, students learn quickly that correctness is less important than communication, and that facts are sometimes less crucial in understanding a text than emotions. These courses strive to help students understand the richness of meaning and expression in literature and their own writing.

Program Objectives and Outcomes

Students in the ISHALL program will:

1. Learn in two years the content usually covered in the traditional four-year high school language arts curriculum.

2. Use texts that provide opportunities for the development of sophisticated critical skills, breadth and variety of literary experience, and intellectual challenge, while remaining age appropriate.

4. Participate weekly in two hours of intense class discussion, analysis, and exchange, focusing on reading and discussing texts, and presenting written and creative projects.
5. Reinforce and practice modes of criticism and analysis through critical and creative writing exercises and class presentations.

6. Interact with other students who have common abilities and interests.

Evaluation of Program

Annual assessment of the program involves compilation and review of information gathered from university and local school personnel, parents, students, and former students. Student and parent feedback is typically gathered via surveys.

Evaluation of Student

Measures of the students’ success may include performance on nationally standardized examinations, tests devised by the instructors, and various types of writing assignments.

Progress in mastering subject matter is monitored regularly through graded homework assignments, quizzes, and teacher-constructed tests. Parent-teacher conference times are available each semester. Mid-term progress reports and end-of-semester (December and May) grade reports are sent to the student’s school district and family. These reports include details on progress in content, participation, and letter grades. Parent-teacher conferences are held once each semester, in the middle of the semester. Student self-evaluation is strongly encouraged and developed.

Assessment & Grading

Writing Assignments

Each writing assignment within the courses will have specific prompts and rubrics for performance. These rubrics evolve from basic skills through more complex and sophisticated writing abilities. Essays must also reflect an understanding of the critical and analytical concepts studied in each unit and an understanding of the literature itself.

Speaking and Performance Assignments

Speaking assignments within courses will have specific prompts and rubrics for performance. As in the writing assignments, these evolve from the basic to the more advanced. Performances of scenes will always involve two assignments: the performance itself which will be graded on preparation and interpretation and on a written commentary about the scene and what the actors were trying to accomplish. This process means that no student is being graded on acting talent directly.

Curriculum

ENGLISH LANGUAGE ARTS YEAR ONE

First year students in ISHALL will cover thoroughly the content and skills associated with the standard Grade 9 and Grade 10 English Language Arts courses. The first semester will cover the content and skills for Grade 9, and the second semester will cover the content and skills for Grade 10.

The course will be conducted at an honors level with an expectation of above average achievement. Students will read literary and informational texts of greater difficulty than those typically assigned in Grades 9 and 10.
The course will emphasize greater depth of critical and analytical acuity, interpretive skills, and both creative and expository writing capabilities.

**ENGLISH LANGUAGE ARTS YEAR TWO**

Second year students in ISHALL will cover thoroughly the content and skills associated with the standard Grade 11 and Grade 12 English Language Arts courses. The first semester will cover the content and skills for Grade 11, and the second semester will cover the content and skills for Grade 12.

This course will emphasize greater breadth and range of reading and writing, while continuing to focus on more sophisticated critical, analytical, and creative skills. Students who complete the second year of the program will be ready for an Advanced Placement course in high school English. (See “What’s Next after ISHALL?” section for more details.)

The English content follows the Michigan HSCE aligned high-level, four-year high school curriculum and meets the Common Core National Language Arts Standards (i.e., class exceeds all respective Reading [R], Reading for Informational Text [RI], Writing [W], Speaking and Listening [SL], and Language standards [L] across the four grade levels during the two year period). The students complete this content in two years and receive English credit on their high school transcripts. Grade reports document mastery and assign a grade for each course. Compressing learning into a shorter time frame in just one subject could make two or more years of high school available for other desired courses, e.g., a second foreign language and/or college English courses.

Michigan State University and many Michigan Colleges and Universities have modified admissions procedures to admit qualified high school students into college courses while these students remain enrolled in their high schools.

Enrolling in a college course while still in high school is called dual enrollment, which is available to eligible students in grades 9-12, and is possible due to the Postsecondary Enrollment Options Act (PSEO). The purpose of PSEO is to provide a wider variety of course options to high school students to ensure that all students continue to be challenged. (See the “What’s next after ISHALL?” section for more details.)

**SAMPLE COURSE DESCRIPTIONS**

Sample course descriptions for ISHALL 1 and 2 are outlined below. These descriptions show the broader ways ISHALL courses meet and exceed the goals, content, and skills required in regular high school language arts courses. Although the descriptions provide an idea of the basic content, skills, and spirit of these courses, specific texts assigned may change depending on estimations of student interest, need, and opportunity and will be determined by the MSU instructor. Parents will be responsible for providing their students with all of the selected textbooks and all anchor texts marked with an asterisk required for the ISHALL course. Attention has been paid to select a majority of texts that come in affordable and accessible editions. The goals of the course will, however, remain the same.

The following outline provides a sample of the more specific ways texts, writing assignments, and presentations work to meet goals, reinforce concepts, and help students gain and practice skills.

**COMMON TEXTS TO ALL UNITS:**

*UNDERSTANDING LITERATURE: AN INTRODUCTION TO READING AND WRITING*, Walter Kalaidjian, Stephen Watt, Judith Roof

*THE NORTON SAMPLER*, Thomas Cooley

Note: Asterisk (*) denotes anchor text(s) in each unit
### Introduction to Reading

<table>
<thead>
<tr>
<th>Themes: Form/Content Inside/Outside, Surface/Depth</th>
<th>(SAMPLE) Texts</th>
<th>Writing Tasks or Presentation tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills: Identification and analysis of formal characteristics of literature</td>
<td>Nathaniel Hawthorne, “The Birthmark”&lt;br&gt;UL CD programmed exercise in the formal elements of fiction&lt;br&gt;Mark Twain, “The Story of the Bad Little Boy”</td>
<td>Description paragraph&lt;br&gt;Summary paragraph (both based on the short story)&lt;br&gt;Description of self&lt;br&gt;Description of relative</td>
</tr>
<tr>
<td>Skills: Identifying emotions, understanding empathy</td>
<td>Alice Walker, “Everyday Use”</td>
<td>Personal experience essay about a family heirloom and the feelings it inspires</td>
</tr>
<tr>
<td>Skills: Identifying the relation between words and emotions, form and emotions; basic formal skills of reading poetry</td>
<td>William Stafford, “Traveling Through the Dark.”&lt;br&gt;John Keats, “Ode to Sleep”&lt;br&gt;William Blake, “The Fly”&lt;br&gt;UL material on reading poetry</td>
<td>Poem and/or collection of poems focused in the relation between an object and a feeling or an action and a feeling</td>
</tr>
<tr>
<td>Skills: Identifying the relations between actions, speech, and feelings; basic formal skills of reading drama</td>
<td>“The Requiem” of Death of a Salesman and accompanying discussion, clips, and materials in UL</td>
<td>Brief performance&lt;br&gt;Short analysis of scene</td>
</tr>
<tr>
<td>Skills: exploring processes critical analyses of text(s)</td>
<td>Robert Louis Stevenson, Dr. Jekyll and Mr. Hyde*</td>
<td>Analytical essay focused on a formal aspect of the story</td>
</tr>
<tr>
<td>Skills: identifying emotions, empathy, comparison skills</td>
<td>The Brothers Grimm, “Cinderella,” Disney film Cinderella&lt;br&gt;Julia Alvarez, “I want to be Miss America”</td>
<td>Comparison essay</td>
</tr>
<tr>
<td>Introduction to Writing</td>
<td>(SAMPLE) Texts</td>
<td>Writing Tasks or Presentation tasks</td>
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<tr>
<td>Skills: focusing on the writing process</td>
<td>Frederick Douglass, <em>Narrative of the Life of Frederick Douglass</em> ISBN:</td>
<td>Brief autobiography focused on a single event</td>
</tr>
<tr>
<td>Skills: analyzing the elements of an argument</td>
<td>Film: <em>The Miracle Worker</em></td>
<td>Critical analysis of an autobiography</td>
</tr>
<tr>
<td>Skills: practicing effective communication by means of direct statements</td>
<td>Autobiographical poetry</td>
<td>Analytical essay focused on a formal aspect of the story</td>
</tr>
<tr>
<td>Skills: practicing judicious diction, clarity, and strategic organization</td>
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<td></td>
</tr>
<tr>
<td>Themes: Form/Content Inside/Outside, Surface/Depth</td>
<td>(SAMPLE) Texts</td>
<td>Writing Tasks or Presentation tasks</td>
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<tr>
<td>Skills: investigating themes of integrity and choice</td>
<td><em>UL</em> casebook on Poetry and Social Activism</td>
<td>Research on a topic to understand perspectives</td>
</tr>
<tr>
<td>Skills: examining the relations among different versions of the same historical event</td>
<td>William Faulkner, <em>As I Lay Dying</em></td>
<td>Persuasion essay that includes multiple points of view (i.e., avoids oversimplification of binaries)</td>
</tr>
<tr>
<td>Skills: effective communication by means of argument and persuasion</td>
<td>Film: <em>Battleship Potemkin</em> or <em>The Last Train Home</em></td>
<td>Critical essay regarding narrative writing as an argument</td>
</tr>
<tr>
<td>Skills: multi-genre composition</td>
<td></td>
<td>Analytical essay focused on a formal aspect of the story Two-minute speech on issue raised within text(s) from unit</td>
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</tbody>
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### Year 1, Unit 4 (4 weeks)

**Epic Poetry**

<table>
<thead>
<tr>
<th>Themes: Form/Content Inside/Outside, Surface/Depth</th>
<th>(SAMPLE) Texts</th>
<th>Writing Tasks or Presentation tasks</th>
</tr>
</thead>
</table>
| **Skills:** understanding epic poetry            | *The Song of Roland*  
  Excerpts from Homer’s *The Iliad*  
  E. M. Forster, “The Road from Colonus” | Creative story on friendship |
| **Skills:** investigating themes of friendship, fidelity, hardship, fate, and the passage of time | *Oedipus Rex* | Critical essay (theme-based) |
| **Skills:** analysis of characterization, chronology, point-of-view, and narrator/narration | Whitman, excerpts from *Song of Myself*  
  Joseph Conrad, *The Secret Sharer*  
  Film: *Star Wars* | Socratic Seminar on role of epics in modern literature and film and reflection |

### Year 1, Unit 5 (4 weeks)

**Shakespearean Tragedy**

<table>
<thead>
<tr>
<th>Themes: Form/Content Inside/Outside, Surface/Depth</th>
<th>(SAMPLE) Texts</th>
<th>Writing Tasks or Presentation tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills:</strong> understanding Shakespearean tragedy</td>
<td><em>Romeo and Juliet</em></td>
<td>Scene analyses and performances</td>
</tr>
<tr>
<td><strong>Skills:</strong> investigating the ethical dilemmas and questions of ambition, power, greed, and fear – and love -- posed by the play</td>
<td>Film: <em>Romeo and Juliet</em> (2013)</td>
<td>Critical comparison essay on play and modern film texts (theme-based)</td>
</tr>
<tr>
<td><strong>Skills:</strong> analysis of dialogue, setting, and staging</td>
<td>Film: <em>Romeo + Juliet</em> (1996)</td>
<td>One act play, performance, and reflection</td>
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### Year 1, Unit 6 (4 weeks)

<table>
<thead>
<tr>
<th>Post World War II Drama</th>
<th>(SAMPLE) Texts</th>
<th>Writing Tasks or Presentation tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Themes:</strong> Form/Content Inside/Outside, Surface/Depth</td>
<td>Miller, <em>Death of a Salesman</em></td>
<td>Scene analysis focused on character and/or setting</td>
</tr>
<tr>
<td>Skills: analyzing dramatic texts of different styles and kinds; identifying the dynamics and modes of expression; relating the means of expression with the ideas enacted</td>
<td>Williams, <em>The Glass Menagerie</em></td>
<td>Critical comparison essay on both plays (theme-based: common theme)</td>
</tr>
<tr>
<td>Skills: investigating the role of distance and family</td>
<td>Film: <em>Glass Menagerie</em> (1987)</td>
<td>Dramatic scene, performance, and reflection: focused on family relations or distance</td>
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<tr>
<td>Skills: analysis of experimentation of form and structure</td>
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### Year 1, UNIT 7 (4 weeks)

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<thead>
<tr>
<th>Fictions of Travel and the Road</th>
<th>(SAMPLE) Texts</th>
<th>Writing Tasks or Presentation tasks</th>
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<tbody>
<tr>
<td><strong>Themes:</strong> Form/Content Inside/Outside, Surface/Depth</td>
<td></td>
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<tr>
<td>Skills: analyzing the art of the novel in the form of the picaresque, including looking as well at 1900s American literature and more contemporary versions of the road</td>
<td>Cervantes, <em>excerpts from Don Quixote</em>, Steinbeck, <em>Travels with Charlie</em>, Jewett, “The Flight of Betsey Lane”, Kerouac, <em>excerpts from On the Road</em></td>
<td>Research project on the significance of transportation/travel to American culture</td>
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<td>Journal writings about travel in relation to space, time, and/or writing</td>
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<tr>
<td>Skills: investigating literary periods -- American Literary Romanticism and Realism</td>
<td>Twain, <em>Adventures of Huckleberry Finn</em></td>
<td>Journal writings about travel in relation to freedom and friendship</td>
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<td></td>
<td>Selected poetry</td>
<td></td>
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<tr>
<td>Skills: analysis of experimentation of form and structure</td>
<td>Krakauer, <em>Into the Wild</em></td>
<td>Socratic Seminar on the relation between experience and fiction through journals and non-fiction</td>
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<td>Transformation of one journal entry into a short story</td>
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### Year 1, UNIT 8 (4 weeks)

<table>
<thead>
<tr>
<th>Romanticism</th>
<th>(SAMPLE) Texts</th>
<th>Writing Tasks or Presentation tasks</th>
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</thead>
<tbody>
<tr>
<td>Skills: analyzing the art of the short story, focusing on mood and movement</td>
<td>Poetry of Blake, Keats, Byron, Woodsworth, Shelly, and/or Coleridge</td>
<td>Poetry explication Creative writing -- poetry</td>
</tr>
<tr>
<td>Skills: investigating literary periods -- British Literary Romanticism and the Gothic novel</td>
<td>Shelley, <em>Frankenstein</em></td>
<td>Critical comparison essay (comparing novel to short story or poem from unit)</td>
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### Year 1, Unit 9 (4 weeks)

<table>
<thead>
<tr>
<th>Shakespearean Comedy</th>
<th>(SAMPLE) Texts</th>
<th>Writing Tasks or Presentation tasks</th>
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</thead>
<tbody>
<tr>
<td><strong>Themes:</strong> Form/Content Inside/Outside, Surface/Depth</td>
<td>Shakespeare, <em>A Midsummer Night’s Dream</em></td>
<td>Scene analyses and performances Interpretation of excerpt(s)</td>
</tr>
<tr>
<td>Skills: understanding Shakespearean comedy</td>
<td>Selected readings about literary criticism</td>
<td>Locate and analyze critical essay about play text: create critical response</td>
</tr>
<tr>
<td>Skills: analysis of secondary literary criticism</td>
<td>Film: <em>A Midsummer Night’s Dream</em> (1968)</td>
<td>Socratic Seminar on film’s interpretation of play text</td>
</tr>
<tr>
<td>Skills: investigating the Shakespeare’s language, imagery, settings, and characters</td>
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### Year 1, Unit 10 (4 weeks)

<table>
<thead>
<tr>
<th>Literature as Social Action</th>
<th>(SAMPLE) Texts</th>
<th>Writing Tasks or Presentation tasks</th>
</tr>
</thead>
</table>
| **Themes: Form/Content Inside/Outside, Surface/Depth** | Carson, excerpts from *Silent Spring*  
Selected nature writings  
Sinclair, *The Jungle* | Practice synthesis essay(s) on social topics that develop into a speech |

Skills: understanding the influence of literature on social action (and vice versa)

Skills: analysis of historical artifacts (i.e., periodicals)

Skills: investigating the post-Industrial and post-Colonial societies in the digital age

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### Year 2, Unit 1 (4 weeks)

<table>
<thead>
<tr>
<th>Literature and Technology</th>
<th>(SAMPLE) Texts</th>
<th>Writing Tasks or Presentation tasks</th>
</tr>
</thead>
</table>
| **Themes: Form/Content Inside/Outside, Surface/Depth** | Italo Calvino, “Mr. Palomar on the Beach: Reading a Wave”  
Chinua Achebe, “The Sacrificial Egg”  

Skills: exploring the relations among literature, technological advances, and the expansion of expressive media

Skills: analysis of British literature from the 18th and 19th centuries, science fiction, and science journalism

Skills: investigating the post-Industrial and post-Colonial societies in the digital age

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Ray Bradbury, *Fahrenheit 451*  
Film: *Gattaca*
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<tr>
<th><strong>Year 2, Unit 2 (4 weeks)</strong></th>
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<tbody>
<tr>
<td><strong>Comedy, Errors, and Corrections</strong></td>
<td><strong>Themes: Form/Content Inside/Outside, Surface/Depth</strong></td>
<td><strong>Writing Tasks or Presentation tasks</strong></td>
</tr>
<tr>
<td></td>
<td>(SAMPLE) Texts</td>
<td></td>
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</tbody>
</table>
| Skills: exploring British Elizabethan, Restoration, 18th century, and/or Modernist dramatic texts | Richard Sheridan, *The Critic*  
Oscar Wilde, *The Importance of Being Earnest* | A short play on domestic relations  
A review and revision practice |
Critical essay on *The Tempest* |
| Skills: focusing on the processes of writing and revising | Select literary criticism | Revision and Metacognitive reflection: critical essay on *The Tempest* |

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<tr>
<th><strong>Year 2, Unit 3 (4 weeks)</strong></th>
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<tbody>
<tr>
<td><strong>Oral Tradition: Transformation and Story-Telling</strong></td>
<td><strong>Themes: Form/Content Inside/Outside, Surface/Depth</strong></td>
<td><strong>Writing Tasks or Presentation tasks</strong></td>
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<tr>
<td></td>
<td>(SAMPLE) Texts</td>
<td></td>
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</tbody>
</table>
| Skills: exploring oral traditions, including Old and Middle English texts (in translation), poetry, and folk tales, and their legacies | *Beowulf*  
Gardner, *Grendel*  
Geoffrey Chaucer, selections from *The Canterbury Tales*  
Thomas Mallory, selections from *Le Morte d’Arthur* | Critical or creative essay on the relation between the point of view and oral traditions |
| Skills: exploration of urban folk tales | Garcia-Marquez, “The Handsomest Drowned Man in the World” | Speech: sharing of research about urban folk tales |
| Skills: exploration of poetry as the voice of culture | Native American poetry, Chicano/a poetry | Writing poetry  
Analytical essay on (own) poetry |
### Year 2, Unit 4 (4 weeks)

<table>
<thead>
<tr>
<th>Themes: Form/Content Inside/Outside, Surface/Depth</th>
<th>(SAMPLE) Texts</th>
<th>Writing Tasks or Presentation tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills: analysis of structure and motifs</td>
<td>Ian MacEwan, <em>A Child in Time</em>  Don Delillo, <em>White Noise</em></td>
<td>Critical essay focused on structure and/or motifs</td>
</tr>
<tr>
<td>Skills: creation of multimedia/multimodal text</td>
<td>Michelle Cliff, “The Store of a Million Items” Michael Joyce, “Afternoon, A Story” (hypertext) Select critical articles about technology and literature</td>
<td>Writing a short story Transforming the short story or critical/creative essay on chaos into a multimedia/multimodal text</td>
</tr>
</tbody>
</table>

### Year 2, Unit 5 (4 weeks)

<table>
<thead>
<tr>
<th>Cultural Capital</th>
<th>(SAMPLE) Texts</th>
<th>Writing Tasks or Presentation tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills: exploring and examining the literature and phenomena of the Harlem Renaissance and the Jazz Age, showing how multiple media work to produce and to reflect community, as well as how communities communicate with one another</td>
<td>Poetry from the Harlem Renaissance (Cullen, Hughes, McKay, Toomer, Dunbar) Excerpts from Ernest Hemingway, <em>A Movable Feast</em> Zora Neale Hurston, <em>Dust Tracks on a Road</em> Nella Larsen, <em>Passing</em> Scott Fitzgerald, <em>The Great Gatsby</em></td>
<td>Stylistic analyses Research paper that examines the relations between the works of two authors</td>
</tr>
<tr>
<td>Skills: analysis of the transformation of themes and styles from genre to genre</td>
<td>Photography of Alfred Stieglitz and the paintings of Georgia O’Keeffe 20s cinema and music (i.e., Jazz) pieces</td>
<td>Speech on the relation between literature and art in another medium, including cinema, music, fine art, or dance</td>
</tr>
</tbody>
</table>
### Year 2, Unit 6 (4 weeks)

<table>
<thead>
<tr>
<th>Themes: Form/Content Inside/Outside, Surface/Depth</th>
<th>(SAMPLE) Texts</th>
<th>Writing Tasks or Presentation tasks</th>
</tr>
</thead>
</table>
| Skills: exploring rendition of the protagonist, the functions of narrators and point-of-view, and the representation of history, across genre, while focusing primarily on narrative fiction | Charles Dickens, *David Copperfield*<sup>*</sup>  
Toni Morrison, *Sula*<sup>*</sup>  
William B. Yeats, selected poetry and plays  
Ambrose Bierce, “An Occurrence at Owl Creek Bridge” | Critical essay on *Sula* or *David Copperfield* |
| Skills: analysis of using larger than life figures in new ways | William Shakespeare, *Hamlet*<sup>*</sup>  
Stoppard, *Rosencrantz and Guildenstern are Dead*<sup>*</sup> | Analysis of voice, point-of-view, chronology, and inclusion/exclusion |
| Skills: examining history as fiction | Excerpts from Christopher Hitchens,  
*Thomas Jefferson, Author of America* | Compose modern history of a current American icon |

### Year 2, Unit 7 (4 weeks)

<table>
<thead>
<tr>
<th>Literature and Politics</th>
<th>(SAMPLE) Texts</th>
<th>Writing Tasks or Presentation tasks</th>
</tr>
</thead>
</table>
| Skills: exploring genres of satire, allegory, parody, and the graphic novel, (thus adding a new mode of interpretation to close reading, issues of structure and theme, and style) | George B. Shaw, *Saint Joan*  
Jonathan Swift, “A Modest Proposal”  
Arthur Miller, *The Crucible*<sup>*</sup>  
George Orwell, *Animal Farm*<sup>*</sup> | Analysis of the political themes of a play or novels |
| Skills: analyzing and producing satire, parody, and/or political commentary history as fiction | William Goldman, *The Lord of the Flies*<sup>*</sup>  
Art Spiegelman, *Maus: A Survivor’s Tale*<sup>*</sup> | Creating an editorial or satire |
| Skills: analysis of the intersection of literature, writing, film, and politics, ranging from the 18th century to the present | Editorials through the ages from Addison and Steele to Thomas Friedman  
Television satire, e.g. *SNL Nightly News* | Critical analysis of an editorial |
### Year 2, Unit 8 (4 weeks)

<table>
<thead>
<tr>
<th>Romance</th>
<th>(SAMPLE) Texts</th>
<th>Writing Tasks or Presentation tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Themes: Form/Content Inside/Outside, Surface/Depth</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills: exploring literature of Romance from the Middle Ages through more contemporary versions in a range of genres</td>
<td><em>Tristan and Iseult</em>&lt;br&gt;Elizabethan poetry (Shakespeare, Sydney, Herrick, Donne)&lt;br&gt;Victorian poetry (Rossetti, Browning, Tennyson, Hopkins)</td>
<td>Analysis of a poem (i.e., explication)&lt;br&gt;Oral presentation on concept/role of Romanticism</td>
</tr>
<tr>
<td>Skills: analyzing similarities and/or changes of and/or about Romanticism across the centuries</td>
<td><em>Somerset Maugham, Of Human Bondage</em>&lt;br&gt;<em>Henry James, Daisy Miller</em>&lt;br&gt;<em>John Updike, &quot;A &amp; P&quot;</em>&lt;br&gt;*Kate Chopin, &quot;The Story of an Hour&quot;</td>
<td>Expository essay examining Romantic concept (i.e., real and the ideal, sublime and the beautiful, etc.)</td>
</tr>
</tbody>
</table>

### Year 2, Unit 9 (3 weeks)

<table>
<thead>
<tr>
<th>Coming of Age</th>
<th>(SAMPLE) Texts</th>
<th>Writing Tasks or Presentation tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Themes: Form/Content Inside/Outside, Surface/Depth</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills: exploring literature focused on the process and rituals of coming to/of age (i.e, <em>bildungsroman</em>)</td>
<td><em>James Baldwin, &quot;Sonny’s Blues&quot;</em>&lt;br&gt;<em>William Faulkner, The Reivers</em>&lt;br&gt;<em>John Knowles, A Separate Peace</em>&lt;br&gt;<em>Harper Lee, To Kill a Mockingbird</em></td>
<td>Critical analysis (comparison) of two texts</td>
</tr>
<tr>
<td>Skills: analyzing self and personal experience</td>
<td>Sample primary research examples and tools</td>
<td>Conduct an extemporaneous talk/inquiry about maturation (i.e, conduct primary research)&lt;br&gt;Autobiographical piece on their own experiences/coming of age</td>
</tr>
<tr>
<td>Modernism/Postmodernism</td>
<td>(SAMPLE) Texts</td>
<td>Writing Tasks or Presentation tasks</td>
</tr>
<tr>
<td>-------------------------</td>
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</tr>
</tbody>
</table>
| **Themes: Form/Content Inside/Outside, Surface/Depth** | Virginia Woolf, *Mrs. Dalloway’s Party*<sup>*</sup>  
D. H. Lawrence, “The Chrysanthemum”  
Sherwood Anderson, *Winesburg, Ohio*<sup>*</sup>  
James Joyce, *Portrait of the Artist as a Young Man*<sup>*</sup>  
Franz Kafka, *Metamorphosis*  
Jorge Luis Borges, “The Shape of the Sword”  
Joyce Carol Oates, “How I Contemplated the World from the Detroit House of Correction and Began My Life Over Again”  
John Barth, selections from *Lost in the Funhouse*  
Harold Pinter, *The Dumb Waiter*  
Samuel Beckett, *Waiting for Godot*  
Modern poetry--selections from the work of Eliot, Pound, Williams, Walcott, Stevens, Brooks, and others. | Compose case study of the idea of literary periods, styles and changes  
Absurdist analysis and performance  
Poetry explication(s) |
| **Skills: understanding the changes in the literary periods to create a case study** | Sample critical/literary historical texts | Researched analysis and annotated bibliography |

**Enrichment Activities for Year One and Year Two**

In both years of ISHALL, students may have the opportunity to see plays mounted by a university or other local venues. These activities are optional and parents/students may be responsible for the cost. Students may have the option to write essays reflecting on their experiences seeing plays as well as on the various interpretations they see. These external venues will be implemented into the curriculum at the discretion of the GATE professor.
ISHALL Contact Information:

MSU GATE ISHALL Instructor
Dr. James T. Davis II
E-mail: jtdavis@msu.edu

Gifted and Talented Education (GATE)
Michigan State University
Kellogg Center
219 S. Harrison Rd., Room 8
East Lansing, MI 48824
Phone: 517-432-2129
Fax: 517-432-9541

gifted@msu.edu
www.gifted.msu.edu
FOR PROSPECTIVE STUDENTS & PARENTS

Eligibility Requirements

- ACT English: 21 and ACT Critical Reading: 22
- SAT Critical Reading: 520
- Students must submit a recommendation from their current English teacher, as well as a copy of their most recent transcript or grade report.
- All students must take an ISHALL diagnostic test. This test will be administered online and will be given after the full application has been received. The test must be completed as a part of the application process before a final acceptance will be finalized and decided upon.

Student Application and Selection

Complete a qualifying exam such as the ACT or SAT available at www.collegboard.org, www.act.org, or http://www.ctd.northwestern.edu/numats/register/. Students should apply to ISHALL using the online system at https://gifted.msu.edu/gateway/. Students can apply even if they have not received their SAT or ACT test scores yet. Simply submit a copy of the test scores when you receive them. Applications are due in early May.

Diagnostics Exam Instructions

An online diagnostic exam, to be administered at Michigan State University, must be taken by all applicants to ISHALL. The test will take approximately 1.5 hours to complete.

Students may not request any assistance with the diagnostic exam. Students cannot use dictionaries, the internet or any other academic materials.

In Part 1 of the exam, students read a one-page short story, then answer specific questions about the text and write an expository essay related to the story. In Part 2, students read a poem and respond to short answer questions about the poem. In Part 3, students correct grammar mistakes in several sentences. The ISHALL professors will score the essays using a rubric based on accuracy, organization, argument, diction, grammar, and inventiveness. Essays should demonstrate some critical skill, analytical ability, and expressive capacity that suggest inventiveness, originality, and/or thoughtfulness.

Please note that exam scores will NOT be reported to students or parents. The examination results will be taken into account, in conjunction with other data, in the holistic selection procedure. They will also be used to determine the various abilities, strengths, and weaknesses of prospective students for purposes of individualized instruction in the class itself.

Applicant Review

Applications are reviewed by the ISHALL Committee, which has the responsibility for final selection and class placement of participants. Several factors are considered as a portfolio of the student. Among these factors are the SAT or ACT scores, the age and/or grade level at which these scores were achieved, previous school records, and the diagnostic examination score. NO SINGLE FACTOR AUTOMATICALLY QUALIFIES OR DISQUALIFIES A STUDENT.

Timeline For Application & Acceptance

August – March   Students register for the ACT or SAT Test. One option is to register through the Northwestern University Midwest Talent Search.
September - April  SAT or ACT test given.

Mid-March  Information is sent to school districts regarding which students are eligible for ISHALL.

March - April  General information meeting is held for prospective students and their parents.

Mid-April  Student diagnostic tests are completed.

Early May  Applications are due from students.

End of May  Committee reviews applications and selects students.

June  Students and their parents are notified by mid-June and students confirm participation by paying the $100 reservation fee.

End of August  Student & Parent Orientation held on the MSU campus.

Last Week in August  ISHALL classes begin.

The ISHALL class schedule approximates a typical academic calendar, but could vary with each student’s home district. Specific schedules will be issued to accepted students by the ISHALL professor.

**Parent Responsibilities regarding the School District**

Contact school district representative(s) and home middle school and prospective high school to verify the student’s institution:

- Will accept the ISHALL credits as four years of high school English credit.
- Will provide appropriate course opportunities upon the student’s return to normal class schedules.
- Will not make the student repeat any English requirements.

*These accommodations and acceptance should be verified by the parent prior to enrollment in any GATE program.*

*Neither GATE nor MSU guarantees acceptance of any credit by a student’s home school.*

**Registration, Costs, And Payment**

**Reservation and Distance Learning Fees**

There is no fee due at the time of application, however, upon acceptance into a program each student pays an initial, non-refundable $100 reservation fee confirming his/her intent to participate and a $100 distance learning fee. Returning Year 2 students must pay a non-refundable $50 reservation fee confirming their intent to continue participating in the program.

**Tuition**

The cost of program instruction per student per year is approximately $1,500 or $750 per semester, due before the beginning of each semester. The GATE office will send parents an invoice. Contact the GATE office if you require a payment plan.
Financial Aid

Tuition assistance from the GATE office may be available to those with financial need. Fill out the Financial Aid page of the application when you apply to a program. Parents should also contact their student’s school to learn if any financial support is provided by the school.

How to Pay

Payment can be made by credit card on the GATE website (www.gifted.msu.edu/program-payments) or by check made payable to Michigan State University. Please write your child’s name and program on the notes line of the check and remit payment to:

Gifted and Talented Education
Michigan State University
Kellogg Center
219 S. Harrison Rd., Rm. 8
East Lansing, MI 48824

Other Costs

Textbooks are to be purchase before the first week of class. Parents are responsible for the purchase of all textbooks and reading book materials. Exact editions of the required reading material must be purchased. The Ishall professor will distribute a reading/purchase list well before the class begins. Parents are responsible for providing transportation as well as class supplies such as notebooks, binders, etc. Some programs may organize optional field trips with attendance costs to be paid by the student.

Cancellation Policy

All classes are subject to a minimum enrollment of 15 students and may be canceled at the discretion of the GATE office.

Refunds and Drops

If a student drops from a GATE academic year program, the refund policy is:

- For drops occurring on or before the date of the 4th class session, one hundred percent (100%) of the tuition for the program dropped will be refunded.
- All requests for withdrawals and refunds must be submitted in writing to the Gifted and Talented Education office via e-mail (gifted@msu.edu) or by mail by the end of the business day of the 4th class session. We will then give you a drop form to be signed by your school.
- For drops occurring after the date of the 4th class session, no refund will be made for any programs dropped.
- Reservation fees are non-refundable.
- Refunds may take up to 4 weeks.
FOR CURRENT STUDENTS & PARENTS

Tuition Payment and Refund Policy
Please reference the previous section, “Registration, Costs, and Payment”, for details.

Responsibilities: Parent, Student MSU and Instructor

Parent Responsibilities regarding the School District
Contact school district representative(s) and home middle school and prospective high school to verify the student’s institution:

- Will accept the ISHALL credits as four years of high school English credit.
- Will provide appropriate course opportunities upon the student’s return to normal class schedules.
- Will not make the student repeat any English requirements.

These accommodations and acceptance should be verified by the parent prior to enrollment in any GATE program.

Neither GATE nor MSU guarantees acceptance of any credit by a student’s home school.

Parents Responsibilities regarding the Student
1. Transport student to and from class once a week, except Lapeer county students.
2. Attend an initial information session, fall orientation session, and conferences.
3. Support and encourage the student.
4. Review weekly graded homework and quizzes with the student.
5. Communicate any problems or concerns to the professor.
6. Provide student with access to a computer, a printer, and the Internet. Provide student with a graphing calculator. The TI-83 + calculator is preferred.

Students
1. Attend classes regularly.
2. Complete assigned homework regularly.
3. Keep parent(s)/guardian(s) informed of weekly graded homework and quizzes.
4. Attend online tutoring workshops as desired or assigned.
5. Exhibit appropriate classroom behavior.
6. Maintain satisfactory level of performance in regular school course work.

Michigan State University Responsibilities
1. Provide the course instructors (professors) and teaching assistant.
2. Provide course books.
3. Provide classroom facilities on campus.
4. Provide written confirmation of participation in and completion of ISHALL.
5. Provide administrative and fiscal services.

Instructor Responsibilities
1. Provide the instruction.
2. Provide appropriate evaluation of student and placement recommendation.
3. Conduct parent-teacher conferences each semester and schedule student conferences as necessary.
4. Maintain the ISHALL D2L course management web site.
5. Provide online tutoring sessions.
6. Assist in promoting the program by attending annual info meetings and orientations.
Dropping Off and Picking Up Students

All ISHALL classes meet at the Michigan State University Tollgate Education Center located at 28115 Meadowbrook Road, Novi. Conveniently located at the northwest corner of 12 Mile and Meadowbrook Roads near the M-5 interchange, in Novi. [https://www.google.com/maps/place/28115+Meadowbrook+Rd,+Novi,+MI+48377/@42.498017,-83.4592,852m/data=!3m2!1e3!4b1!4m2!3m1!1s0x8824afa063e97b89:0x831239e13f5a6818?hl=en](https://www.google.com/maps/place/28115+Meadowbrook+Rd,+Novi,+MI+48377/@42.498017,-83.4592,852m/data=!3m2!1e3!4b1!4m2!3m1!1s0x8824afa063e97b89:0x831239e13f5a6818?hl=en)

Students should arrive by 4p.m. and be planned to be picked up by 6p.m. Students will not be able to use a telephone to call home and will not be allowed to remain in the classroom if a parent or ride is late. If you arrive for pick-up before that time, please park somewhere that will not obstruct normal traffic. Parents are responsible for providing transportation.

Cancellation of Class

MSU Extension will be closing with Walsh College of Novi. Please contact Walsh College Weather Hotline at 248-823-1632. If Walsh College has is cancelling classes because of inclement weather then ISHALL will be cancelled for that evening.

We realize that students are coming from many school districts; however, ISHALL cancellations will be based on the Novi area’s weather information.

**IMPORTANT: it is the student’s/family’s responsibility to check the school delay/closing for Walsh College. Because ISHALL is an evening class, the GATE office will not be responsible for notifying students/parents via email. You must check the school closings.**

Even if school is not delayed/cancelled, but there is bad weather, those driving should not drive in conditions they consider unsafe! Thus, if your local conditions are so bad that driving students to the ISHALL class is unsafe, please do not risk it. It is far better for the students to be absent from class than to risk unsafe driving conditions.

Please note that, in the event of a snow delay or closing cancelling ISHALL, additional classes may be scheduled by your professor at the end of the semester.

Absences

Although absence from class is undesirable, there are times when it is unavoidable. When an absence occurs, it is the responsibility of the student to keep up with what the class is doing, and to get all assignments turned in on time. Homework assignments due on the day absent should be emailed to the instructor before class time. The homework assignment due the following week should be obtained within one day of the absence from the instructor, or another student. Help on work missed in class can be obtained at Workshops. It is important that absence from class not result in a wasted week. The student, and possibly the parents, should be aggressive in making sure that the student is up-to-date by the next class.

In the case of an absence which is predictable in advance, the instructor can usually provide assignments in advance so the student can stay current. Generally speaking, a single isolated absence will cause no long-term problems if the student makes the effort necessary to get up-to-date by the next class. However, several absences during a semester can cause real problems for the student, and in such cases, the instructor should be consulted about how to prevent the student from falling seriously behind.

It is the student’s responsibility to contact the instructor and make sure they are up-to-date on all class work and homework assignments.
Workshops/Tutoring sessions

A teaching assistant supervises the Workshops and is there to help the students with questions on the material. However, it is your student’s responsibility to come prepared and to keep themselves on task. The supervisor will not make sure that each student is working the whole time they are at lab.

Attendance at the Workshops is normally optional, but many students derive real benefit from attending Workshops on a regular basis. See the professor’s syllabus for Workshop attendance requirements.

Workshops are intended to give students the opportunity to ask questions about portions of the material that they may not fully understand. These questions may be very general or very specific. The help provided is usually individual help, although several students with similar questions may be dealt with as a small group. Another aspect of Workshops is that it provides an opportunity for students to help each other – sometimes help from another student is more effective than help from an “official” source.

Students logging onto Workshops do not need to prepare a list of questions, but they should have the intention of working on the course material and assignments. Many students use Workshops as a time allocated to do homework assignments, with the bonus that help is at hand in case something is not understood.

PLEASE NOTE: Workshops are not intended to become private tutoring. If several students have questions at the same time, the assistant conducting the session will not let individual students or small groups of students dominate their time when others are waiting for help. Thus, the student with several questions may have to wait in turn to have a single question dealt with, and then wait again in turn to ask another question. However, nearly all questions do get answered eventually. Students with questions are advised to indicate clearly that they have questions, and then be patient until the assistants can get to them.

Monitoring Student Performance

While the program does not issue grade reports until the end of each semester, it is still relatively easy for parents to have a good idea of how a student is doing. Almost every week, there are graded homework assignments or quizzes. Parents should ask the students regularly, even weekly, to show them the specific scores on homework and quizzes.

There will be a mid-semester progress report sent to parents, but this will not give a grade. The progress report will consist of a checklist to indicate if everything is going well for the student, and it will highlight any areas in which the performance of the student is not at a high level. Parent-teacher conferences will be offered as an option and will also be held mid-semester to give parents an opportunity to talk to the professor about the student’s progress. Parents are invited to contact the instructor at any time if they have questions or concerns about the student’s performance.

Grade Reports are sent after the end of each semester (usually January and May) via e-mail to the student’s MSU email address and the parent(s) email address(es) provided. Grade Reports are also sent via email to school contacts provided by the participant prior to the start of the program. (School contacts are typically a counselor, principal, or gifted coordinator.) Mid-semester Progress Reports are also emailed in the same way.
Academic Problems

The instructor will inform parents when serious problems arise with a student’s academic performance. Problems become obvious to an instructor when a pattern arises - a single poor grade can often just be a bad day, while repeated poor grades are a concern. However, instructors see the students only one day per week. Parents may sometimes see signs that a student is having troubles long before a pattern becomes obvious to the instructor. This is a case where two or more observers are better than one. If you observe that your student is having difficulties with the course over a period of more than a week, it might be a good idea to contact the instructor and “compare notes”. The instructor can often make individual suggestions that will help a particular student overcome certain types of problems. It is easier to overcome problems earlier rather than later.

Many students in GATE programs have never had academic problems in school before, so they do not know how to cope with them or how to seek the help that might solve them. Parents can be very helpful to the student’s performance by seeking out the help that the student may not realize (or be ready to admit) is needed. It is the nature of an accelerated program that students run into difficulties of one kind or another at some point. Learning to cope with and overcome these difficulties is an important part of the learning experience. It is important for students (and parents) to realize that learning how to find and use help effectively is a skill, one which is essential for long-term academic success.

Students receiving a grade less than a B- may be advised not to continue the program. If “NO GRADE” is entered on the grade report, this means the student’s performance was not adequate to receive a grade or credit for the course, and students may be advised not to continue the program. In such cases, an explanatory note will be provided. These recommendations are made with the student’s continued academic success in mind.
GATE AND MICHIGAN STATE UNIVERSITY POLICIES

Contact Procedures

- In case of an emergency, including medical or behavioral situations, the program’s instructor or supervising adult will contact the parents/legal guardians via the phone number(s) they provided prior to the beginning of the program.

- In case of a non-emergency, instructors may also correspond with the parents/legal guardians via email.

- Please note that it is the responsibility of the parents/legal guardians to notify the GATE office of any changes to their contact information.

- Contacting students during the program: Because the classes/workshops are only 2-3 hours, once or twice a week, we don’t expect that parents will need to contact students during the class period.

- Contacting the professors: Parents/legal guardians will be given the email and office phone number of the program instructor(s) or supervising adult prior to the beginning of the program. Email is generally the best way to initially reach an instructor with questions, concerns, to notify them of a student’s absence from class, etc.

Emergency Procedures

- The MSU Alert System for emergencies sends out notifications via email, text message, and pre-recorded phone call. If you would like to receive SMS text messages on your cell phone, you can register your phone information by logging in to our system and adding your number, at http://alert.msu.edu/.

- In case of a weather related emergency, (severe thunderstorm warning or tornado warning), everyone should seek shelter in an interior hallway in the basement or ground level of a building, or in the lowest level of a parking ramp away from windows.

- In case of other emergencies on campus (accident, medical emergency, suspicious activity, presence of a firearm), the best course of action is to call 911 immediately.

- If a “Secure in Place” action is advised (for active violence), you should:
  - Lock doors of the room you are in (Main doors of building will also be locked.)
  - Close blinds and turn off lights.
  - Find a well hidden and protected area to hide using objects in the room to barricade with or hide behind.
  - Wait for the “All Clear” from the MSU Alert System before leaving your secure location.

Program Rules

Participation in MSU GATE programs is a privilege, not a right. The following actions will not be tolerated and may result in the student’s dismissal from the program:

- Violation of Academic Integrity, such as cheating or plagiarism (See section on Academic Integrity for more details)
- Any inappropriate behavior towards others, such as harassment, abuse, violence, bullying (physical, verbal, or cyber-bullying) or other misconduct.
- Discriminating against or harassing on the basis of age, color, gender, gender identity, disability status, height, marital status, national origin, political persuasion, race, religion, sexual
orientation, veteran status, or weight. The full University Anti-Discrimination Policy is available here: http://inclusion.msu.edu/Equity/index.html

- Sexual harassment, sexual abuse, and other sexually inappropriate conduct. See next section for Reporting Protocols. The full MSU policy on Sexual Harassment is available here: http://inclusion.msu.edu/Equity/Sexual%20Harassment%20Policy.pdf
- Inappropriate use of cameras or other digital recording devices in restrooms, and other areas where privacy is expected by participants.
- Possession and/or use of alcohol, illegal drugs, fireworks, or lethal weapons, on and off campus.
- Any misuse or damage of University property is prohibited, and participants may be financially responsible for any damage incurred.
- Use of any materials presenting a fire hazard such as candles or incense. Tampering with fire alarms is prohibited.
- Theft of personal property or university property
- Violations of federal, state and local laws, or program rules

In addition, rules verbally given by the program instructor or supervising adult must be followed.

University Reporting Protocols for Child Abuse, Sexual Assault, and Child Pornography

The University strives to offer a safe and supportive learning and working environment for all individuals. In support of that goal, the University has established reporting protocols for its employees and volunteers with respect to child abuse, sexual assault, and child pornography. Procedures for reporting violations can be found at: http://www.hr.msu.edu/documents/uwidepolproc/ReportingProtocols.htm

All individuals who have direct contact with minors at a youth program have been subject to a criminal background check (including sex offender registry check) through the Human Resource Department within the last twelve months.

Academic Integrity

GATE programs adhere to Michigan State University expectations about academic integrity. Academic integrity is honest and responsible scholarship. Students are expected to submit original work and give credit to other peoples’ ideas. Maintaining academic integrity involves:

- Creating and expressing your own ideas in course work
- Acknowledging all sources of information
- Completing assignments independently or acknowledging collaboration
- Accurately reporting results when conducting your own research or with respect to labs
- Honesty during examinations

Academic integrity is the foundation of university success. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry students beyond their academic career. Academic dishonesty not only cheats the student of valuable learning experiences, but can result in a failing grade on assignments, a failing grade in a course, or even expulsion from the university for the student.

The following are additional MSU resources on plagiarism and academic integrity:
https://www.msu.edu/~ombud/academic-integrity/plagiarism-policy.html
https://www.msu.edu/~ombud/academic-integrity/student-faq.html
Discipline Procedures & Dismissal from the Program

The following procedures apply to violations of the Program Rules and any rules verbally given by the instructor or supervising adult:

1. The student will typically receive a warning from the instructor or supervising adult for a first time offense.
2. If the student repeats the offense, or if the first offense is severe, the student will meet with the instructor of the course. The instructor will assign appropriate consequences at his/her discretion, and this decision is final. Parents will be contacted by the instructor and informed about the incident and consequences.
3. A student who commits a violation of the rules that may warrant dismissal from the program will be notified of the alleged violation. The instructor and GATE director will gather information about the situation and the student will meet with the instructor and GATE director to discuss the student’s point of view. Family members will not be involved in this process, but will be notified of the decision. All disciplinary decisions made by the instructor and GATE director are final, and can include dismissal from the program.
4. Please note that dismissal from the program for disciplinary reasons does not warrant a refund of tuition or fees.

FERPA Notice

Below is the FERPA notice that students acknowledge when completing an application for all GATE programs:

It is the policy of Michigan State University to comply with the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (“FERPA”). FERPA affords students certain rights with respect to their education records, including the right to have access to their education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from their education records. Additional information on MSU’s compliance with FERPA is available at http://www.reg.msu.edu/ROInfo/Notices/PrivacyGuidelines.asp.

In compliance with FERPA, the MSU Gifted and Talented Education Program provides this notice to inform that upon request, it will forward without consent education records of enrolled students, including but not limited to grades, to the elementary or secondary school each student attends or is enrolled. If you have any questions about FERPA or about disclosure of information to your elementary or secondary school, please contact GATE at (517) 432-2129.
WHAT’S NEXT AFTER I SHALL?

Advanced Placement English At Your High School
Students who complete the second year of the I SHALL program will be ready to take an Advanced Placement course in English. Some of the high schools in the student’s area may offer Advanced Placement (AP) English courses in their English curriculum sequence. AP courses are college-level English courses presented in a high school setting. Students who take the course have the option to take a nationally standardized AP test from the College Board in the spring (for a fee). If students score well enough on the AP English test, they will receive credit at MOST colleges and universities for up to one year of college English. See MSU table below.

There are 2 different AP English courses/tests: Language & Composition and Literature & Composition
Your school may offer only one of these, or both. Please inquire with your school about their offerings. Here are the basic descriptions of each course, which are taken from the document linked below.

AP Language & Composition
An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

AP Literature & Composition
An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.


This is the general link to the AP Student web site: https://apstudent.collegeboard.org/home

For example, at Michigan State University, the AP equivalences are:

<table>
<thead>
<tr>
<th>Michigan State University</th>
<th>College Board Advanced Placement Program Equivalencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AP Subject</strong></td>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>English* Language &amp; Composition Exam 36  <strong>AND/OR</strong> Literature &amp; Composition Exam 37</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2 or 1</td>
</tr>
</tbody>
</table>

*Note: *gcu = general credits undergraduate

*If BOTH English composition exams are taken and a score of 5 is posted, WRA 150 + ENG 210 will be posted

**If BOTH English composition exams are taken and a score of 4 is posted, WRA 150 + ENG gcu (3 crs.) will be posted

**If BOTH English composition exams are taken and a score of 5 and 4 is posted, WRA 150 + ENG 210 (3 crs.) will be posted
English Classes At The College Level
If your high school does not offer AP English courses, a different option is dual enrolling in English courses at a college or university. You will be eligible to take intro level courses. You should take classes that are AP equivalent – by dual enrolling you will be taking a college class instead of taking the AP course/exam at your high school. Below is a list of colleges and universities and suggested courses to start out with.

There are many more college course offerings available to you through dual enrollment after you complete intro classes or submit your AP test scores to the college/university for credit. Make sure to look at each school’s course offerings for higher level classes as well.

MICHIGAN STATE UNIVERSITY

WRA 195 H  Writing: Major Topics in American Thought
A dual enrollment course taught by an MSU ISHALL professor and will be offered in the summer by MSU. The class will be offered in a hybrid format that will allow students to enjoy a few face to face interaction classes and still enjoy the flexibility of distance learning.

The class is a great transition for accelerated high school students, incoming freshman, MSU Honors College students and successful ISHALL 2-GATE graduates looking for their next challenge.

WRA 195 H will be offered by MSU’s Department of Writing, Rhetoric, & American Cultures in the Summer session in as an Honors level dual enrollment course.

The course will engage dual enrollment and Honors College students in a conversation regarding their identity as writers. Specifically, it helps them to identify and implement writing strategies appropriate for participation in a variety of communities, including academia. This course serves as a bridge between high school and college coursework for incoming Honors freshmen and as a transferable, challenging experience for high school students dual enrolled at Michigan State.

WRA 150  Writing: The Evolution of American Thought
The study and practice of varieties of invention, arrangement, revision, style and delivery to help students make successful transitions to writing, reading, and researching in higher education.

Note: WRA 150 would fulfill the MSU Tier I writing requirement. Other courses that fill the Tier I requirement are: WRA 110, 115, 125, 130, 135, 140, 145, 150, 195H

Students receiving a 5 or 4 on the AP English Language & Composition or AP English Language & Literature tests can waive WRA 150 and receive 4 MSU credits. Students receiving a 3 on either AP English test can waive WRA 150 but will not receive any MSU credits.

ENG 210  Foundation in Literary Studies  (ENG 211H is the Honors version of this course.)
Writing-intensive course in close reading, with substantial attention to poetry, drama, and narrative prose, drawing broadly on texts taken from more than one century and more than one national literature.

After taking intro courses or waiving courses with your AP exam score, you can take other 200 and 300 level WRA and ENG courses. Go to www.schedule.msu.edu to search for English (ENG) courses or Writing, Rhetoric, and American Cultures (WRA) courses.
TAKING THE AP TEST DIRECTLY AFTER ISHALL 2
Some students have chosen to take the AP English test directly after finishing ISHALL 2. While it is an option to sign up for an AP test without taking the AP course, this usually requires studying independently to prepare. The ISHALL curriculum is not designed specifically to prepare students to take the AP English test, although they have already starting building the analytic and writing skills required for the AP test. In most cases, it is not advisable to have students bypass the AP course and go directly to the AP test.

FINAL CONSIDERATIONS
ISHALL students may have 2 or even 3 more years of high school, during which time they will not need to take English classes because ISHALL has satisfied those requirements. Below see a sample alternative schedule:

1\(^{st}\) year after ISHALL: Take AP English at your high school (or dual enroll if AP is unavailable)
2\(^{nd}\) year after ISHALL: Take dual enrollment English courses at a college or university
3\(^{rd}\) year after ISHALL (if applicable): Take other electives or foreign language classes at your high school, or take English or other subjects through dual enrollment at a college or university

- If you have questions about taking AP English in your school, please first talk with your school counselor.
- If further questions or concerns about AP English arise, or if you have questions about Dual Enrollment at MSU, please contact the GATE office: 517-432-2129 or gifted@msu.edu