ISHALL

Intensive Studies in Humanities, Arts, Language, and Literature

2014 – 2015 Program Handbook
# TABLE OF CONTENTS

## The ISHALL Program
- Program Description .................................................. 3
- Features of the Program .............................................. 4
- Staffing ........................................................................ 4
- Instructional Plan ......................................................... 5
- Class Content and Procedures ....................................... 5
- Program Objectives and Outcomes ................................. 6
- Evaluation of Program ................................................... 6
- Evaluation of Student .................................................... 6
- Assessment & Grading .................................................... 6
- Curriculum ..................................................................... 7
- Responsibilities: Local District, ISD, MSU, Instructor .......... 18
- ISHALL Contact Info ..................................................... 18

## Prospective Students & Parents
- Eligibility Requirements ................................................. 19
- Student Identification, Application, and Selection ............... 19
- Timeline for Application and Acceptance .......................... 20
- Registration, Costs, and Payment .................................... 21

## Current Students & Parents
- Tuition Payment and Refund Policy ................................. 23
- Responsibilities: Student, Parent/Guardian ....................... 23
- Dropping Off and Picking Up Students ............................. 23
- Cancellation of Class ..................................................... 23
- Absences ...................................................................... 24
- Workshops ................................................................... 24
- Monitoring Student Performance .................................... 25
- Academic Problems ....................................................... 25

## GATE and Michigan State University Policies
- Contact Procedures ......................................................... 26
- Emergency Procedures ................................................... 26
- Program Rules ................................................................ 26
- University Reporting Protocols ...................................... 27
- Academic Integrity .......................................................... 27
- Discipline Procedures & Dismissal from the Program .......... 28
- FERPA Notice ................................................................. 28

## What’s Next After ISHALL?
- Future English Placement Options & Dual Enrollment ........ 29
INTENSIVE STUDIES IN HUMANITIES, ARTS, LANGUAGE and LITERATURE PROGRAM
ISHALL

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 6th-8th grade students who reason extremely well in language arts curriculum in the four-county area (Ingham, Clinton, Shiawassee and Eaton counties).

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 within the framework of the regular school day.

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 within the four intermediate school districts release students to attend these classes during the school day, dramatically improving use of already committed instructional time.
3. School districts recognize this course of study in lieu of in-school required English courses and record credit and grades on students' school transcripts.

4. School districts are required to 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;

5. 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. An MSU English or Writing professor teaches the course. An MSU graduate student with experience in and aptitude for teaching literature and writing serves as the Teaching Assistant for ISHALL Workshops.

2. 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 Workshops are available on Sunday afternoons 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 professor’s syllabus for Workshop attendance requirements.

4. ISHALL has small class sizes, 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 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 professors at Michigan State University who have 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, a sense of humor, and a high energy level.

An MSU graduate student with experience in and aptitude for teaching literature and writing serves as the Teaching Assistant for ISHALL workshops. The TA is personally selected by the ISHALL instructors.

The GATE office administers the program and coordinates with the ISHALL instructional staff and administrators in the local school districts. The GATE office is available to assist students and parents when critical concerns develop.
**Instructional Plan**

Students are dismissed on Wednesday morning each week by their respective school districts to come to the Michigan State University campus for their English classes. Families are responsible for transportation.

Each class is from 7:45 –10:10 a.m., with a short break. Throughout the year there are also regularly scheduled ISHALL Workshops on Sunday afternoons for students wishing guidance on their assignments or for those preferring to study cooperatively with other ISHALL students. 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 may 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. All school districts have agreed to accommodate the reentry of these students 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 than 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 & 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 and a half 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 weekly 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 a written commentary about the scene and what the actors were trying to accomplish. This 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 Standards. 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.

Lansing Community College, Michigan State University, Baker College, and Olivet College have modified admissions procedures to admit qualified high school students to 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. The content and goals of the course will, however, remain the same. Unit 1 of the Year One Course 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.

### ENGLISH LANGUAGE ARTS YEAR ONE:
**RELATIONS, SELF-RELIANCE, CRITICAL RESPONSE**

**BASIC TEXTS:**

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

*The Norton Sampler*, Thomas Cooley

#### Unit 1  (4 weeks)

<table>
<thead>
<tr>
<th>Introduction to Reading</th>
<th>Texts</th>
<th>Writing Tasks or Presentation tasks</th>
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| **Themes: Form/Content Inside/Outside, Surface/Depth** | Nathaniel Hawthorne, “The Birthmark”
UL CD programmed exercise in the formal elements of fiction
Mark Twain, “The Story of the Bad Little Boy” | Description paragraph
Summary paragraph (both based on the short story)
Description of self
Description of relative |
| **Skills: Identification and analysis of formal characteristics of literature** | Alice Walker, “Everyday Use.” | Personal experience essay about a family heirloom and the feelings it inspires |
| **Skills: Identifying emotions, understanding empathy** | William Stafford, “Traveling Through the Dark.”
John Keats, “Ode to Sleep”
William Blake, “The Fly” | A poem focused in the relation between an object and a feeling or an action and a feeling |
| **Skills: Identifying the relation between words and emotions, form and emotions; basic formal skills of reading poetry** | “The Requiem” of Death of a Salesman and accompanying discussion, clips, and materials in UL | Brief performance
Short analysis of scene |
Introduction to Reading

| Skills: process of critical analysis of a text | Robert Louis Stevenson, “Dr. Jekyll and Mr. Hyde” | Analytical essay focused on a formal aspect of the story |
| Skills: identifying emotions, empathy, comparison skills | The Brothers Grimm, “Cinderella,” Disney film Cinderella, Julia Alvarez, “I want to be Miss America” | Comparison essay |
| Auxiliary and supporting materials: | Television makeovers, essays from The Norton Sampler, relevant newspaper and magazine articles |

Unit 2 (4 weeks)

Introduction to Writing

This unit focuses on identifying and developing good writing skills, focusing on the writing process, the elements of an argument, effective communication by means of direct statements, judicious diction, clarity, and strategic organization.

Focus Texts

The primary text for this Unit is The Norton Sampler and the Writing Companion to Understanding Literature as well as the following:

W. S. Penn, “In Dreams Begins Reality”

Carl van Vechten, “On Breakfasts”
Frederick Douglass, Narrative of the Life of Frederick Douglass
Excerpt from Bill Bryson, The Life and Times of the Thunderbolt Kid
Excerpt from Helen Keller, The Story of my Life
Essay from Julia Alvarez, Nothing to Declare
Autobiographical poetry
Film, The Miracle Worker

Writing

A brief autobiography focused on a single event
A formal critical analysis of an autobiography
A journal
A research paper on an autobiographer

Unit 3 (4 weeks)

Novel and Persuasion

This unit focuses on narrative, themes of integrity and choice, and the relations among different versions of the same historical event. Writing exercises focus on argumentation, persuasion, and working with texts of differing genres.
Focus Texts

Charles Dickens, *Oliver Twist*
William Faulkner, “The Bear”
Susan Glaspell, *Trifles*
Richard Wright, “The Man Who Was Almost a Man”
Katherine Mansfield, “The Garden Party”
Poetry: UL casebook on Poetry and Social Activism
Film: *Battleship Potemkin*

Writing

A persuasion essay arguing a position in relation to an issue raised by a text or set of texts
Paragraphs stating the arguments of a story or play
A critical essay showing how narrative fiction makes a persuasive argument about an issue.

Presentation

A two-minute speech advocating a position in relation to one of the issues raised by a text.
Performance of parts of *Trifles*

Unit 4 (4 weeks)

Epic Poetry

This unit focuses on friendship, fidelity, hardship, fate, and the passage of time as those themes appear in epic poetry and other texts. Writing focuses on analyses of characterization, point-of-view, and narrator.

Focus Texts

*The Song of Roland*
*Oedipus Rex*
Excerpts from Homer’s *The Iliad*
E. M. Forster, “The Road from Colonus”
Joseph Conrad, *The Secret Sharer*
Whitman, excerpts from *Song of Myself*
Film: *Star Wars*

Writing

Critical essay on the theme of friendship in one of these works
A creative first person story about friendship
Performance of portions of *Trifles*

Unit 5 (4 weeks)

Shakespearean Tragedy

This unit focuses on the challenges of reading Shakespeare’s tragedy, as well as on the ethical dilemmas and questions of ambition, power, greed, and fear posed by the play. Writing will include a research paper, an analysis of a scene of the play, and an essay comparing Shakespeare’s play with more contemporary renditions.
Presentations will include performances of portions of scenes.

Focus Texts
Shakespeare, *MacBeth*
Film: Kurasawa, *Kumonosu-jo*
Film: *Men of Respect*

**Writing and Performance**

Essay analyzing a scene from the play, a comparison essay, a screen treatment of a new Macbeth film, an essay considering the relevance of *Macbeth* today. Performance of portions of *Macbeth*

**Unit 6 (4 weeks)**

**Post-World War Two Drama**

This unit focuses on enabling students to read dramatic texts of different styles and kinds, identifying the dynamics and modes of expression, and relating the means of expression with the ideas enacted. Writing will include an analytical essay on a play, a comparison of similar themes' treatments from different plays, and writing a short scene of their own. Students will perform small scenes from the plays as well as from their own work.

**Focus Texts**

Miller, *Death of a Salesman*
Williams, *The Glass Menagerie*
Beckett, *Endgame*

**Writing and Performance**

An analytical essay examining character or setting in a play
A comparative essay, showing how a theme is treated in two works
A short dramatic scene of their own
Performances of portions of the plays

**UNIT 7 (4 weeks)**

**Fictions of Travel and the Road**

This unit focuses on the art of the novel in the form of the picaresque, looking as well at 1900s American literature and more contemporary versions of the road. Writing assignments will focus on students exploring the picaresque and the relation between experience and fiction through journals, and an attention to the relation between travel, space, time, and writing.

**Focus Texts**

Twain, *Huckleberry Finn*
Cervantes, *excerpts from Don Quixote*
Steinbeck, *Travels with Charlie*
Jewett, “The Flight of Betsey Lane”
Kerouac, *excerpts from On the Road*
Selected poetry

**Writing and Presentation**

Journals that students will revise into short stories.
A research project on the road in American culture
An essay exploring travel, freedom, and friendship
Poetry reading aloud
UNIT 8 (4 weeks)

Romanticism

This unit explores literature from the historical period and style known as “romanticism” as well as some of the ways romantic ideas have continued in literature and our ideas about literature and writing. It will emphasize the development of skills in close reading and analysis of poetry. Writing assignments will include explicatons of poems, a research project on the historical context of romanticism, and students writing their own poetry.

Focus Texts

Poetry by William Blake, John Keats, Lord Byron, Wordsworth, Shelley, Coleridge
Shelley, *Frankenstein*
Poe, “The Fall of the House of Usher,” “The Tell-Tale Heart”

Writing and Presentation

An explication of a poem
A research paper on the historical context of romanticism either in Britain or in the United States
A paper linking *Frankenstein* either to Poe’s stories or a romantic poem
Poetry performance

Unit 9 (4 weeks)

Shakespearean Comedy

This unit studies comedy in Shakespeare, focusing entirely on *A Midsummer Night’s Dream*, Shakespeare’s language, imagery, and characters. This is an intensive unit in which students will be presented with literary critical texts as a part of their study, will perform portions of the play, and will write a more extended critical essay.

Focus Texts

Shakespeare, *A Midsummer Night’s Dream*
Selected critical essays
Film: *A Midsummer Night’s Dream* (1968)

Writing and Presentation

An extended critical paper engaging with both text and criticism
A shorter paper examining an interpretation made in the film
A performance of a small portion of the play

Unit 10 (4 weeks)

Literature as Social Action

This unit explores the ways twentieth century literature, writing, and journalism have influenced public opinion. The writing focuses on persuasion and argument. Students will also present speeches.

Focus Texts

Sinclair, *The Jungle*
Carson, excerpts from *Silent Spring*
Expository essays
Film: An Inconvenient Truth

Writing and Presentation

An analytic essay on modes of persuasion in one of the works
A persuasive essay on a socially relevant topic
A speech on a socially relevant topic
Final research paper using facts to persuade

ISHALL Year Two

Unit 1 (4 weeks)

Literature and Technology

This unit explores the relations among literature, technological advances, and the expansion of expressive media, looking at British literature from the 18th and 19th centuries, science fiction, and science journalism. Writing assignments include the expository report, statements of policy, and creative science fiction.

Focus Texts

Italo Calvino, “Mr. Palomar on the Beach: Reading a Wave”
Chinua Achebe, “The Sacrificial Egg”
H.G. Wells, The Time Machine
Excerpt from Jonathan Weiner, Time, Love, Memory
Excerpt from Stephen Hawking, A Brief History of Time
Excerpt from Albert Einstein, Relativity: The Special and General Theory
Ray Bradbury, Fahrenheit 451
Gattaca

Writing

Journal of technological encounters
Policy statement
Summary of scientific journalism
Science fiction story

Unit 2 (4 weeks)

Comedy, Errors, and Corrections

This unit explores British Elizabethan, Restoration, 18th century, and Modernist dramatic texts as well as focusing on the processes of writing and revising. It also examines processes of making decisions and their ramifications.

Focus Texts

William Shakespeare, The Tempest
George Villiers, The Rehearsal
Richard Sheridan, The Critic
Oscar Wilde, The Importance of Being Ernest

Writing

A critical essay on The Tempest, employing scholarly criticism
A revision of the critical essay
A short play
An autobiographical essay reflecting on a mistake
A revision of the autobiographical essay
A review of either The Rehearsal or The Critic
A revision of the review
Performance of scenes from the plays

Unit 3 (4 weeks)

The Oral tradition: Transformation and Story-telling

The focus of this unit is literature derived from an oral tradition, including Old and Middle English texts (in translation), poetry, and folk tales. Writing and speaking assignments will include gathering urban folk tales, an analytical essay on poetry, writing poetry, and a critical essay on the relation between the internet and oral traditions.

Focus Texts

Beowulf
Geoffrey Chaucer, selections from The Canterbury Tales
Thomas Mallory, selections from Le Morte d’Arthur
Native American poetry, Chicano/a poetry
Garcia-Marquez, “The Handsomest Drowned Man in the World”
Internet myths

Writing and Speaking

Telling a folk tale
Analytical essay on poetry
Revision of analytical essay
Gathering and writing a contemporary folk tale
Analytical research essay comparing the internet to the folk tradition

Unit 4 (4 weeks)

Chaos and Coherence

This unit focuses on the structures and functions of narrative as it produces sense out of chaos. Presenting this issue through 19th century American fiction and contemporary British Fiction, this unit will ask students to write a short story, produce an essay analyzing a story’s structure, an essay examining the function of a motif in one of the novels, and to offer a presentation considering the ways contemporary Americans make sense out of chaos.

Focus Texts

Excerpts from Douglas Hofstadter, Godel Escher Bach
Ian MacEwan, A Child in Time
Geoffrey Nicholson, Everything and More
Michelle Cliff, “The Store of a Million Items”
Paul Auster, Ghosts

Writing and Speaking

A critical essay analyzing the structure of a narrative
A short story
A critical essay analyzing a motif in a story or novel
A presentation considering the ways contemporary Americans make sense out of chaos.

Unit 5 (4 weeks)

Cultural Capital

This unit examines the literature and phenomena of the Harlem Renaissance and the Jazz Age, showing how multiple media work to produce and reflect community as well as how communities communicate with one another. Analyses will focus on the transformation of themes and styles from genre to genre. Writing assignments will include a stylistic analysis, a research paper that examines the relations between the works of two authors, and a speech on the relation between literature and art in another medium, including cinema, music, fine art, or dance.

Focus Texts

Nella Larsen, *Passing*
Scott Fitzgerald, *The Great Gatsby*
Poetry from the Harlem Renaissance (Cullen, Hughes, McKay, Toomer, Dunbar)
Jazz
Excerpts from Ernest Hemingway, *A Movable Feast*
Zora Neale Hurston, *Dust Tracks on a Road*
The photography of Alfred Stieglitz and the paintings of Georgia O’Keeffe
20s cinema pieces

Writing

A stylistic analysis of a portion of a novel
A research paper comparing the works of two artists/writers
Speech on the relation between works of different media

Unit 6 (4 weeks)

Larger Than Life: Figures in Literature and History

The topics of this unit are the rendition of the protagonist, the functions of narrators and point-of-view, and the representation of history, across genre, but focusing primarily on narrative fiction. Writing will focus on issues of voice, point-of-view, and chronology.

Focus texts

William Shakespeare, *Hamlet*
Charles Dickens, *David Copperfield*
William B. Yeats, selected poetry and plays
Ambrose Bierce, “An Occurrence at Owl Creek Bridge”
Excerpts from Christopher Hitchens, *Thomas Jefferson, Author of America*
Toni Morrison, *Sula*

Writing

A critical essay on *Hamlet*
A short biography of an author
A critical essay on the functions of the narrator in one of the novels
A short story written in the first person
Unit 7 (4 weeks)

Literature and Politics

This unit examines the intersection of literature, writing, film, and politics, ranging from the 18th century to the present. Exploring such genre as satire, allegory, parody, and the graphic novel, this unit adds a new mode of interpretation to close reading, issues of structure and theme, and style. Writing assignments will focus on understanding how to analyze and produce satire, parody, and indirect political commentary.

Focus Texts

George Orwell, Animal Farm
Jonathan Swift, “A Modest Proposal”
Editorials through the ages from Addison and Steele to Thomas Friedman
George B. Shaw, Saint Joan
Arthur Miller, The Crucible
William Goldman, The Lord of the Flies
Art Spiegelman, Maus: A Survivor’s Tale
Television satire, e.g. SNL Nightly News

Writing

A critical analysis of an editorial
A short satire
An analysis of the political themes of a play or novels
An editorial
A television show

Unit 8 (4 weeks)

Romance

The focus of this unit is literature of romance from the Middle Ages through more contemporary versions in a range of genres. Students will write critical analyses, poems, give a presentation that traces similarities and/or changes across the centuries.

Focus Texts

Tristan and Iseult
Elizabethan poetry (Shakespeare, Sydney, Herrick, Donne)
Victorian poetry (Rossetti, Browning, Tennyson, Hopkins)
Somerset Maugham, Of Human Bondage
John Updike, “A & P”
Kate Chopin, “The Story of an Hour”
It Happened One Night
Shrek

Writing and Speaking

An analysis of a poem (explication)
An oral presentation considering how romance has changed based on the literature and films
An expository essay considering the “real and the ideal”

Unit 9 (3 weeks)
**Coming of Age**

This unit explores literature focused on the process and rituals of coming to age. Students will write critical analyses of two of the texts as well as an autobiographical piece on their own experiences, and present an extemporaneous talk.

**Focus Texts**

John Knowles, *A Separate Peace*
Harper Lee, *To Kill a Mockingbird*
Carson McCullers, *Member of the Wedding*
James Baldwin, “Sonny’s Blues”
William Faulkner, *The Reivers*

**Writing and Speaking**

Two critical analyses focused on the relation between theme and some aspect of form and/or an analysis of a motif common to more than one text.
An autobiographical essay on their own coming of age (such as it is)
An extemporaneous talk on growing up

**Unit 10 (5 weeks)**

**Modernism/Postmodernism**

This unit focuses on a case study of the idea of literary periods, styles and changes. During this final unit, students will read both primary and critical/literary historical texts on modernism and postmodernism. They will finish a researched analysis of an aspect of one of the works.

**Focus Texts**

Modern poetry--selections from the work of Eliot, Pound, Williams, Walcott, Stevens, Brooks, and others.
Virginia Woolf, *Mrs. Dalloway’s Party*
D. H. Lawrence, “The Chrysanthemum”
Sherwood Anderson, *Winesburg, Ohio*
James Joyce, *Portrait of the Artist as a Young Man*
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*
Performance poetry
Harold Pinter, *The Dumb Waiter*
Samuel Beckett, *Waiting for Godot*

**Writing**

A researched critical analysis of an aspect of one of the works, or a trope that continues among works. The paper should engage with both critical terms and ideas of literary history.
Performance of scenes from the plays
Enrichment Activities for Year One and Year Two

In both years of ISHALL, students will have the opportunity to see plays mounted by the 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.

RESPONSIBILITIES

Local District Responsibilities
1. Release students to attend class at designated location during their school day.
2. Agree that these classes will be accepted in lieu of in-school required subject classes.
3. Recognize this course of study and record credits and grades on high school transcripts.
4. Grant high school credit for demonstrated mastery of content (up to four years of the subject).
5. Identify a local district contact person for the program.

Intermediate School District Responsibilities
1. Provide liaison among participating school districts and with the university.

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 course management web site.
5. Supervise the work of the teaching assistant.
6. Assist in promoting the program by attending annual info meetings and orientations.

ISHALL Contact Information

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 AND 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 a diagnostic test, which will be given in April, as a part of the application process.

Student Identification, Application, and Selection Process

The two-stage identification model, as employed by the Northwestern University Midwest Academic Talent Search Project (Stage I and Stage II below), is the primary means of identifying these precocious youngsters, estimated to represent 0.5%-1.0% of the population:

Stage I

The initial pool consists of students currently in grade 6, 7, or 8 who score in the top five percent on their own school system’s nationally age-grade-normed English and critical reading achievement tests. School systems, teachers, and families identify these students. Self-nomination is also possible.

Stage II

Students are asked to attend an informational meeting with their parents. The meeting provides specific information about the program, class content, class organization, instructors’ expectations, and student responsibilities. Motivation, the desire to learn, and self-discipline regarding time management and study habits are emphasized. Students must realize the commitment required and take responsibility for their decision to enroll in this accelerated program.

Stage III

Students identified in Stage I who wish to apply for ISHALL register to take the SAT Test or the ACT test, usually through the Northwestern University’s Midwest Academic Talent Search (NUMATS). If the student has taken one of these tests previously, there is no need to take another test for the sake of having more current scores. However, students may wish to take the test again to improve their scores.

For more information and to register go to:
SAT: www.collegeboard.org
ACT: www.act.org
NUMATS: www.ctd.northwestern.edu/numats

Stage IV

Students should apply to ISHALL using the online system at https://gifted.msu.edu/gateway/ or by downloading the 2014-2015 ISHALL Application in PDF format at http://gifted.msu.edu/programs/ishall-english. 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.
DIAGNOSTIC EXAM INSTRUCTIONS

A diagnostic exam, to be administered at Michigan State University, must be taken by all applicants to ISHALL. Exams are typically scheduled in April. The test will take approximately 1.5 hours. If students are unable to take the diagnostic test on the dates provided, they should contact MSU Gifted and Talented Education to arrange to take the diagnostic examination by special appointment. Students are, however, encouraged to try to take the diagnostic test during regularly scheduled times.

Students do not need to bring anything to the exam, except a pencil or two, if they would like. Students cannot use dictionaries and will be asked to silence all electronic devices and leave them in their bags or under their desks.

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 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.

Stage V: Applications are reviewed by the ISHALL Committee, which has the responsibility for final selection and class placement of participants. Several factors are considered. 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 APPLYING & 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.

School districts are notified of which students will be participating in ISHALL for the next school year.

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

Last Week in August | ISHALL classes begin.

The ISHALL class schedule approximates the Michigan State University academic calendar, which can be found here: [http://www.reg.msu.edu/roinfo/calendar/academic.aspx](http://www.reg.msu.edu/roinfo/calendar/academic.aspx) Specific schedules will be sent to accepted students.

**REGISTRATION, COSTS, AND PAYMENT**

**Academic Year Programs**

**Reservation 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. 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](http://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 provided at no additional cost. ISHALL requires a $100 book deposit, which is refunded when books are returned and in good condition. Each family should consult with their home school about transportation. If transportation is not provided, 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 AND PARENTS

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

Responsibilities

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 workshops as desired or assigned.
5. Exhibit appropriate classroom behavior.
6. Maintain satisfactory level of performance in regular school course work.

Parents/Guardians
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.

Dropping Off and Picking Up Students

All ISHALL classes meet at Michigan State University. 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

If East Lansing Schools have a weather delay or closing, then ISHALL will be cancelled for that day. We realize that students are coming from many school districts; however, ISHALL cancellations will be based on if East Lansing Schools have a weather delay or closing.

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

THE BEST WAY TO FIND OUT IF EAST LANSING SCHOOLS HAVE CLOSED IS TO CHECK THE EAST LANSING SCHOOLS WEBPAGE www.elps.k12.mi.us/ FOR SCHOOL CLOSING ANNOUNCEMENTS, WHICH ARE LISTED ON THE HOMEPAGE. IF EAST LANSING SCHOOLS ARE CLOSED, THEN ISHALL CLASSES ARE CANCELLED.

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 will 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

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 at Workshops do not need to arrive with 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 assignment 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 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 ISHALL?

ADVANCED PLACEMENT ENGLISH AT YOUR HIGH SCHOOL

Students who complete the second year of the ISHALL program will be ready to take an Advanced Placement course in English. Some of the high schools in the greater Lansing area 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 of $89). 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](https://apstudent.collegeboard.org/home)

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

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<thead>
<tr>
<th>Michigan State University</th>
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<tr>
<td><strong>College Board Advanced Placement Program Equivalencies</strong></td>
</tr>
<tr>
<td>AP Subject</td>
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<tr>
<td>English*</td>
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**gcu = general credits undergraduate**

NOTE:
*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 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.

Contact:  Gifted and Talented Education
Phone: (517) 432-2129
Email: gifted@msu.edu
Dual Enrollment Website: http://gifted.msu.edu/programs/dual-enrollment

OLIVET COLLEGE

ENG 105 Text and Culture  Fall and Spring Semesters. 3 semester hours.
Introduction to fundamental techniques of literary analysis through the study of texts from a variety of world cultures. This course also introduces some of the issues surrounding the idea of culture, in particular how literature plays a role in how cultures are defined and understood. Text and Culture stresses the importance of writing in the learning process, and the course includes instruction in the writing process.

After completing AP English & Literature and testing successfully, students can register for any of the 200 level English literature courses:

ENG 202 Cultural Theories of Representation:  American Literature I  Fall Semester. 3 semester hours.
This course explores the various literary creations of the “myths” behind American literature. It questions, explores, and eventually may demystify the historical and political reasons behind such creations.

**ENG 203 Theories of Form: British Literature I Spring Semester. 3 semester hours.**
The course introduces students to the relationship between the literary and the form through which it has been recorded and through which it represents its themes and concerns. It is a highly historically oriented course insofar as it perceives the form as continually changing.

**ENG 204 What is Literary Thinking? British Literature II Fall Semester. 3 semester hours.**
This course introduces students to the chief terms in the practice of literary studies. The course addresses the question of how and why we read literature, not by providing an answer to the course title but by considering the historical and cultural implications of reading. The course introduces students to the purpose and function of literary criticism as well as to an understanding of how we are everywhere interpreting, with special emphasis on Romantic, Victorian and Modernist texts.

**ENG 205 Reading and Interpretation: American Literature II Spring Semester. 3 semester hours.**
This course covers basic reading in literary theory, the relationship between critical theory and literature, and the principles of evaluation, appreciation, and understanding American texts from the mid 19th-century to the present will serve as a point of departure for critical analysis.

After completing the AP English & Composition and testing successfully, students can register for:

**ENG 240 Argumentative Writing Fall and Spring Semesters. 3 semester hours.**
The course introduces students to basics of argumentative writing, helping them to analyze various claims of a given topic and to develop ways of exploring and defending positions, ideas and beliefs in writing. The course pays careful attention to the process of reasoning, the testing of assumptions and claims, the questioning of beliefs, and the discovery of ideas and evidence through analysis and rigorous articulation in writing. The course will also deal with basics of style, formal features of argument, and revision as integral to precision in making points and developing argumentative ideas both for purposes of individual reflection as well as for the purposes of persuading an audience.

Contact: Leslie Sullivan, Olivet College Registrar  
Phone: (269) 749-7638  
lsullivan@olivetcollege.edu  
Website: www.olivetcollege.edu

**LANSING COMMUNITY COLLEGE**

Students who complete AP Language & Composition and receive a 4 or 5 on the final test will receive credit for WRIT 121 Composition I and WRIT 122 Composition II. Students who complete AP Language & Literature and receive a 4 or 5 on the final test will receive credit for WRIT 121 Composition I and ENGL 122 Writing About Literature and Ideas. Students will need to contact Karen Jacobs for assistance when registering at LCC.

Contact: Karen Jacobs, Academic Advising Center  
Phone: (517) 483-1255  
Email: eadvising@lcc.edu  
Dual Enrollment Website: http://www.lcc.edu/futurestars/apply/dual/
BAKER COLLEGE - OWOSSO

ENG 211A Structures of English
5-Quarter Hours
Studies the structure of English by examining various theories of grammar including traditional, transformational, and structural analysis, and also by reviewing language concepts such as syntax, morphology, phonology, etc.

Contact: Jeremy Eccles, PhD, Dean of General Education
Phone: (989) 729-3387
E-mail: jeremy.eccles@baker.edu
Dual Enrollment Website: http://www.baker.edu/future-students/dual-enrollment/

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:

1st year after ISHALL: Take AP English at your high school (or dual enroll if AP is unavailable)
2nd year after ISHALL: Take dual enrollment English courses at a college or university
3rd 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