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INTENSIVE STUDIES IN HUMANITIES, ARTS, LANGUAGE AND LITERATURE PROGRAM

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 7-9.

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 for graduation. 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. Students must begin ISHALL with the Grade 9 curriculum. Bypassing one or more ISHALL courses is not allowed.

This program seeks to:

1. Identify 6th-8th grade students who reason extremely well in language arts curriculum in the state of Michigan.

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.

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 administrates 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 Tuesday or Wednesday mornings 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. 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 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.

The GATE Office is able to communicate information with home school in regards to your GATE admission and participation.

**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.
3. 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.

4. Reinforce and practice modes of criticism and analysis through critical and creative writing exercises and class presentations.

5. 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 (January 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 and grades 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. Do not purchase your books until you receive the class book list because books vary from year to year.

**BASIC TEXTS:**
Walter Kalaidjian, Stephen Watt, and Judith Roof, *Understanding Literature: An Introduction to Reading and Writing*
Diana Hacker, *A Writer’s Reference with 2009 MLA Update*
Charles Dickens, *Great Expectations*
Frederick Douglass, *Narrative of the Life of Frederick Douglass*
Charles Dickens, *A Christmas Carol*
William Shakespeare, *Romeo and Juliet*
Upton Sinclair, *The Jungle*
Henry Louis Stevens, *The Strange Case of Dr. Jekyll and Mr. Hyde*
# Fall Semester Sample Curriculum

## Unit 1  (4 weeks)

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<th>Texts</th>
<th>Writing Tasks or Presentation tasks</th>
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<td><strong>Themes: Form/Content Inside/Outside, Surface/Depth</strong></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>
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<tr>
<td>Skills: Identification and analysis of formal characteristics of literature</td>
<td>Alice Walker, “Everyday Use.”</td>
<td>Personal experience essay about a family heirloom and the feelings it inspires</td>
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<td>Skills: Identifying emotions, understanding empathy</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>A poem focused in the relation between an object and a feeling or an action and a feeling</td>
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<tr>
<td>Skills: Identifying the relation between words and emotions, form and emotions; basic formal skills of reading poetry</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>
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<td>Skills: Identifying the relations between actions, speech, and feelings; basic formal skills of reading drama</td>
<td>Robert Louis Stevenson, “Dr. Jekyll and Mr. Hyde”</td>
<td>Analytical essay focused on a formal aspect of the story</td>
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<tr>
<td>Skills: process of critical analysis of a text</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>
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### Introduction to Reading

| 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.

**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.

**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.

**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.

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.

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.

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 explications of poems, a research project on the historical context of romanticism, and students writing their own poetry.

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.

**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.

**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
Spring Semester Sample Curriculum

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.

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.

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.

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.

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.

Writing

A stylistic analysis of a portion of a novel
A research paper comparing the works of two artists/writers
Speech on the relations 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.

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.

**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.

**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.

**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 focus presents 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.

**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 may 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, MSU, Instructor

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.

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 Info

Gifted and Talented Education (GATE)
Michigan State University
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 Evidence-Based Reading and Writing: 560
- 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

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://gateway.gifted.msu.edu/. 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

Part of applying to the ISHALL Program is taking the ISHALL Diagnostic Test, which you will complete online at your convenience, after you submit an ISHALL application.

Students have 2 hours 30 minutes to complete the test. (NOTE: Students do not have to use the full 2.5 hours given; we are allowing this amount of time to accommodate students’ typing speeds.) There are three sections of the test:

Section 1 - Fiction - 50 Points total - Students read a one-page short story, then respond to short answer questions about the story and write a short essay related to the story.

Section 2 - Poetry - 30 Points total - Students read a poem and respond to short answer questions about the poem.

Section 3 - Grammar - 20 Points total - Students correct grammar mistakes in several sentences by re-typing the sentence in correct grammatical form.

The diagnostic test will be evaluated out of 100 possible points in the point breakdown indicated above. Please be aware that test scores will NOT be reported to students or parents. The test is used by the selection committee to get a sense of the overall writing and comprehension ability of the student, and the test is just one aspect considered in the acceptance process for ISHALL.

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 Application & Acceptance

October - December Students register for the SAT or ACT test through the Northwestern University Midwest Talent Search (NUMATS).

January - February SAT or ACT test given to all participants.

Late January General information meeting is held for prospective students and their parents.

April Student diagnostic tests are completed.

Early May Applications are due from students.

Late May Selection committee reviews applications and selects students.

Early June Students and their parents are notified by the beginning of June and students confirm participation by paying the $100 reservation fee.

Families must notify their school districts that their student will be participating in ISHALL for the next school year.

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

Last week of 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**

**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/payment](http://www.gifted.msu.edu/payment)) or by check made payable to Michigan State University. Please contact the GATE office for the address.

**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](mailto:gifted@msu.edu)) or by mail by the end of the business day of the 4th class session.
• 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: Student, Parent/Guardian

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.
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.

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 DELAYED OR 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, an additional class 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.

At Workshops, parents cannot engage with the teaching assistant (TA) or students, as the workshop environment is meant to be student-focused. Parents may wait outside the room if they wish. If you have a
question about your student’s progress in the program, the person who can best answer your questions is the professor (not the TA). Please contact your professor via email first, and if you desire, request a phone call or meeting with the professor.

**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- will not be allowed to continue in the program, this decision cannot be appealed. 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 the will not be allowed to continue in the program, this decision cannot be appealed. 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/study labs 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. as professors may not be in their office every day to check voicemails.

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:

- The possession or use of alcohol, tobacco, drugs, fireworks, guns, and other weapons is prohibited.
- Violence of any kind will not be tolerated.
- Theft of property, regardless of the owner, will not be tolerated.
- Sexual harassment, sexual abuse, and other sexually inappropriate conduct will not be tolerated.
  - The full policy on Relationship Violence and Sexual Misconduct can be accessed at https://www.hr.msu.edu/documents/uwidepolproc/RVSMPolicy.pdf.
- Any violation of the University Anti-Discrimination Policy (ADP) will not be tolerated.
A detailed description of the ADP can be found at [https://hr.msu.edu/policies-procedures/university-wide/ADP_policy.html](https://hr.msu.edu/policies-procedures/university-wide/ADP_policy.html)

- Hazing and bullying (including, but not limited to physical, verbal, or cyber-bullying) will not be tolerated.
- Misuse or damage of University property is prohibited. Participants may be financially responsible for damage or misuse of University property.
- Michigan State University prohibits the inappropriate use of cameras, imaging, and other digital recording devices, including camera, imaging, and other digital recording applications on smart phones and mobile devices, in showers, restrooms, locker rooms, and other areas where privacy is expected by participants.
- Participants must stay with their class for the duration of the scheduled class period. At the end of class, students are dismissed and are expected to meet their parent outside the building.
- 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](http://www.hr.msu.edu/documents/uwidepolproc.ReportingProtocols.htm)

Adults may not retaliate against minors, families, parents, guardians, and staff/volunteers who report allegations of inappropriate conduct including but not limited to abuse, neglect, assault, harassment, sexual assault, sexual abuse, sexual harassment, child pornography, furnishing alcohol, drugs, and/or sexual materials to a minor, and violations of the University’s anti-discrimination policy.

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/plagiarism-policy.html)
[https://www.msu.edu/~ombud/academic-integrity/student-faq.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.

Grading Policy and Continuation Policy

The “Course Grade” assigned for the program is typically in the format of: A, A-, B+, B, B-, etc. The grade of A+ is not typically used.

Students receiving less than a B- have received credit, but this level of performance indicates that the student will struggle with subsequent semester’s curriculum. Therefore, students receiving less than a B- WILL NOT be allowed to continue in the program. If “NO GRADE” is entered as a grade on the grade report, this means that the student did not receive credit in the course, and WILL NOT be allowed to continue in the program. For students receiving less than a B- or No Grade, please contact your school to determine placement into an appropriate class.

Because the program is an honors level course, the school may adjust the “Course Grade”/GPA to reflect any weighting the school normally uses for honors-level courses.

Please note that how the school records your credit/grade for GATE programs is completely up to each individual school. We recommend asking your school how they will record the grade before your student begins the program.
Any questions regarding grading must be directed to the instructor. The instructor’s decision about grades is final. Grades cannot be appealed to the GATE office.

Cell Phone Policy

Cells phones must be put away and in silent mode during class. The only time it is appropriate to have your cell phone out is if the instructor has specifically asked you to take it out for a class-related activity. If a student uses a cell phone during inappropriate times, the instructor may confiscate the cell phone and return it to the student at the end of class.

If students are using their cell phones during a test or quiz and when it is not allowed, the professor may consider this cheating and may decide to give the student zero points for that assessment. Cell phones are NOT allowed to be used during tests or quizzes, unless the professor gives specific instructions that students may use a cell phone during a certain quiz or test.

Students who are caught using a device at an inappropriate time (this may be a cell phone or non-approved calculator) can be given a zero on the exam or dismissed from the program, at the discretion of the professor.

Expectations of Student Behavior

Students should:

- Be engaged during class
- Not be disruptive during class
- Adhere to Academic Integrity policies
- Keep their cell phones away and in silent mode during class
- Keep other electronic devices away during class
- Work and interact constructively with other participants
- Respect the needs and feelings of others
- Use only non-offensive words
- Refrain from physical violence, violent language, and threats, including roughhousing and wrestling
- Show respect for staff through their attitude and behavior, which includes following written and verbal directions, as well as demonstrating a high level of responsibility with University property and the property of others.
  - Please note that disrespect shown to the instructor or university property is taken very seriously. An incidence of disrespect will result in the instructor meeting with the student to discuss the inappropriate behavior and assign consequences. The student should be aware that additional infractions will result in immediate dismissal from the program, without further review.

Bullying

GATE instructors and staff will exercise a zero-tolerance policy regarding bullying, hazing, physical violence, and verbal violence. These behaviors will result in dismissal from the program.

Hazing and Bullying (including all forms of verbal, social, physical, and cyber bullying) will NOT be tolerated.

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

Verbal bullying is saying or writing mean things.

Social bullying involves hurting someone’s reputation or relationships.
Physical bullying involves hurting a person’s body or possessions.

Cyber bullying involves the use of electronic communication to bully a person, for example, by sending threatening emails or text messages, or posting mean statements on social media such as Facebook, Snapchat, or Twitter.

GATE program students who engage in bullying behavior will be dismissed from the program.

**Accommodations**

Parents, please inform the GATE office if your student has a disability that requires accommodations in the classroom before the program begins, by emailing gifted@msu.edu.

To request accommodations, parents must submit a copy of one of the following to the GATE office:

1) 504 Plan
2) IEP (Individualized Education Program)

After you submit the required documentation, we may schedule a time to talk with you about your student’s needs. We will assess what accommodations can be provided, and work with the instructor to implement them.

**Plagiarism**

GATE instructors and staff exercise a zero-tolerance policy regarding plagiarism. Proper citation procedures will be covered in class and students are encouraged to ask clarifying questions of GATE staff before submitting materials as their own. These behaviors will result in immediate dismissal from the program.
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 small 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>
</tr>
</thead>
<tbody>
<tr>
<td>College Board Advanced Placement Program Equivalencies</td>
</tr>
<tr>
<td>AP Subject</td>
</tr>
<tr>
<td>English*</td>
</tr>
<tr>
<td>Language &amp; Composition Exam 36 AND/OR Literature &amp; Composition Exam 37</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<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 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: Olivet College Registrar
Phone: (269) 749-7638
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: Academic Advising Center
Phone: (517) 483-1255
Email: eadvising@lcc.edu
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:  Dean of General Education
Phone:  (989) 729-3387
Dual Enrollment Website:  https://www.baker.edu/admissions/running-start/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 should still consider taking English classes based on expectations for admissions into certain colleges and universities. Although ISHALL has satisfied requirement levels for graduation, many tier 1 and tier 2 higher education institutions are requiring English and/or writing classes all four years of high school.

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 English, Creative Writing or other writing based subjects through dual enrollment at a college or university or take dual enrollment English courses at a college or university

3rd year after ISHALL (if applicable):  Take English, Creative Writing or other writing based subjects through dual enrollment at a college or university or take dual enrollment English courses 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