



ISHALL: Intensive Study of Humanities, Art, Language and Literature: 2010-2011

Audience

Thirty-four (34) students, grades 7—10, from the mid-Michigan area participating in the ISHALL program, a two-year language arts program held on the Michigan State campus. Student identification and selection criteria includes a minimum SAT score of 520 critical reading or comparable ACT scores English 21, Critical Reading no lower than 22, and completing the professor-produced ISHALL diagnostic test. Twenty four (24) students were female, ten (10) male. Seven (7) 10th graders, eighteen (18) 9th, eight (8) 8th and one (1) 7th grader.

Funding

This majority of this program depends on student tuition. Students pay \$1,000 per year. The MSU English Department contributes \$29,000.00 to cover professor and graduate assistant salaries.

Objectives

The program is designed to provide a challenging, accelerated curriculum for highly academically able language arts students. The ISHALL program is designed for participating students in grades 7—10 to learn in two academic years, the content usually assigned to the traditional four-year high school English language arts curriculum. Students completing the program will be prepared to take AP English at their home school.

Description

Students attend class Wednesday mornings from 8:00 AM—10:10 AM. A Sunday afternoon study session is also available for students to receive individualized assistance.

The program content follows the Michigan Department of Education's High School Curriculum Expectations aligned to high-level, four-year high school curriculum. Students also have access to ANGEL for assignments and to communicate with their professor. Instruction for each of the two classrooms is provided by an MSU English professor. Each class is limited to twenty (20 students). Contact time: 90 hours

Outcomes:

ISHALL students and their parents were asked to complete post-ISHALL evaluations. Student results indicated that

- * 100% of the ISHALL Year I and Year II students stated that being in an accelerated Language Arts course had been very beneficial,
- * 100% of ISHALL Year I and ISHALL Year II students liked to have their ability challenged in the class,
- * 100% of the ISHALL Year II students indicated that they believed they did better in ISHALL than being in their home school classroom for Language Arts,
- * 100% of both ISHALL Year I and Year II students thought that ISHALL classes had been a good experience.

Student comments included, "I liked the diversity of the students. How we all come together and new ideas are born." "I liked feeling challenged, although it was very frustrating at time."

"It was a very epic class. Also the expert [guest] professors were awesome."

"I am getting to be really smart and meeting other people who are smarter."

Student commenting on ISHALL negatives included the



2011 ISHALL Year II Graduates

stress that comes with being challenged, deadlines and stress that comes with deadlines.

Parent survey results:

- * 100% of the parents agreed that having their child in an accelerated Language Arts course had been a positive experience for their child,
- * 100% of the parents observed positive changes in their child as a result of ISHALL,
- * 100% of the parents did not feel the ISHALL program pressured their child.
- * 98.2% of the parents rated the overall quality of the ISHALL program excellent.

Parents consider the volume of writing expected, the peer groups, the challenge of the program, critical thinking/analytical thinking skills benefits of the program.

Students completing ISHALL will be enrolling in AP English at their local home school or online. One student will be enrolling directly into a college English course.

Additional Significant Information

The ISHALL program began in fall semester 2008.

Triple the number of students accepted to the program applied to the ISHALL program in spring 2010.

The Office of Gifted and Talented Education has been approached to set up satellite ISHALL programs. Unfortunately the MSU English Department is unable to staff the program to retirements and professors transferring to other institutions. The ratio to females to males has evened out to a ratio of 53% females and 47% males with the 2011 fall semester ISHALL Year I students. One unexpected result of the ISHALL program was the tight community students formed. Many continued to meet outside of class after completing the program.

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