



Latin Novella Reading Club

Summer Course
2020



Instructor: Ms. Reagan Israel

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Class: M/W 11:30 AM (EST), July 6th-August 12th

COURSE DESCRIPTION:

This reading club seeks to introduce students to reading neo-Latin texts and discussing them in Latin. Through the use of short, simple, illustrated Latin novellas, students will gradually learn to read fluently for comprehension without always translating into English. These novellas are written by experienced Latin teachers specifically for this purpose and use a limited vocabulary to facilitate easy reading.

Under the guidance of the instructor, students will progress over the course of six weeks from translating and parsing one word at a time to reading and speaking in complete, simple Latin sentences. By the end of the course, students will be at ease reading simple Latin passages without stopping to translate. Students will also be able to ask and answer simple questions in Latin such as, “Do you want cheese?” “Why do girls like flowers?” and “What kind of man do you think Odysseus is?”

PLACEMENT OF STUDENTS:

- This reading club is designed for students who have attained an **advanced beginner** level of Latin. Students coming from Classical Academy Press Latin courses should have completed **Latin for Children C or Latin 1**. Motivated students who have completed **Latin for Children B** with a high grade are also welcome. Students coming from another curriculum should be comfortable with the following concepts: 1st, 2nd, and 3rd declension nouns and adjectives, 1st and 2nd conjugation verbs, common irregular verbs (sum esse, do dare, eo ire, ago agere, facio facere, volo velle), infinitives, imperatives, adverbs, the personal and possessive pronouns, and simple prepositional phrases. This course teaches grammar only incidentally, as needed.
- This course **does not require students to have previous experience with spoken Latin**, but students should be ready to jump in and try it. Our first class meetings will focus on acquiring basic conversational and reading skills, after which we will gradually increase the amount of time spent *in Latin* in each class period.
- The course is geared toward **rising 6th–9th graders**. When considering whether this course is a good fit for your student, please keep in mind that in addition to readiness for the course content, students should be developmentally prepared to engage in a 6th–9th grade corporate learning environment as well as the online classroom dynamic.
- Students should be prepared to spend 15-30 minutes on independent work for each class meeting.

If your student is outside the target grade range for this class, or if you have further questions about placement, please email the instructor.

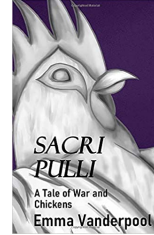
REQUIRED TEXTS:

We will read two novellas written by Latin teachers for novice readers. If we complete both texts before the course ends, further reading material will be provided by the instructor. The instructor will also give personalized recommendations for students who wish to continue Latin reading independently.



Ego, Polyphemus by Andrew Olimpi
ISBN-10: 1719066434/ISBN-13: 978-1719066433

Sacri Pulli by Emma Vanderpool
ISBN-10: 1686669410/ISBN-13: 978-1686669415



OFFICE HOURS:

If a student or parent would like to schedule a time to speak outside of class, please email the instructor with a suggested meeting time. During “Office Hours” students may raise questions, seek assistance, or review class material. This can happen via email or a meeting in the Zoom classroom. Your instructor will do her best to respond within 24-48 hours; please keep in mind that she likely will not respond immediately to messages after 5 p.m. EST Monday-Friday and messages sent on the weekend.

STUDENT EXPECTATIONS:

The following is taken from the Scholé Academy Student-Parent Handbook:

Necessary Skills/Basic Requirements

Students enrolling in Scholé Academy courses should be able to write and communicate at their grade level.

- Since this course is a language class, frequent vocal participation is central to the learning process. Students *will* make frequent mistakes and feel uncertain about speaking in Latin, but should not allow this to keep them from speaking up. Research shows that students will self-correct most of these mistakes over time, given enough speaking and listening practice.

Note: Attendance is flexible for summer courses; while attending every class is optimal, students may attend as they are able. Recordings will also be provided for missed classes.

Attitude & Behavior

When students enter the classroom, they are committing to a joint pursuit of truth with their fellow pupils. In order to uphold an atmosphere where this is possible, all parties must maintain a posture of respect toward the material, toward one another, and toward the instructor.

Students should strive to uphold these virtues in the classroom:

- humility
- patience
- constancy
- temperance/studiousness

At the same time, developing these virtues is the goal of this class, and grace will be extended as students learn and grow.

STUDENT GRADING AND EVALUATION:

No grades will be assigned for summer courses.

Note: Summer courses are not designed to be used for credit.

Please remember restful learning consists of accurate expectations, accurate preparation, and accurate attitude. –Joelle Hodge, principal of Scholé Academy

HOMEWORK AND THE VIRTUAL CLASSROOM:

Homework

Homework assignments will mainly be to read aloud assigned pages each week. Students may also be asked to complete a few sentence translations or answer comprehension questions.

The Virtual Classroom

We will be using the free online “virtual classroom” Zoom software, which will provide students with interactive audio, text chat and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed. We will provide students with a link (via email) that will enable students to join the virtual classroom. *If a student misses a class, he or she may request access to a class recording link.*

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting the [Technology in the Classroom](#) section of the Student Parent Handbook.

Please note: While this syllabus addresses details specific to this course, it is not extensive. Parents should also read the Student-Parent Handbook located on scholeacademy.com/student-parent-handbook/ and be familiar with the ideas, policies, and procedures outlined.

ABOUT THE INSTRUCTOR:

Reagan Israel has a BS in Psychology and is currently in graduate school studying ancient Greek and Hebrew in Jerusalem. Her interests include second language acquisition and ancient cultures, and she loves working in a field that allows her to study both. A Texas native, Ms. Israel taught Latin and ancient humanities at a classical school in Houston for four years. During her time there, she was introduced to “active Latin” pedagogy through a series of workshops and began to apply these methods in her classroom. In a past life, Ms. Israel was a professional ballet dancer, and for seven years she has stayed connected to the art through teaching and choreographing. In both the studio and the academic classroom, she enjoys working with middle schoolers and being a part of their lives as they grow from childhood into adolescence. Ms. Israel is married to a musician and mobile app designer, and together they currently make their home in Jerusalem, where they enjoy reading widely, drinking Turkish coffee, and fumbling through Hebrew conversations.