



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

**Advanced Latin / Latin 5:
Cupid and Psyche
by
Apuleius**

2020-2021



Instructor: Mr. Edward J Kotynski
Class Dates: September 8, 2020 - May 27, 2021
Weekly Meetings: Tuesday and Thursday, 3:30 PM (ET)
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ELIGIBLE STUDENT:

Grades 11-12; advanced 9th and 10th graders welcome.

Advanced Latin offers instruction in advanced Latin reading, focusing this year on Apuleius' retelling of the myth of Cupid and Psyche found in his *Metamorphoses* and written in the 2nd century A.D. This story has inspired countless further retellings, including *Till We Have Faces* by C.S. Lewis. The course is designed for students who have successfully completed Scholé Academy's Latin 4 course, the *Latin Alive! Reader*, or an equivalent year-long reading course. Students will complete the text, reading at an accelerated pace, discussing the language and style, and enjoying the story. Students will build on their previous Latin studies and continue to take ownership identifying their areas of strength and weakness.

Students completing this course are welcome to take another Advanced Latin the next year (focusing on a different Latin author) or to pursue AP Latin in an appropriate venue.

Please note: This course is the equivalent of one high school credit in foreign language.

SCHEDULE FOR ADVANCED LATIN

ORIENTATION SESSION:

Student/parent **orientation** will take place on Thursday, September 3rd at 11:00am, the week before the first class meeting.

CLASS SESSIONS DATES:

Classes will take place on **Tuesdays & Thursdays: 11:00am-12:15pm (ET)** for 32 weeks and 64 classes on the following dates: *

September (7): 8, 10, 15, 17, 22, 24, 29

October (9): 1, 6, 8, 13, 15, 20, 22, 27, 29

November (6): 3, 5, 10, 12, 17, 19 [Thanksgiving Break]

December (6): 1, 3, 8, 10, 15, 17 [Christmas Break]

January (6): [Christmas Break] 12, 14, 19, 21 [End 1st Semester]
[Begin 2nd Semester] 26, 28

February (6): 2, 4, 9, 11, 16, 18 [Winter Break]

March (8): 2, 4, 9, 11, 16, 18, 23, 25 [Holy Week]

April (8): 6, 8, 13, 15, 20, 22, 27, 29

May (8): 4, 6, 11, 13, 18, 20, 25, 27 [End 2nd Semester]

**Please note the above dates and times are the anticipated class sessions for this course. However, all dates are subject to change as the instructor's circumstances might dictate (e.g. illness, family emergency). Any classes canceled by the instructor will be made up at an alternate time designated by the instructor.*

OFFICE HOURS:

In addition to scheduled class times, Mr. Kotynski will be available for office hour sessions as needed. During "Office Hours" students may raise questions, seek assistance, or review class material. **Please take advantage** of this opportunity if you are struggling in any area. It may only need to be a 15 minute meeting, but may bring clarity where there was none before.

General Availability: (please request meeting times at the following times)

Mon-Thurs. 12:30-2:00pm

Mon/Wed. after 3:15pm

Fridays

If these times do not work, please let me know and we'll try to work something out.

COURSE DESCRIPTION:

Advanced Latin offers students the opportunity to read a sustained text through which they can sharpen their Latin faculties and learn to read, analyze, and enjoy the style and story-telling of Apuleius in the fabulous tale: *Cupid and Psyche*.

Assignments will consist of written translations, vocabulary quizzes, and tests.

REQUIRED MATERIALS:

- Text of *Cupid and Psyche* (PDF provided)
 - Vocabulary Lists for assessment (PDF provided)
 - Various Supplementary materials (PDFs provided)
 - Notebook dedicated to Advanced Latin.
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STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Students enrolling in Scholé Academy's Latin Program will be expected to show development of Executive Function Skills throughout the year. Executive Function Skills speaks to a set of qualities and skill sets students can develop and hone the better to approach the courses, lectures, readings, and teachers they will encounter in their future academic coursework.

Since we are learning a language together and will be using Latin to answer questions and engage in simple dialogue, it is of utmost importance that students come to class with a courageous willingness to make attempts without worrying about making mistakes. In this spirit, the classroom will be an environment of respectful, joyful, and friendly learning, which will facilitate the study of a difficult language.

This disposition is that of an 'engaged student'. Scholé Academy commends four other important skills which ought to be observed by students.

- 1. An Engaged Student:** One who is willing to step into the arena of class discussion, ask questions, supply answers, and consider how the discussion at hand applies to oneself.
- 2. Note Taking:** A student must be engaged with the class by taking notes on important and relevant content in an organized fashion. They should then independently consult those notes for assignments and in preparation for assessments. It is essential that all students acquire a notebook for use during the class, as this will keep them organized by subject.
- 3. Attention to Detail & Preparedness:** These students are ones who consistently adhere to deadlines, submission requirements, adhere to style guides and codes, confirm technology is working prior to the start of class, are responsible to determine how to proceed after an absence, and responsibly consult their course syllabus, adjusting as the class proceeds, etc.
- 4. Critical Reflection:** These students are ones who receive feedback to their submissions and then apply that feedback to future assignments rather than repeating mistakes. These students also glean information from the live class critiques of fellow students and learn from others what mistakes to avoid.
- 5. Initiative/Maturity:** This student will be proactive in listening to the teacher's comments, assessing how they apply to his/her work, taking the initiative to schedule office hours with the teacher if necessary.

STUDENT EXPECTATIONS IN ACTION

Students will be following a sequence of study contained in the Schedule of Assignments (accessible through Schoology). Students will need to be developing the ability to independently approach a reading and decide what notes to take as they prepare translations for the teacher and ready themselves for tests. Students will also be encouraged to use some online tools.

During class time, students will review answers, pose questions, and explain and justify their translations and interpretations. Each week the teacher will lead discussions informed by issues and problems raised by students, as well as issues introduced by the teacher.

In this class, students will be expected to listen attentively and participate actively in class discussions and practices. This includes active use of Latin when reading aloud, relaying answers, and engaging in simple teacher-led conversation. Students are expected to arrive to class on time with all assigned material completed. The instructor will facilitate learning for the student, but the responsibility for staying up-to-date with classwork and assignments is ultimately the responsibility of the student.

Students who have not attached their homework to the appropriate Schoology assignment prior to the start of class will not be permitted to join the live class session. Those students will be invited into a separate Zoom breakout room to work privately until they have completed the day's assignment. After they have completed their homework submission, they will be permitted to rejoin the class in session. A day spent in a breakout room will constitute an absence from class.

All assignments will be due prior to the start of class each day **in PDF format**, attached to the appropriate Schoology Assignment. Students turning in late work will earn a 25% penalty for each day the assignment is late. Students will submit their work by scanning their homework pages and uploading it into the Schoology assignment window. **Photographs of completed assignments will NOT be accepted since they are incredibly difficult to read.**

STUDENT GRADING AND EVALUATION

Although grades and evaluations are not the goal of education, we recognize the need to provide grades for students who will be using this course as part of their prepared college transcript. It's a delicate balance to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow achievement goals for mastery of this discipline. Grammar, Logic, and Rhetoric (all of which Latin partakes) are “core” disciplines in Classical Education and learning. The pleasure of attaining a mastery of Latin is its own reward, though the teacher will assign the following grades to your student's level of achievement: *magna cum laude* (with great praise); *cum laude* (with praise); *satis* (sufficient, satisfactory) and *non satis* (not sufficient).

Ideally, every average student working diligently should do praiseworthy work (*cum laude*). Those who excel beyond this expectation will receive *magna cum laude* for their work. Student work that shows adequate mastery will be designated *satis*. *Non satis* designates work that demonstrates insufficient mastery; a student with consistently *non satis* work will not be recommended for continuation to the next level of Latin.

Additionally, we will provide a transcript with a traditional percentage grade to the requesting parent at quarterly intervals. **All students will receive both a Scholé evaluation and a percentage grade at the end of the year.**

STUDENT EVALUATION : MASTERY PORTRAIT

This course will provide the components necessary to achieve mastery of the foundations of the Latin language, and help students develop an analytical mind. A knowledge of Latin will also lead to a more sophisticated understanding of English grammar, syntax, and style. Speaking Latin and learning about the cultural context of the language we study will also help engage the student in development of their moral virtues (love of God and neighbor). **The following two aspects of the course comprise the learning target:**

1. At the completion of this course *cum laude* students will:
 - Know by heart all basic grammar and vocabulary encountered in Apuleius' *Cupid and Psyche*.
 - Be able to approach an unseen text with confidence.
 - Be able to translate previously seen passages with accuracy.
 2. Students will also be guided in development of the virtues of Truth, Goodness, and Wisdom. The ancients believed that the arts of speaking and acting well were interconnected. This course intends for students to encounter something of the beauty and power of the *logos*, as they engage with the Latin language in its fullness, that is, as it is written, spoken, and heard.
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STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

Mr. Kotynski will communicate with students regarding assignment feedback and grading through the free online grading system, Schoology. The teacher will provide students with more detailed information and access to the *Advanced Latin* course page.

Students' grades will have the following weight (out of 80):

1. Class Participation: 5
2. Homework assignments: 15
3. Regular Quizzing: 25
4. Regular Testing: 35

The incremental nature of the assessments is in place to ensure that students are continually reviewing previous material.

Typically Speaking:

- *magna cum laude* is the grade range of 90% or above.
- *cum laude* is the grade range of 80-89%
- *satis* is the grade range of 70-79%
- *non satis* is any grade lower than a 70%

This reflects the student's mastery and ability to move on to the next level. Nonetheless, if a student is unwilling to put the effort and energy into studying well and participating in class, they may not earn a *magna cum laude* (or perhaps even *cum laude*) even if their grade is high enough. Likewise, a student with a grade below 70% may get a *cum laude* on their virtue formation because of their work ethic. **Further Latin classes will be recommended based on the teacher's evaluation of the students' ability and work ethic.**

STUDENT EVALUATION: ACADEMIC INTEGRITY

Students will often take tests and/or quizzes privately at home. Students are on their honor to abide by [Scholé Academy's Learning Philosophy](#) which assumes the personal cultivation of Student-Virtues described in the Student-Parent Handbook. **We ask that parents proctor quizzes and tests to help keep their children accountable.**

Specifically, cheating and plagiarism are punishable offenses. Copying the work of other students is prohibited and proper citation of all sources is essential.

THE VIRTUAL CLASSROOM:

We will be using the free online “virtual classroom” software provided by Zoom, one of the leading companies that provides such software. The virtual classroom 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 in Schoology and via email that will enable students to join the virtual classroom. 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.

Students will submit all homework and assessments as documents by scanning and uploading them to their personal computer and then attaching those files as .pdfs to the appropriate assignment on Schoology found on the *Advanced Latin* Schoology assignment page (access granted after enrollment is secured).

ABOUT THE INSTRUCTOR:

Edward Kotynski is a Latin teacher and tutor for Scholé Academy. He received a BA in Ancient Languages from Wheaton College and an MA in Classical Languages from Vanderbilt University. He has been teaching Latin and Greek at various levels (elementary, middle school, high school, and college) for the last sixteen years. He also has been editing and authoring for Classical Academic Press for the last twelve years. He and the Scholé Academy Latin department are dedicated to developing the teaching of classical languages through the languages themselves (much as modern languages are taught).

Mr. Kotynski and his family live in Tennessee where he teaches for Scholé, helps homeschool his five children and four nieces and nephews, and helps out on his cousin’s permaculture farm. He also enjoys soccer and unicycling.