



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

Advanced Latin

Yearlong Course

2022-2023



Instructor: Mr. Edward J. Kotynski

Class Dates: Tuesday, September 6, 2022 - Friday, May 26, 2023

Meeting Days: Tuesdays and Thursdays, 11:00 AM-12:15 PM EST

E-mail: ejkotynski.scholeacademy@gmail.com

ELIGIBLE STUDENT:

Grades 11-12; advanced 9th and 10th graders welcome on an individual basis.

This course offers instruction in an advanced Latin text: *Cupid and Psyche* by 2nd century AD author Apuleius. Our goal is read through the text in Latin, discussing the story itself while making certain to understand the grammar and the vocabulary. This course requires students to have a good foundation in Latin grammar (Latin 1, 2, and 3) and to be comfortable reading Latin texts. This course is designed for students who have successfully completed Scholé Academy's *Intermediate Latin* (Latin 4) course, with the *Latin Alive! Reader*, or an equivalent course of study.

Students taking this course must be self-motivated in study and proactive at identifying their strengths and weaknesses. Previous grammatical and vocabulary material will NOT be systematically reviewed, since that is the purpose of an *Intermediate Latin* (Latin 4) class. However, the teacher will actively be engaging the students and helping them to identify areas for improvement.

Advanced Latin is repeatable. Each year the class will offer a different author, generally alternating between prose and poetry.

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

REQUIRED TEXTS:

Required Materials:

- Apuleius' Cupid and Psyche: An Intermediate Latin Reader (PDF provided)
 - Must print for class.
- A notebook for taking notes
- Physical flashcards are optional, but may be helpful

Assumed Knowledge:

- Vocabulary (Latin 1-3) [here](#)
- Grammar (Latin 1-3) [here](#)

Summer Reading (optional):

Purchase and Read:

- [Cupido et Psyche: A Latin Novella](#) by Rachel Beth Cunnings*
- [Ira Veneris: A Latin Novella](#) by Rachel Beth Cunnings (sequel to *Cupido et Psyche*)*

* Cost of texts are not included in the course.

IMPORTANT LINKS

[Text Analysis](#)

[Dictionary](#)

[Grammar](#)

SCHEDULE FOR ADVANCED LATIN

ORIENTATION SESSION:

The date and time of the student/parent orientation will depend on the particular section in which you are enrolled, but all orientation sessions will be scheduled the week prior to the start of the class.

CLASS SESSION DATES: The dates of your class depend on the particular section in which you are enrolled. Consult the Scholé Academy [academic calendar](#) for details concerning scheduled, school-wide breaks.

OFFICE HOURS: Your teachers are available outside of scheduled class times! 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 teacher will do their best to respond within 24-48 hours; please keep in mind that they likely will not respond immediately to messages after 5 p.m. EST.

COURSE DESCRIPTION:

Advanced Latin offers an indepth reading of one author, Apuleius, in a story that has captivated readers for centuries and inspired authors to create their own versions (such as C.S. Lewis's *Till We Have Faces*). The goal is to learn to read Latin with facility and to explore one text in its literary structure and artistry.

Homework will consist of vocabulary-grammar notes, written translations, and tests. Students will be encouraged to build their own set of notes on grammatical and literary techniques that they can use for reference in future years.

ADVANCED LATIN COURSE MAP*

The text of Apuleius' *Metamorphoses* consists of 63 sections. Homework will consist of a preparation and translation of one or two sections per class-period. Reading quizzes over the previous day's material will be frequent and unannounced. Tests will be twice per quarter over the material covered since the last test. Tests and quizzes will include translation and parsing. There may also be supplemental readings to give historical and literary background.

Quarter 1

Book 4.28-35
Unit 1 Test
Book 5.1-8
Unit 2 Test

Quarter 2

Book 5.9-16
Unit 3 Test
Book 5.17-24
Unit 4 Test

Quarter 3

Book 5.25-31
Unit 5 Test
Book 6.1-8
Unit 6 Test

Quarter 4

Book 6.9-16
Unit 7 Test
Book 6.17-24
Unit 8 Test

*Pacing and assignment schedule may vary.

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 to better approach the courses, lectures, readings, and teachers they will encounter in their future academic coursework.

It is of utmost importance that students both come to class prepared and bring 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 Course Map above. **The primary goals for the student will be to gain facility reading an extended authentic Latin text and discuss it as literature.** The larger goal is that students develop an appreciation of the beauty and power of language, literature, and history, informing their other studies and their lives in the world.

During class time, students review answers, pose questions, and explain and justify their translations and interpretations. Each week the teacher will lead discussions of the text, the story, and any grammatical or philological 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, attached to the appropriate Schoology Assignment. **Students turning in late work will not receive credit for their assignments unless they have a valid excuse.** Students will submit their work by scanning their homework pages and uploading it into the Schoology assignment window **as one PDF file.** Photographs of completed assignments will not be accepted as they are incredibly difficult to read.

STUDENT GRADING AND EVALUATION

While pursuing *Advanced Latin* through Scholé Academy will be “restful” and enjoyable, we also 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 (for our purposes, the Latin language in all its dimensions), like the studies of Logic and Rhetoric, is a “core” discipline in Classical Education and learning to own the concepts introduced in this class will be a necessary and significant component of future success in upper-level Classical Education. In that sense then, 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), *bene* (well done), *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 good or adequate mastery will be designated *bene* or *satis*, respectively. *Non satis* designates work that demonstrates insufficient mastery.

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

In this course students will receive the foundations of linguistic training that will set them on the path to full mastery of the Latin language. A knowledge of Latin will also lead to a more sophisticated understanding of English grammar, syntax, and style. This course will provide the components necessary to achieve mastery of the foundations of the Latin language, and help students develop an analytical mind. 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. **The following two aspects of the course comprise the learning target:**

1. At the completion of this course *cum laude* students will:
 - Have translated and understood the entirety of Apuleius’ *Cupid and Psyche*
 - Be able to retranslate portions of the text with little or no outside materials
 - Be able to identify most grammatical structures found in the text
 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.
-

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 100):

1. Class Participation: 10
2. Homework assignments: 20
3. Regular Quizzing: 30
4. Regular Testing: 40

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 94% or above.
- *cum laude* is the grade range of 85-93%
- *bene* is the grade range of 80%-84%
- *satis* is the grade range of 70-79%
- *non satis* is any grade lower than a 70%

Students will *not* be recommended to retake the Advanced Latin course unless they maintain a grade within the *cum laude* or *magna cum laude* range.

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 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, Chair of Latin Department, grew up as a missionary kid in Indonesia, where his parents were Bible translators. He attributes his love of languages partly to his parents’ work and his childhood experience. He received his BA in ancient languages from Wheaton College in Illinois in 2004, and his MA in classical languages from Vanderbilt University in Tennessee in 2007. Mr. Kotynski has been teaching Latin and Greek for the last fifteen years, mostly at classical Christian schools. He loves sharing his passion for the ancient languages with his students, weaving in historical context and modern connections. He has edited two volumes of *Latin Alive!* for Classical Academic Press and has also been working on their Greek for Children series with Erin Valdez. He is very excited to be continuing with Scholé Academy this year. Besides Latin and Greek, Mr. Kotynski drinks coffee, loves reading, helps homeschool his kids, and plays board games. He lives with his wife, six children, and two cats, enjoying the craziness of life together. ejkotynski.scholeacademy@gmail.com