



# ***MS Medieval, Renaissance, Reformation Literature***

Yearlong (2022-2023)



## **ELIGIBLE STUDENTS: Grades 6-8**

**Prerequisites:** Student reads independently at or above a seventh-grade level, composes complete sentences and writes a focused paragraph. They should also possess basic computer skills, be capable of clearly narrating or explaining a new passage he/she has just read and participating in thematic class discussions about history and literature. Students should also demonstrate a teachable spirit and a willingness to discover how men and women lived, learned, and worked in the past.

**Section 1 Class Dates:** Begin Wednesday, September 7, 2022 - May 24, 2023

**Class Times:** Mondays and Wednesdays from 11:00 -12:15 am EST

**Section 2 Class Dates:** Begin Tuesday, September 6, 2022 - May 25, 2023

**Class Times:** Tuesdays and Thursdays from 3:30 -4:45 pm EST

**Instructor:** Fr. Chris Marchand

**E-mail:** cmarch34@gmail.com

## **SCHEDULE FOR MEDIEVAL, RENAISSANCE, REFORMATION HISTORY:**

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### **SECTION 1 CLASS SESSIONS DATES:**

Classes will take place on **Mondays and Wednesdays**, 11:00 -12:15 am EST, for 32 weeks and 63 classes.\*

Monday August 29, 2022 at 11:00 a.m. (EST) - mandatory orientation session\*\*

September 7, 2022 - First class session

May 24, 2023 - Last class session

### **SECTION 2 CLASS SESSIONS DATES:**

Classes will take place on Tuesdays and Thursdays from 3:30 -4:45 am EST for 32 weeks and 63 classes.\*

Tuesday August 30, 2022 at 3:30 p.m. (EST) - mandatory orientation session\*\*

September 6, 2022 - First class session

May 25, 2023 - Last class session

Please see <https://scholeacademy.com/academic-calendar/> for specific dates and school holidays.

*\*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.*

*\*\*Brief orientation sessions are held for each course offered by Scholé Academy. Students and their parents/guardians are required to attend. Unless otherwise noted by the instructor, orientation sessions are held one week prior to the first day of class for any given course.*

**OFFICE HOURS:** In addition to scheduled class times, I am available Monday – Thursday from 12:30–1:30 p.m. EST or on Fridays on an appointment basis. During “Office Hours” students may raise questions, seek assistance, or review class material.

## COURSE TEXTS

**NOTE ON ASSIGNED TEXTS:** Not every chapter in every book will be assigned. Only the chapters most relevant to course material will be required. I also sometimes supplement the readings with primary sources and excerpts from other books. PDFs of additional texts used will always be provided. Students are only responsible for obtaining required books.

### *Literature Texts*

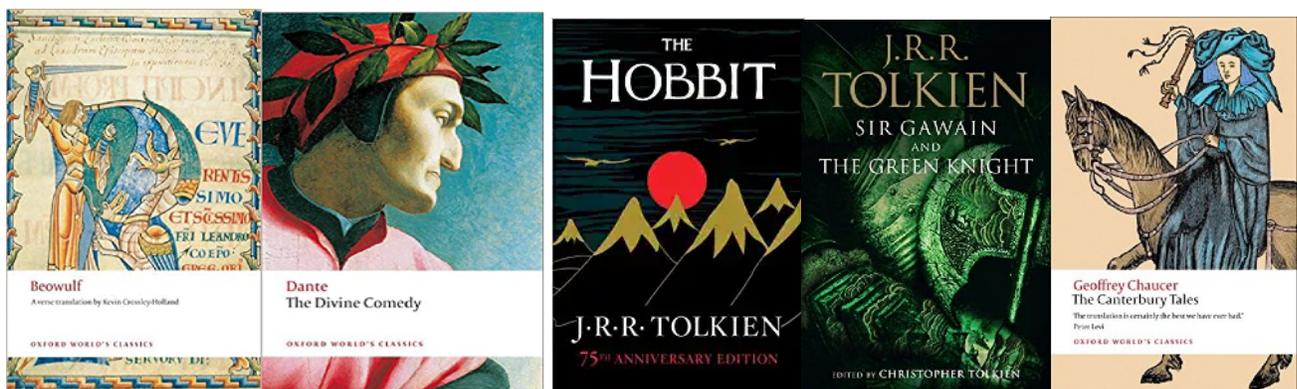
Kevin Crossley-Hollan (Translator). *Beowulf*. New York: Oxford World Classics, 2008. 9780199555291

Chaucer, Geoffrey. *The Canterbury Tales*. Oxford World Classics, 2011. 0199599025

Tolkien, J.R.R (Translator). *Sir Gawain and the Green Knight, Pearl, and Sir Orfeo*. William Morrow Paperbacks, 2021. 0358652979

Dante, *The Divine Comedy*. New York: Oxford World Classics, 2008. 0199535647. *NOTE: In the interest of maintaining a restful approach to this rich but lengthy text we will be reading portions of the three sections of The Divine Comedy rather than the entire work.*

Tolkien, J.R.R. *The Hobbit*. (any format is fine)



## **COURSE DESCRIPTION:**

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This course introduces the students to the great stories, ideas, and cast of characters that molded the literature of the Medieval, Renaissance, and Reformation world. This class is paired with a corresponding history class, taught by the same teacher, and scheduled back-to-back in a “block.” Students who take both courses receive a discount. Either course may also be taken as a stand-alone course. Because of this arrangement, and the nature of history and literature, there will necessarily be overlap between the two classes. This integrative experience of history and literature is one of the benefits of the classical model.

The literature section of the humanities block aims to introduce students to several of the “great books” of classical literature. Classes will consist of seminar-style discussions of the readings, with the instructor serving as the facilitator. The instructor may occasionally open class with a brief lecture on the author or historical background of a book. The goal is to encourage a deeper understanding and appreciation for the readings and their timeless truths through thoughtful dialogue on a book’s characters, plot, themes, and cultural context. Students are expected to participate actively in these discussions by formulating thoughtful questions and interacting with their peers.

Because the books studied are rich and complex, we could spend many classes plumbing the depths of these stories. However, given Scholé Academy’s focus on restful learning, this course is structured so as to give students a guided first taste of these classic works, consistent with the middle school level. It is assumed that this will not be the last time that students read books like Dante’s *Divine Comedy*, but that they pick them up again throughout their lives, with deeper understanding. The hope is that students come to love and appreciate these stories both as artifacts and as beautiful works of timeless art.

A tentative reading schedule will be provided at the beginning of the school year to give students and parents an idea of the kind of workload to expect. However, the instructor reserves the right to adjust the reading schedule throughout the year in order to maintain a deep, yet restful approach to learning in accordance with Scholé Academy learning philosophy.

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## **STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS**

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Students are expected to have proficient reading and writing skills as well as the interest and capacity for engaging in discussion about history and literature. Students suited for this course will also be cultivating the following scholarship skills:

- Actively and independently engage in note-taking. (*Since this is a skill that requires practice, I do not expect them to have mastered this. They should at least be willing to improve this skill. There will be opportunities throughout the course for them to receive guidance on this*).
- Reads independently, using annotations and underlining to highlight important or unclear information. (*Again, this is a skill that requires practice. We will be cultivating this throughout the course*).
- Receive and apply teacher critiques
- Adhere to deadlines
- Be responsible for class and project preparedness
- Take initiative to ask questions for understanding and comprehension

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## **STUDENT EXPECTATIONS IN ACTION**

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Students are expected to read the said materials and come to class ready to actively engage in thoughtful group lessons and discussions.

Students are expected to arrive to class on time and 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 ultimately falls to the student.

All assignments will be due into the appropriate Schoology Assignment folder prior to the start of class each day. Students turning in late work will earn a 5% 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.

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## **STUDENT EVALUATION: GRADING**

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While pursuing literature through Scholé Academy will be “restful” and lots of fun, 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. I can 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 be the *magna cum laude* students. Students who do adequate but not praiseworthy work be designated *satis*. *Non satis* means lacking sufficiency or adequacy.

As much as you might be fully on board with this grading method in theory, there will undoubtedly be the need to complete a college transcript with either a numeric or traditional letter grade. Traditional percentage grades will be provided and will be readily accessed on the **Medieval, Renaissance, and Reformation (MRR) Literature** Schoology page. Additionally, Mr. Marchand will provide a transcript of that grade to the requesting parent at the end of the year.

Here is the grading scale:

**A= 90-100**

**B= 80-90 Points**

**C= 70-80**

**F= 69 or lower**

### **STUDENT EVALUATION: MASTERY PORTRAIT**

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Students who are prepared to take this class are typically early to late teens, adolescents approaching young adulthood. This developmental stage is an interesting one, brimming with lots of new characteristics. It is imperative, then, that this course not only provide the academic components necessary to achieve mastery of the content of the class (knowledge) and skills associated with analytical thought; but to also help engage the student in development of their moral virtues. These three aspects of the course would comprise the “learning target.”

Mastery in this course will go beyond just reading and recalling content. At the completion of this course *cum laude* students will be able to see and explain how these major ideas and beliefs (about life and death, virtue and vice, humanity and the divine, etc.) are expressed through the literature. Apart from articulating the stories, *cum laude* students should be able to discuss the major themes and topics that are read about in class. In short, they should not just recall, but understand, analyze, and apply what they have learned and see how it applies to the broader scope of western history, as well as to their own lives. Additionally, students should be able to consistently improve in their reading ability (comprehension, speed, annotation skills, etc), note-taking ability, and critical thinking ability (especially in a verbal communal setting). Students will be guided in truth, goodness, and beauty throughout the course and to see the various topic both in their own light, and in the greater context of Christianity.

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## **STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS**

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Mr. Marchand 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 **Medieval, Renaissance and Reformation Literature** course page.

Student's grades will be comprised of:

1. Exams: 25% (four, fifty-point exams spread out over the course of the year)
2. Class Participation: 20%  
(This includes consistent reading quizzes, reading logs, and discussion grades).
3. Homework & Response Papers: 30%
4. Projects: 25%

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## **STUDENT EVALUATION: ACADEMIC DISHONESTY**

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Students will often take assessment 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.

Additionally, plagiarism is a serious and punishable offense. Proper citation of all sources is essential to the academic endeavor. Remember to cite any source if the information is not common knowledge or is an opinion obtained through any source. A plagiarized assignment will result in a failing grade. Students should consult their chosen style manual (see Student Expectations above) for specific direction on obtaining, quoting and paraphrasing sources.

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## **THE VIRTUAL CLASSROOM:**

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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 (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 documents by scanning and uploading them to their personal computer, then attaching those files as .pdfs to an email. They will submit their work to the **Medieval, Renaissance, and Reformation Literature** Schoology assignment page (access granted after enrollment is secured).

### **ABOUT THE INSTRUCTOR:**

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**Chris Marchand (pronounced mar-shan)** is a music pastor and priest within the Anglican Church in North America (ACNA), serving in Peoria, Illinois. He holds a Master of Theological Studies and a Master of Arts in Music Ministry from Garrett Evangelical Theological Seminary, and was trained as a hospital chaplain in a residency program at Saint Francis Hospital. A former headmaster and teacher at Aletheia Classical Christian School, he has taught humanities, history, science, and government courses. He is married to Elisa and they have four children. The author of *Celebrating the 12 Days of Christmas: a guide for churches and families*, he also produces podcasts, composes music, and loves to discuss anything related the arts and his favorite sport tennis.