



Upper School Ancient Classics: History & Literature Yearlong 2022-2023 (Greek Year) Section 2

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1. INCOMING STUDENT PROFILE

To be successful in this course, you will need to have a few pre-requisite skills. Make sure each of these de-scriptions is true of you. If you aren't sure, let's talk, and I can help make sure the course will be a good fit.

- ✓ Reads at or above a ninth-grade level
- ✓ Composes paragraphs and basic essays with confidence
- ✓ Uses a planner and tracks assignment progress
- ✓ Listens, take notes, and is willing to engage in group discussions
- ✓ Types sufficiently well to transcribe paragraphs without frustration
- ✓ Possesses basic computer skills—browsing, accessing assignments, scanning, e-mailing, and managing files without significant help from parents
- ✓ Willingness to persevere through difficult texts

2. SCHEDULE

Section 2
Class Times

- History: Monday and Wednesday, 3:30-4:45 p.m. EST;
- Literature: Monday and Wednesday, 5-6:15 p.m. EST

Class Dates: September 6, 2022, to May 26, 2023.

September: 7, 12, 14, 19, 21, 27, 29.

October: 3, 5, 10, 12, 17, 19, 24, 26, 31.

November: 2, 7, 9, 14, 16, **Thanksgiving Break**, 28, 30.

December: 5, 7, 12, 14, **Christmas Break**.

January: **Christmas Break**, 9, 11, 16, 18, 23, 25, 31.

February: 1, 6, 8, 13, 15, **Winter Break**, 27

March: 1, 6, 8, 13, 15, 20, 22, 27, 29.

April: Western Holy Week, Orthodox Holy Week, 17, 19, 24, 26.

May: 1, 3, 8, 10, 15, 17, 22, 24.

Q1: September 6 - October 28, 2022;

Q2: October 31, 2022 - January 20, 2023;

Q3: January 23 - March 24, 2023;

Q4: March 27 - May 27, 2023.

Notes:

- In case of necessary planned absences, I will record the session ahead of time.
- In case of unexpected absences (family emergency, power outages, sudden illness), I will offer an alternate independent assignment or make-up session if possible.

3. OFFICE HOURS

Students may schedule an appointment by emailing the instructor at a.newman.scholeacademy@gmail.com.

4. COURSE DESCRIPTION

Scholé Academy's Upper School Ancient Classics course offers an in-depth exploration of some of the best, most beautiful, and most influential books of Civilization. Students will read and discuss texts from three ancient cultures that became the inheritance of the classical Christian world: the Hebrews, the Greeks, and the Romans. Rooted in the tradition of the "Great Books," students will gain significant historical and literary understanding and master the skills of independent scholarship by carefully studying primary sources.

- **Integrated**—history and literature taught by two instructors working in close collaboration
- **Great books curriculum**—timeless classics dealing with universal human questions
- **Independent scholarship**—methodically developing the skills necessary for intellectual growth
- **Primary sources**—doing history and experiencing literature through first-hand discovery
- **Restful**—a modest selection of texts read slowly and carefully, *multum non multa*

5. COURSE TEXTS

Please obtain the following texts in a hard copy. Students will need their own text as they will be expected to annotate and mark up the text. Please resist the temptation to use a free edition, alternate translation, or different version of a text that you already own.

2022—2023: Rotation A (Greek Year)

Literature:

- *Illiad*, Homer, trans. Robert Fagles (978-0140275360)
- *Prometheus Bound*, Seven Famous Greek Plays (978-0394701257)
- *Oedipus Rex*, Sophocles, *Seven Famous Greek Plays* (978-0394701257)
- *Antigone*, Sophocles, *Seven Famous Greek Plays* (978-0394701257)
- *Republic*, Plato, trans. Alan Bloom (978-0465094080)
- *The Apostolic Fathers in English*, trans. Michael W. Holmes (978-0801031083)
- *The Desert Fathers: Sayings of the Ancient Christian Monks* (978-0140447316)
- *On the Cosmic Mystery of Jesus Christ*, Maximos the Confessor, *Popular Patristics* (978-0881412499)

History:

- *The Landmark Herodotus* (978-1400031146)
- *The Landmark Thucydides* (978-0684827902)
- *Greek Lives*, Plutarch (978-0199540051)
- *The History of the Church*, Eusebius (978-0140445350)
- *Early Christian Lives*, Athanasius, (978-0140435269)
- *On the Incarnation*, Athanasius (978-0881414271)
- *The First Seven Ecumenical Councils: Their History and Theology* (325-787), Davis, (978-0814656167)

6. STUDENT MASTERY PORTRAIT

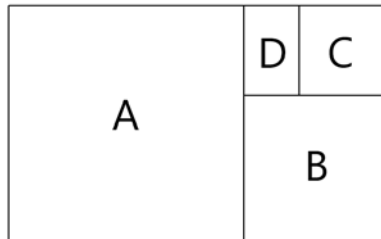
Students of Middle School History and Literature practice a variety of complex skills which normally take many years to fully develop. Here are the skills which successful students of the course will develop at an age-appropriate level:

| General scholarship skills | |
|-----------------------------------|---|
| Socratic discussion | Formulate questions, define terms, offer examples, compare, contrast, and discover relationships between ideas |
| Inspectional reading | Skim, preview books, study the table of contents, search for information, classify texts according to genre |
| Analytical reading | Identify key passages, terms, and definitions; outline a passage or short chapter; determine an author's message; evaluate key arguments |
| Mark a text | Underline key terms; add marginal notes; annotate |
| Composition | Keep a reading journal, compose a short narrative, respond in paragraph form to a prompt |
| History skills | |
| Geography | Identify important information on historical maps: trade routes, physical geographical features, cities, battle sites, economic resources, and political units |
| Timeline | Follow a timeline of events which tells the story of the development and demise of three civilizations of classical antiquity: ancient Greece, Rome, and Israel |
| Research | Become familiar with the methods of primary research used by historians and archaeologists |
| Literacy | Learn the vocabulary of the specific period (names of people groups, political entities, wars, places, and artifacts) and general historical inquiry (especially economic and political concepts) |
| Appreciation | Cultivate a sense of gratitude for the rich inheritance of Civilization which we enjoy today: art, architecture, science, religion, medicine, literature, philosophy, mathematics, law, ethics, education, and so much more |
| Literature skills | |
| Reading comprehension | Practice reading and narrating passages from intermediate and moderately difficult texts from or inspired by classical antiquity |
| Literary analysis | Interpret texts using tools of literary analysis: character, theme, setting, plot development |
| Genre identification | Define key genres available from antiquity and learn to spot key characteristics of oratory, dialogue, myth, epic poetry, lyric poetry, drama, hymn, sermons, gospel, epistle, prophecy, and more |
| Rhetorical analysis | Consider the dynamic roles of speaker, audience, and message in textual interpretation |
| Moral philosophy | Weigh the decisions of literary characters according to standards of classical and Christian virtues and vices |
| Stylistic development | Study and imitate the poetic and literary styles of classical authors |

7. Student Assessment

| Name | Description | Frequency* | Standard |
|-------------------------------|--|----------------|------------|
| A. Reading (62%) | | | |
| Reading log | Submit brief log with details of study sessions | 2 per week | Completion |
| Reading journal | Short, informal writing assignments based on the reading | 2 per week | Completion |
| Oral exam | Teacher or parent administered verbal Q & A (recorded) | 1 per semester | Quality |
| B. Participation (24%) | | | |
| Participation | Teacher completed evaluation rubric regarding in-class observations | 1 per quarter | Quality |
| C. Composition (9%) | | | |
| Composition | Formal letter, essay, or narration; at least one draft and edit | 2 per quarter | Quality |
| D. Memory (5%) | | | |
| Recitation | Recite a poem or memory passage to the teacher or a parent; check memory of key terms, dates, and events | 2 per quarter | Completion |

*The number of assignments assumes students are taking both history and literature. Students enrolled in one course will have approximately half of the assignments listed in the table.



*Assessment category point distribution diagram
a) reading, b) participation, c) composition, d) memory*

8. FOUNDATIONAL GOALS

This prayer clearly articulates the foundational goals we hope students will embrace and come to embody:

O Most-good Lord!
Send down upon us the grace of Thy Holy Spirit,
Who grants us gifts and strengthens the powers of our souls,
so that by attending to the teaching given us, we may grow
to the glory of Thee, our Creator,
to the comfort of our parents,
and to the service of the Church and our native land. Amen.

9. Assignment Marks and Feedback

Quality standard marks

| | | | |
|-----|------------------------|-------------------|--|
| MCL | <i>Magna cum laude</i> | With great praise | An especially gifted student performing at his or her best |
| CL | <i>Cum laude</i> | With praise | work done by the average student performing at his or her best |
| S | <i>Satis</i> | Satisfactory | work that is completed as assigned and on time |
| NS | <i>Non satis</i> | Unsatisfactory | work that is incomplete, poorly executed, or late |

Completion vs. quality standard marks

Many assignments will be assessed as “complete” or “incomplete” and will receive either S or NS. CL and MCL marks will be reserved for assignments that contain degrees of quality. These qualitative marks are meant to guide and encourage the student; they do not necessarily reflect the number of points earned on a given assignment. (For example, a student who receives an “S,” even on a composition, may receive most or all the possible points on certain assignment.)

Number grades

Number grades are generally used for external reporting (transcripts, umbrella organizations, etc.). These will be available on Schoology.

How am I doing?

Conscientious students understandably want to get an “A” in the class, and they may need some periodic reminders about how their daily efforts translate into long-term performance. Here are some rules of thumb for Literature and History which may help keep students on track to earn the score that they want:

“A” students complete each reading assignment, arrive to class on time, regularly engage in class discussions, frequently practice their memory work, and thoughtfully craft each assigned composition.

“B” students are typically a lot like “A” students, but they are less reliable. They may miss a few assignments, occasionally arrive late or remain aloof during class discussions; some have an “Achilles heel” and neglect or put off a specific type of assignment (memory work or composition are common sources of procrastination).

“C” students are much like “B” students, but they exhibit more consistent patterns of neglect. They may typically do their reading assignments, but they rarely contribute to class discussions. Some participate in class, but they may have permanently “lost” their reading journal. “C” students may pass the class by completing most of the reading assignments, but they will not achieve mastery of one or more important skills.

“D” and “F” students have significant deficiencies and will hear about those directly from the teacher and their parents. If you have not heard from the teacher, you can be confident that you are not failing the class.

Students who wish to improve or seek reassurance of their adequate progress should schedule a time to meet with the teacher or stay after class for a brief check-in.

10. Academic Integrity

It is quite rare as a teacher to catch a student in outright cheating or plagiarism. Far more common, however, is the student who attempts to “fly under the radar.” Some students think that escaping detection when they neglect their duties is an acceptable behavior. A few might even justify such image management tactics as “respect”—not wanting the teacher to know that they have disobeyed or forgotten instructions. Strategic omission, feigning knowledge, and (of course) outright deceit are all toxic to the educational process.

School affords many opportunities for success and failure—great and small. Success can be good, because it is satisfying and motivating to enjoy the rewards of honest effort. Failure can be good too, as the pain can be transformed into “growing pain” by learning from our mistakes. Teachers learn to do their job more effectively by paying attention to the mistakes of their students. Covering up or brushing up your mistakes

sabotages all these desirable outcomes. A student who deceives stands only to reap the harvest that he did not plant (creating false feelings and impressions of success), and it shields him from learning the lessons that he needs to mature. Telling the truth (even when it hurts) is good for you, and it is the key to academic integrity.

11. Virtual School Technology

All course materials can be accessed via our learning management system **Schoology** (www.schoology.com). The live virtual classroom will be the first link provided in the list of course materials. This will open a video conferencing application called **Zoom**. Students will receive an access code to the Schoology course in a separate e-mail from the teacher prior to the start of the course.



12. About the Teacher

Andy Newman

calls western Nebraska home, the borderland where Midwest and West shake hands. There he has taught literature, composition, history, journalism, and humanities at the high school and college levels for twenty years. He has long been drawn to classical Christian education. And he is as excited as he is thankful to now be fully in its orbit and looks forward to working with students in the humanities, rhetoric, and logic.

His education is varied, having earned master's degrees in history and English from the University of Wyoming and the University of Nebraska at Omaha, respectively. Most recently, he earned a MTh in Applied Orthodox Theology from the Antiochian House of Studies and an MA in Biblical Theology from John Paul the Great Catholic University, and, in fall of 2021, completed the coursework for the PhD in Humanities from Faulkner University and has begun work on the dissertation. A tonsured Reader, he is active in parish ministry at Assumption Orthodox Christian Church in Bayard, Nebraska, and is in the process to be ordained to the priesthood.

