Upper School
Scholarship Skills
Summer
2022

ELIGIBLE STUDENTS:
Grades 9 - 12

Dates:
Section 2 and 5: Begins Tuesday, June 28, 2022 – running through Thursday, July 28, 2022

Times:
Section 2: Tuesdays/Thursdays, 10:00 a.m. EST (60 minutes)
Section 5: Tuesdays/Thursdays, 1:30 p.m. EST (60 minutes)

Instructor: Peter Belfry

E-mail: pbelfry.scholeacademy@gmail.com

Office Hours: by appointment

SCHEDULE FOR SCHOLARSHIP SKILLS:

CLASS SESSION DATES Sections 2 and 5:

WEEK 1:	Tuesday, June 28, 2022	Thursday, June 30, 2022
WEEK 2:	Tuesday, July 5, 2022	Thursday, July 7, 2022
WEEK 3:	Tuesday, July 12, 2022	Thursday, July 14, 2022
WEEK 4:	Tuesday, July 19, 2022	Thursday, July 21, 2022
WEEK 5:	Tuesday, July 26, 2022	Thursday, July 28, 2022

SCHOLARSHIP SKILLS COURSE MAP:

The outline below represents a rough sketch for how this course will proceed. Instructor may adjust pacing to suit the needs of the class.

WEEK 1
1. Active Reading
2. Bullet Journaling / Daily / Weekly Planning
3. Preview Reading
4. Weekly Planning / Routines

WEEK 2
1. Analytical Reading
2. Project Planning

WEEK 3
1. Reading Stories
2. Monthly Planning
3. Study Routines / Note-taking

WEEK 4
1. Reading Poems
2. Future Planning

WEEK 5
1. Syntopical Reading
2. Goal Setting

REQUIRED TEXTS/MATERIALS:

How to Read a Book, by Mortimer J. Adler and Charles Van
Doren ISBN-13: 978-0671212094

A journal between 5 x 8.25 and 8.5 x 11
- Durable enough that you will be able to use it daily for 2-3 months without pages falling out.
- Lined or dotted
- Thick enough pages that your pen does not bleed through to the other side.

Reliable pen

Pencil

SCHOLARSHIP SKILLS Camp
DESCRIPTION:

This course is designed to challenge the upper school student to be diligent in planning, goal setting, studying, and analytical reading. Students will be introduced to journaling, planning and goal setting strategies, deep reading techniques, note-taking and study skills. Upon completion, students should be able to implement a sense of orderliness in their daily lives and in their academic pursuits.

This camp will help define the scholarship skills we plan to address and then provide an opportunity to put those into practice, implementing a variety of tools and techniques to help each student find the methods that work best for them.

The bulk of the sessions will focus on deep reading and note-taking skills, learning to "listen" to a text or a speaker and not just recall but analyze what he or she is saying. In addition to gaining confidence in reading a variety of texts, we will also look at ways to improve productivity with our study time – from time management and planning to developing habits and maintaining different types of journals.

This course draws on How to Read a Book by Mortimer Adler as a primary text.

STUDENT EXPECTATIONS IN ACTION

Students will be following the sequence of study outlined above. During class discussion, students will review answers, pose questions, and explain and justify their answers. 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, participate actively in class discussions and practices. 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.

Summer Reading Groups are less formal than the yearlong courses, but students are still expected to participate and come to our meetings prepared. While there will be some reading assignments from *How to Read a Book*, it is a long text and we won't read it cover to cover. Much of the work in the course will be hands-on practice in productivity.

STUDENT EVALUATION: GRADING

No grades will be assigned for summer courses.

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

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 (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 Scholarship Skills Schoology assignment page (access granted after enrollment is secured).

ABOUT THE INSTRUCTOR:

Peter Belfry has a range of teaching and tutoring experience in a variety of subjects and age levels from kindergarten through to adult education at the college level and has taught at several classical, Christian and public schools. He has helped students to improve their scholarship skills, specifically as a homeroom teacher. He also has experience teaching computer programming from a Christian perspective to middle and high school students as well as designing a digital coding textbook for the grade 9 level. Peter holds an Honors BA from Trent University in History as well as a BA in Education, specializing in History and

Computer Science. He holds an MA from Knox Theological Seminary in Classical and Christian studies, which provides him a background for teaching from a classical perspective. For his MA program, he read many of the Great Books as well as studied Scripture and church history. Peter has completed a week-long teacher training with the Association of Classical Christian Schools and Rockbridge Academy. His favourite piece of classical literature is Dante's *The Divine Comedy*.

In addition to teaching, Peter also has experience serving in a pastoral role and enjoys volunteering to serve in his local church and community. He helps in evangelistic outreach as well as teaching lessons from the Bible. Peter has experience and training as an English as a Second Language instructor as well. He has experience teaching both online and in person. He believes in Scholé's approach in seeking "restful learning" and believes that education should be life-giving and freeing for the soul as it should acknowledge the Lord Jesus as the source of all that is true, good and beautiful. Peter lives in the North Bay, Ontario area with his wife and twin boys.

Peter provides tutoring services with Scholé Academy and teaches the following classes in the school year: *Formal Logic: The Discovery of Deduction*, *Writing and Rhetoric 4, The Logic of Computer Programming, and the Art of Computer Programming*.