



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

Cultivating Virtue with C.S. Lewis

Yearlong 2022-23



ELIGIBLE STUDENTS:

Grade Level: Grades 6-8

Students should be able to read independently at or beyond grade level. Basic computer and typing skills are helpful. Students should have practice maintaining commitment to timely completion of assignments with thoroughness and neatness. Ability to utilize Zoom and to scan and upload assignments is necessary.

Class Dates: Begin Tuesday, September 6, 2022; running through Thursday, May 25, 2023.

Class Times: Tuesdays / Thursdays, 2p.m. ET

Instructor: Elizabeth Kaufman

E-mail: ekaufman.scholeacademy@gmail.com

Please note: Elizabeth resides in Kenya, East Africa where the timezone is set to EST +7 to 8 hours (depending on Daylight Savings Time). She will attempt to respond to emails within 24 hours, but the significant time difference can sometimes cause a delay in communication. Please keep this in mind when awaiting responses to emails. Thank you!

This course runs as an elective and may or may not meet your desired requirements for official transcript purposes. Should you require a record of work completed and grade assigned, please communicate this with the instructor at the beginning of the course.

SCHEDULE FOR CULTIVATING VIRTUE WITH C.S. LEWIS:

CLASS SESSIONS DATES:

Classes will take place on Tuesdays and Thursdays: 2:00pm — 3:15pm (ET) for 32 weeks and 64 classes on the following dates*

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

October (8): 4, 6, 11, 13, 18, 20, 25, 27

November (7): 1, 3, 8, 10, 15, 17, [Thanksgiving Break], 29

December (5): 1, 6, 8, 13, 15, [Christmas Break]

January (7): [Christmas Break], 10, 12, 17, 19 [End 1st Semester], 24, 26, 31

February (6): 2, 7, 9, 14, 16, [Winter Break], 28

March (9): 2, 7, 9, 14, 16, 21, 23, 28, 30

April (6): [Holy Week] 11, 13, 18, 20, 25, 27

May (8): 2, 4, 9, 11, 16, 18, 23, 25 [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.*

CULTIVATING VIRTUE WITH C.S. LEWIS COURSE MAP:

FALL SEMESTER

The Lion, the Witch, and the Wardrobe

- How do I read for enjoyment vs. for personal gain?
- What is virtue / vice?
- How do characters demonstrate virtue / vice?
- How do I cultivate virtue through the practice of Examen
- Final Book Project & Virtue Exhibit
- What is the role of *character* in Biblical study?

Prince Caspian

- How does setting reflect virtue / vice?
- Is virtue determined or developed?
- How do I cultivate virtue through the practice of Confession?
- How do I participate in a Socratic Discussion?
- What is the role of *setting* in Biblical study?
- Final Book Project & Virtue Exhibit

SPRING SEMESTER

The Voyage of the Dawn Treader

- How do I trace virtue through plot?
- How do I cultivate virtue through the plot of my own life by the practice of Discipline?
- How do I grow in Socratic Discussion?
- What is the evidence of virtue?
- Where do I see *plot* in Biblical Study?
- Final Book Project & Virtue Exhibit

C.S.Lewis: Master Storyteller

Additional Selected Readings

- How was Lewis affected by other characters? By setting? By plot?
- What was the great conflict and the great resolution in Lewis's life?
- What is the relationship between belief and behavior?
- How do I cultivate virtue through the practice of Worship?
- Final Project & Celebration of Virtue

OFFICE HOURS: While I do not keep specific office hours, students and parents are welcome to contact me anytime to set up a Zoom meeting should questions arise that are best discussed in-person.

REQUIRED COURSE TEXTS:

We will be reading three novels by C.S. Lewis, excerpts from some of his other writings and a biography of C.S.Lewis. Students will be expected to read 2-4 chapters per class.

- Lewis, C.S. *The Lion, the Witch, and the Wardrobe*. 189 pp.*
- Lewis, C.S. *Prince Caspian*. 256 pp.*

- Lewis, C.S. *The Voyage of the Dawn Treader*. 256 pp.*
- Geoff and Janet Bengtson, C.S. Lewis: Master Storyteller. 192 pp.
 - ISBN-10:1576583856 / ISBN-13:978-1576583852
- Lewis, C.S. *Mere Christianity*. 227 pp. (excerpts only)
- Lewis, C.S. *The Screwtape Letters*. 209 pp. (excerpts only)
- The Bible - Choice of translation is left up to personal preference, but instructor will generally read from the NIV.

*I realize that many families already have copies of the books we will be reading, and it is unlikely that all participants will have a standard version from which we can refer to common page numbers. If you are looking to purchase new books, you may wish to purchase a box set with all seven Narnia books bound separately. If so, I recommend this version, which has original illustrations and a nice margin for students to annotate directly in the book:

- ISBN-10: 0064409392 / ISBN-13:978-0064409391

Alternatively, this hardcover book includes the entire Narnia series in one binding:

- ISBN-10: 0060598247 / ISBN-13: 978-0060598242

CULTIVATING VIRTUE WITH C.S. LEWIS COURSE DESCRIPTION:

I am excited to dive into the first three books of the Narnia series with you, along with some other fantastic writings by C.S. Lewis! You might be wondering what kind of course this is: Is it a literature course? A book club? A theology course? The answer is, "Yes!" It's kind of a combination of all three. Let me try to explain...

Our goal together is to follow the imagination of an extraordinary writer in order to explore how the characters, settings and plots of his stories can help us to learn and discern a virtuous path through the unfolding plot and every-changing landscapes of our own lives. What do I mean? Well, we'll try to see ourselves in the characters of our books and learn from their mistakes and successes. We'll share our own experiences and consider how choosing various "paths" through them could lead to wonderful - or disastrous - consequences. Moving between the imaginary world of Narnia and the real world of 20th century England will light up the challenges of our own "worlds" that we inhabit and give us a "way in" to consider how we might best navigate our own stories within them.

Along the way, we'll also meet Clive Staples Lewis (aka "Jack," or better known as, "C.S. Lewis"), a highly curious and thoughtful boy who became one of the most clever and well-known writers of his day (and ours!). He also happens to be the beloved author of the Narnia series as well as many other thought-provoking books and writings (some of which we'll investi-

gate together). Lewis's childhood was full of challenge and difficulty, and we'll read about how he grew to discover the answers to some of his most difficult life questions through study, friendship, imagination and revelation. In his adult life, he spent a good deal of time considering how to cultivate virtue, and so we will be following his lead in setting our own goals toward that end. Unlike his Narnian characters, Lewis is real and the story of his real life might also challenge and inspire us to think deeply about two questions: How does the way he behaves influence what he believes? And, how does what he believes affect how he behaves? Maybe we'll ask ourselves the same questions...

This course will be interactive and reflective, fun and serious, scholarly and restful. We'll ask each other questions, share stories from our own lives, and discuss how the realities of life are uncovered through the imagination of Lewis. Through it all, we will be pursuing the truest truth of all - the reality of Christ and the Truth of the Bible - the very best guides to help us chart a virtuous course through this world and into the next.

STUDENT EXPECTATIONS: SCHOLARSHIP SKILLS AND PERSONAL CONDUCT

Students enrolling in Canterbury House of Studies should demonstrate a desire and willingness to pursue the study of scripture and other chosen texts for the development of Christian faith and faithfulness. In addition, students will be expected to show development of scholarship skills throughout the year in order to complete their assigned work with diligence and wholeheartedness.

Students who will find joy and satisfaction in this course will be already demonstrating or actively working toward excellence in these skills and attributes:

- 1. Engaged:** One who is willing to step into the arena of class discussion, ask questions, supply answers, and keep contributions focused on the subject matter being discussed without digressing into unrelated commentary.
- 2. Attentive:** A student is able to record important information in class while simultaneously listening and participating actively. He should revise his notes, being willing to seek clarification from other students or the instructor in order that his notes could be reliably consulted for application in assignments and assessments.
- 3. Responsible:** These students consistently adhere to deadlines and submission requirements, confirm technology is working prior to the start of class, are responsible to determine how to proceed after an absence, and consult course syllabus regularly for any adjustments to scheduling or assignments.

4. Receptive: These students receive feedback and then apply it to future assignments rather than repeating mistakes. They also glean information from the live class critiques of fellow students and note mistakes to avoid by learning from others.

5. Charitable: One who knows that his or her ideas, while valuable, are not the only ones worthy of sharing. S/he demonstrates this by giving fair time and attention to others' contributions, by inviting others into the conversation, by listening charitably and by responding with the goal of building others up. This student also receives critiques from others with grace and a willingness to consider another's perspective.

6. Willing: One who is able to approach course content as worthy of study and useful for personal growth. He demonstrates this by showing a respect (or even reverence) for the authority of the content under study and an affection for the beauty of the subject learned, even (and especially) when it may not reflect his current personal tastes. He participates readily and not begrudgingly.

STUDENT EXPECTATIONS IN ACTION

During class sessions, students will review answers, pose questions, and share personal experiences related to the readings. Each week the teacher will lead discussions and activities related to assigned content.

Students will be expected to listen attentively and 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.

Students who have not submitted their homework to the appropriate location on Canvas prior to the start of class may or may not - at the discretion of the instructor - be permitted to join the live class session. Students may be invited into a separate Zoom breakout room to work privately until they have completed the day's assignment. If this is the case, they will be permitted to re-join the class in session when the late assignment has been submitted. A day spent in a breakout room will constitute an absence from class.

All assignments will be due into the appropriate Canvas location prior to the start of class each day. Students turning in late work will earn a 10% penalty for each day the assignment is late. Students will submit work by scanning homework pages and uploading to Canvas. Photographs of completed assignments will not be accepted as they are incredibly difficult to read.

STUDENT EVALUATION: GRADING

While *Cultivating Virtue with C.S. Lewis* through Scholé Academy will be “restful” and fun, we also recognize the need to provide formal grades for students who will be using this course as part of their prepared transcript. Earning a specific grade should not overshadow the goals of cultivating virtue in this course. The pursuit of virtue is a hallmark of a Classical Christian education, and learning to identify and cultivate virtue through intentional personal practice and habit development is part of becoming a faithful student and follower of Christ. With that in mind, I will assign grades according to scholarly achievement and provide encouraging feedback based on a student’s demonstration of faithfulness to the cultivation of virtue.

I will use the following grades to mark 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.

Students / parents requiring traditional percentage grades must request this specifically. I will provide a transcript of that grade to the requesting parent at the end of the year.

STUDENT EVALUATION: MASTERY PORTRAIT

Students who are prepared to take this class are typically entering early adolescence and the stage of logic in their learning. They are drawing connections between their learning and their personal lives and are therefore aware of and able to choose to be involved in the development of personal moral virtue. They are able to provide logical reasoning for their thoughts and choices and are beginning to form their own perspectives on the world around them. At the completion of this course:

- *Cum laude* students will be able to name, define and give examples of virtues and their opposing vices.
- They will have attained the skills necessary to identify those virtues both from text examples and from real-life situations: theirs and others’. Similarly, students should be able to consider hypothetical situations in which virtuous actions would generate desirable consequences.
- Students ought to be able to perceive areas of needed growth in their own selves. With this awareness, students should be able to plan for growth and to reasonably evaluate their own progress toward set goals. Students should be mature enough to reflect on and revise plans that did not produce a desired result. They should also demonstrate acceptance that they can only work to elicit change within themselves, not within others.

- While personal goals have importance, students should be developing understanding of their reliance on the work of the Holy Spirit to bring about awareness and desire for transformation. They should demonstrate a growing understanding of the truth that it is God’s kindness that leads us to desire virtuous living (repentance) and that it is Christ’s sacrifice on the cross that allows us the freedom to pursue it.

STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

I will communicate with students regarding assignment feedback and grading through the online grading system, Canvas. More detailed information and access to the *Cultivating Virtue with C.S. Lewis* course page will be provided as the course progresses.

Student’s grades will be comprised of:

1. Final Book projects: 25% of the grade
2. Class Participation: 25% of the grade
3. Virtue Exhibit: 20% of the grade
4. Commonplace work: 30% of the grade

STUDENT EVALUATION: ACADEMIC DISHONESTY

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.

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. I 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 *Cultivating Virtue with C.S. Lewis* assignment page in Canvas (access granted after enrollment is secured).

ABOUT THE INSTRUCTOR

Elizabeth Kaufman is a teacher, musician, and homeschooling mother of four. She teaches at Scholé Academy online in the Canterbury House of Studies. She is passionate about guiding children and families into biblical literacy and learning how to form a life that is increasingly guided by the study of scripture and the observations and rhythms of the church calendar.

Elizabeth holds a M.Ed. and earned her BA in Spanish from Hope College with minors in Music (piano performance) and Elementary Ed.. A missional mindset led her to work in various countries, teaching art and music in an American School in the Dominican Republic, grades 2 and 3 in a British school in Tanzania, and Spanish at a Montessori school in Michigan. Elizabeth went on to choose motherhood and homeschooling as a full-time pursuit and has loved teaching her four sons for the past eight years while living mostly in East Africa.

Throughout this time, she has grown increasingly committed to Classical Christian education and has developed a love for “living” literature and biblical scholarship. She has also combined her love of music and scripture to compose several collections of songs for young students and families to learn scripture together and to sing through liturgical seasons. Elizabeth believes that every course of study is an invitation to witness God’s redemptive work in the world and to be formed and transformed by it.

Elizabeth lives in Kenya where her husband teaches biblically-based church discipleship and her sons enjoy living and learning “in the bush.” When not teaching or composing, you can find Elizabeth trail running, doing (lots of) laundry, hosting meals for friends and travelers, or attempting (poorly) to ride motorbikes with her boys. One day she hopes to learn a thing or two about gardening. You can listen to her music for learning scripture at www.musicmemo-rize.org.