



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

How to Be a Student Developing Scholarship & Executive Function Skills

Summer 2017



ELIGIBLE STUDENTS: Rising 10th–12th graders

Instructor: Joelle Hodge

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Summer Section 1 Dates

Begin Monday, June 12, 2017; running through Monday, July 24, 2017

Class Times:

**Monday, Tuesday, Thursday:
10:15–11:30am (EST)**

Summer Section 2 Dates

Begin Monday, June 12, 2017; running through Monday, July 24, 2017

Class Times:

**Monday, Wednesday, Thursday:
12:00–1:15pm (EST)**

Summer Section 1 Dates: Monday, Tuesday, Thursday: 10:15–11:30am (EST)

June (9): 12, 13, 15, 19, 20, 22, 26, 27, 29

July (7): [Fourth of July Break], 10, 11, 13, 17, 18, 20, 24

Summer Section 2 Dates: Monday, Wednesday, Thursday: 12:00–1:15pm (EST)

June (9): 12, 14, 15, 19, 21, 22, 26, 28, 29

July (7): [Fourth of July Break], 10, 12, 13, 17, 19, 20, 24

**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*

REQUIRED COURSE TEXT

How to Read a Book: The Classic Guide to Intelligent Reading by Mortimer J. Adler & Charles Van Doren (ISBN: 0671212095)

HOW TO BE A STUDENT COURSE MAP (SUMMER)

	Monday	Tuesday/Wednesday	Thursday
Week 1	<p>6/12: Due First Day of Class Ch. 1-3 should be read.</p> <p>Orientation Self-Diagnosis</p>	<p>6/13 or 6/14: Due Ch. 4</p> <p>Self-Diagnosis continued Reevaluation of goals</p>	<p>6/15: Due Ch. 5, and Newborn SG pp. 7-9, and Tests E&F (Darwin).</p> <p>Reading a course syllabus</p>
Week 2	<p>6/19: Due Ch. 6</p> <p>Marking a text</p>	<p>6/20 or 6/21: Due: <i>The Inner Ring</i></p>	<p>6/22: Due: Ch. 7</p> <p>Cornell Notes Learning Toolbox, Memory & Retaining Information</p>
Week 3	<p>6/26: Due Ch. 8</p> <p>The Three Acts of the Mind - connection to Logic</p>	<p>6/27 or 6/28: Due Ch. 9</p> <p>Developing a Study Plan: practical application</p>	<p>6/29 Due Ch. 10</p> <p>Student Virtues: Attitude & Teachability</p>
Week 4	7/3 No Class	7/4 or 7/5 No Class	7/6 No Class
Week 5	<p>7/10: Due Ch. 11</p> <p>Looking for key terms, key propositions, syllogisms, conclusions</p>	<p>7/11 or 7/12 Due <i>Man or Rabbit</i></p>	<p>7/13: Due Ch. 12</p> <p>Introduce Final Project: Creating a Tutoring Plan: Diagnosis, Goal Setting, Action Plan, Materials Required, Portrait of Success. (1) Reading (2) Study Skills (3) Note Taking (4) Organization/Scheduling</p>
Week 6	<p>7/17: Due Ch. 20</p> <p>Expectations: How to get the most out of teaching & learning from rest.</p>	<p>7/18 or 7/19: Due <i>Mere Christianity</i> (selection)</p>	<p>7/20: Due Ch. 21</p> <p>Final Project due Monday</p>
Week 7	<p>7/24 Final Class: Final Project Due</p> <p><i>Avoiding Acedia</i></p>		

SCHOLARSHIP AT SCHOLÉ ACADEMY

Scholarship at Scholé Academy embodies more than merely achieving good grades. The idea of true scholarship reflects our commitment to developing the whole student: body, mind, and spirit. We believe in the true employment of *scholé*: restful learning that speaks to not only the nature in which we approach our academics, but also the necessity of physical and spiritual development.

While our courses are rigorous, they should be presented in such a way as to cultivate zeal, passions within the virtues (outlined in Scholé Academy's Student-Parent Handbook); while our courses are important, we know they are not the only good thing. Rather, we assume students studying with us are also engaging in other rigorous activities where they are developing a wide variety of important skills (including the arts, music, sports, relationships, faith, etc.). To adequately carve out time to do each of these things well, students must learn to set right expectations; prioritize what's good, better, and best; and make a plan and work their plan.

Developing the necessary scholarship skills, executive function skills, and tools to assess themselves well is critical to students' finding a way to make their educational pursuits their own. They must learn to be independent learners—but this is far more complex than merely being able to read well. Our scholarship program, then, provides students with the wide range of tools necessary to develop and craft a plan to succeed in their current and future endeavors.

HOW TO BE A STUDENT COURSE DESCRIPTION

This course will be graded to include assignments listed below (see the *Course Map* section). The course will be considered 1/2 high school credit.

We will be reading the entire course text *How to Read a Book: A Classic Guide to Intelligent Reading* by Adler & Van Doren (HTRB). At times, I will be following Maryalice Newborn's HTRB study guide as I teach the class, and will occasionally provide students with questions from her guide. Students will also read several select essays from C.S. Lewis. His pieces evidence several of the key instructional techniques noted by Adler, as well as give the student continuity of voice as they experience "getting to know an author" and learning to "have a conversation with an author"—skills necessary to exercise other techniques presented by Adler.

This course addresses many areas of scholarship, despite relying on HTRB as the primary text.

(1) It's more than a study of HTRB—a necessary read for all students who wish to learn how to engage their course texts in the most successful and meaningful way. The text offers insights on everything from determining an author's message (Ch. 9) to learning how to approach a wide range of subjects: history, science, mathematics, philosophy. A course focusing on HTRB for its own content could serve as a course in itself.

(2) But since this class is not solely about learning how to read a book (though that is indeed part of being a successful student), we will not be focusing on every possible nugget we can pull from this text alone. Instead, this text serves as the backdrop for the second purpose of the class—namely that of learning how to develop Executive Function Skills that will aid any

student as he becomes a scholar. In other words, to truly train a student in Executive Function Skills, we need to have some source of scholarship with which the students can engage. And I have selected HTRB as the source-work from which I will train the students.

One of the keys to becoming an excellent student is learning Executive Function Skills, which are necessary to interact and engage with, assimilate, and apply knowledge as a scholar instead of merely a “vessel to be filled,” as Plutarch suggests. Students are more than information receptors. Students are dynamic individuals who exist with a greater purpose than to merely know a lot of stuff. All of this learning has to be relevant to who students are (and who they are going to be), or it’s a waste of time to pursue it. Not all content will necessarily impact their world and change who they are. But the process of interacting, engaging, assimilating, and applying should be shaping students into who they want to be, even if the content doesn’t impact them all in the same way.

That process of scholarly pursuits is precisely what trips up or poses a stumbling block to so many students. Those Executive Function Skills can be part of the reason students struggle to excel in areas where they desire to succeed. Not all poor scholars are poor students. In fact, many scholars *want* to be excellent students, but they don’t know how or they need some help.

This course is designed to help students identify areas of weakness and learn how to overcome those areas in specific ways. Each student will find some sessions more applicable and helpful than others, and that’s fine! Hopefully, the students are self-aware and honest enough to know where their greatest strengths and weaknesses reside.

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS IN GENERAL

Students enrolling in the How to Be a Student course are expected to demonstrate developing Executive Function Skills. Executive Function Skills speak to a set of qualities and skill sets students can develop and hone to better approach the courses, lectures, readings, and teachers they will face in their future academic coursework.

Each teacher will invariably have his own set of requirements and skills he requires students to bring to their studies. *Generally* speaking, I believe there are five such qualities that are necessary for my students in various subjects; and I believe they would be accepted as “good” by many other teachers as well.

1. An Engaged Student: One who is willing to step into the arena of class discussion, ask questions, supply answers, and generate the internal dialogue necessary to determine if what's being discussed is important and necessary to himself.

2. Note Taking: A student who, both during and after being engaged with the class, has been trained to note important and relevant content in an organized fashion (Cornell Notes would be a great option). His notes would then be consulted, independently, for application in assignments and assessments.

3. Attention to Detail & Preparedness: A student who consistently adheres to deadlines, submission requirements, and style guides and codes; confirms technology is working prior to the start of class; and is responsible to determine how to proceed after an absence, consulting the course syllabus and adjusting as the class proceeds, etc.

4. Employ Critiques: One who receives feedback on a submission and then is sure to apply that feedback to future assignments rather than repeating mistakes. Such a student also gleans information from the live class critiques of fellow students and notes mistakes to avoid by learning from others.

5. Initiative/Maturity: This student would hear the teacher's comments and be able to assess whether or not the teacher was describing his work, and then take the initiative to schedule office hours with his teacher if necessary.

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS IN ACTION

The course will be comprised primarily through Socratic discussion, from which the students will be required to take notes. They may be assigned to write essays, prepare to lead a class in discussion of their reading, or provide some connection to other subjects they've studied or to real-world scenarios. They will be asked to consider the arguments made in the text and consider how to apply content to their future coursework.

Class participation is required—no students will be allowed to sit passively and silently. Just as Adler and Van Doren cannot permit passive readers, I cannot permit passive students. The only way to really learn is to engage, to contribute to the conversation, to own the content through application.

This course will also utilize students' logic and rhetorical training, should they have some. Though courses in Logic and Rhetoric are not required, I will be pointing out areas where argument construction comes into play, where logical fallacies can be seen and avoided, and where elements of rhetorical discourse have been applied. Though these aspects will not comprise the focus of our studies, students will be exposed to these areas, as they are a necessary lens through which students must learn to evaluate their course texts.

During online discussions, students will review answers, pose questions, and explain and justify their answers and solutions. Each week the teacher will lead discussions informed by issues and problems raised by students, as well as issues introduced by the teacher.

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 Schoology assignment folder 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 into the appropriate Schoology Assignment folder 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 their work by scanning their homework pages and uploading it into the Schoology assignment window. Photographs of completed assignments will not be accepted, as they are incredibly difficult to read.

STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

Mrs. Hodge 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 How to Be a Student course page.

Student's grades will be comprised of:

1. Final Project: 50% of the grade
2. Class Participation: 20% of the grade
3. Homework: 15% of the grade.
4. In-Class Assessments (Quizzes/Tests): 15% of the grade

STUDENT EVALUATION: GRADING

While pursuing How to Be a Student through Scholé Academy will be “restful” (it will also be rigorous in some places), 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. Scholarship is a fundamental set of skills necessary to become a lifelong learner. In that sense then, attaining a mastery of *Scholarship* is its own reward. As the teacher, 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 will be designated *satis*. *Non satis* means lacking sufficiency or adequacy.

Inasmuch 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 *How to Be a Student* Schoology page. Additionally, I will provide a transcript of that grade to the requesting parent at the end of each semester.

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 offers 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 e-mail students a link that will enable them 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 How to Be a Student Schoology assignment page (access granted after enrollment is secured).

ABOUT THE INSTRUCTOR

Joelle Hodge was one of the original founding members of Classical Academic Press, is an author and a consultant/speaker, and teaches logic and rhetoric at Scholé Academy online. She is the co-author of two top-selling logic books, *The Art of Argument* and *The Discovery of Deduction*, both published by Classical Academic Press.

She holds a BA in history/political science from Messiah College in Grantham, Pennsylvania. She began her career as a staffer to U.S. Senator Arlen Specter (R-Pa) before finding her professional home in the world of classical education in 1999. She has more than eighteen years of logic-teaching experience—many of which were spent at a classical school in Harrisburg, Pennsylvania. There she also developed much of their logic and rhetoric curricula.

Currently, Classical Academic Press hosts Joelle’s consultant offerings, where she engages with educators across the country, tailoring workshops for classical schools and co-ops that seek to train their teachers in the fundamentals of dialectic- and rhetoric-stage pedagogy.

She serves as Senior Teacher for Scholé Academy, where she not only continues to offer courses but also assists other SA teachers in developing their most productive and inspiring classrooms.

Concurrently, Joelle provides year-round, private, multidiscipline tutoring services to a classically educated family living abroad. Mrs. Hodge teaches the summer course How to Be a Student as well as the following yearlong classes: Informal Logic: *The Art of Argument*, Formal Logic: *The Discovery of Deduction*, Rhetoric 1, and Rhetoric 2, and Pre-Algebra.