



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

The Inklings

Prerequisites: 9-12th grade, 8th graders welcome

Yearlong Course: 32 weeks, 64 classes
Monday & Wednesday, 2 pm EST

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Communication sent during the weekends/holidays are returned on the next school day.

Please note calendar holidays.

If there is an issue or concern that requires discussion of details, please call me directly instead of email. Email is best suited for exchange of information. When in doubt, it is best to pick up a phone. In our frenetic times, it is convenient to send emails, but not always the best option for relationship building and problem solving.

Course Description:

The goal for this course is to present the writings of these 20th century British authors, C.S. Lewis, J.R.R. Tolkien, and Dorothy Sayers famously known as **The Inklings**. Tolkien, Sayers*, and Lewis all expressed their ideas in both fiction and nonfiction. The fiction includes dramatic literature, short fiction, long fiction, epistolary satire, and allegory. To shed light on their fiction, we have incorporated some nonfiction essays of Lewis and Sayers in the guides that cover their works. These books will change students' lives and, in the meantime, teach them how to read with delight, depth, and skill, as well as prepare them to write well.

**Sayers was not technically a member of the Inklings literary group, but rather was a close associate of Lewis and Williams, and her work shares the same concerns. Thus, we have included her in this series, considering her an Inklings "in spirit."*

Course Texts:

For each year a student is enrolled he is expected to purchase the corresponding **Walking to Wisdom Literature Guides**, which will form the primary texts for the course. A limited number of related reading materials will also be integrated into the course reflecting the varied talents of these writers in the genres of fiction, non-fiction, poetry, and essays.

Projected 3-year Cycle: The 2019-2020 Academic Year is considered Year A.

Year A: *Till We Have Faces* (C.S. Lewis), *The Screentape Letters* (C.S. Lewis), *The Man Born to Be King* (Dorothy Sayers)

Year B: *The Fellowship of the Ring* (Tolkien), *The Lion Witch, and the Wardrobe* (C.S. Lewis), *The Man Born to Be King* (or an alternate Sayers selection like "The Greatest Drama Ever Staged"), *The Last Battle* (C.S. Lewis)

Year C: *The Two Towers* (Tolkien), *The Return of the King* (Tolkien), Sayers Selection TBD

Student Expectations: This course is designed for 9th to 12th graders but mature 8th graders are welcome to enroll.

These substantial literature guides thoughtfully instruct students with the following habits:

- Taking notes in their books
- Orally telling back the story
- Summarizing
- Creating their own questions
- Keeping notes book-wide on the great ideas that animate the book
- Participating in creative enrichment activities related to the books
- Engaging with questions that stimulate discussion about thematic material
- Answering different types of questions, such as reading questions, which develop close-reading skills
- Answering life questions that apply the material
- Reading sample student writing
- Memorizing important quotations
- Writing a strong essay at book's end

Course Schedule

August 28, 2019 **Orientation**
September: 4, 9, 11, 16, 18, 23, 25, 30
October: 2, 7, 9, 14, 16, 21, 23, 28, 30
November: 4, 6, 11, 13, 18, 20
December: 2, 4, 9, 11

January: 6, 8, 13, 15, 20, 22, 27, 29
February: 3, 5, 10, 12, 24, 26
March: 2, 4, 9, 11, 16, 18, 23, 25, 30
April: 1, 13, 15, 20, 22, 27, 29
May: 4, 6, 11, 13, 18, 20

**Please note the above dates and times are the anticipated class sessions for this course. However, should circumstances requires a change in schedule (e.g. illness, family emergency), the instructor will provide a substitute, a prerecorded class, or an alternative assignment.*

***In case of circumstantial cancellation (illness, family emergency, etc...), I will plan to get a substitute, record a makeup session, or provide an alternative assignment in lieu of class that day.**

Please review the Scholé Academy Academic calendar for important dates. **Remember September 16th is the last day to add/drop fall semester/yearlong courses** unless provisional enrollment is determined during the enrollment process.

Students will be expected to keep as a record weekly lesson plans posted on Schoology. These plans describe in detail the lesson objectives, class activities, homework assignments, upcoming due dates for projects, and other pertinent information. Students should review these lesson plans each week prior to class in order to manage their learning objectives and assignments. A good way to keep track is to print and keep stored in course binder. I will strive to post lesson plans by the end of each week for the following week.

Evaluation Procedures and Grading Criteria

Teachers will often assign the following grades based on students' 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 should be designated *satis*. *Non satis* means lacking sufficiency or adequacy. Please review the Student-Parent Handbook for policy regarding traditional grades. Parents are the final authority on traditional grades.

As noted in the Student-Parent Handbook, the instructor and student with Scholé Academy pursue together the path of virtue and wisdom. Keeping that in mind, each student must strive to cultivate habits of **patience, constancy, temperance** and other virtues that ideally raise a student from a *satis* level to a *cum laude* and even *magna cum laude* level of mastery. As such the instructor expects students to:

- **Arrive on time for class** (Students who are late must catch up to the pace of that day which can cause confusion and setback for the student and interrupt the restful learning of others online. The instructor will not review material **that day** for a tardy student. Once a student views the recorded session, she should contact the instructor for assistance on core concepts if needed.) ***It is best for a family not to enroll their student in a course in which he or she will have to miss more than 6 classes.*** (See *Student-Parent Handbook*). **All classes will be recorded and available for viewing for student absences. Recordings are not meant to replace a live class.**
- **Complete work on time** in preparation for discussion to enkindle curiosity and zeal as a member of the learning community. (All assignments will be reviewed by the instructor and considered late after the due date. The instructor requires assignments submitted before class begins. **Late assignments will not receive credit beyond one week.**) Students should plan ahead for scheduled absences and ask for extensions when conflicts arise.
- **Listen and contribute to class discussion respectfully** by practicing **humility** and **love** as we delight in seeking to cultivate “affection and taste” for truth, goodness and beauty.

In general, tardiness, speaking over others, forgetting assignments, submitting assignments completed in a rush, poor penmanship, and ultimately encountering the task of learning with a passive attitude (lack of participation or completion of work) do not typify *restful* learning. As members of Scholé Academy we are responsible for how our attitudes and affections influence the learning community.

On the “classroom” environment: My commitment to you ...

“Augustine described education as essentially teaching students to “love that which is lovely,” following on Plato’s idea that affections and taste must be cultivated.” (Student-Parent Handbook) As your instructor, I will endeavor to model and foster virtues of successful learning, including love, humility, patience, constancy, perseverance, and temperance. (See “**My Philosophy of Education**”)

The Virtual Classroom:

Scholé Academy uses 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 and an interactive whiteboard in which texts, diagrams, video, and other media can be displayed and analyzed. Once enrolled, student will be emailed 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 www.ClassicalAcademicPress.com.

A final word...Students with questions or concerns not addressed in this course syllabus are invited to contact me by phone. (**Direct line: 405-479-0399**; Weekday phone calls made after 3pm EST are typically returned the next day. I return weekend calls on the next business day.)