



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS



Upper School Classics of Christendom

History & Literature
Middle Ages to the Reformation
Yearlong 2019-2020

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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 descriptions 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 tenth-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 (extroversion not required!)
- ✓ 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
- ✓ Has some exposure to medieval history and has taken a course in the Great Books of antiquity

2. SCHEDULE

Class Times: Tuesdays and Thursdays

- History: 11am EST (60-75 minutes)
- Literature: 12:30pm EST (60-75 minutes)

Class Dates: September 4–May 24 (65 sessions)

September (9): 3, 5, 10, 12, 17, 19, 20, 24, 26
October (10): 1, 3, 8, 10, 15, 17, 22, 24, 29, 31
November (6): 5, 7, 12, 14, 19, 21 [Thanksgiving Break]
December (4): 3, 5, 10, 12 [Christmas Break]
January (8): [Christmas Break], 7, 9, 14, 16, [End 1st Semester], 21, 23, 28, 30
February (6): 4, 6, 11, 13, [Winter Break], 25, 27
March (9): 3, 5, 10, 12, 17, 19, 24, 26, 31
April (7): 2, [Western Holy Week], 14, 16, 21, 23, 28, 30**
May (6): 5, 7, 12, 14, 19, 21 [End 2nd Semester]

Notes:

- In case of necessary planned absences, I will plan to get a substitute or record the session ahead of time.
- In case of unexpected absences (family emergency, power outages, sudden illness, etc...) I will plan to offer an alternate independent assignment or make-up session if possible.
- Holy Week for Orthodox families is one week after Western Holy Week in 2020. Mr. Lockridge will create flexibility during the two-week period (April 6th-17th) so that students can observe services with their families. This will likely involve a combination of a series of pre-recorded sessions, self-paced projects, and scheduled individual meetings with the teacher.

3. OFFICE HOURS

If a parent or student needs to meet with me, please try to schedule a time during scheduled office hours. If you have a recurring schedule conflict with these times or have a time sensitive need, please feel free to request an alternate time and I will do my best to accommodate. *When you request a meeting, please specify a time zone.*

- Scheduled office hours: Friday, 9:30-10:30am EST
- Book a weekday appointment: <https://adamlockridge.youcanbook.me/>
- Request an alternate time via e-mail

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 in a single course taught by the same instructor
- **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, one at a time; *multum non multa*

5. COURSE TEXTS

Please obtain the following texts in a hard copy (no digital editions). Students will need their own text (not a family library copy) 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. If you think your version is substantially the same and would like to check, feel free to contact me.

Please follow the link above each list to locate exact editions on “the Everything Store.” If you wish to shop elsewhere, please use the ISBN numbers found in the book descriptions to locate the correct editions.

History texts (<http://a.co/5KhmQwh>)

- *The Penguin Historical Atlas of the Medieval World* 978-0141014494
- *Atlas of the European Reformations* 978-1451499698
- *Early Christian Lives* 978-0140435269
- *The Rule of St. Benedict in English* 978-0814612729
- *Augustine, City of God* 978-0140448948
- *Bede, Ecclesiastical History of the English People* 978-0199537235
- *John Damascene, On the Divine Images* 978-0881412451
- *Peter Kreeft, The Summa of the Summa* 978-0898703009
- *Chronicles of the Crusades* 978-0140449983
- *Vasari, Lives of the Artists* 978-0199537198
- *Foxe, The Book of Martyrs* 978-0199236848
- *Machiavelli, The Prince* 978-0226500447

Literature texts (<http://a.co/a5fy9EV>)

- *Boethius, On the Consolation of Philosophy* 978-0140447804
- *Musa, The Divine Comedy***
 - *Option 1: The Portable Dante* 978-0142437544
 - *Option 2: Three-volume Musa translation*
 - *Musa, Inferno* 978-0142437223
 - *Musa, Purgatory* 978-0140444421
 - *Musa, Paradise* 978-0140444438
- *Chaucer, The Canterbury Tales* (Hackett Classics) 978-0872207547
- *Shakespeare, Hamlet* (Folger edition) 978-0743477123
- *Shakespeare, Macbeth* (Folger edition) 978-0743477109
- *Shakespeare, Sonnets* (Folger edition) 978-0671722876
- *Milton, Paradise Lost* (Hackett Classics) 978-0872207332

** Both options are the exact same translation; both are unabridged. The three-volume version is highly annotated with explanatory notes; these are recommended but not required.

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

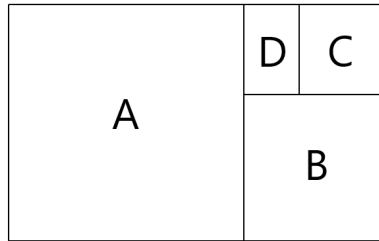
7. FOUNDATIONAL GOALS

Here is a prayer that we will sometimes use at the beginning of class. I encourage the students to use it in their daily study sessions as well. The prayer clearly articulates the foundational goals that I hope each student will daily embrace.

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

8. Student Assessment Categories

Name	Description	Frequency	Standard	Points
A. Reading (62%)				
Reading log	Submit brief log of key terms, notes, quotes, outline, or short answer questions	2-3 per week	Completion	1
Reading journal	Write sentences or paragraphs in response to a reflection question	1 per week	Quality	1
Oral exam	Teacher or parent administered verbal Q & A (recorded)	1 per semester	Quality	14
B. Participation (24%)				
Participation	Teacher completed evaluation rubric regarding in-class observations (attendance, attention, contribution)	2 per quarter	Quality	5
Student review	Teacher completed evaluation rubric regarding general student performance (communication, work ethic, responsibility)	1 per semester	Quality	4
C. Composition (9%)				
Composition	Formal letter, essay, or narration; at least one draft and edit	3 per semester	Quality	3
D. Memory (5%)				
Recitation	Recite a poem or memory passage to the teacher or a parent; check memory of key terms, dates, and events	5 per semester	Completion	1



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

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 grade requests

Number grades are generally used for external reporting (transcripts, umbrella organizations, etc.) and are not the most reliable guide for students who are daily striving to improve their skills and to please their teachers and parents. Numerical course grades may fluctuate simply due to the types and point values of recent assignments, and students will find themselves shooting at a moving target.

In the past, polling of students has indicated that many students are hyper-vigilant in monitoring their grades when they are visible on Schoology. Accordingly, I have chosen to leave numerical scores invisible on my courses. They will still receive qualitative feedback, but they will need to request numerical scores. Students may request a number grade once per quarter; parents may request a number grade at any time, although the usefulness of the score might depend on the timing of the request.

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

In my years of teaching I have rarely caught a student in an outright lie or blatant cheating. 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 circumvents all these benefits. 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

Adam lives in rural Kansas where he and his wife homeschool their four children. Adam studied Philosophy at the University of Kansas and received his MA in Philosophy from the University of Memphis. As a philosophy student, Adam was most interested in the history of philosophy. Over the past ten years, Adam has taught a variety of subjects in 5th-12th grades, mostly in the humanities. His study of philosophy taught him the joy of carefully reading old books and gave him a Socratic paradigm for in-class discussion—two essential components of his teaching style.

Although Adam's teaching interests have largely gravitated towards teaching the Great Books and classical rhetoric, he started his career as a 5th grade teacher at Westminster Academy in Memphis, Tennessee.

After that, Adam taught Middle School Logic, Ancient History, three levels of High School Rhetoric, and Senior Capstone. For two of his years at Westminster he also served as the Director of Instruction.

In 2014 Adam became the Executive Director of St. Raphael School, an online program designed for Orthodox Christian homeschooling students. He designed their Liberal Arts curriculum, an integrated humanities program inspired by Eastern Christian spirituality and Orthodox Christian history. This is Adam's second year teaching at Scholé Academy, and he looks forward to teaching logic, rhetoric, history, and literature. Adam also serves as the Academic Director for St. Raphael School, now a part of Scholé Academy.

While teaching is one of Adam's favorite activities, he has a variety of interests which help remind him that, although "the unexamined life is not worth living," it is also true that the "unlived life is not worth examining." Thus, he tries to pull his nose out of a book (or away from the computer) long enough to take his wife to a concert, read to his children, go on a walk with his dog Buck, mow the churchyard, fix something that is broken, or otherwise hold back the forces of primordial Chaos.

