

**HUMANITIES
FORM 3
2023-2024 SYLLABUS**

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COURSE OVERVIEW:

“Come then, and let us pass a leisure hour in storytelling, and our story shall be the education of our heroes.” These are the words of Plato, the great Greek philosopher whose works provide much of the foundation for western civilization and education as we know it. His recognition of storytelling as a rich form of learning reflects the vital role the imagination plays in the educational process. Stories have a profound power to shape and inform the mind, transporting us into ages long past and bringing them to life via the creative workings of the imagination. As Plato recognized, truly great stories also have the power to change us and call us to live more noble and moral lives—often even more than textbook lessons are capable of doing. Stories speak to us on a deeper level, presenting us with fundamental truths we often miss in daily life. Considering this perspective, scholars in Humanities for Form 3 will delve into the great tradition of storytelling that shaped the cultures of ancient Greece and Rome. The hope is students will gain a deeper understanding of the culture and people who inhabited these two great eras of history while also reflecting upon how works from these periods still have the ability shape us today.

STUDENT PERFORMANCE AND EVALUATION:

To be truly successful in this class, students must be active participants in each area of the course. That is, students must engage with the material presented in class and diligently complete assigned classwork and homework. Willingness to learn can be exhibited in the following areas:

A. Participation in class and readiness to learn:

1. **Bring the tools of learning** (all necessary books, notebooks, and supplies, as well as a positive attitude) to class every day. This is the easiest way for students to prepare for class, and this preparation will be factored into the overall grade.
2. **Be ready to volunteer answers** and offer ideas about the previous night’s reading or share a question with the class. Students who pay close attention to their nightly reading and arrive in class with discussion questions or reflections will be most prepared to participate.

B. Homework:

A typical day’s homework assignment might include reading and annotation of the text and/or comprehension questions, a review for a quiz or a test, or work on a writing assignment. As in any course, the amount of time that you spend on homework will vary according to ability and work habits. The *average* student should take twenty to twenty-five minutes to complete given assignments Mondays through Wednesdays and about forty to forty-five minutes on Thursdays and Fridays. If homework is consistently taking much longer to complete, please send an email to me so that we may discuss the situation. (Please note: on days of the week when we don’t meet as a class, students will be given a heavier workload to do at home.)

All homework is due at the beginning of class. Assignments that have not been submitted by the beginning of class will be counted as late and receive a 10% deduction for every day it is late. Students may turn the assignment in during the week it is due for partial credit, but will receive a zero for any work turned in after this window. (See below for further information regarding the Late Work Policy).

C. Assessments:

There will be regular quizzes on daily readings, key vocabulary terms, and/or important concepts, so students should come to class prepared. Tests or projects will occur at the end of a unit. Final exams will be administered at the end of each trimester. Dates for these will be given to you in advance to record in your planner.

SOCRATIC SEMINAR STYLE OF LEARNING:

The mode of instruction in this class will begin to combine the Socratic Seminar style of learning with lectures and teacher coaching. Because Socratic Seminars are largely student-led, this learning method requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor investigate and explore the many complex aspects of the stories they read together. Students are expected to follow the rules listed below governing the seminar format:

- Students must come to class having read the assignment in its entirety before they can participate in seminar discussion;
- Students must mentally prepare serious questions for the class to consider during discussion;
- Students must attend fully to the discussion at hand and refrain from any side conversations;
- Students must limit their comments only to the selection assigned for homework;
- Students must support their observations, arguments, or claims with *specific textual* evidence.

ABSENCES AND LATE WORK POLICY:

Since class participation is an important part of this course and factors into the final grade, good attendance is vital for effective learning and academic progress. However, if a class is missed, it is the scholar's responsibility to get notes/assignments from the teacher or a classmate and make whatever arrangements necessary to catch up. If a test or quiz was missed, students should be prepared to take it as soon as they return. It is their job to schedule a time with me to make up this assessment. Students will have one day for every day absent to make up anything that they missed. In the case of extenuating circumstances or emergencies, please communicate with me so I can work with you to accommodate.

CLASSROOM BEHAVIOR:

In conjunction with your parents/guardians, Saint Benedict Hall has the goal of developing not only habits of good scholarship and critical inquiry, but the virtues of courtesy, promptness, forgiveness, self-control, responsibility, diligence, courage, generosity, and magnanimity. Good behavior is expected of all students and will not be specially rewarded at school. Rather, it should be its own reward in the esteem earned from teachers and fellow students.

The classroom is a communal meeting place founded on mutual respect where the joy of learning is cultivated and the love of Christ is reflected. Thus, student behavior should align with this philosophy. When it fails to do so, the instructor will first invest in a conversation with the student using love and logic as well as the tenets laid out in the class creed handed out on the first day, proceeding from there using the disciplinary model outlined in the SBH Program Handbook.

MATERIALS:

Students will read the following texts this year:

The Best Things in Life, Peter Kreeft (ISBN: 0877849226).
The Odyssey, Homer (ISBN: 9780140268867).
The Orestes: Agamemnon, The Libation Bearers, The Eumenides, Aeschylus (ISBN: 0140443339).
The Three Theban Plays: Antigone, Oedipus the King, Oedipus at Colonus, Sophocles (ISBN: 0140444254).
The Age of Caesar: Five Roman Lives, Plutarch (ISBN: 0393292827).

Students must report to class each day with the following materials:

- Pencil bag containing the following: a blue or black pen, a red pen, sharpened pencils, and a highlighter;
- Course binder or folder with loose leaf paper and sections for handouts;
- Designated course notebook;
- Text we are currently reading;
- Previous night's homework.

ACADEMIC HONOR CODE:

Knowledge, skill, and character are fundamentally the possessions of individuals, and only the individual, through their actions, may obtain and preserve these goods. The Academic Honor Code exists to guide individual students towards those actions which promote honesty and learning and away from those actions which sacrifice honesty and learning to other ends. The Honor Code codifies those values which must be upheld for the health of our academic community, and universal subscription to it builds trust amongst students, faculty, and families. The Academic Honor Code is given below.

As a student in this class, I agree to the following:

- *I will not lie, cheat, or steal in any of my academic endeavors.*
- *I will forthrightly oppose each and every instance of academic dishonesty.*
- *I will not request, receive, or give aid in examinations/tests/quizzes.*
- *I will not give or receive illicit aid in class work, homework, in the preparation of reports, or in any other work that is to be used by the teacher as the basis of grading. I will understand the difference between studying and reviewing with others (which often is acceptable) and producing written documents that are submitted under my name for credit (which can only be done alone).*
- *I will not copy from or collaborate with others in completing homework. When I put my name on a homework assignment, I attest that all of the work on the assignment is my own in origin and content.*
- *In the case of all essays and research papers, I will carefully cite all external sources. I will not represent someone else's work as my own. I will do my very best to learn from my teachers the clear distinctions between appropriate research and plagiarism, intentional or unintentional.*
- *I will never use any "study aids" such as Cliff's Notes, Sparks Notes, or other materials, nor will I watch a movie/video version of a work of literature before or during study of it in school. I will do the reading for myself and strive to understand it for myself.*
- *I will give prompt (and confidential) notification to the appropriate faculty member or the Dean and Headmaster if I observe academic dishonesty in any course. I will let my conscience be my guide if I should make such a report.*

- *I join the entire student body of the Academy in a commitment to this Code of Honor:*

-Portions of this honor code are derived from the current Duke University and Stanford University honor codes.

“Begin to be now what you will be hereafter.” – St. Jerome

PROGRAM HANDBOOK:

For all other policies and procedures, please refer to the SBH Program Handbook on the Parent Dashboard.

Dear Parents:

Please take time to review this syllabus with your student. After reading it over, sign below to indicate that you and your student understand and agree to the expectations outlined and agree to provide the necessary materials and support to ensure your student's success.

If you have any questions about the class, please do not hesitate to contact me via Slack or the email provided.

The main portion of the syllabus should be placed in the scholar's binder or notebook for future reference. Please tear this page off and have your student return it to school by the end of the first week of school. Mahalo!

Student Name: _____

Student Signature: _____ Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Comments or questions: