



# **Course Catalog**

## **2011 – 2012 Academic Year**

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## About Our Instructors



### **Catherine Alvis**

Miss Alvis is a graduate of the University of Dallas with a BA in Politics and is currently obtaining her Masters in Humanities from UD as well. She has been teaching English and Latin for 5 years at a homeschool co-op in Dallas, TX and has tutored various levels of Latin throughout her teaching career. She enjoys reading, tennis, spending time with her family, volunteering at various events at her Thomas Aquinas parish, organizing events with Young Catholic Professionals of Dallas and playing fetch with her boarder collie.

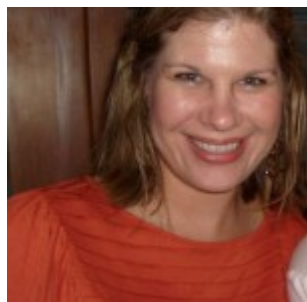
Miss Alvis teaches Latin.



### **Monica Ashour, M.T.S., M.Hum.**

Having had 20 years of experience in the classroom, 3 years of experience working at St. Mary's Catholic Church at Texas A&M University as one of the Campus Ministers, and Master Degrees in Humanities and Theological Studies from the University of Dallas, Monica Ashour comes to us with a breadth and depth of vision that will solidify and electrify high school students. Orthodox, passionate, and pedagogically adept, Miss Ashour reaches youth especially in the areas of Christian Anthropology, Moral Theology, and Social Ethics. Her former students come to her often with gratitude in preparing them for the various experiences that they faced in college. She is also a gifted speaker for the [Theology of the Body Institute](#).

Miss. Ashour teaches theology and church history.



### **Dayspring Brock, M.Hum.**

Miss Brock has a B.A. in history with a minor in philosophy from Dallas Baptist University and a Masters of Humanities with a concentration in literature from the University of Dallas. She has been teaching students for the past eight years and has a particular love for this age group. This will be her second term educating homeschoolers online. Once upon a time, she was homeschooled herself! Currently, Ms. Brock teaches a reading course to 4<sup>th</sup> through 6<sup>th</sup> grades at an inner city charter school in Dallas. She entertains (with an almost unhealthy vigor) a love for literature, politics, history, films, fairy tales and music. She especially loves it when students are willing to go deep into the imaginative world of a book and learn to express that

world through writing and speaking. She also has a hidden talent for speaking in a British accent when she is alone. (With tea, of course).

Miss Brock teaches middle school writing and literature.

### **Erin Brown Conroy**

Erin Brown Conroy, MA, is the professor of College-Level Writing and Writing and Research for Patrick Henry College (five years) and taught writing at Cornerstone University for seven years. She is the author of several non-fiction books, including *Simplified Writing 101: Top Secrets for College Writing Success*, and has designed four college writing courses, including an AP English Language and Composition course for PHC Preparatory Academy online. Professor Brown Conroy also privately coaches ACT English prep live and across the US via Skype and phone conferencing and has spoken at conferences regarding the teaching of writing. A member of the Society of Children's Book Authors and Illustrators, she is also a fiction writing coach for high school and college students for the last ten years and has judged writing contests. She is also a freelance professional writer and ghostwriter. Professor Brown Conroy also authored True North Reading: The Complete Mastery Reading and Spelling Program, a five-level multisensory learn-to-read program for children ages 3 to 15. Mrs. Brown Conroy lives in Howell,

Michigan and is a member of Old St. Patrick's Parish. She has been homeschooling for 27 years. Mrs. Brown Conroy enjoys her two Australian Labradoodles, playing the Irish wooden flute, and homeschooling five of her 13 children who still live at home.

Mrs. Conroy teaches writing.



**Phillip Campbell**

Phillip Campbell holds a BA in European History from Ave Maria University and recently completed a certificate program in Secondary Education through Madonna University. He has a background as a Youth Director and RCIA instructor. He teaches history and Scripture for the St. Augustine Homeschool Enrichment Program. Mr. Campbell is the author of the popular fantasy-epic *Tale of Manaeth*. His writings have also appeared in such publications as *St. Austin Review* and *The Distributist Review*. Mr. Campbell and his wife of eight years homeschool their four children.

Mr. Campbell teaches history.



**Kris Correia, PA-C, MHP**

Kris Correia has a long background in medicine and teaching. She is a physician assistant who worked in a busy emergency department for sixteen years. She has been teaching in the paramedic program at Quinsigamond Community College since 1993, and now also teaches a lab in Human Biology for Non-Majors at Eastern Connecticut State University. She received her Bachelor of Arts degrees in Biological Sciences and Computer Science from Wellesley College, and her Physician Assistant Certificate and Masters of Health Professions degree from Northeastern University. She is currently working towards her Doctorate degree in Educational Leadership and Higher Education

online from the University of Nebraska-Lincoln.

Mrs. Correia teaches science (anatomy and physiology).



**Laurie Gill, MS Ed**

Laurie Gill is an English and journalism teacher in St. Louis, Missouri. She holds bachelor's degrees in journalism and history, with an emphasis on Church history. She holds a master's degree in secondary English teaching, and has taught English, social studies and writing at home and in Catholic schools in the St. Louis area for the past 16 years. She is a mother of six children.

Mrs. Gill teaches Advanced Placement English.



**Robert Gotcher, Ph. D.**

Dr. Robert F. Gotcher most recently served as Associate Professor of Systematic Studies at Sacred Heart School of Theology in Hales Corners, Wisconsin. He and his wife, Kathy, are raising their seven children in Franklin, Wisconsin. Dr. Gotcher has been actively involved in the homeschooling of his children, especially in the junior high and high school years. He has taught Latin, literature, physics, astronomy, and religion to homeschooled students. He has a special devotion to the classical trivium of grammar, logic and rhetoric, especially as they pertain to the written arts.

Dr. Gotcher graduated from the University of Notre Dame in 1981 with a B.A. in the Program of Liberal Studies. He received his M.A. in Theology of the University of St. Thomas in St. Paul in 1991 and his Ph.D. from Marquette University in 2002.

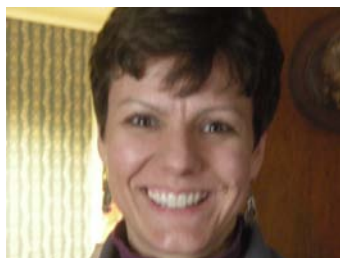
Dr. Gotcher teaches literature, theology, writing and logic.



### David Harris, Ph. D.

Dr. David Harris is an Associate Professor in the [Economics Department at Benedictine College in Atchison, Kansas](#). After obtaining his undergraduate degree from Benedictine College in 1997, he earned his M.S. from Iowa State University in 1999 and his Ph.D. from the University of Missouri-Kansas City in 2008. His areas of research interest are Catholic Social Teaching, the history of economic thought, and social economics. After spending time as a full-time volunteer working with the poor and underserved population of Milwaukee, he taught personal finance classes before coming to Benedictine. Dr. Harris and his wife, Jackie, live in Atchison with their four children.

Dr. Harris teaches economics.



### Jean Hoeft, MA

Jean Hoeft has been a math and algebra teacher for 22 years. She has a BA from the University of Michigan and a MA from Marygrove University. Jean has taught the confirmation class at her Catholic parish for 27 years. She loves gardening, sudoku puzzles, raising chickens, reading, knitting, and everything Catholic.

Mrs. Hoeft teaches math.



### Gary Michuta

Gary Michuta is the author of *Why Catholic Bibles Are Bigger: Did the Catholic Church Add Books to the Bible?* (Grotto Press, 2007). Gary's latest book is *How to Wolf-Proof Your Kids: A Practical Guide to Keeping Your Kids Catholic* (Grotto Press, 2010). This unique book gives Catholic parents and educators valuable insights into the deceptive tactics used by anti-Catholics and concrete suggestions on how to combat these methods. Mr. Michuta was also the co-host of the radio show *Hands on Apologetics Live*. He is also a frequent guest on various Catholic radio shows such as *Catholic Answers Live* (EWTN), *Searching the Word* (Relevant Radio), and the *Son Rise Morning Show* (EWTN). He gave his "inversion story" on *The Journey Home* (EWTN) and he also worked as an uncredited consultant for Steve Ray's Footsteps of God video series (Ignatius Press). Since 2003, Mr. Michuta has developed apologetic material for the

Eastern Church Re-Evangelization Commission (E.C.R.C) to aid the Chaldean Catholic Dioceses. Gary currently offers classes on Apologetics to Catholic parishes around the country.

Mr. Michuta teaches apologetics.



### Jason Negri, MS, JD

Jason Negri is the Assistant Director of the Patients Rights Council, a think tank dedicated to opposing the spread of doctor-prescribed suicide and euthanasia. He earned his BA in history & French, and his MS in education administration from Franciscan University of Steubenville, and his JD from Ave Maria School of Law as a member of its inaugural class. Mr. Negri is a practicing attorney in Michigan, where he lives with his wife and 4 children.

Mr. Negri teaches law.

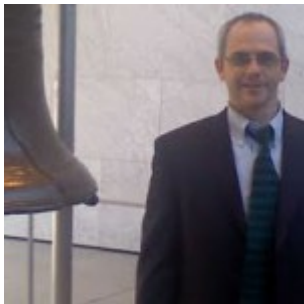


### Jean Rioux, Ph. D.

Dr. Jean Rioux is a professor and chair of the philosophy department at [Benedictine College](#) in Atchison, Kansas, where he has taught for 25 years. A graduate of [Thomas Aquinas College](#), he completed his graduate work in philosophy at the Center for Thomistic Studies in Houston, earning the M.A. in 1984 and the Ph.D. in 1990. Specializing in the thought of Aristotle and St. Thomas Aquinas, Dr. Rioux has published textbooks in logic and natural philosophy, as well as articles on the philosophy of mathematics in the [Thomist](#) and the [Aquinas Review](#). He came to Benedictine with a love for the study of primary texts, as well as a keen interest in what computers might bring to that study. His contributions to the philosophical life of Benedictine College range from Great Books Sequences in philosophy and theology to 3D software for students of logic.

He and his wife, Maria, raise their nine children in a farmhouse in rural Kansas. They have been designing their own curricula and educating their children at home for over 20 years.

Dr. Rioux teaches philosophy.



### Ed Rivet, MPA

Ed Rivet has a B.S. in Pre-Law and Public Policy and a Master's in Public Administration both from Michigan State University. He served three years as a legislative aide in the Michigan House of Representatives. For 22 years Mr. Rivet has served as the Right to Life of Michigan's Legislative Director. He has written and helped enact dozens of laws, including the nation's first complete ban on human cloning, and banning assisted suicide in the face of the assault on human life by Jack Kevorkian and Geoffrey Fieger. Mr. Rivet was the director of the state of Michigan's largest all-volunteer citizen petition drive which also was the state's most accurate petition drive ever, 97.3% valid signatures. Mr. Rivet has done countless media interviews, appearing in the Wall Street Journal, New York Times, USA Today, plus live interviews on CNN and Good Morning America.

Mr. Rivet teaches government.



### Henry Russell, Ph. D.

Dr. Henry Russell is Headmaster of the St. Augustine's Homeschool Enrichment Program founded with his wife Crystal. The program began in Fall 2005 with 20 students in two living rooms and now tutors more than 70 students. He is also the President of the SS Peter and Paul Educational Foundation, dedicated to founding an orthodox Catholic Liberal Arts college in southeast Michigan.

A graduate of Princeton and South Carolina (M.S.), Dr. Russell completed his graduate work at Louisiana State University. Formerly the Chairman of Ave Maria College's Department of Literature, he has also been a professor at Franciscan University of Steubenville and Wake Forest University. He is a founding faculty member of the St. Robert Southwell Creative Writing Workshop held in Mahwah, New Jersey.

Dr. Russell's works include The Catholic Shakespeare Audio Series available from Kolbe Academy. He was the Associate Editor of The Formalist from 1990-2004 and his writings have been published in various journals. He was honored to edit Dr. Alice von Hildebrand's groundbreaking volume, *The Privilege of Being a Woman*.

Dr. Russell teaches classical literature.

**Irma Luz Schmitt, MA**

Irma Luz Schmitt was born in Ciudad Victoria, Tamaulipas, Mexico. She graduated from the Instituto Tecnológico y de Estudios Superiores de Monterrey (Monterrey Institute of Technology) in Monterrey, Mexico with a Bachelor's degree in Accounting in 1986 and a Master's Degree in Education in 1999. In 2005, she earned a certification from Cambridge University in England to teach English as a second language.

From 1987-1999, Mrs. Schmitt worked as an accountant at Catepillar, Cedetel and Sorteo Tec. In 2000, she worked at Universidad Virtual del Tec de Monterrey as part of a team that initiated online courses in Accounting. From 2002-2004, she taught accounting, humanities and Latin American Studies at Universidad LaSalle in Ciudad Victoria. In 2003-2005, she taught English as a second language in the Centro de Lenguas de la Universidad Autónoma de Tamaulipas in Ciudad Victoria. While there she also participated in a distance learning program to train teachers who teach English in elementary public schools in neighboring cities of Tamaulipas.

Mrs. Schmitt and her husband live in Bear, Delaware where they homeschool their 5 year-old-daughter. Mrs. Schmitt teaches Spanish.

**Alison Stanley**

Alison Stanley has a B.A. from Michigan State University and a law degree from the University of Michigan. She loves to study history, especially how it pertains to legal and political issues of today. Mrs. Stanley is a mother of five children, all who have been homeschooled at some point.

Mrs. Stanley teaches middle school history.

# Contact Information / Fees

## Homeschool Connections' Contact Information

**Email address:** homeschoolconnections@gmail.com

**Phone number:** (214) 734-6920

### Live courses:

Prices vary for individual courses and is based on several factors:

- Length of the course
- Whether or not homework is graded by the instructor
- The instructor's degree and experience
- Whether or not you take advantage of the Early Enrollment Discount

Prices are shown with each course listing in this catalog.

### Recorded courses (Subscription Service):

Our 200+ hours of classes plus content are available for \$1 for the first seven days and then only \$30 per month thereafter. The subscription fee is an automatic deduction each month. You can cancel anytime, subscribing for as long or as short as you need. During your subscription period you have unlimited access to all of the available recorded courses and supporting materials. Live courses become available to subscribers 3 to 6 weeks after their last class, so new content is always being added.

### Course materials:

To help you keep your costs down, we provide as many of our materials free online or as a PDF file when possible. In the case of the literature courses, the books should be easily available from your library. A few courses do require the purchase of lab materials or a textbook. In those cases, we provide information to find them inexpensively or used. See individual course listings for required course materials.

### Equipment:

Students are required to have high speed internet (not dial up) and a headset with a microphone. Headsets can be found for as cheap as \$10. However, we recommend a quality headset that plugs into your USB port. These run about \$25 to \$30.

### Additional fees:

None. We do not charge registration fees, late enrollment fees, or any other extra fees.

### Early Enrollment Discount:

Course fees are discounted for early enrollment. Early enrollment helps our instructors plan their courses more efficiently. The discount ranges from \$10 to \$75. The discount for individual courses is found in this catalog under each course listing. The deadlines are:

- Fall 2011: August 1, 2011
- Spring 2012: November 1, 2011
- Summer Camp: April 1, 2012 (Look for new courses posted at the website in February, 2012)

# Fall 2011: High School

**Note: As courses are completed they are added to the Subscription Service.**

## **Advanced Placement: Literature and Composition; What Good is a Good Story, Part One**

*Note: This is a two-part course. See Spring 2011: High School for Part Two.*

**Class dates:** Tuesdays (instruction) and Thursdays (discussion/lab), September 6 to December 20, 2011. No class Nov. 1 (All Saints Day), Nov. 24 (Thanksgiving) and Dec. 8 (Feast of the Immaculate Conception).

**Total classes:** 28

**Starting time:** 8:00 pm Eastern (7:00 pm Central)

**Duration:** 1 hour

**Prerequisite:** Students should be ready for upper division English and 17- to 18-years old. Instructor's permission is required for students 16-years old or under. Students are expected to take Part Two of this course plus the AP test (May 10, 2012.)

**Suggested high school credit:** One full semester for AP English

**Suggested grade level:** 11<sup>th</sup> to 12<sup>th</sup>

**Fee:** \$300 if you enroll on or before August 1, 2011. \$375 after August 1 for all 28 classes. (Note: enrollment is limited – waiting list will be available if filled.)

**Instructor:** Laurie Navar Gill, M. Ed.

**Course description:** This course syllabus has been approved by the College Board to bear the designation "AP." All students in the class will be receiving a preparation that will help them to succeed on the AP Literature and Composition exam, which many students take for Advanced College Credit. You may also be eligible for a weighted grade.

Building on representative texts from the western literary tradition, this course will particularly examine the nature of storytelling and its relationship to life and culture. We will look at different storytelling media, including the epic, drama, the novel, non-fiction prose, and poetry. We will analyze story structure and storytelling techniques and examine the interplay between life and story. As we read stories, we will also talk about them, write about them, and tell some of our own.

The course approaches the goals of AP Literature through a Catholic lens. The primary themes under consideration are God's universal charity and the consequences of sin. As we travel with the pilgrims of Chaucer's *Canterbury Tales*, imagine the end of the world, examine the tragedies of *Othello* and *King Lear*, look at Gothic horror novels through the lens of contemporary bio-ethical dilemmas, and finally, ponder how God's plan is worked out through very imperfect instruments in *The Power and the Glory*, students can mature and deepen in their understanding of human weakness and God's sovereign mercy. He is everything, and without Him, we are nothing. At some level, all that we undertake in this class is aimed at understanding who we are before God, for in the end, nothing else matters.

**Course outline:** Contact us for the outline.

**Course materials:** Each student will need 7-11 books; all are available in inexpensive paperback editions. Specific editions will be suggested, but library copies are fine. In the case of literature in translation, particular translations will be required. Some of the texts are available free online. Contact us for the complete reading list.

**Homework:** The course requires roughly an hour of reading every day, with additional discussion/posting responsibilities. Every reading unit (approx. every 3 weeks) also includes a major writing assignment that will go through draft, conferencing and revision stages. Conferences are one-on-one meetings with the instructor that can take place via computer or telephone [SKYPE]. Students should plan on spending an average of 60-90 minutes 5-6 days a week outside of class on reading and writing for this course. All grading provided by the instructor.

## **Economics: Economics as if People Matter**

**Class dates:** Thursdays, September 8 to December 1, 2011. No class Nov. 24 (Thanksgiving).

**Total classes:** 12

**Starting time:** 10 am Eastern (9 am Central)

**Duration:** 1 hour

**Prerequisite:** None

**Suggested high school credit:** 1 semester

**Suggested grade level:** 11<sup>th</sup> to 12<sup>th</sup>

**Fee:** \$160 if you register on or before August 1, 2011. \$185 after August 1 for all 12 classes.

**Instructor:** Phillip Campbell

**Course description:** This class is geared towards providing young people with a holistic approach towards economic principles based on six objectives: (1) introducing students to basic economic principles such as supply and demand, competition, etc. (2) studying and the life and thought of eminent economists (3) introducing principles of personal financial management (budgeting, frugality, etc.) (4) looking at economic problems through a Catholic perspective (5) critically examining current economic problems.

**Course outline:** TBA

**Course materials:** "[The Worldly Philosophers](#)" by Robert Heilbroner (older editions will also work).

**Homework:** Will consist of moderate reading (30-50 pages per week) and short answer questions, with an option of a research paper/project on a topic of their choosing for a final. All homework graded by instructor.

## Government: Advanced American Government

**Class dates:** Fridays, September 9 to November 4, 2011

**Total classes:** 9

**Starting time:** Noon Eastern (11:00 am Central)

**Duration:** 1 hour 15 minutes

**Fee:** \$140 if you register on or before August 1, 2011. \$170 after August 1, 2011 for all 9 classes.

**Instructor:** Ed Rivet

**Prerequisite:** *Government, Democracy, and Citizenship* or other introduction to American government.

**Suggested grade level:** 10<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 3/4 of a semester credit. To give full credit, add reading assignments from Mr. Rivet's supplemental reading list plus an essay on the book(s).

**Course description:** Building on the fundamentals from the prerequisite course, this course will delve deeper into political and economic theory. There will be a deeper review of constitutional (common) law developed by our courts and a deeper exploration into the legislative process. There will be more emphasis on class participation each session, with less straight lecturing.

**Course outline:**

Class 1: Governance in Classic, Western & Modern Philosophy

Class 2: Marxism-Communism and Socialism (Part 1)

Class 3: Marxism-Communism and Socialism (Part 2)

Class 4: Democracy - Greek, Roman, American, Parliamentary

Class 5: Constitutional Rights Revisited - Due Process of Law

Class 6: Law & Order: Crime, Punishment & Justice/Impact of Litigation

Class 7: Legislative Roles and Authorities

Class 8: The Heart of Making Laws

Class 9: The Committee Will Come to Order

**Course materials:** All materials are provided free by the instructor.

**Homework:** Much more essay-based assignments than prerequisite course - analysis and articulation that shows a grasping of the subject matter. Students will study specific pending legislation in detail and propose their own bills. All homework graded by the instructor.

## History: Modern American History; 1865 to 2000

**Class dates:** Wednesdays, September 7 to December 7, 2011. No class Oct. 12 or Nov. 23.

**Total classes:** 12

**Starting time:** 4:30 pm Eastern (3:30 Central)

**Duration:** 1 hour

**Prerequisite:** None. Any background in early American History helpful, but not required. The 2011 Summer Boot camp on the Great Depression is also helpful.

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Fee:** \$160 if you register on or before August 1, 2011. \$185 after August 1 for all 12 classes

**Instructor:** Phillip Campbell

**Course description:** Beginning in the ashes of the Civil War, this course will take students through the industrial revolution and into modern America, helping them to understand complex events as the rise of American industrialism, the Great Depression, the Cold War, Vietnam War, cultural revolution of the 1960's, America's involvement in the Middle East and much more, all from a Catholic perspective.

**Course outline:**

Class 1: Reconstruction

Class 2: The Age of the Robber Barons

Class 3: The Closing of the West

Class 4: American Imperialism

Class 5: The Wilson Years

Class 6: Roaring Twenties

Class 7: The Age of FDR

Class 8: The American Dream

Class 9: The Cultural Revolution

Class 10: The Stagnant 70's

Class 11: Morning in America

Class 12: Transition to the Millennium

**Course materials:** Beginning in the ashes of the Civil War, this course will take students through the industrial revolution and into modern America, helping them to understand complex events as the rise of American industrialism, the Great Depression, the Cold War, Vietnam War, cultural revolution of the 1960's, America's involvement in the Middle East and much more, all from a Catholic perspective.

**Homework:** Graded and commented by the instructor.

## Language: Latin I, Part One

*Note: This is a two-part course. See Spring 2011: High School for Part Two.*

**Class dates:** Fridays, September 9 to December 9, 2011. No class Oct. 14 and Nov. 25 (Thanksgiving).

**Total classes:** 12

**Starting time:** 2:00 pm Eastern (1:00 pm Central)

**Duration:** 1 hour

**Prerequisite:** None

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1 full semester Latin

**Fee:** \$160 if you register on or before August 1, 2011. \$195 after August 1 for all 12 classes

**Instructor:** Catherine Alvis

**Course description:** Students new to Latin will be introduced to all verb and noun forms and will translate famous Latin anecdotes from Wheelock's 'Sententiae Antiquae'. English Grammar will be emphasized in addition to discussing famous Roman speakers. Students will have a more comprehensive understanding of Latin forms than in Latin 1/2.

**Course materials:** Wheelock's Latin 1-20.

**Homework:** An average of one hour per day 4 days a week and graded by the instructor. Students will be assigned practice sentences in class, and must memorize vocabulary and new forms with each new lesson. Vocabulary and translation quizzes will be given periodically.

## Language: Latin II, Part One

*Note: This is a two-part course. See Spring 2011: High School for Part Two.*

**Class dates:** Fridays, September 9 to December 9, 2011. No class Oct. 14 and Nov. 25 (Thanksgiving).

**Total classes:** 12

**Starting time:** 10:00 am Eastern (9:00 am Central)

**Duration:** 1 hour

**Prerequisite:** 1 full year of Latin

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1 full semester of Latin

**Fee:** \$160 if you register on or before August 1, 2011. \$195 after August 1 for all 12 classes

**Instructor:** Catherine Alvis

**Course description:** Students who have completed a full year of Latin are welcome to Latin II. Students will become proficient in both English Grammar and in all Latin forms. We will also discuss Roman thinkers and their influence on the Roman Republic. From time to time we will also translate some short stories from "Wheelock's Short Stories".

**Course materials:** Wheelock's Latin 21-40.

**Homework:** An average of one to one half hour 4 days a week and graded by the instructor. Students must memorize all new forms including any new vocabulary. Translation and vocabulary quizzes will be given periodically.

## Language: Spanish I, Part One

*Note: This is a two-part course. See Spring 2011: High School for Part Two.*

**Class dates:** Thursdays, Sept. 8 to Dec. 1. No class Nov. 24 (Thanksgiving).

**Total classes:** 12

**Starting time:** Noon Eastern (11:00 am Central)

**Duration:** 1 hour

**Prerequisite:** None

**Suggested grade level:** 8<sup>th</sup> to 12<sup>th</sup>

**Fee:** \$160 if you register on or before August 1, 2011. \$195 after August 1 for all 12 classes

**Instructor:** Irma Luz Schmitt

**Course description:** Students will learn to grammar and be given the foundation to speak the language. In first year Spanish you will learn basic words, verb tenses, how to speak basic sentences, etc.

**Course materials:** [Spanish: Middle / High School \(Skills for Success\)](#)

**Homework:** All assignments will be graded by the instructor.

## Literature: *The Man Who Was Thursday* by G. K. Chesterton (Modern Catholic Classics Series)

**Class dates:** Tuesdays, October 25 - December 13. No class Nov. 1 and Nov. 22.

**Total classes:** 6

**Suggested grade level:** 10<sup>th</sup> to 12<sup>th</sup> or college

**Starting time:** 10:00 am Eastern (9:00 am Central)

**Duration:** One hour

**Fee:** \$80 if you register on or before August 1, 2011. \$100 after August 1 for all 6 classes.

**Instructor:** Henry Russell, PhD

**Prerequisite:** Ability to enjoy reading and discussing the works.

**Suggested high school credit:** ½ semester credit; for full credit, precede with Dr. Russell's course on *The Screwtape Letters*.

**Course description:** At the turn of the 1900s, anarchy was a political fad as powerful as global warming is today. More locally destructive, anarchists murdered several heads of state (ranging from President McKinley to the Archduke Ferdinand), numerous public servants and fueled the statist revolutions of the communist era. European nations vastly increased their power by developing their secret police in response to the public panic created by these lunatic figures.

G. K. Chesterton, the great Catholic man of letters, writes one of the most startlingly original novels of the 20<sup>th</sup>-century in response both to the original source of anarchism (the imitation of Satan's *non serviam*) and to the faithless response of modern man to such a threat. In the process Chesterton delineates, beautifully and entertainingly, the way that the very God who created and sustains order is so far beyond order (as puny human minds comprehend it) that He appears wild, chaotic and even threatening to our stubborn desire to reduce the cosmos to our control. Thus even as he defends the need of a conservative and humane order, Chesterton is the poet of a God wildly beyond our most soaring imaginations.

**Course outline:**

Class One—Chesterton and Chapter 1

Class Two—Letters 2-4

Class Three—Letters 5-7

Class Four—Chapters -8-10

Class Five—Chapters 11-13

Class Six—Chapters 14-15

**Course materials:** *The Man Who Was Thursday* by G. K. Chesterton

**Homework:** Dr. Russell will provide quizzes, essay topics, and a midterm and final exam to be graded by the parent. Answer keys provided.

## Literature: *The Screwtape Letters* by C.S. Lewis (Modern Catholic Classics Series)

**Class dates:** Tuesdays, September 13 to October 18, 2011

**Total classes:** 6

**Suggested grade level:** 10<sup>th</sup> to 12<sup>th</sup> or college

**Starting time:** 10:00 am Eastern (9:00 am Central)

**Duration:** One hour

**Fee:** \$80 if you register on or before August 1, 2011. \$100 after August 1 for all 6 classes.

**Instructor:** Henry Russell, PhD

**Prerequisite:** Ability to enjoy reading and discussing the works.

**Suggested high school credit:** ½ semester credit; for full credit you may follow with Dr. Russell's course on *The Man Who Was Thursday* by G.K.Chesterton.

**Course description:** Clive Staples Lewis quietly sought to be the Dante of the modern world. His imaginative explications of the conditions of Hell and demonic "thought" are the best of their kind in the last 700 years. In "The Screwtape Letters" the experienced tempter Uncle Screwtape seeks to educate his nephew Wormwood in the proper way to undermine a human soul.

The muddled semi-thinking promoted by an educational system that ignores not only theology but basic logic proves one of the Infernal world's greatest allies. It is further aided by a selfish notion of rights with no accompanying duties and modern man's sentimental view of his virtues based only on kind emotions that require no sacrifice. But in many ways the heights of the book are achieved as Uncle Screwtape rails against the unfairness of the God he has rejected, giving the kind of truly Christian vision of the power, beauty, wisdom, and boundless energy and love of God that the atheists want no one to remember has always been the Catholic concept of the divine.

To know yourself much better, and to know God well indeed, read this book.

**Course outline:**

Class One—C.S. Lewis and Letters 1-3

Class Two—Letters 4-10

Class Three—Letters 11-17

Class Four—Letters 18-24

Class Five—Letters 25-31

Class Six—"Screwtape Proposes a Toast"

**Course materials:** *The Screwtape Letters* by C. S. Lewis

**Homework:** Dr. Russell will provide quizzes, essay topics, and a midterm and final exam to be graded by the parent. Answer keys provided.

## Math: Algebra I (Saxon); Part One

*Note: This is a two-part course. See Spring 2011: High School for Part Two.*

**Class dates:** Mondays, September 12 to December 12, 2011

**Total classes:** 14

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Starting time:** 4:00 pm Eastern (3:00 pm Central)

**Duration:** One hour 15 minutes

**Fee:** \$160 if you enroll on or before August 1, 2011. \$185 after August 1 for all 14 classes.

**Instructor:** Jean Hoeft, MA

**Prerequisite:** 85% on the Saxon Algebra Placement Test

**Suggested grade level:** 8th to 12th

**Suggested high school credit:** 1 semester credit for math

**Course description:** This course involves all concepts needed to fulfill national requirements for Algebra I. The topics to include but not be restricted to, operations with integers, rules of multiplicative identity and additive identity, equation solving, exponential function relations, quadratic function relations and their graphs, Cartesian graphing, polynomial relations and functions, radicals and their properties as well as some work with geometric properties as a background for use in Algebra II.

**Course materials:** Saxon Algebra I Homeschool Kit, Third Edition which includes the textbook, test booklet, and answer key. (If you shop around, this kit can be found from a variety of sources new or used for a reasonable price.) A different edition could be used if you already own it but it would be more difficult to follow along in class.

**Homework:** Students will be assigned 4-5 homework assignments per week with testing done on Fridays. Students will be required to take a placement test before entering the class to tailor studies to the individual needs of the students. Parents are asked to grade homework and tests and to send results to the instructor. The course instructor will then use these results to tailor lessons. The first 15 minutes of class will involve answering questions and doing practice problems to help the learners understand and improve on homework mistakes.

## Philosophy: Introduction to Early Modern Philosophy

**Class dates:** Thursdays, September 8 to December 1, 2011. No class Nov. 24 (Thanksgiving)

**Total classes:** 12

**Starting time:** 4:00 pm Eastern (3:00 pm Central)

**Duration:** 1 hour

**Prerequisite:** None

**Suggested grade level:** 11<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1 full semester of philosophy

**Fee:** \$190 if you register on or before August 1, 2011. \$230 after August 1, 2011 for all 12 classes.

**Instructor:** Jean Rioux, Ph.D.

**Course description:** The Early Modern period of philosophy has had a profound effect upon contemporary thought and life. Beginning with the intensely reflective musings of French mathematician René Descartes, European philosophers of the 17th and 18th centuries saw the possibility and scope of human knowledge as the foremost problem facing us: can we know, and, if so, what? On the Continent, the rationalists saw reason itself as the sole judge of truth. They were opposed in turn by the British empiricists, who insisted that sensation is the fundamental criterion for human knowing. This course presents a review of some of the main figures of the period: among the rationalists, Descartes, Spinoza, and Leibniz, and among the empiricists, Locke, Berkeley, and Hume. We will begin with a brief review of the history of philosophy immediately prior to the period, and end with the synthesis of Immanuel Kant and the beginnings of German Idealism.

**Course outline:**

Class 1: Descartes' Milieu: Ancient and Medieval Philosophy

Classes 2 to 3: René Descartes

Class 4: Baruch Spinoza

Classes 5 to 6: Gottfried von Leibniz

Class 7: John Locke

Classes 8 to 9: George Berkeley

Classes 10 to 11: David Hume

Class 12: Immanuel Kant and Beyond

**Course materials:** Readings for each session will be made available in the form of a pdf file (Free). Students can expect readings to average 15-25 pages for each session.

**Homework:** Assignments include close readings of portions of the works of the main philosophers studied. All of the readings are of above-average difficulty. Students should expect to set aside two or three hours each week to carefully prepare for class by reading these materials. Students will also respond to one or two questions following each session in the form of brief written essays, which will be graded by Dr. Rioux.

## **Science: Heart and Lungs; the Cardiovascular and Respiratory Systems (Anatomy & Physiology)**

**Class dates:** Wednesdays, September 7 to November 30, 2011. No class Nov. 23 (Thanksgiving break).

**Total classes:** 12

**Starting time:** 12:30 pm Eastern (11:30 Central)

**Duration:** 1 hour

**Prerequisite:** None

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup> grade

**Fee:** \$160 if you register on or before August 1, 2011. \$185 after August 1 for all 12 classes. (Note: Enrollment is limited. We will open up a waiting list if it fills.)

**Instructor:** Kris Correia, PA-C, MHP

**Course description:** Your heart beats around 100,000 times, and your lungs take 18,000 breaths in a day. How do these amazing organs work? Learn about the beauty and precision of the cardiovascular and respiratory systems as only God could design. We will also look at some of the more common diseases that can afflict these systems.

### **Course outline:**

Heart Anatomy

Controlling the Heartbeat

Blood Vessels

Circulation

Cardiovascular Diseases

Airway Anatomy

The Journey of a Breath of Air

pH and Hemoglobin

Controlling Breathing

Pulmonary Diseases

**Course materials:** A FREE pdf textbook will be provided as well as links to online resources.

**Homework:** The course will consist of 10 lectures, a midterm, and a final exam. Homework will be assigned throughout the semester. Students will take a quiz each week before the lecture starts. Graded by the instructor.

## **Theology: Ecclesiology & Sacramental Theology—How Shall I Glorify God?**

**Class dates:** Tuesdays, October 25 thru December 13, 2011

**Total classes:** 8

**Starting time:** 1:00 pm Eastern (12 pm Central)

**Duration:** 1 hour

**Fee:** \$90 if you register on or before August 1, 2011. \$120 after August 1, 2011 for all 8 classes.

**Instructor:** Monica Ashour, MTS; M Hum

**Prerequisite:** None.

**Suggested grade level:** 10th to 12th

**Suggested high school credit:** 1/2 semester credit in theology. For a full semester credit, you may precede with Theology of the Body or other theology course.

**Course Description:** The students in this course will study the nature of the Church, that is, how She is in the “nature of a sacrament” (*Lumen Gentium*), along with all of her other aspects. Jesus Christ as the Bridegroom of His Bride, the Church, extends Himself through time via the Church who holds the “Deposit of Truth and the Deposit of Grace” through the Liturgy and the Sacraments and the Teaching Office. Such topics serve as a great *segue* into Mariology, a study of the Mother and Paradigm of the Church. Indeed, Pope John Paul II, whose motto “*Totus Tuus*” is directed toward Our Lady, continues to lead the Church into the “threshold of hope” for the new millennium; therefore, we will do a careful study of his thought in much of the *corpus* of his writing. Finally, we will examine the thoughts of our Holy Father, Pope Benedict XVI, who has written extensively on the Church and on the Liturgy.

**Course Goal:** The final goal of this course is for each student to glorify the Father as a person “fully alive” (Ireneas) growing in intimacy with Jesus Christ, the Head of the Church and His Body, the Church through the power of the Holy Spirit—the Soul of the Church.

**Course reading:** The reading will assist the student in delving into a deep understanding of the nature of the Church and of the Sacraments. Most are available free online or used inexpensively. 1. A Catholic Bible 2. *The Catechism of the Catholic Church*; 3. *The Documents of Vatican II*; 4. *Ecclesia de Eucharistia* (Pope John Paul’s encyclical on the Eucharist and Its relationship to the Church.) 5. Peter Kreeft’s *Catholic Christianity*, Ignatius Press 6. *The Weight of Glory* and “Man or Rabbit”, both by CS Lewis; 8. Joseph Cardinal Ratzinger (Pope Benedict’s) *The Spirit of the Liturgy*, Ignatius; 9. Dr. Joyce Little’s *The Catholic Church and the Culture War: Secular Anarchy or Sacred Order* (out of print from Ignatius but find on Amazon, etc.), C.R. Publications, Inc. 10. Fr. Godfrey Diekmann’s “Two Approaches to Understanding the Sacraments” (provided free by instructor).

**Optional reading:** For those who want more of a challenge/more credit earned: Hans Urs von Balthasar and Pope Benedict (Joseph Cardinal Ratzinger’s) *Mary: The Church at the Source*, Ignatius. Even deeper challenge: Joseph Cardinal Ratzinger’s *Truth and Tolerance: Christian Beliefs and World Religions*, Ignatius. Also recommended to form the imagination in ecclesial thought: Dante’s *Paradiso*, Dostoevsky’s *The Brother’s Karamazov*, and Shakespeare’s *The Tempest*.

**Homework:** Weekly Quizzes, Major Project, & Final Exam: To be graded by parents. Answer keys provided, with reference to the Power Points.

## Theology: Theology of the Body: “The Best Method of Educating Man”

**Class dates:** Tuesdays, August 30 to October 18, 2011

**Total classes:** 8

**Starting time:** 1:00 pm Eastern (Noon Central)

**Duration:** 1 hour

**Fee:** \$90 if you register on or before August 1, 2011. \$120 after August 1, 2011 for all 8 classes.

**Instructor:** Monica Ashour, MTS; M Hum

**Prerequisite:** None.

**Suggested grade level:** 10th to 12th

**Suggested high school credit:** 1/2 semester credit in theology

**Course rationale:**

In order to live the “abundant life” that Jesus said He came to bring us, we need to know who we are, made in God’s image and likeness. A new vision of such anthropology has been given to us by God through (soon-to-be) Blessed Pope John Paul II’s *Theology of the Body* (TOB). A deep, proper study of this work brings with it a renewal of the person who embraces such teachings. The late Holy Father’s biographer, George Wiegel, called it a “time bomb” set to go off sometime after the Pope’s death. Angelo Cardinal Scola remarks that every area of Catholic thought can be undergirded by the *Theology of the Body*; thus, this course will not only offer an opportunity for ongoing renewal for the student but also a basis to explore other areas of his/her faith with TOB as a foundation. Pope John Paul himself said that his Theology of the Body is the “best method of educating man.”

**Course Description:**

This 8-week overview of Pope John Paul’s *Theology of the Body* will give a “bird’s eye” perspective of the whole of TOB. Far from relegating TOB to the area of sex and sexuality, TOB provides meaningful tools to see one’s life in the context of Jesus’ love for His Church and the life and love of the Blessed Trinity. A special emphasis will be

made regarding the vocational call to the priesthood, religious life, and married life, and how both “celibacy for the Kingdom” (JPII’s words) and marriage mirror and inform each other.

**Course Reading:** The reading will assist the student in delving into a deep understanding of the human person, especially in the area of vocational discernment, sexuality, and self-mastery. 1. A Catholic Bible 2. *The Catechism of the Catholic Church*; 3. *The Documents of Vatican II*; 4. *Vita Consecrata* (Pope John Paul’s encyclical on religious life) 5. *Familiaris Consortio* (Pope John Paul’s encyclical on the family); 6. *Deus Caritas Est* (Pope Benedict’s encyclical on love); Peter Kreeft’s *Heaven: The Heart’s Deepest Longing* (his best book), Ignatius Press 6. *The Weight of Glory* and “Man or Rabbit”, both by CS Lewis; 8. Fr. Basil Maturin’s *Christian Self-Mastery*; 9. Assorted audiences from the Theology of the Body (pdf files supplied by instructor). 10. Dr. Michael Waldstein’s *Introduction to the Theology of the Body* (parts of, provided by instructor). (He is the official translator of TOB).

**Optional reading:** Fr. Michael Scanlon’s *Discernment*, Franciscan Press. For parents: Monica Ashour’s *Parent’s Guide to The Theology of the Body for Teens*, Ascension Press. To form the imagination regarding body and soul as a composite: Dostoevsky’s *The Devils*; Flannery O’Connor’s “Parker’s Back.”

**Homework:** Weekly Quizzes, Major Project, & Final Exam: To be graded by the parent. Answer keys provided, with reference to the Power Points.

## Writing: Writing for High School

**Session dates:** Tuesdays, September 6 to October 25, 2011

**Total classes:** 8

**Starting time:** 2:30 pm Eastern (1:30 pm Central)

**Duration:** 1 hour

**Fee:** \$130 if you register on or before August 1, 2011. \$180 after August 1 for all 8 classes.

**Instructor:** Robert Gotcher, Ph.D.

**Prerequisite:** none

**Suggested grade level:** 9<sup>th</sup> to 10<sup>th</sup>

**Suggested high school credit:** 2/3 semester. Parent can assign additional writing assignments for full semester credit.

**Course description:** This course is designed to help the student develop the skills and habits that make for good writing at the high school level. The emphasis will be on creating good paragraphs, introductions and conclusions, organizing the paragraphs, and outlining.

### Course outline:

Class 1: The essentials of good writing

Class 2: The paragraph

Class 3: The introduction

Class 4: The conclusion

Class 5: The argument

Class 6: The outline

Class 7: The five-paragraph essay

Class 8: Wrap-up and final assignment

**Course materials:** Provided free by the instructor.

**Homework:** Weekly writing assignments. Final 3-5 page paper on topic of student’s choice. Graded by Dr. Gotcher.

# Fall 2011: Middle School

**Note: As courses are completed they are added to the Subscription Service.**

## English: The Heroic in Arthurian Literature

**Class dates:** Saturdays, September 10 to December 3, 2011 (plus two weeks for paper turn around). No class Nov. 26 (Thanksgiving break).

**Total classes:** 12

**Starting time:** 11 am Eastern (10 am Central)

**Duration:** 1 hour

**Prerequisite:** The ability and willingness to read approximately 10-15 pages per day; write 2 page papers every 3 weeks; a fair to ample interest in fantasy or medieval romance; and a love for things knightly!

**Suggested grade level:** 7<sup>th</sup> to 9<sup>th</sup> grade

**Suggested high school credit:** 1 full semester credit for English (9<sup>th</sup> grade)

**Fee:** \$150 if you register on or before August 1, 2011. \$190 after August 1 for all 12 classes.

**Instructor:** Dayspring Brock

**Course description:** This course is for those who have heard of King Arthur and are intrigued by the twisting, winding tales that surround his legend. Our theme for the course will be "The Heroic." These stories often show how the hero or the knight finds his way through a maze of temptation to find the good. The medieval times were complex and shifting times. A hero who was capable of facing the unknown and finding courage and hope through the aid of faith in God presented hope for mankind. Sound familiar? We will explore what medieval heroes do that made them heroic and what happens when heroes lose their footing.

### Course outline:

Class 1: Arthur in Latin, Welsh, and British Traditions

Classes 2 to 4: *The Once and Future King*

Class 5: Chretien De Troyes: *Lancelot or The Knight of the Cart* (PDF)

Classes 6 to 8: *Tristan and Iseult*

Class 9 to 10: *Sir Gawain and the Green Knight*

Class 11: excerpts from Lord Alfred Tennyson's *Idylls of the King*

Class 12: Sir Thomas Malory's *Le Morte DAathur* (PDF)

### Course materials:

1. *The Once and Future King* by Terence Hanbury White, 2. *The Romance of Tristan and Iseult* (Dover Books ) J. Bedier (Adapter), Hilaire Belloc 3. *Sir Gawain and the Green Knight; Pearl; [and] Sir Orfeo* by J.R.R. Tolkien 4. *Idylls of the King and a New Selection of Poems* (Signet Classics) Alfred Tennyson

It's best if you use the same publications as listed here. There will be a couple of readings that are excerpts from texts. The instructor will provide them free as PDF files.

**Homework:** Once-a-week quizzes. Papers due weeks every 2 to 3 weeks. Graded work will be returned before December 16.

## Language: Latin 1/2, Part One

*Note: This is a two-part course. See Spring 2011: Middle School for Part Two.*

**Class dates:** Fridays, September 9 to December 9, 2011. No class Oct. 14 and Nov. 25 (Thanksgiving).

**Total classes:** 12

**Starting time:** 11:30 am Eastern (10:30 am Central)

**Duration:** 1 hour

**Prerequisite:** None

**Suggested grade level:** 7<sup>th</sup> to 8<sup>th</sup> grade

**Fee:** \$160 if you register on or before August 1, 2011. \$195 after August 1 for all 12 classes

**Instructor:** Catherine Alvis

**Course description:** Students new to Latin will be introduced to the fundamental forms of both nouns (1st-3rd declensions) and verbs (all tenses, active and passive of 1st conjugation). Logic level students will begin translating various short stories about Aeneid's journey to the founding of Rome.

**Course materials:** Jenney's First Year Latin. Make sure to get the latest edition, ISBN# 0133193284, so you can follow along with the instructor.

**Homework:** Average 45 to 60 minutes per day, four days a week and graded by the instructor. It will consist of memorizing forms, writing vocabulary cards (students should use colored index cards to help them study) and some translation. Vocabulary and translation quizzes will be given periodically.

## Language: Spanish I, Part One

*Note: This is a two-part course. See Spring 2011: Middle School for Part Two.*

**Class dates:** Thursdays, Sept. 8 to Dec. 1. No class Nov. 24 (Thanksgiving)

**Total classes:** 12

**Starting time:** Noon Eastern (11:00 am Central)

**Duration:** 1 hour

**Prerequisite:** None

**Suggested grade level:** 8<sup>th</sup> to 12<sup>th</sup>

**Fee:** \$160 if you register on or before August 1, 2011. \$195 after August 1 for all 12 classes

**Instructor:** Irma Luz Schmitt

**Course description:** Students will learn to grammar and be given the foundation to speak the language. In first year Spanish you will learn basic words, verb tenses, how to speak basic sentences, etc.

**Course materials:** [Spanish: Middle / High School \(Skills for Success\)](#)

**Homework:** All assignments will be graded by the instructor.

## Math: Pre-Algebra (Saxon); Part One

*Note: This is a two-part course. See Spring 2011: Middle School for Part Two.*

**Class dates:** Tuesdays, September 13 to December 13, 2011, No class November 1

**Total classes:** 12

**Starting time:** 4:00 pm Eastern (3:00 pm Central)

**Duration:** 1 hour 15 minutes

**Prerequisite:** Basic math skills, Saxon 7/8 preferred

**Suggested grade level:** 7<sup>th</sup> to 9<sup>th</sup> grade

**Fee:** \$160 if you register on or before August 1, 2011. \$185 after Aug. 1 for all 13 classes

**Instructor:** Jean Hoeft

**Course description:** Students will begin the skills needed for Algebra I. These include but are not limited to: writing equations, slope of a line, solving simple equations, numbers and their operations, linear functions, and operations with integers.

**Course materials:** Saxon Algebra ½ Homeschool Kit

**Homework:** Students will be assigned 4-5 homework assignments per week with testing done on Fridays. Students will be required to take a placement test before entering the class to tailor studies to the individual needs of the students. Parents are asked to grade homework and tests and to send results to the instructor. The course instructor will then use these results to tailor lessons. The first 15 minutes of class will involve answering questions and doing practice problems to help the learners understand and improve on homework mistakes.

# Spring 2012: High School

**Note: As courses are completed they are added to the Subscription Service.**

**Click on the course title to register!**

## **Advanced Placement: Literature and Composition; What Good is a Good Story, Part Two**

*Note: This is a two-part course. See Fall 2011: High School for Part One.*

**Class dates:** Tuesdays (instruction) and Thursdays (discussion/lab), January 10 to May 3, 2011. No class April 3 and 5 (Holy Week).

**Total classes:** 32

**Starting time:** 8:00 pm Eastern (7:00 pm Central)

**Duration:** 1 hour

**Prerequisite:** Part One of this course. Instructor's permission is required for exceptions. Students are expected to take the AP Literature and Composition test on May 10, 2012.

**Suggested high school credit:** 1 full semester credit for AP English

**Suggested grade level:** 11<sup>th</sup> to 12<sup>th</sup> grade

**Fee:** \$300 if you enroll on or before November 1, 2011. \$325 after August 1 for all 32 classes. (Note: enrollment is limited.)

**Instructor:** Laurie Navar Gill, M. Ed

**Course description:** This course syllabus has been approved by the College Board to bear the designation "AP." All students in the class will be receiving a preparation that will help them to succeed on the AP Literature and Composition exam, which many students take for Advanced College Credit. You may also be eligible for a weighted grade.

Building on representative texts from the western literary tradition, this course will particularly examine the nature of storytelling and its relationship to life and culture. We will look at different storytelling media, including the epic, drama, the novel, non-fiction prose, and poetry. We will analyze story structure and storytelling techniques and examine the interplay between life and story. As we read stories, we will also talk about them, write about them, and tell some of our own.

The course approaches the goals of AP Literature through a Catholic lens. The primary themes under consideration are God's universal charity and the consequences of sin. As we travel with the pilgrims of Chaucer's *Canterbury Tales*, imagine the end of the world, examine the tragedies of *Othello* and *King Lear*, look at Gothic horror novels through the lens of contemporary bio-ethical dilemmas, and finally, ponder how God's plan is worked out through very imperfect instruments in *The Power and the Glory*, students can mature and deepen in their understanding of human weakness and God's sovereign mercy.

**Course outline:** Please contact Homeschool Connections for the complete course outline.

**Course materials:** Each student will need 7-11 books; all are available in inexpensive paperback editions. Specific editions will be suggested, but library copies are fine. In the case of literature in translation, particular translations will be required. Some of the texts are available free online.

**Homework:** The course requires roughly an hour of reading every day, with additional discussion/posting responsibilities. Every reading unit (approx. every 3 weeks) also includes a major writing assignment that will go through draft, conferencing and revision stages. Conferences are one-on-one meetings with the instructor that can take place via computer or telephone [SKYPE]. Students should plan on spending an average of 60-90 minutes 5-6 days a week outside of class on reading and writing for this course.

## **Archeology: An Archaeological Survey of the Old and New Testaments**

**Class dates:** Thursdays, January 19 to March 22, 2012 (No class February 23)

**Total classes:** 10

**Starting time:** 4:30 pm Eastern Time (3:30 Central)

**Duration:** 55 minutes

**Prerequisite:** None

www.homeschoolconnectionsonline.com

**Suggested grade level:** 9th to 12th grade

**Suggested high school credit:** 3/4 semester. Add reading / writing assignment for full semester.

**Fee:** \$120 if you enroll on or before November 1, 2011. \$145 after Nov. 1st for all 10 classes.

**Course description:** This class will use chronology of biblical history to acquaint students with some of the most important archaeological sites of the Holy Land. The content of this class will be based on four interrelated components:[1] Geography: Instruction on the geography of the Holy Land and the greater Middle East [2] Archaeology: An introduction to the principles of basic archaeological methodology in theory and practice [3] Apologetics: Demonstrations of how archaeological research has generally confirmed the biblical narratives [4] History: Using the schema of salvation history as a pattern through which to learn about geography and archaeology.

**Course outline:**

Week 1: Foundations: Capabilities and limits of archaeological research with regards to the data given to is in the Scriptures; archaeological methodology.

Week 2: Genesis 1-11: Archaeology and the oldest biblical narratives, including traditional "Eden" sites, the Tower of Babel and the ever elusive search for Noah's Ark.

Week 3: The World of the Patriarchs:

Week 4: The Historical Exodus: The sites associated with the Exodus and wandering in the wilderness, as well as questions regarding whether archaeology "proves" the Exodus account.

Week 5: The Conquest: Examining the Israelite conquest of Joshua, a visit to ancient Jericho and some of the sites from the Book of Judges.

Week 6: David, Solomon and the Kings: Old Jerusalem, the sites of the books of Samuel and Kings, including the Valley of Elah (where David killed Goliath), Mt. Carmel, En Gedi, Ezion Geber (where Solomon built a fleet).

Week 7: Where is the Ark of the Covenant?: The most enduring archaeological mystery of the Bible examined in light of four modern theories of the Ark's whereabouts.

Week 8: Intertestamental Archaeological Sites: Archaeological sites surrounding the migration of the Jews to Egypt in the 4th century BC, Alexander's conquest of Israel, the period of the Maccabees and the Herodian Dynasty.

Week 9: Life of Christ: The locations associated with the events of our Lord's life and passion.

Week 10: The Book of Acts: The first Christian communities established by St. Paul, the seven churches of Asia and Minor and many other places mentioned in the New Testament, including the oldest churches in Rome, established by St. Peter himself.

**Course materials:** FREE online sources will be provided as needed by the instructor. No textbook required.

**Homework:** Homework will consist of a tutor-guided, semester-long research project/paper with different components due at various intervals throughout the semester.

## Government/Law: Introduction to Law; Fundamentals of the American Legal System

**Class dates:** Fridays, January 13 to March 9

**Total classes:** 9

**Starting time:** Noon Eastern (11:00 am Central)

**Duration:** 1 hour

**Fee:** \$115 if you register on or before November 1, 2011. \$145 after November 1 for all 9 classes.

**Instructor:** Jason Negri, MS JD

**Prerequisite:** None. However, American Government is recommended

**Suggested high school credit:** ½ semester credit for government or law.

**Suggested grade level:** 11<sup>th</sup> to 12<sup>th</sup> grade

**Course description:** An introduction to the legal system that surrounds us, governs us and influences us every day, even if we're not aware of it. This course will give a basic understanding of some fundamental concepts of the American legal system and will review some of the different areas of law.

**Course outline:**

Week 1: Foundations of the law; jurisprudence; history; interplay of law & government, natural law, legal positivism

Week 2: Law in America: structure, process, Constitution & Bill of Rights, Judicial review

Week 3: Criminal Law

Week 4: Torts

Week 5: Torts, cont.

Week 6: Contracts

Week 7: Property

Week 8: Legal concepts related to life issues: privacy, liberty; *Griswold v. Connecticut*; *Roe v. Wade*; *Planned Parenthood v. Casey*; *Cruzan v. Director, MO Dept. of Health*; *Vacco v. Quill*

Week 9: Final Class; Summary

**Course materials:** *Roots of the American Order* by Russell Kirk; *I, Pencil* by Leonard E. Read (provided free as a pdf); various cases; other materials found free online or as a pdf from the instructor.

**Homework:** 1 to 2 hours of preparatory reading & homework per week on average.

## History: World History; 12 Inventions That Revolutionized the World

**Class dates:** Wednesdays, January 18 to April 25, 2011. No class Jan. 22, Apr. 4 or Apr. 11.

**Total classes:** 12

**Starting time:** 4:30 pm Eastern (3:30 pm Central)

**Duration:** 1 hour

**Prerequisite:** None

**Suggested high school credit:** 1 semester

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Fee:** \$160 if you enroll on or before November 1, 2011. \$185 after November 1 for all 12 classes.

**Instructor:** Phillip Campbell

**Course description:** This class will look at the development of twelve of the world's most revolutionary inventions, focusing not only on their mechanical development but on how they changed culture and altered the way man views his place in the cosmos. Man's capacity to invent is a result of his being made in the image of God, the original Creator. This class explores the creative capacity of mankind and how man has shaped and reshaped his own self-understanding through his inventions, beginning with the alphabet and going all the way up to the Internet.

### Course outline:

Class 1: *Alphabet*: How human language begot writing, first in pictographic and then alphabetic systems, making possible for the first time the expression of complex, abstract ideas and making human inquiry possible.

Class 2: *Cartography*: A look at the development of mapmaking, from primitive drawings of mountains on cave walls to the adoption of the system of latitudes and meridians, and how this revolutionized the way people viewed the world, focusing on cartography as an expression of culture.

Class 3: *Timekeeping*: Man's calamitous history at attempting to keep some reckoning of the passing of hours, days, months and years and why this struggle was so important.

Class 4: *Firearms*: The origin of gunpowder, its uses, and how it revolutionized the way people think about battle and wage warfare.

Class 5: *Printing Press*: The transformation of writing from an individualized labor of love into a mass produced, marketable commodity.

Class 6: *Telescope*: A look at the seismic shift in cosmology, astronomy and theology that followed in the wake of the discovery of the telescope, as well as a primer of the Galileo controversy from a Catholic viewpoint.

Class 7: *Money*: This class will trace the development of money from stones and shells to gold goings to the fiat paper currencies of today, focusing on how changes in the availability and use of money and banking drove changes in culture and development.

Class 8: *Antibiotics*: The slow development of medical knowledge of antibiotics, from the Roman Galen up to the discoveries of Louis Pasteur and Alexander Fleming.

Class 9: *Photography*: The development of this marvelous invention which, for the first time in history, allowed mankind to truly capture a moment in time - but what was gained and what was lost by this revolutionary invention?

Class 10: *Automobile*: The wondrous invention of the "horseless carriage" and how the distribution of the

automobile throughout all levels of society permanently changed every aspect of our culture, everything from how wealth is displayed to concepts of punctuality to procedures for courtship and dating.

**Class 11: *Electricity*:** The strange story of the discovery and utilization of electricity, from the experiments of Dr. Franklin to the bizarre rivalry between Tesla and Edison over whose energy was more beneficial (and more dangerous).

**Class 12: *Internet*:** Perhaps the greatest innovation of all time, leading to interconnectivity of the whole human race and the universal diffusion of knowledge. This class will examine the development of the Internet, from the first communications between servers at colleges back in the 60's to the age of Google, including a discussion of how the Internet has benefited and detracted from human relations.

**Course materials:** Online sources will be provided as needed by the instructor. No textbook required.

**Homework:** Homework will consist of a tutor-guided semester long research project/paper with different components due at various intervals throughout the semester.

## Language: Latin I, Part Two

*Note: This is a two-part course. See Fall 2011: High School for Part One.*

**Class dates:** Fridays, January 13 to April 13, 2012. No class February 24 (midterm break) or April 6 (Holy Week)

**Total classes:** 12

**Starting time:** 2:00 pm Eastern (1:00 pm Central)

**Duration:** 1 hour

**Prerequisite:** Latin I, Part One or equivalent

**Suggested grade level:** 9th-12th

**Suggested high school credit:** 1 full semester Latin

**Fee:** \$160 if you register on or before Nov. 1, 2011. \$195 after Nov. 1 for all 12 classes

**Instructor:** Catherine Alvis

**Course description:** Students new to Latin will be introduced to all verb and noun forms and will translate famous Latin anecdotes from Wheelock's 'Sententiae Antiquae'. English Grammar will be emphasized in addition to discussing famous Roman speakers. Students will have a more comprehensive understanding of Latin forms than in Latin 1/2.

**Course materials:** Wheelock's Latin.

**Homework:** An average of one hour per day 4 days a week and graded by the instructor. Students will be assigned practice sentences in class, and must memorize vocabulary and new forms with each new lesson. Vocabulary and translation quizzes will be given periodically.

## Language: Latin II, Part Two

*Note: This is a two-part course. See Fall 2011: High School for Part One.*

**Class dates:** Fridays, January 13 to April 13, 2012. No class February 24 (midterm break) or April 6 (Holy Week)

**Total classes:** 12

**Starting time:** 10:00 am Eastern (9:00 am Central)

**Duration:** 1 hour

**Prerequisite:** Latin II, Part One or equivalent

**Suggested grade level:** 9th-12th

**Suggested high school credit:** 1 full semester of Latin

**Fee:** \$160 if you register on or before Nov. 1, 2011. \$195 after Nov. 1 for all 12 classes

**Instructor:** Catherine Alvis

**Course description:** Students who have completed a full year of Latin are welcome to Latin II. Students will become proficient in both English Grammar and in all Latin forms. We will also discuss Roman thinkers and their influence on the Roman Republic. From time to time we will also translate some short stories from "Wheelock's Short Stories".

**Course materials:** Wheelock's Latin.

**Homework:** An average of one to one half hour 4 days a week and graded by the instructor. Students must memorize all new forms including any new vocabulary. Translation and vocabulary quizzes will be given periodically.

## Language: Spanish I, Part Two

*Note: This is a two-part course. See Fall 2011: High School for Part One.*

**Class dates:** Thursdays, Jan. 12 to Apr. 12. No class Feb. 23 or Apr. 5.

**Total classes:** 12

**Starting time:** Noon Eastern (11:00 am Central)

**Duration:** 1 hour

**Prerequisite:** Spanish I, Part One or equivalent

**Suggested grade level:** 8<sup>th</sup> to 12<sup>th</sup>

**Fee:** \$160 if you register on or before November 1, 2011. \$195 after November 1 for all 12 classes

**Instructor:** Irma Luz Schmitt

**Course description:** Students will learn to grammar and be given the foundation to speak the language. In first year Spanish you will learn basic words, verb tenses, how to speak basic sentences, etc.

**Course materials:** [Spanish: Middle / High School \(Skills for Success\)](#)

**Homework:** All assignments will be graded by the instructor.

## Literature: *Death Comes for the Archbishop* (American Classics Series)

**Class dates:** Tuesdays, January 17 to March 6 (No class on Jan. 24 and Feb. 21)

**Total Classes:** 6

**Suggested grade level:** 10<sup>th</sup> to 12<sup>th</sup> or college

**Starting time:** 10:00 am Eastern (9:00 am Central)

**Duration:** One hour

**Fee:** \$80 if you register on or before November 1, 2011. \$100 after November 1 for all 6 classes.

**Instructor:** Henry Russell, PhD

**Prerequisite:** Ability to enjoy reading and discussing the works.

**Suggested high school credit:** ½ semester credit; for full credit, follow with Dr. Russell's course on "The Redemptive Comedy of Flannery O'Connor".

**Course description:** Willa Cather's *Death Comes for the Archbishop* is one of the few American novels radically to appreciate and celebrate the Catholic culture of the American Southwest that long pre-dated the settling of Plymouth Massachusetts.

This is a relatively short novel built on the life of the first (French) Archbishop of New Mexico. The novel is constructed around multiple journeys: from the cultivation of the Old World to the beautiful yet primitive New World; from a region that was Indian and pagan, that becomes Spanish and Catholic, only to be forced into the United States; from the West of Kit Carson to a region of cities and towns; from being an outsider in a strage land to becoming one with the land; from a slightly sceptical view of saints and miracles to a keen sense of God's Providence to the American world.

At all times the glowing beauty of the American Southwest and of heroic piety upholds the narrative and the reader. This is one of the great Catholic books ever written by one who did not, as far as we know, formally enter the Church in her life here on earth.

**Course outline:**

Class One: Willa Cather, Preface and Book 1, Chapter 1

Class Two: Book 1.2 to Book 2

Class Three: Books 3 and 4

Class Four: Books 5 and 6

Class Five: Books 7 and 8. 2

Class Six: Books 8.3 – End

**Course materials:** *Death Comes for the Archbishop* by Willa Cather

**Homework:** Dr. Russell will provide quizzes, essay topics, and a midterm and final exam to be graded by the parent. Answer keys provided.

## Literature: Redemptive Comedy of Flannery O'Connor (American Classics Series)

**Class dates:** Tuesdays, March 13 to May 1, 2012 (No class Mar. 20 and Apr. 10)

**Total classes:** 6

**Suggested grade level:** 12<sup>th</sup> or college

**Starting time:** 10:00 am Eastern (9:00 am Central)

**Duration:** One hour

**Fee:** \$80 if you register on or before November 1, 2011. \$100 after November 1 for all 6 classes.

**Instructor:** Henry Russell, PhD

**Prerequisite:** Ability to enjoy reading and discussing the works.

**Suggested high school credit:** ½ semester credit; for full credit, precede with Dr. Russell's course on *Death Comes for the Archbishop* by Willa Cather.

**Course description:** Flannery O'Connor is among the short list of American 20th-century novelists who may be considered great and enduring. This is especially odd since she lived most of her life in or on a farm outside the small town of Milledgeville Georgia, slowly dying, for most of her working life, of lupus. Moreover, she wrote only two novels—*Wise Blood* and *The Violent Bear It Away*. All else were finely chiseled short stories, of a power perhaps unmatched by any other author.

In a largely self-satisfied America of the 1950's, she prophetically wrote of a nation that was losing its soul by abandoning its God. Her characters-- once widely criticized as unrealistic, even bizarre, and grotesque—now walk the streets of our nation and populate every level of society. O'Connor is great because she always understood that the soul is the wellspring of human action. Each of her stories is filled with characters who are trying to avoid God's demands. Each must face a shattering moment of choice between their illusion of self-sufficiency and obedience to reality.

We will explore "A Good Man is Hard to Find"; "Greenleaf"; and "The Lame Shall Enter First." Perhaps I can explain it best by saying that these stories will remain with you as unforgettably as the best stories Edgar Allen Poe ever wrote. But Poe's stories are about life that has moved permanently into horror; O'Connor's are about great suffering that offers a chance to know ourselves and God.

### Course outline:

Class One: Flannery O'Connor and "A Good Man is Hard to Find"

Class Two: "A Good Man is Hard to Find"

Class Three: "Greenleaf"

Class Four: "Greenleaf"

Class Five: "The Lame Shall Enter First"

Class Six: "The Lame Shall Enter First"

**Course materials:** Find the two short stories. "A Good Man is Hard to Find" is in almost any competent modern American Anthology for college. "The Lame Shall Enter First" can be found in *3by O'Connor*. Signet, 1983 (NOT 1962), of which there are many used copies.

**Homework:** Dr. Russell will provide quizzes, essay topics, and a midterm and final exam to be graded by the parent. Answer keys provided.

## Logic: Formal Logic I

**Class dates:** Fridays, January 6 to March 30, 2012. No class February 24 (midterm break).

**Total classes:** 12

**Starting time:** 10:00 am Eastern (9:00 am Central)

**Duration:** 1 hour

**Fee:** \$190 if you register on or before November 1, 2011. \$225 after November 1 for all 12 classes.

**Instructor:** Robert Gotcher, Ph.D.

**Prerequisite:** None

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1 full semester Logic

**Course Description:** The emphasis on feelings and de-emphasis on proper, logical thinking has left many Americans prey to advertisers and demagogues. A training in logic can help a reader or listener see the truth and falsehood of statements made on the editorial page or on talk radio shows, so he can make proper judgments about important matters. This six-week course establishes the rudiments of formal logic—the construction and detection of valid syllogism and formal and informal fallacies. The emphasis will be on examples taken from popular media.

**Course outline:**

Class 1 to 2: Terms

Class 4 to 7: Propositions

Class 8 to 11: Syllogisms

Class 12: Practical applications and review

**Course materials:** *Traditional Logic: Introduction to Formal Logic* by Martin Cothran (Memoria Press).

**Homework:** Logic exercises each week. Final assignment to analyze a paragraph taken from a source for logic. Dr. Gotcher will grade assignments and give a final letter grade for the course.

## Math: Algebra (Saxon); Part Two

*Note: This is a two-part course. See Fall 2011: High School for Part One.*

**Class dates:** Mondays, January 9 to April 23, 2011. No class Jan. 23 (March for Life) or Apr. 9 (Easter Monday).

**Total classes:** 14

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Starting time:** 4:00 pm Eastern (3:00 pm Central)

**Duration:** One hour 15 minutes

**Fee:** \$160 if you enroll on or before November 1, 2011. \$185 after November 1 for all 14 classes.

**Instructor:** Jean Hoeft, MA

**Prerequisite:** Math: Algebra (Saxon); Part One or equivalent

**Suggested grade level:** 8th to 12th

**Suggested high school credit:** 1 semester credit for math

**Course description:** This course involves all concepts needed to fulfill national requirements for Algebra I. The topics to include but not be restricted to, operations with integers, rules of multiplicative identity and additive identity, equation solving, exponential function relations, quadratic function relations and their graphs, Cartesian graphing, polynomial relations and functions, radicals and their properties as well as some work with geometric properties as a background for use in Algebra II.

**Course materials:** Saxon Algebra I Homeschool Kit, Third Edition, which includes the textbook, test booklet, and answer key. (If you shop around, this kit can be found from a variety of sources new or used for a reasonable price.) A different edition could be used if you already own it but it would be more difficult to follow along in class.

**Homework:** Students will be assigned 4-5 homework assignments per week with testing done on Fridays. Students will be required to take a placement test before entering the class to tailor studies to the individual needs of the students. Parents are asked to grade homework and tests and to send results to the instructor. The course instructor will then use these results to tailor lessons. The first 15 minutes of class will involve answering questions and doing practice problems to help the learners understand and improve on homework mistakes.

## Science: Blood and Immunity; Hematology and Immune System (Anatomy & Physiology)

**Class dates:** Wednesdays, January 11 to April 11, 2012. No class February 22 or April 4.

**Total classes:** 12

**Starting time:** 12:30 pm Eastern (11:30 Central)

**Duration:** 1 hour

**Prerequisite:** None

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Fee:** \$160 if you register on or before November 1, 2011. \$185 after November 1 for all 12 classes. (Note: Enrollment is limited. A waiting list will be created if the course fills.)

**Instructor:** Kris Correia, PA-C, MHP

**Course description:** We may have only three types of blood cells, yet blood carries our oxygen, repairs our injuries, stops our bleeding, and it fights off infections and more. Explore Hematology and Immunology in this twelve-week course.

**Course outline:**

Week 1: Blood Function, Composition, and Hematopoiesis

Week 2: Coagulation and Coagulation Disorders

Week 3: Hemoglobin and Blood Typing

Week 4: The Complete Blood Count and Blood Smear

Week 5: Anemias and Bone Marrow Disorders

Week 6: Exam I

Week 7: Immune System Anatomy, Pathogens, and Nonspecific defenses

Week 8: Antigens, Antibodies, and Types of Immunity

Week 9: Humoral Immunity

Week 10: Cell-mediated Immunity

Week 11: Immune Hormones and Patterns of Immune Response

Week 12: Exam II

**Course materials:** Students must have access to a compound light microscope with 400x magnification, 1000x preferable. The following supplies need to be ordered from Home Science Tools or other biological supply company:

BE-BLDTTEST [Blood Test Kit](#)

MS-ANEMIA [Human blood slide, anemia, smear](#)

MS-HUBLOOD [Human blood slide, Wright's stain, smear](#)

**Homework:** Students will have written homework assigned most weeks. Each week there is an open-book quiz available 30 minutes before class and there are two open-book exams during the semester.

## Theology: Apologetics for Catholics

**Class dates:** Wednesdays, January 11 to April 11, 2012. No class Feb. 22 or Apr. 4 (Holy Week).

**Total classes:** 12

**Starting time:** 10:00 am Eastern (9:00 am Central)

**Duration:** 1 hour

**Prerequisite:** None

**Suggested grade level:** 8<sup>th</sup> to 9<sup>th</sup> grade

**Fee:** \$160 if you register on or before November 1, 2011. \$185 if you register after Nov. 1 for all 12 classes

**Instructor:** Gary Michuta

**Course description:** We will cover many of the anti-Catholic viewpoints that a young person may encounter, including Atheism, the unique claims of Christianity, the reliability of the Gospels, common Protestant objections, and an overview of the larger pseudo-Christians groups (i.e. Mormons, Jehovah's Witnesses, New Age).

**Course outline:**

**Class 1:** Can we really know anything?

**Class 2:** Review / Introduction to Theistic apologetics.

**Class 3:** Problems with Atheism.

**Class 4:** Proofs for the Existence of God.

**Class 5:** The Unique Claims of Christ.

**Class 6:** The Reliability of the Gospels.

**Classes 7 to 9:** Answering Protestant Objections

**Class 10:** Psuedo-Christian Apologetics - Mormons / JWs

**Class 11:** Psuedo-Christian Apologetics - JW / New Age.

**Class 12:** Review, questions, and mock debate.

**Course materials:** Suggested books (not required): Catholic Apologetics, Fr. John Laux (TAN Books), Godless Delusion, Patrick Madrid (Our Sunday Visitor Press), How to Wolf-Proof Your Kids, Gary Michuta (Grotto Press).

**Homework:** Each week the student will be given one or two pages of questions that will cover that day's lesson. The papers will be graded by Mr. Michuta.

## Theology: Christian Anthropology—Who Am I?

**Class dates:** Tuesdays, January 10 through February 28, 2012

**Total classes:** 8

**Starting time:** 1:00 pm Eastern (Noon Central)

**Duration:** 1 hour

**Fee:** \$90 if you register on or before November 1, 2011. \$120 after November 1 for entire 8-week course.

**Course Instructor:** Monica Ashour, MTS; M Hum

**Prerequisite:** None.

**Suggested grade level:** 11th to 12th

**Suggested high school credit:** 1/2 semester credit in theology

**Course Rationale:** The student will study the foundational aspects of Christian Anthropology (the Catholic vision of what it means to be human). With this understanding, the student in this course will be challenged to apply such principles to being "in the world, not of the world," with a critical mind of recognizing distortions regarding the human person that the world holds. Furthermore, the student will delve deeply into Trinitarian and Soteriological (how we are saved) theology in that we are made in the image and likeness of the Trinitarian God and in that Jesus' death on the Cross gives the highest and deepest revelation of what it means to be human.

**Course Goal:** The student, through his/her embracing of this theological perspective, will be invited to grow in his/her humanity to become "St. Me," the person he/she was made to be and whom he/she co-creates with God.

**Course outline:**

**Class 1:** Foundational Introduction to Theology; Anthropology (Study of Man (man and woman); Foundational Introduction to Theology

**Class 2:** Study of Man; Solitude for Communion

**Class 3:** The Goal of Kenosis for Union and Communion with God, within ourselves, others, and creation. Proper understanding of salvation.

**Class 4:** The Sacramental View of Reality

**Class 5:** Nominalism's Role in our Understanding of the Human Person/William of Ockham

**Class 6:** Man's Conquest over Nature"—Francis Bacon's Influence on Modernity

**Class 7:** Tough Questions and Loving Responses, all based on Anthropology

**Class 8:** Summation of Entire Course

**Course Reading:** The reading will assist the student in delving into a deep understanding of the human person, along with its application to the moral life and spirituality.

1. The Bible—Gen 1-3; Rom 3:21-8:39; 2. *The Catechism of the Catholic Church* #'s 249-421; 3. *The Documents of Vatican II—Gaudium et Spes*, especially Part I; 4. *Redemptor Hominis* (Pope John Paul's 1<sup>st</sup> encyclical) 5. Pope Benedict's address at Regensburg: ZE06091209 - 2006-09-12 Permalink: <http://www.zenit.org/article-16955?l=english>; 6. *The Weight of Glory* and "Man or Rabbit", both by CS Lewis. For those who want more of a challenge/more credit earned: CS Lewis' *The Abolition of Man*; Thomas Howard's *Chance or the Dance*; J. Budziszewski's *What We Can't Not Know* (Part I); Dr. Joyce Little's *The Catholic Church and the Culture War* (esp. the part about egalitarianism).

**Homework:** Weekly Quizzes, Major Project, & Final Exam: To be graded by parents. (Answer key provided.)

## Theology: Moral Theology—How Shall I Live?

**Class dates:** Tuesdays, March 6 through May 1, 2012 (Easter Break: April 3)

**Total classes:** 8

**Starting time:** 1:00 pm Eastern (Noon Central)

**Duration:** 1 hour

**Fee:** \$90 if you register on or before November 1, 2011. \$120 after Nov. 1 for entire 8-week course.

**Course Instructor:** Monica Ashour, MTS; M Hum

**Prerequisite:** None.

**Suggested grade level:** 10th to 12th

**Suggested high school credit:** 1/2 semester credit in theology

**Course Rationale:** Every human person is called to the perfection of charity (cf. *LG #40*). This vocation has been revealed through Jesus Christ and can be accomplished only in and with Jesus Christ, whose Paschal Mystery is made present in the Church's liturgy—the "great work in which God is perfectly glorified and men are sanctified" (*SC #7*). To further man's sanctification, the Second Vatican Council has asked that ". . . special care should be given to the perfecting of moral theology. Its scientific presentation should draw more fully on the teaching of Holy Scripture and should throw light upon the exalted vocation of the faith in Christ and their obligation to bring forth fruit in charity for the life of the world" (*OT #16*). Therefore, this course will attempt to focus upon the moral life, first of all, within the context of man's vocation in Christ, the model of holiness, who took the form of a slave, emptied himself, and learned obedience through suffering; secondly, within the context of man's natural endowments, his capacity for virtue; and finally, within the context of charity as the form of the virtues and the goal of all man's strivings since "God is love" (1Jn 4:8). The course will investigate concretely those challenges to the Catholic Church's teachings and respond with solid, pastoral answers.

**Course Goal:** Each student, having been challenged intellectually with various doctrinal teachings, will be challenged to be open to ongoing conversion so as to offer himself along with Jesus, the Sacrificial Victim, to the Father in the love of the Holy Spirit both now and for all eternity. Concretely, this will manifest itself in life in Christ through virtuous living and a deeper understanding of and participation in the Liturgy.

**Course Reading:** The reading will assist the student in delving into a deep understanding of the human person and how (s)he is to act, along with its application to one's relationship with Jesus and the Church.

1. The Bible 2. *The Catechism of the Catholic Church*; 3. *The Documents of Vatican II*; 4. *Veritatis Splendor* (Pope John Paul's encyclical on morality) 5. Peter Kreeft's *Moral Relativism*, Ignatius Press 6. *The Weight of Glory* and "Man or Rabbit", both by CS Lewis; 8. Fr. Basil Maturin's *Christian Self-Mastery*; 9. Hayes, Hayes, Kelly, & Drummey's *Catholicism and Ethics: A Medical/Moral Handbook*, C.R. Publications, Inc. (and for those interested—*Leader's/Catechist's Manual* of the same name and publisher). For those who want more of a challenge/more credit earned: Charles Rice's *50 Questions on the Natural Law*, Ignatius Press; Peter Kreeft's *Snakebite Letters*, Ignatius Press. Even deeper challenge: *National Catholic Bio-ethics Quarterly*. Also recommended to form the imagination in morality: Dante's *Inferno*, Dostoevsky's *Crime and Punishment*, and Shakespeare's *Hamlet*.

**Homework:** Weekly Quizzes, Major Project, & Final Exam: Graded by the parent. (Answer key provided, with reference to powerpoint.)

## Writing: Writing for College

**Session dates:** Tuesdays, January 10 to February 28.

**Total classes:** 8

**Starting time:** 2:30 pm Eastern (1:30 pm Central)

**Duration:** 1 hour

**Fee:** \$130 if you register on or before November 1, 2011. \$180 after November 1 for all 8 classes.

**Instructor:** Robert Gotcher, Ph.D.

**Prerequisite:** Either "Writing for High School" or some other high school-level formal writing program.

**Suggested grade level:** 11<sup>th</sup> to 12<sup>th</sup> grade

**Suggested high school credit:** 2/3 semester. Parent can assign additional writing assignments for full semester credit.

**Course Description:** What are the characteristics of excellent writing in the eyes of college professors? This course will use the rhetorical arts to help turn competent writing into impressive writing. What are the essential components of an excellent piece of nonfiction writing? How does one write a compelling introduction and conclusion? How does one argue effectively for one's position? What are important mistakes to avoid? The course will work with previous writing samples of the students, as well as composition exercises, culminating in the writing of a short argumentative essay.

**Course outline:**

Class 1: Characteristics of a well-written college level research paper.

Class 2: Basic outline of a paper: introductory paragraph(s), body, and conclusion. Special focus on thesis and "hook."

Class 3: Argumentation in the body of the paper. Three types of appeal in classic rhetoric, ethos, pathos, and logos. Rational argumentation. Anticipating objections

Class 4: The syllogism, major premise, minor premise, and conclusion. Definitions in the major and the minor of a complex argument.

Class 5: Templates for four types of writing: Expository essay, textual analysis, argumentative research paper, and book review.

Class 6: Research tools and citations

Class 7: Research tools and citations (cont.)

Class 8: In this final session we will review practical suggestions about formatting and editing. We will also discuss how to use the work of others and how to avoid plagiarism.

**Course materials:** Everything provided free online or by Dr. Gotcher.

**Homework:** The student will have two types of homework assignments. He will apply the material to previous written work and he will compose a five to seven page paper as the course develops.

## Writing: Simplified Writing for High School; Your All-Encompassing Foundational High School Writing Course

**Class dates:** Wednesdays, February 1 to March 28, 2012 (no class Feb. 22).

**Total classes:** 8

**Starting time:** 2:00 pm Eastern (1:00 pm Central)

**Duration:** 1 hour

**Prerequisite:** Basic middle school writing skills.

**Suggested grade level:** 9th to 11th grade.

**Suggested credit:** 2/3 semester. Parents can assign the completion of an additional writing assignment, for a total of one semester credit for the course

**Fee:** \$150 if you register on or before November 1, 2011. \$180 after Nov. 1 for all 8 classes.

**Instructor:** Erin Brown Conroy, MA (E.B. Conroy)

**Course description:** This course is designed to give the teen skills that make writing strong and clear, lacking nothing—able to articulate ideas well in writing for all high-school level work. Students will learn how to perfect strong sentences and paragraphs; learn nine basic forms of rhetoric; focus on linear academic writing for a purpose; practice transitions and connectives, parallelism, paraphrasing, and summary; review punctuation as it influences excellence in writing (comma, semicolon, colon, and dash use); recognizing and correcting common grammar struggles; understand the characteristics of an effective introduction, body, and conclusion; learn prewriting, drafting, and editing skills; and practice sculpting a piece of writing with direction that receives specific feedback from the instructor.

### Course outline:

Class 1: Audience, purpose, and word choice

Class 2: Perfecting strong sentence and paragraph construction

Class 3: Nine forms of rhetoric (and what they have to do with great writing)

Class 4: Linear writing for a purpose: more strong sentences and paragraphs

Class 5: How to effectively use transitions/connectives and parallelism

Class 6: Punctuation and excellent writing: the comma, colon, semicolon, and dash; conquering common grammar struggles

Class 7: The introduction, body, and conclusion; prewriting for success

Class 8: Drafting for success; editing and polishing your writing

**Course materials:** *Simplified Writing 101: Top Secrets for College Success*, by E.B. Conroy (available online for a special \$12 student price); additional materials provided FREE from the instructor

**Homework:** Students will have weekly writing assignments and direct feedback from Professor Brown Conroy, with an estimated five hours per week for homework (outside of class time) that includes reading, writing, and responding to feedback.

## Writing: Fiction Writing I; Plot and Structure

One of six mini-courses in the Write Your Own Fiction Book Series.

NOTE: Courses in this series can be taken in any order.

Class dates: Thursdays, Feb. 2 to February 23, 2012

Total classes: 4

Starting time: 2:00 pm Eastern (1:00 pm Central)

Duration: 1 hour

Prerequisite: none

Suggested grade level: 8th to 12th grade

Suggested credit: 1/3 semester (three courses in the Write Your Fiction Book Series equals one semester credit)

Fee: \$75 if you register on or before November 1, 2011; \$90 after Nov. 1 for all 4 classes.

Instructor: Erin Brown Conroy, MA (E.B. Conroy)

Course description: This course teaches key components of writing a gripping plot for fiction books of any genre. Designed for writing fiction for middle grade, young adult, and adult plots, the course covers great openings (the opening line, hook, drop into action, and inciting incident); development (doors of no return, peaks, and the rising plot line); creating tension and intrigue; and the climax and finish.

Series description: There are a total six parts to the Write Your Own Fiction Book Series. We will continue the series in the fall and into next spring and start all over again. Students can jump into the series at any time. Once you have completed all 6 mini-courses, you can have a completed book!

Course outline:

Class 1: Great openings—the opening line, hook, drop into action, and inciting incident

Class 2: Developing your plot—doors of no return, peaks, and the rising plot line

Class 3: Creating tension and intrigue—tricks, tips, and “the plant”

Class 4: Great endings—creating a strong climax and finish

Course materials: All materials are provided FREE via the instructor.

**Homework:** Weekly writing assignments, with direct feedback from Professor Brown Conroy, with an estimated five hours per week for homework, outside of class time that includes reading, writing, and responding to feedback.

## Writing: Fiction Writing I; Description and Setting

One of six mini-courses in the Write Your Own Fiction Book Series.

NOTE: Courses in this series can be taken in any order.

Class dates: Thursdays, March 8 to March 29, 2012

Total classes: 4

Starting time: 2:00 pm Eastern (1:00 pm Central)

Duration: 1 hour

Prerequisite: none

Suggested grade level: 8th to 12th grade

Suggested credit: 1/3 semester (three courses in the Write Your Fiction Book series equals one semester credit)

Fee: \$75 if you register on or before November 1, 2011. \$90 after Nov. 1 for all 4 classes.

Instructor: Erin Brown Conroy, MA (E.B. Conroy)

Course description: This course teaches key components of using excellent description and crafting a strong and memorable setting for your fiction book. The course covers when a good writer uses description and setting (timing and amount of use); types of description (sensory, metaphor and simile, figures of speech, and literary techniques); principles and techniques of memorable settings; and how to integrate description and setting into plot, structure, and character development.

Series description: There are a total six parts to the Write Your Own Fiction Book Series. We will continue the series in the fall and into next spring and start all over again. Students can jump into the series at any time. Once you have completed all 6 mini-courses, you can have a completed book!

Course outline:

Class 1: Description and Setting: Timing and the Basics of their Use

Class 2: Types of Description—The senses, metaphor and simile, figures of speech, and literary techniques

Class 3: Principles and techniques of memorable settings (including examples to learn by)

Class 4: How to integrate description and setting into plot, structure, and character development

Course materials: All materials are provided FREE via the instructor.

Homework: Weekly writing assignments, with direct feedback from Professor Brown Conroy, with an estimated five hours per week for homework (outside of class time) that includes reading, writing, and responding to feedback.

# Spring 2012: Middle School

**Note: As courses are completed they are added to the Subscription Service.**

## History: The Civil War Years; A Nation Divided

**Class dates:** January 10 to March 20, 2012

**Total classes:** 10

**Starting time:** 11:30 am Eastern (10:30 Central)

**Duration:** 1 hour

**Prerequisite:** None

**Suggested grade level:** 6th to 8th grade

**Fee:** \$120 if you register on or before November 1, 2011. \$140 after Nov. 1st for all 10 classes

**Instructor:** Alison Stanley

**Course description:** This course will explore the political, economic and legal issues that existed during the Civil War years, including federalism, slavery, the Dred Scott decision, the suspension of the Writ of Habeas Corpus, the Emancipation Proclamation, and the Gettysburg Address. Key figures and major battles will be discussed and life as a soldier will be investigated. Moreover, there will be a brief look at the Reconstruction period. Any pertinent Catholic statements on the War will be introduced.

### Course Outline:

Week 1: The Political and Economic Landscape Prior to the First Shot of the War

Week 2: Succession of Southern States, the Election of President Lincoln and Suspension of the Writ of Habeas Corpus

Week 3: Battles of Fort Sumter and Manassas (First Bull Run)

Week 4: Ulysses S. Grant

Week 5: Emancipation Proclamation and Catholic Position

Week 6: Chancellorsville and Vicksburgh

Week 7: Life of a Civil War Soldier

Week 8: Gettysburgh and the Gettysburgh Address

Week 9: Atlanta and the March to the Sea

Week 10: Reconstruction

**Homework:** Short written essays, reading assignments and final.

## Language: Latin 1/2, Part Two

*Note: This is a two-part course. See Fall 2011: Middle School for Part One.*

**Class dates:** Fridays, January 13 to April 13, 2012. No class February 24 (midterm break) or April 6 (Holy Week)

**Total classes:** 12

**Starting time:** 11:30 Eastern (10:30 am Central)

**Duration:** 1 hour

**Prerequisite:** Latin ½, Part One or equivalent

**Suggested grade level:** 7<sup>th</sup> to 8<sup>th</sup>

**Fee:** \$160 if you register on or before Nov. 1, 2011. \$195 after Nov. 1 for all 12 classes

**Instructor:** Catherine Alvis

**Course description:** Students new to Latin will be introduced to the fundamental forms of both nouns (1st-3rd declensions) and verbs (all tenses, active and passive of 1st conjugation). Logic level students will begin translating various short stories about Aeneid's journey to the founding of Rome.

**Course materials:** Jenney's First Year Latin. Make sure to get the latest edition, ISBN# 0133193284, so you can follow along with the instructor.

**Homework:** Average 45 to 60 minutes per day, four days a week and graded by the instructor. It will consist of memorizing forms, writing vocabulary cards (students should use colored index cards to help them study) and some translation. Vocabulary and translation quizzes will be given periodically.

## Language: Spanish I, Part Two

*Note: This is a two-part course. See Fall 2011: Middle School for Part One.*

**Class dates:** Thursdays, Jan. 12 to Apr. 12. No class Feb. 23 or Apr. 5.

**Total classes:** 12

**Starting time:** Noon Eastern (11:00 am Central)

**Duration:** 1 hour

**Prerequisite:** Spanish I, Part One or equivalent

**Suggested grade level:** 8<sup>th</sup> to 12<sup>th</sup>

**Fee:** \$160 if you register on or before November 1, 2011. \$195 after Nov. 1 for all 12 classes

**Instructor:** Irma Luz Schmitt

**Course description:** Students will learn to grammar and be given the foundation to speak the language. In first year Spanish you will learn basic words, verb tenses, how to speak basic sentences, etc.

**Course materials:** [Spanish: Middle / High School \(Skills for Success\)](#)

**Homework:** All assignments will be graded by the instructor.

## Math: Pre-Algebra (Saxon); Part Two

*Note: This is a two-part course. See Fall 2011: Middle School for Part One.*

**Class dates:** Tuesdays, January 10 to April 24, 2011, No class Jan. 24 or April 3 (Holy Week)

**Total classes:** 14

**Starting time:** 4:00 pm Eastern (3:00 pm Central)

**Duration:** 1 hour 15 minutes

**Prerequisite:** Basic math skills, Saxon 7/8 preferred

**Suggested grade level:** 7<sup>th</sup> to 9<sup>th</sup> grade

**Fee:** \$160 if you register on or before November 1, 2011. \$185 after Nov. 1 for all 14 classes

**Instructor:** Jean Hoeft

**Course description:** Students will begin the skills needed for Algebra I. These include but are not limited to: writing equations, slope of a line, solving simple equations, numbers and their operations, linear functions, and operations with integers.

**Course materials:** Saxon Algebra ½ Homeschool Kit

**Homework:** Students will be assigned 4-5 homework assignments per week with testing done on Fridays. Students will be required to take a placement test before entering the class to tailor studies to the individual needs of the students. Parents are asked to grade homework and tests and to send results to the instructor. The course instructor will then use these results to tailor lessons. The first 15 minutes of class will involve answering questions and doing practice problems to help the learners understand and improve on homework mistakes.

## Religion: Apologetics for Catholics

**Class dates:** Wednesdays, January 11 to April 11, 2012. No class Feb. 22 or Apr. 4 (Holy Week).

**Total classes:** 12

**Starting time:** 10:00 am Eastern (9:00 am Central)

**Duration:** 1 hour

**Prerequisite:** None

**Suggested grade level:** 8<sup>th</sup> to 9<sup>th</sup> grade

**Fee:** \$160 if you register on or before November 1, 2011. \$185 if you register after Nov. 1 for all 12 classes

**Instructor:** Gary Michuta

**Course description:** We will cover many of the anti-Catholic viewpoints that a young person may encounter, including Atheism, the unique claims of Christianity, the reliability of the Gospels, common Protestant objections, and an overview of the larger pseudo-Christians groups (i.e. Mormons, Jehovah's Witnesses, New Age).

**Course outline:**

**Class 1:** Can we really know anything?

**Class 2:** Review / Introduction to Theistic apologetics.

**Class 3:** Problems with Atheism.

**Class 4:** Proofs for the Existence of God.

**Class 5:** The Unique Claims of Christ.

**Class 6:** The Reliability of the Gospels.

**Classes 7 to 9:** Answering Protestant Objections

**Class 10:** Psuedo-Christian Apologetics - Mormons / JWs

**Class 11:** Psuedo-Christian Apologetics - JW / New Age.

**Class 12:** Review, questions, and mock debate.

**Course materials:** Suggested books (not required): Catholic Apologetics, Fr. John Laux (TAN Books), Godless Delusion, Patrick Madrid (Our Sunday Vistor Press), How to Wolf-Proof Your Kids, Gary Michuta (Grotto Press).

**Homework:** Each week the student will be given one or two pages of questions that will cover that day's lesson. The papers will be graded by Mr. Michuta.

## English: Simplified Writing for Middle School; Your All-Encompassing Foundational Middle School Writing Course

**Class dates:** Mondays, January 30 to March 19, 2012

**Total classes:** 8

**Starting time:** Mondays, 2:00 pm Eastern (1:00 pm Central)

**Duration:** 45 minutes

**Prerequisite:** none

**Suggested grade level:** 6-8

**Suggested credit:** 2/3 semester

**Fee:** \$150 if you register on or before November 1, 2011; \$180 after Nov. 1 for all 8 classes.

**Instructor:** Erin Brown Conroy, MA (E.B. Conroy)

**Course description:** This course is designed as a first writing course, to introduce students in middle school to the skills and habits that create a strong and clear writing foundation for high school writing from a Christian worldview. Students will learn how to write effective sentences and paragraphs, including the use of topic sentences, linear writing, and transitions; the purposes of writing, including expression, informing, and persuading; the effect of audience on writing; how to sculpt a piece of writing with direction, including the characteristics of an effective introduction, body, and conclusion; and practice writing with specific feedback from the instructor that leads to an increase in skill through rewriting.

### Course outline:

Class 1: Writing for a purpose and audience: the "why" of writing

Class 2: Great word choice: how to choose the "right" word

Class 2: Strong sentences: how to write a great sentence

Class 3: Clear paragraphs: what makes a great paragraph

Class 4: Clear paragraphs: linear writing that makes sense to the reader

Class 5: Writing with direction: great introductions and the hook

Class 6: Writing with direction: great introductions and the thesis

Class 7: Writing with direction: the body (of your paper) and how to make it "shapely"

Class 8: Writing with direction: the conclusion

**Course materials:** Everything is provided FREE online from Professor Brown Conroy

**Homework:** Weekly writing assignments, with direct feedback from Professor Brown Conroy, with an estimated three to four hours per week for homework, outside of class time.

# Recorded Courses Currently Available

(As live courses are completed, they are converted to recorded courses.)

## Aquinas Connections (Adult): Jesus' Journey to Jerusalem in Luke's Gospel

**Total classes:** 6

**Duration:** 1 hour

**Instructor:** Fr. Mitch Pacwa, S.J.

**Course description:** In Luke 9:51 Jesus sets his face toward Jerusalem, and mention of his destination is repeated in 13:22, 17:11, and 18:34, with allusions to the journey in 9:57, 10:38, 11:53, 14:25. This journey links the beginning of Christ's public ministry with its purpose in his death and resurrection. During this Year of Cycle C Readings, the Church presents readings from this unit of the Gospel, from the Thirteenth through the Thirtieth Sundays in Ordinary Time. It is easy to hear each episode during the Sunday readings, but that would miss seeing the unity of these episodes and their function within the message of the whole Gospel. This course will limit itself to examining the Journey to Jerusalem. While the individual units of the Gospel will be examined in as much detail as is possible, the focus will be on making the links between each unit and the theme of the Journey, as well as the connections with other parts of the Gospel of St. Luke.

**Course materials:** A Catholic Bible. A careful reading of Luke 9:51-18:34 before the first class is recommended.

**Optional materials:** Here are some popular commentaries on St. Luke recommended by Fr. Pacwa if you would like to have some aids: [The Human face of Jesus: Meditation and Commentary on the Gospel of Luke](#) (out of print but available for as little as \$1 used), [Luke: A Devotional Commentary](#) (out of print but available for as little as \$2.25 used), A more technical (some knowledge of Greek would be useful), yet quite excellent, commentary: John Nolland, [Luke 9:21-18:34 Word Biblical Commentary](#) (Dallas, Texas: Word Books, Publisher 1993).

## Aquinas Connections (Adult): Practical Catholic Apologetics

**Total classes:** 8

**Duration:** 1 hour

**Instructor:** Gary Michuta

**Course description:** These classes will focus on apologetic material that has been developed in the field and proven to be helpful and effective. You will learn two or three lines of explanation/argument concerning such doctrines as salvation, sola Scriptura, the papacy, the Real Presence of Christ in the Eucharist, the Mass, intercession of the saints, and Mary. Upon completing the course the students will be able to give an effective defense of the most often attacked Catholic doctrines and practices. You will gain confidence in defending the Faith and have a better appreciation of how Protestants read and understand the Bible.

**Course materials:** No required books.

**Optional materials:** Recommended if you would like to expand on the course: [The Gospel According to James McCarthy](#), [Why Catholic Bibles Are Bigger](#), and [How to Wolf-proof Your Kids](#), all authored by Mr. Michuta. Each book touches on points made during the course and explores them more deeply. Available from [Grotto Press](#).

## Aquinas Connections (Adult): Career Search Skills

**Total classes:** 3

**Duration:** 1 hour 15 minutes

**Instructor:** Derek Prentice

**Course description:** Have you ever wondered "How in the world did that person get that job?" or "Wow, that is the best job in the world. I would have never thought that a person could get paid to do that!" Find out how you can be that person. The mainstream media continues to tell us that the "Sky is Falling!" Well if you like to follow the "Pied Piper" and listen to the symphony of employment destruction ... be my guest. However, if you have the "No Guts, No Glory!" attitude, then read on and seriously consider attending the "Beacon of Light in a Dark Economy" career search course.

**Course goal:** Obtaining victory in an employment world that is full of serpents and traps. This course will help you prepare for the challenge.

**Course outline:**

Class 1: Overview of the current market and how has it changed

Class 2: Commonsense and Mistakes that Kill

Class 3: How to create a great marketing blitz – for yourself

**Course materials:** Available free online.

## Economics: Principles of Economics and Catholic Perspectives

**Total sessions:** 8

**Duration:** 1 hour 15 minutes

**Professor:** David Harris, Ph.D.

**Prerequisite:** None

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup> grade

**Suggested high school credit:** 2/3 of a semester credit. To receive full credit for the semester, read and complete the assignments for an additional 4 chapters in the textbook. Or add books from the supplemental reading list.

**Course description:** This course is intended to introduce students to fundamental concepts of economics. We will develop the use of economic reasoning to answer basic economic questions in a rational manner. It also aims to provide a thorough understanding of many economic concepts, including marginal analysis, demand and supply, and market equilibrium analysis. The class is intended to assist students in using critical thinking to solve problems. A series of applications will often accompany the course material. In addition, the class will include a brief review of Catholic Social Teaching and its role within the economic realm.

**Course outline:**

Session 1: Introduction and marginal analysis

Session 2: Market demand analysis

Session 3: Market supply analysis

Session 4: Market equilibrium

Session 5: The market system and the role of government

Session 6: Utility and consumer behavior

Session 7: Catholic Social Teaching

Session 8: Catholic Social Teaching

**Homework:** Dr. Harris provides homework with answer keys.

**Course materials:** [Microeconomics by McConnell and Brue, 15th edition](#) (ISBN 0072340371). This older edition is easily found online inexpensively. You'll also use papal encyclicals, which can be found online for free.

## German I, Parts One and Two (First Year German)

**Total classes:** 24

**Duration:** 1 hour

**Instructor:** Alecia Rolling

**Prerequisite:** None

**Suggested high school credit:** One full year credit.

**Suggested grade level:** 7<sup>th</sup> to 12<sup>th</sup>

**Course description:** This course covers a year's worth of German. We use a child's approach of learning the language through music, story-telling, and poetry. Each class consists of vigorous grammar drills, a quiz, cultural activities, and story-telling. At the end of the year, the student should be able to carry out short conversations in German and write short, simple stories. This is tested with a final exam.

**Homework:** Composition, translation, and memorization of grammar charts and rules and of various German poems and songs.

**Course materials:** "[German Grammar Drills](#)" by Ed Swick and "[German Made Simple](#)" by Arnold Leitner, Ph.D.

## Government: Government, Democracy, and Citizenship

**Total classes:** 9

**Duration:** 1 hour 15 minute

**Instructor:** Ed Rivet

**Prerequisite:** None

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup> grade

**Suggested high school credit:** This 9-week course is worth 3/4 of a semester credit. To give full credit, add a reading assignment from Mr. Rivet's supplemental reading list plus an essay on the book(s).

**Course description:** American government has been called the most radical experiment in self-governing in human history based on its unique system of democracy and citizen involvement. Learn how the fundamental elements of American government are supposed to work, how they actually work, and the role and responsibility each citizen has in our government and our future."

**Course outline:**

Class 1: Democracy and the "isms", Declaration of Independence, Articles of Confederation

Class 2: The Constitution

Class 3: Bill of Rights

Class 4: The Executive Branch

Class 5: Legislative process

Class 6: The Judicial Branch

Class 7: State and local government

Class 8: Elections, Parties, and Politics

Class 9: Summary and Conclusion

**Homework:** Weekly homework and research project.

**Course materials:** All course material is made up of primary documents available free online.

## **Government: Advanced American Government**

**Total classes:** 9

**Duration:** 1 hour 15 minutes

**Instructor:** Ed Rivet

**Prerequisite:** *Government, Democracy, and Citizenship* or other introductory American government course.

**Suggested grade level:** 10<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 3/4 of a semester credit. To give full credit, add reading assignments from Mr. Rivet's supplemental reading list plus an essay on the book(s).

**Course description:** Building on the fundamentals from the prerequisite course, this course will delve deeper into political and economic theory. There will be a deeper review of constitutional (common) law developed by our courts and a deeper exploration into the legislative process. There will be more emphasis on class participation each session, with less straight lecturing.

**Course outline:**

Class 1: Governance in Classic, Western & Modern Philosophy

Class 2: Marxism-Communism and Socialism (Part 1)

Class 3: Marxism-Communism and Socialism (Part 2)

Class 4: Democracy - Greek, Roman, American, Parliamentary

Class 4: Constitutional Rights Revisited - Due Process of Law

Class 5: Law & Order: Crime, Punishment & Justice/Impact of Litigation

Class 7: Legislative Roles and Authorities

Class 8: The Heart of Making Laws

Class 9: The Committee Will Come to Order

**Homework:** Much more essay-based assignments than prerequisite course - analysis and articulation that shows a grasping of the subject matter. Students will study specific pending legislation in detail and propose their own bills.

**Course materials:** Online resources, a couple books that are readily available in libraries or cheap on Amazon, etc.

## **History (Middle School): The Greeks; Fathers of Enquiry**

**Total classes:** 10

**Duration:** 1 hour

**Instructor:** Kenneth Rolling

**Prerequisite:** None

**Suggested grade level:** 7<sup>th</sup> to 9<sup>th</sup>

**Course description:** The Greeks provide us with many of the known firsts of Western Civilization: mathematicians, astronomers, poets, philosophers, statesmen, and historians. This course provides a thematic history of the cultures of what is today Greece from earliest times up until the rise of Rome with particular focus on just such intellectual and artistic achievers among these fascinating peoples. The idea of enquiry will be the backbone concept of the course: the Greeks provide examples of how to begin to ask questions about things we all see and do every day that lead directly to many modern sciences and arts. A brief introduction to the Greek alphabet and language will be included.

**Course outline:**

Class 1: The Artisans and Builders

Class 2: The Poets & Dramatists

Class 3: The Historians

Class 4: The Wise Men & Law-Givers

Class 5: The Rhetoricians and Statesmen

Class 6: The Mathematicians

Class 7: The Physicians

Class 8: The Natural Scientists

Class 9: The Philosophers

Class 10: The Librarians

**Homework:** Readings, activities, maps, timelines, and study questions. A semester project involving the writing of a history based on primary sources will culminate the semester.

**Course materials:** Available free online or provided free by the instructor.

## **History (Middle School): The Romans; A Day in the Life**

**Total classes:** 10

**Duration:** 1 hour

**Instructor:** Kenneth Rolling

**Prerequisite:** None

**Suggested grade level:** 7<sup>th</sup> to 9<sup>th</sup>

**Course description:** Provides a narrative history of the Romans from their modest beginnings through their rise and, finally, to their fall. The focus will be on providing as multifaceted an understanding of Roman life at all levels of society as is possible; hence, the writings, foods, games, and ideas of the Romans will all find their places in the course. Some Latin memorization may be incorporated into the course, depending on the abilities of the students.

**Homework:** Readings, activities, maps, timelines, and study questions may be assigned. An independent research project will be required as an end of the semester assignment.

**Course materials:** Available free online or provided free by the instructor.

## **History: Foundations of Christian Historiography**

**It is recommended that high school students take this short course before taking other history courses as it lays a good foundation for all high school history studies.**

**Total classes:** 4

**Duration:** 1 hour

**Instructor:** Phillip Campbell

**Prerequisite:** None

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Course description:** Foundations of Christian Historiography explores the discipline of history from a Christian worldview. This course will educate students in the various ways people have viewed history throughout the ages, discuss the importance of retaining a Christian framework in our pursuit of historical studies, and train students to

see subtle (or not so subtle) anti-Christian presuppositions in popular portrayals of historic events. Students will also learn how to prepare and draft research papers on historical topics, including how to utilize source material and cite sources. This class is essential for anyone interested in studying history at the college level and will be helpful for all Catholics, for whom history, tradition and theology are so tightly interwoven.

**Course outline:**

Class 1: Historical Interpretations.

Class 2: Centrality of the Incarnation.

Class 3: Historical Sources.

Class 4: Writing for History.

**Homework:** This is a lecture course with no homework. Optional homework with answer keys is available. The instructor also provides optional recommended reading.

**Course materials:** Will be made available free by the instructor or online.

## History: Catholic Middle Ages

**Total classes:** 12

**Duration:** 1 hour

**Instructor:** Phillip Campbell

**Prerequisite:** None

**Suggested grade level:** 10<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** One full semester credit for history

**Course description:** An in depth study of the cultural, political, intellectual and artistic life of the Middle Ages with a focus on the contributions of the Catholic Church to medieval civilization.

**Course outline:**

Class 1: Fall of Rome

Class 2: Monasticism: The story of St. Benedict of Nursia and the blossoming of monastic foundations in the west.

Class 3: The Holy Isle: The conversion of Ireland and the Irish contribution to the Christianization of Europe.

Class 4: The Church's Eldest Daughter: The conversion of France and union between the Frankish kings and papacy.

Class 5: Charlemagne: The ascendancy of the Carolingian dynasty and the glorious reign of Charlemagne.

Class 6: Investiture & Ideology: The bitter Investiture Controversies that tore Europe asunder for 200 years.

Class 7: Dawn of Scholasticism:

Class 8: Cluniacs & Cistercians

Class 9: Deus Vult

Class 10: Mendicant Orders

Class 11: Medieval Heresy

Class 12: Church vs. State.

**Homework:** Homework consists of reading assignments and the completion of a series of mini-essay questions.

**Course materials:** [Evolution of the Medieval World by David Nicholas](#) is the required textbook. It is recommended to purchase the paperback used as it can be found quite inexpensively. For students who would like to delve deeper into the study of the Middle Ages, Mr. Crawford provides an additional reading list of living books.

## History Camp: The Great Depression; 1929 to 1941

**Total classes:** 4

**Duration:** 1 hour

**Prerequisite:** None

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1/3 semester with supplemental reading.

**Instructor:** Phillip Campbell

**Course description:** This class helps students understand one of the most pivotal events in American history, the Great Depression. We will examine the development of banking in the United States as a backdrop to the events of 1929, study the Wall Street Crash of October 29th, 1929 and its consequences and follow the unfolding of the Depression around the world and the United States' attempt to mitigate the disaster. This class will also lead

students in comparing the financial markets of 1929 to those of today and speculate on whether or not another disaster of the magnitude of the Depression could happen again.

**Course outline:**

Class 1: A history of banking in America and a brief review of financial crashes prior to the Great Depression

Class 2: Study of the factors leading up to the Crash of 1929 and its effect on the nation

Class 3: The response of the United States government to the Great Depression

Class 4: World War II and the end of the Depression; Could another Depression happen today?

**Course materials:** There is no mandatory reading for this class. As a supplement, *The Great Depression* by Robert McElvaine is recommended.

**Homework:** None

## History Camp: Understanding the Second Vatican Council

**Total classes:** 4

**Duration:** 1 hour

**Prerequisite:** None

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1/3 semester with supplemental reading

**Instructor:** Phillip Campbell

**Course description:** This course guides students through the history of the tumultuous years surrounding the Second Vatican Council. Students study the important events and persons of the Conciliar years and dig into the sixteen documents promulgated by the Council, including *Lumen Gentium*, *Sacrosanctum Concilium*, *Gaudium et Spes*, *Nostra Aetate* and *Dei Verbum*.

**Course outline:**

Class 1: The pontificate Pope John XXIII and the calling of the Council

Class 2: The Church and the world: *Lumen Gentium* and *Gaudium et Spes*

Class 3: *Nostra Aetate*, *Dei Verbum* and *Sacrosanctum Concilium*

Class 4: Years of uncertainty: a look at the aftermath of the Council and an assessment of its successes and shortcomings.

**Course materials:** Recommended supplemental: *The Ratzinger Report* by Joseph Cardinal Ratzinger, *What Went Wrong with Vatican II* by Ralph McInerney and *The Rhine Flows into the Tiber* by Ralph Wiltgern

**Homework:** None

## History: Roots of the Revolt (1417-1560)

This is the first of a two-part series, *The Protestant Revolt*, which can be taken together or separately.

**Total classes:** 6

**Duration:** 1 hour

**Instructor:** Phillip Campbell

**Prerequisite:** None

**Suggested grade level:** 11<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1/2 semester. For a full semester credit in history, follow up with Mr. Campbell's *History: Age of the Religious Wars (1560-1648)*

**Course description:** This course acquaints students with the pertinent people and ideologies that led directly or indirectly to the outbreak of the Protestant Revolt. Protestant ideas will be contrasted with Catholic theology throughout in order to give the course an apologetic dimension in addition to the historical.

**Series description:** *The Protestant Revolt: The Renting of Christendom (1417-1648)* Students analyze the causes and outcomes of the Protestant Revolt and will get an in depth analysis of the important personalities of the period, coupled with a philosophical explication of their varied ideologies; a Catholic apologetic to Protestant doctrines will be also be present throughout the series. We will begin by looking at the precursors to the Revolt, beginning in the aftermath of the Western Schism, and will end with the Peace of Westphalia in 1648 at the end of the last of the religious wars. There will also be an emphasis on the importance of the "Counter Reformation" within the Catholic Church and how it shaped Catholic identity for the succeeding centuries.

**Course outline:**

Class 1: Christianity & Christendom:  
Class 2: Origins of the Revolt  
Class 3: Martin Luther & Lutheranism  
Class 4: Germany on Fire: 1525-1555:  
Class 5: Anglicanism  
Class 6: Calvin & Knox

**Homework:** Homework consists of weekly readings and the completion of a series of mini-essay questions.

**Course materials:** Primary documents available free online.

**History: The Age of the Religious Wars (1560-1648)**

This is the second of a two-part series, *The Protestant Revolt*, which can be taken together or separately.

**Total sessions:** 6

**Duration:** 1 hour

**Instructor:** Phillip Campbell

**Prerequisite:** None

**Suggested grade level:** 11<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1/2 semester. For a full semester credit in history, precede with Mr. Campbell's *History: Roots of the Revolt (1417-1560)*

**Course description:** In this course, students see how the ideologies of Protestantism affected the various nations of Europe politically and how many of the attitudes and assumptions of modernity are rooted in 16th and 17th century developments. Students also learn how the Church responded to these changes to the traditional order.

**Course outline**

Class 1: Consolidation of English Protestantism  
Class 2: The True Reformation  
Class 3: French Wars of Religion  
Class 4: The Spanish-English Wars  
Class 5: The Thirty Years' War  
Class 6: The Stalemate

**Homework:** Homework consists of weekly readings and the completion of a series of mini-essay questions.

**Course materials:** Primary documents available free online.

**History/Theology: Church History; Trinitarian**

**Total classes:** 4

**Duration:** 1 hour

**Instructor:** Monica Ashour, M.T.S., M.Hum.

**Prerequisite:** None

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1/3 semester credit for history or theology. For additional credit, see Dr. Gotcher's *Theology: The Trinity* course

**Course description:** "Christ's kenosis and appointment of apostles, evangelists, pastors, or teachers (Eph 4:7-11) illuminates the change in Christ's life from being formed by history to forming history. All existences, both before him and after him, receive their meaning from Christ's existence" (Von Balthasar, *A Theology of History*, 76). As such, in this course, the students explore the historical and transcendent aspects of the Church from its inception "in the heart of the Father" (Catechism of the Catholic Church) to its eschatological—its end of time—existence.

**Course goal:** The student will examine Trinitarian Theology (the Church that was "in the heart of the Father"), through the Church's preparation in the Old Testament, to Jesus' founding and His sending of the Holy Spirit at Pentecost. The student, moved by such knowledge of God's love for His people, will, in turn, be devoted even more readily to the Church.

**Homework:** None

**Course materials:** Optional reading assignments are provided

## Latin I Boot Camp: Introduction to Latin

**Total classes:** 8

**Duration:** 1 hour

**Prerequisite:** None

**Suggested grade level:** 7<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 2/3 semester

**Instructor:** Catherine Alvis

**Course description:** Students new to Latin will be introduced to the fundamental forms of Latin, beginning with 1st and 2nd declension, and also present, imperfect and future tenses of verbs. We will explore Roman Culture, English derivatives of Latin and famous Romans in addition to developing a solid foundation for students looking to enter Latin I in the fall.

**Course materials:** Cassel's Latin-English Dictionary. However, it is not required if you already have a Latin-English dictionary.

**Homework:** Up to 30 minutes a day.

## Latin I Boot Camp: Introductory Level

**Total classes:** 8

**Duration:** 1 hour 15 minutes

**Instructor:** Alecia Rolling

**Prerequisite:** None

**Suggested grade level:** 7<sup>th</sup> to 12<sup>th</sup>

**Course description:** Latin I Camp is for the novice, the student who has never looked at Latin and who is thinking about learning Latin. This is also a good camp for the less experienced student who wishes to understand declensions and conjugations better. The skills focused on are how to use the Latin-English dictionary, how to talk about Latin (what does declension mean?), how to talk about Latin in terms of English grammar (Can the student diagram an English sentence?). In other words, we will focus on basic language-learning skills and learn how to write some Latin of our own. The student who takes this camp is also encouraged to continue learning Latin with the Latin I course in the fall.

**Homework:** Composition, translation, and memorization of grammar charts and rules and of the Ave Maria. Homework is estimated to be 1 hour per day.

**Course materials:** Latin-English dictionary. Other materials will be available free online.

## Latin II Boot Camp: Grammar Intensive

**Total classes:** 12

**Duration:** 1 hour 15 minutes

**Instructor:** Alecia Rolling

**Prerequisite:** The student who wishes to enroll in this camp has at least learned the 1<sup>st</sup> through 3<sup>rd</sup> noun and adjective declensions as well as the 1<sup>st</sup> through 4<sup>th</sup> conjugations of the present tense. If the student has not learned this, he or she is encouraged to take Latin I Camp or enroll in Latin II camp with the understanding that it will be difficult and fast-paced.

**Suggested grade level:** 7<sup>th</sup> to 12<sup>th</sup>

**Course description:** The focus of this camp is grammar. Each class will consist of vigorous grammar drills, a quiz, grammar practice with the teacher, translation, and composition. The student who takes this camp is encouraged to take Latin II in the fall.

**Homework:** Composition, translation, and memorization of grammar charts and rules and of the Ave Maria, Pater Noster, and Credo. Homework is estimated to be 1 hour per day.

**Course materials:** Latin-English dictionary. Other materials are available free online.

## Latin II/III Boot Camp: Cattus Petasatus

**Total classes:** 8

**Duration:** 1 hour

**Prerequisite:** Latin I or equivalent.

**Suggested grade level:** 8<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 2/3 semester

**Instructor:** Catherine Alvis

**Course description:** Together we will work through translating familiar fables in Latin including Dr. Seuss' The Cat in the Hat. We will work our way through a couple of other well-known stories, learn vocabulary, and explore some history of Rome.

**Course materials:** Cassel's Latin-English Dictionary. However, it is not required if you already have a Latin-English dictionary. Other materials will be provided by the instructor free. **Optional:** *Cattus Petasatus* by Dr. Suess (Cat in the Hat translated to Latin).

**Homework:** Up to 30 minutes a day.

## Latin I, Parts One and Two (First Year Latin)

**Total classes:** 24

**Duration:** 1 hour

**Instructor:** Alecia Rolling

**Prerequisite:** None

**Suggested grade level:** 7<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** One full year credit.

**Course Description:** The course focuses on the student's ability to compose Latin, allowing for a greater mastery of the language than what is often found with other approaches that focus on translation. Each class will consist of rigorous grammar drills, a quiz, some history, new grammar presentations, and practice. At the end of the year, the student should be able at the very least to compose a short, simple story using the present and future tenses. This will be tested with a final exam.

**Homework:** Composition, translation, and memorization of grammar charts and rules and of various Roman speeches and Church prayers.

**Course materials:** Latin-English dictionary. Other materials will be available free online.

## Latin II, Parts One and Two (Second Year Latin)

**Total classes:** 24

**Duration:** 1 hour

**Instructor:** Alecia Rolling

**Prerequisite:** Latin I or equivalent: Students who wish to take this course should at least be able to decline nouns and adjectives of the 1<sup>st</sup> through 3<sup>rd</sup> declensions and work with verbs of the 1<sup>st</sup> through 4<sup>th</sup> conjugations in the present tense from memory. They should also be able to compose short Latin sentences.

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** One full year credit.

**Course Description:** The course focuses on the student's ability to *compose* Latin, allowing for a greater mastery of the language than what is often found with other approaches that focus on translation. Each class will consist of rigorous grammar drills, a quiz, some history, new grammar presentations, and practice. At the end of the year, the student should be able at the very least to compose a short story, history, or poem using all the active and passive verb tenses. This will be tested with a final exam.

**Homework:** Composition, translation, and memorization of grammar charts and rules and of various Roman speeches and Church prayers.

**Course materials:** Latin-English dictionary. Other materials will be available free online.

## Life Skills: Job Search Skills

**Total classes:** 4

**Duration:** 1 hour

**Instructor:** Derek Prentice

**Prerequisite:** None

**Suggested grade level:** 11<sup>th</sup> grade to college level

**Course description:** Your parents have given you a great education in your homeschool. Some of you may be on your way to college. Are you ready to take your education and skills to the workplace? This course will teach you how to find and get your dream job.

**Course outline:**

Class 1: Overview of the current market and how has it changed

Class 2: Commonsense and Mistakes that Kill

Class 3: How to create a great marketing blitz – for yourself

Class 4: How to utilize social media and what not to do.

**Homework:** Prepare a plan for your future career.

**Course materials:** Available free online.

## Life Skills Camp: Personal Finance

**Total classes:** 4

**Duration:** Approximately 45-55 minutes

**Prerequisite:** None

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Instructor:** David Harris, Ph.D.

**Course description:** Students will gain an understanding of very basic financial literacy. The course will include discussions of concepts like spending, saving, budgeting, credit, and what financial matters should concern students as they begin to enter adulthood.

**Course outline:**

Class 1: What is personal finance?

Class 2: Money earned (Income and saving)

Class 3: Money spent (Spending, budgeting, and credit)

Class 4: How to make you and your family feel better about your financial future

**Course materials:** Available free to students online or via Homeschool Connections.

**Homework:** None

## Life Skills: SAT / ACT Prep I: The Test and Strategies

**Total classes:** 4

**Duration:** 2 hours

**Instructor:** Kenneth Rolling

**Prerequisite:** None

**Suggested grade level:** 10<sup>th</sup> to 12<sup>th</sup> grade

**Course description:** This course aims to provide the student with a thorough introduction to the format and content of the SAT and ACT as well as to introduce him to the key strategies to use when approaching the various types of problem that he will encounter. The course will be intensive, requiring a significant amount of work outside of class (1–2 hours per day). Class time will involve the systematic presentation of test sections and the strategies necessary for them followed by limited practice problems as time allows. Methods will include everything from solving the problems using traditional means to the various ways of “gaming” the questions, answering using strategies that are more cognizant of the special format of the tests. Homework will include practice problems and vocabulary acquisition. Once completed, the course will provide the student with a thorough knowledge of exactly what is on the test and the various theories to use in approaching the test.

**Course outline:**

Session 1: Overview, Essay Writing, Science Section

Session 2: Math Section

Session 3: Reading Section

Session 4: Writing Section

**Homework:** Practice Problems and Vocabulary

**Course materials:**

[ACT: The Real ACT Prep Guide, 2nd edition, 2007](#) and [SAT: The Official SAT Study Guide, 2nd edition, 2009](#)

## Life Skills: SAT / ACT Prep II: Practicum

**Total classes:** 4

**Duration:** 2 hour

**Instructor:** Kenneth Rolling

**Prerequisite:** SAT & ACT Prep I

**Suggested grade level:** 10<sup>th</sup> to 12<sup>th</sup>

**Course description:** This course aims to provide the student with extensive practice in the use of strategies introduced in part one. The course will be intensive, requiring a significant amount of work outside of class (1–2 hours per day). Class time will be spent working through problems as a group, especially those that have proven troublesome in the homework prepared for the session. Methods will include everything from solving the problems using traditional means to the various ways of “gaming” the questions, answering using strategies that are more cognizant of the special format of the tests. Homework will include practice problems and vocabulary acquisition. Test sections will be graded by the students; those problems that the students miss will be communicated to the instructor prior to class to aid him in preparing. Two practice essays will be graded by the instructor. Once completed, the course will provide the student with a real, hands-on familiarity with all of the content and strategies involved.

**Course outline:**

Session 1: Science and Math Sections

Session 2: Math Section

Session 3: Reading Section

Session 4: Writing Section

**Homework:** Practice Problems and Vocabulary

**Course materials:**

[ACT: The Real ACT Prep Guide, 2nd edition, 2007](#) and [SAT: The Official SAT Study Guide, 2nd edition, 2009](#)

## Literature (Middle School): Drama in Myth

**Total classes:** 10

**Duration:** 1 hour

**Instructor:** Kenneth Rolling

**Prerequisite:** None

**Suggested grade level:** 7<sup>th</sup> to 9<sup>th</sup>

**Course description:** Orally transmitted myths were intimately involved in the advent of Greek drama. Since then myths have played a constant part in the dramatic art of Western Civilization. This course examines what myth is and how it has been used in different times and places throughout history to create a common culture in the West.

**Homework:** Readings and study questions will be required to be prepared prior to each class. There will be some memorization of excerpts from plays required for home recitation.

**Course materials:** Available free online or provided free by the instructor.

## Literature (Middle School): Mark Twain; Friends, Fiends, and Freedom in the *Adventures of Huckleberry Finn*

**Total classes:** 6

**Duration:** 1 hour

**Instructor:** Dayspring Brock

**Prerequisite:** Ability to read, understand, and enjoy *Huckleberry Finn* by Mark Twain

**Suggested grade level:** 7<sup>th</sup> to 9<sup>th</sup>

**Course description:** In his lecture notes concerning his most profound work, "Huckleberry Finn," Mark Twain says that "a sound heart is a surer guide than an ill-trained conscience." One of the most beloved American novels written, this story of a young Odyssean wanderer discovers friendship and loyalty through the runaway slave, Jim, and discovers a profound lesson in trusting in the worth of another human being over and against the societal prejudice of the time. Though the work can often be taught as a study on American racism, this course will mostly focus on themes of friendship, loyalty, and the value of the human heart. Students at this age enjoy the masterful plot of this story and will be thoroughly challenged through its reading and lectures. Vocabulary and grammar will be reading based and the paper written will cover a particular theme of the work. The first three lectures will cover the work and the final three lectures will concern the writing.

**Course outline:**

Class 1: Introduction to Huckleberry Finn and the American Novel (please have read Ch. 1-5 for the first class)

Class 2: (Ch. 6-20); Vocabulary due

Class 3: (Ch. 21-35)

Class 4: (Ch. 36-End); Character map due; Writing about a theme

Class 5: Editing the rough draft

Class 6: Final paper

**Homework:** Miss Brock will provide vocabulary, reading quizzes, essay assignment and instructions, and a Final Exam. Answer keys will be provided for parents to grade.

**Course materials:** The [Penguin Classic of Huckleberry Finn](#), ISBN-10: 0143105949. You are free to use any edition, but the student would be best served if the page numbers correspond with the teacher's edition.

## Literature: *Beowulf* and Christ

**Total classes:** 4

**Duration:** 1 hour 15 minutes

**Professor:** Henry Russell, Ph.D.

**Prerequisite:** Ability to read, understand, and enjoy *Beowulf* translated by Charles W. Kennedy

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1/3 semester credit. For a full semester credit, add two of Dr. Russell's other 4-week courses.

**Course description:** This great mini epic will be explored as an allegory that teaches the Anglo-Saxon world how to transform pagan heroic ethos into a pattern for Christian heroism and how to re-envision blind Fate as Godly Providence. The [Charles Kennedy translation](#) is suggested. Be careful not to get a web version that cuts out the Christian elements. This is a book that lies behind J.R.R. Tolkien's depiction of Edoras as well as the warlike virtues of Gondor. Suitable for any high school student who can read the poem and enjoy it. It is preferred that student have pre-read the poem before the first day of class. There will be no homework assigned for this course.

**Course outline:**

Class 1: What is literature and why study it? Typology.

Class 2: Elements of heroism

Class 3: Battles and peace

Class 4: The dragon and sorrows

**Homework:** Quizzes and answer keys are provided.

**Course materials:** *Beowulf: The Oldest English Epic* (Paperback) translated by Charles W. Kennedy

## Literature: *Canterbury Tales* of Geoffrey Chaucer; Trust God and Tradition

(Second in the series *Medieval Lessons for Modern Catholics*. Each course can be taken alone or consecutively.)

**Total classes:** 4

**Duration:** 1 hour 15 minutes

**Professor:** Henry Russell, Ph.D.

**Prerequisite:** The ability to read, understand, and enjoy *The Canterbury Tales* by Geoffrey Chaucer.

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1/3 semester credit. For a full semester credit, add two of Dr. Russell's other 4-week courses.

**Course description:** Chaucer was the master at making nobles laugh at the failings of others until they realized those characters were a bit too much like themselves. This great moralist, like a comic Dante, lets his characters boast and strut until they have convicted themselves out of their own mouths. Let him introduce you to the virtues and vices of his Canterbury Pilgrims and then see how Chauncleer the Rooster teaches us about predestination and the Church of God. To read Chaucer well is to see how subtly the typological allegory can be constructed.

**Course outline:**

Class 1: Trust God and Tradition

Class 2: The Pilgrims

Class 3: The Wife of Bath

Class 4: God's Foreknowledge vs. absolute predestination

**Homework:** Weekly quizzes and answer keys provided.

**Course materials:** Dr. Russell recommends Vincent Hopper's Interlinear Translation that Barron Press put out. That way you can read the Middle English and still see what it means right below each line. If you get something else, please make sure it tries to be poetry and has line numbers.

## Literature: Chesterton; Man of Letters

**Total classes:** 6

**Duration:** 1 hour 15 minutes

**Professor:** Robert Gotcher, Ph.D.

**Prerequisite:** The ability to read, understand, and enjoy the works of G.K. Chesterton

**Suggested grade level:** 11<sup>th</sup> and 12<sup>th</sup>

**Suggested high school credit:** 1/2 semester credit. For a full semester credit add the course *Tolkien and Fairy Stories*.

**Course Description:** G.K. Chesterton, a convert to Christianity, then to Catholicism, is one of the most popular Christian writers of the Twentieth Century. He wrote theology, social commentary, literary criticism, fantasy fiction, poetry, and mysteries. He was a major influence on C.S. Lewis and J.R.R. Tolkien. In this six-week course we discussed in seminar style some of the major works of Chesterton taken from several genres, including, for instance, *The Everlasting Man* or *Orthodoxy*, the biography of St. Francis, a Fr. Brown mystery or two, *Lepanto*, and *The Man Who Was Thursday*.

**Course outline:**

Class 1: Murder Mysteries; Fr. Brown, "The Blue Cross."

Class 2: Narrative poetry; "Ballad of the White Horse."

Class 3: Social commentary; *The Outline of Sanity*, select chapters.

Class 4: History/Biography/Hagiography; *St. Francis of Assisi*.

Class 5: Philosophy and Theology; *Orthodoxy*, Chapter Six.

Class 6: Fiction; *The Man Who Was Thursday*.

**Homework:** Weekly quizzes with answer keys.

**Course materials:** Links to all of the needed reading free online. Or, the books can be borrowed from the library.

## Literature: Homer's *Odyssey*; The Soul of Pre-Socratic Wisdom

**Total sessions:** 7

**Duration:** 1 hour 15 minutes

**Professor:** Henry Russell, Ph.D.

**Prerequisite:** The ability to read, understand, and enjoy *The Odyssey* by Homer

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1/2 semester credit. For a full credit in literature, add Dr. Russell's course on Virgil's Aeneid.

**Course description:** It is easy, and incorrect, to remember Homer's *Odyssey* as a voyage story of great and bizarre adventures. It is instead the quest to restore the broken family and restore relations with the God(s) which have been broken by human fault. The great wanderings fill only 3 to 6 books out of 24. The other 18 are devoted to the

restoration of human order in the family and the kingdom. It takes Odysseus the same twelve chapters to get from the shore of his island Ithaka into full possession of his house in peace as it takes to get him home to Ithaka on his ten-year long quest. It is these beautiful chapters on human relations, as well as the wonders of Odysseus' purgation through his quest, that make the epic a primary book of wisdom for all times and cultures.

**Course outline:**

Class 1: Introduction to the Epics

Class 2: Bks 1-4 The World Whose Fathers Have Been Absent

Class 3: Bks. 5-8 The Glory of Marital Love amid Many Temptations

Class 4: Bks. 9-12 Odysseus' Tragic Flaw and Great Wanderings (Going down to the dead)

Class 5: Bks.13-16 Finding Home as a Strange Land

Class 6: Bks. 17-20 Restraint of Self and Testing of Others

Class 7: Bks. 21-24 Justice and Restoration of the Family and Kingdom

**Homework:** Quizzes, essay topics, plus a Midterm and Final Exam with answer keys are provided.

**Course materials:** [Robert Fitzgerald's translation of the Odyssey](#). If you use another edition you should have one with line numbers or it will be almost impossible to follow along with frequent references to the author's words.

## Literature: *The Iliad*: Glory and the Will of God

**Total classes:** 7

**Duration:** 1 hour 15 minutes

**Instructor:** Henry Russell, Ph.D.

**Prerequisite:** The ability to read, understand, and enjoy *The Iliad*

**Suggested grade level:** 10<sup>th</sup> to 12<sup>th</sup> grade

**Suggested high school credit:** 1/2 semester credit. Follow up with Dr. Russell's Sophocles course for a full semester credit.

**Course description:** Homer's *Iliad*, the ultimate epic of war and the warrior, examines the problem of men who seek individual glory but who must unite to fulfill the will of Zeus. How do they subordinate their own wills to a greater cause, and how much suffering will it take before they learn to do so? On an even greater level, how can a city resist God's gift of an ultimate beauty, even when that beauty comes to them by an act of evil? But what price must even the best of men pay when the community agrees not to punish such evil?

**Course outline:**

Class 1: Introduction to the Epic

Class 2: Books 1 – 4

Class 3: Books 5 – 8

Class 4: Books 9 – 12

Class 5: Book 13 to 16

Class 6: Books 17 – 20

Class 7: Books 21 – 24

**Homework:** Quizzes, essay topics, and a midterm and final exam provided with answer keys.

**Course materials:** *The Iliad*

## Literature: King Arthur and Christ; Heroism and Holiness

(Third in the series *Medieval Lessons for Modern Catholics*. Each course can be taken alone or consecutively.)

**Total classes:** 4

**Duration:** 1 hour 15 minutes

**Professor:** Henry Russell, Ph.D.

**Prerequisite:** The ability to read, understand, and enjoy *Le Morte d'Arthur* by Thomas Mallory

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1/3 semester credit. For a full semester credit, add two of Dr. Russell's other 4-week courses.

**Course description:** King Arthur attempts to build the City of God on earth, as we all must. His noble and sinful knights rise far above themselves under his Catholic kingdom's rule of chivalry. Their fall is also our fall. In Lancelot we will see the crucial role that holiness must play in any heroism, and find that holiness--both personal and of the

nation--is the purpose for which heroism is made. Most editions of this tale have been drastically whitewashed by their modernizers to make it a tale of merely cardinal virtues or generic Christian sentiment. Some have gone so far as to warp it into the service of paganism and witchcraft. Yet the greatest knight in the world sees Jesus and ends as a monk.

**Course outline:**

Class 1: Arthur and typology

Class 2: Loyalty, love, authority, and providence

Class 3: The glory of the Mass

Class 4: The end of Camelot

**Homework:** Quizzes, essay topics, plus a Midterm and Final Exam with answer keys are provided.

**Course materials:** A free PDF file with readings is provided.

## Literature: *Macbeth*; The Catholic Shakespeare

**Total classes:** 4

**Duration:** 1 hour 15 minutes

**Professor:** Henry Russell, Ph.D.

**Prerequisite:** The ability to read, understand, and enjoy *Macbeth* by William Shakespeare.

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1/3 semester credit. For a full semester credit in literature, add two of Dr. Russell's other 4-week literature courses.

**Course description:** The course will explore the play on four levels: 1) What is literally happening and why that is often surprising; 2) What main Christian moral messages are being embodied in the play; 3) The Biblical references that enrich the meaning of the work; and finally, 4) How Shakespeare is presenting the challenges and duties of the Body of Christ within the Elizabethan police state.

**Course outline:**

Class 1: Why *Catholic* Shakespeare?

Class 2: Macbeth's fall

Class 3: Supernatural revolt

Class 4: Defense of the Faith

**Homework:** Students should pre-read the play before the first day of class. Quizzes, essay topics, and a Midterm and Final Exam with answer keys are provided.

**Course materials:** Dr. Russell uses [David Bevington's \*The Complete Works of Shakespeare, 4th edition\*](#), Harper Collins. However, we do not recommend buying this expensive book unless you are going to use it for years. What is necessary is that your edition have line numbers as well as the act and scene divisions. This enables students to stay together with Dr. Russell. There are so many editions that some will have minor differences in line numbers and even wording. Dr. Russell recommends against the Oxford collected plays (by Greenblatt *et al*) and the Dover edition. Signet, Pelican, Arden, Cambridge editions (the regular edition, not the "School" edition) are all fine.

## Literature: *Scarlet Letter*

**Total classes:** 7

**Duration:** 1 hour 15 minutes

**Professor:** Henry Russell, Ph.D.

**Suggested grade level:** 10th, 11th, 12th or college

**Prerequisite:** Ability to enjoy reading the works.

**Suggested high school credit:** 1/2 semester credit.

**Course description:** Two main streams of thought shape the great American novels: one is the fervor of Christianity, the other is the skeptical Deism popularized in the 1700's. In English Romanticism that deism becomes transformed into a confused doctrine of the poet as priest and prophet. Ralph Waldo Emerson transported this doctrine in a form wildly popular for Americans. Although Nathaniel Hawthorne found the idea congenial at first, he became a devastating critic of it in his portrait of Hester Prynne (America's first anti-heroine). This novel is not a condemnation of Puritan intolerance, but rather of the destructive and bigoted God-playing of Hester and her countless American imitators. Our readings in Emerson will provide a brief but clear introduction to the ideas

behind Deism and Romanticism. Then Hawthorne's novel will provide a tightly constructed, claustrophobic response that operates like a Greek tragedy illumined mainly by the comic ending of Pearl's destiny.

**Course outline:**

Class 1: Emerson and Romanticism: "Nature" and "The American Scholar"

Class 2: Emerson, Pantheism, and Transcendentalism: "The Harvard Divinity School Address"

Class 3: Nathaniel Hawthorne Responds: The Scarlet Letter "The Custom House"

Class 4: Nathaniel Hawthorne" The Scarlet Letter Chapters 1-6

Class 5: Nathaniel Hawthorne: The Scarlet Letter Chapters 7-12

Class 6: Nathaniel Hawthorne: The Scarlet Letter Chapters 13-18

Class 7: Nathaniel Hawthorne" The Scarlet Letter Chapters 19-24

**Course materials:** Dr. Russell will be using the [Riverside Edition of \*The Scarlet Letter\*](#) (isbn 0395051428).

**Homework:** Quizzes and answer keys provided.

## Literature: *Sir Gawain and the Green Knight*; Chivalry, Courtesy and Chastity

(First in the series *Medieval Lessons for Modern Catholics*. Each course can be taken alone or consecutively.)

**Total classes:** 4

**Duration:** 1 hour 15 minutes

**Professor:** Henry Russell, Ph.D.

**Prerequisite:** The ability to read, understand, and enjoy *Sir Gawain and the Green Knight* translated by JRR Tolkien

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1/3 semester credit. For a full semester credit in literature, add two of Dr. Russell's other 4-week literature courses.

**Course description:** *Gawain and the Green Knight* is one of the most elegant and merry tales of a heroic Catholic age. The fate of Gawain hangs upon his courtesy and his faithfulness to his word, even in the face of the immortal Green Knight who picks up his own head after Gawain has smitten it off. But what does the Green Knight stand for? Why is he so beautiful and happy and yet so fearsome to all? How can he be allowed in King Arthur's court and in God's Chapel? And why must the tale begin at Christmas but end on New Year's Day?

**Course outline:**

Class 1: Chivalry, courtesy, chastity

Class 2: King Arthur's court

Class 3: Castle's courtesy

Class 4: Confession, not despair

**Homework:** Quizzes, essay topics, and a Midterm and Final Exam with answer keys are provided.

**Course materials:** *Sir Gawain and the Green Knight* translated by JRR Tolkien.

## Literature: Sophocles and Tragedy

**Total classes:** 6

**Duration:** 1 hour 15 minutes

**Instructor:** Henry Russell, Ph.D.

**Prerequisite:** The ability to read, understand, and enjoy Sophocles

**Suggested grade level:** 10<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1/2 semester credit. For a full credit, precede with Dr. Russell's *Iliad* course.

**Course description:** What do Aristotle and the Greek tragedians mean by tragedy? Is it closely related to the Christian concept of godly justice (and therefore to the Christian concept of comedy)? If Sophocles' *Oedipus* is the most perfect tragedy, as Aristotle suggests, then what does that tragedy tell us? And how does *Oedipus at Colonnus*, written twenty years later, come to a completely redemptive ending 400 years before Christ?

**Course outline:**

Class 1: The Nature of Tragedy

Classes 2 to 3: *Oedipus Rex*

Class 4: *Antigone*

Class 5 to 6: *Oedipus at Colonus*

**Homework:** Quizzes, essay topics, and a midterm and final exam provided with answer keys.

**Course materials:** *Oedipus Rex*, *Antigone*, and *Oedipus at Colonus*

## Literature: The Space Trilogy of C. S. Lewis

**Total classes:** 8

**Duration:** 1 hour 15 minutes

**Instructor:** Robert Gotcher, Ph.D.

**Prerequisite:** The ability to read, understand and enjoy The Space Trilogy by C. S. Lewis

**Suggested grade level:** 11<sup>th</sup> and 12<sup>th</sup>

**Suggested high school credit:** 2/3 semester

**Course description:** This is a seminar in which we discuss the Space Trilogy of C.S. Lewis—*Out of the Silent Planet*, *Perelandra*, and *That Hideous Strength*.

**Course outline:**

Class 1: Overview

Classes 2 to 3: *Out of the Silent Planet*

Classes 4 to 5: *Perelandra*

Classes 6 to 7: *That Hideous Strength*

Class 8: Discussion of the entire trilogy.

**Homework:** One literature worksheet for each of the three novels, to be completed before the class period in which they are discussed.

**Course materials:** The Space Trilogy by C. S. Lewis ([Out of the Silent Planet](#), [Perelandra](#), and [That Hideous Strength](#))

## Literature: Tolkien and Fairy Stories

**Total classes:** 6

**Duration:** 1 hour 15 minutes

**Professor:** Robert Gotcher, Ph.D.

**Prerequisite:** The ability to read, understand, and enjoy Tolkien

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1/2 semester credit. For a full semester you can add Dr. Gotcher's *Chesterton: Man of Letters*.

**Course Description:** In this course we discuss in seminar (discussion) format five short stories by J.R.R. Tolkien in light of his essay *On Fairy Stories*. The stories are *Smith of Wooton Major*, *Farmer Giles of Ham*, *Leaf by Niggle*, *The Adventures of Tom Bombadil*, and *Roverandom*. All five stories and the essay are available in one volume, [Tales from the Perilous Realm by J. R. R. Tolkien](#). The assignment will be to write your own fantasy story by the end of the six weeks. It is preferred that students have read [Lord of the Rings](#) before coming to this course.

**Course outline:**

Class 1: Essay: On Fairy-Stories

Class 2: Roverandom

Class 3: Smith of Wooton Major

Class 4: Farmer Giles of Ham

Class 5: The Adventures of Tom Bombadil

Class 6: Leaf by Niggle

**Homework:** In addition to the weekly reading, the student will write his own fairy story.

**Course materials:** The required text is the book [Tales from the Perilous Realm, by J.R.R. Tolkien](#).

## Literature: Virgil's *Aeneid*; The Founding of Nations in the Will of God

**Total classes:** 7

**Duration:** 1 hour 15 minutes

**Professor:** Henry Russell, Ph.D.

**Prerequisite:** The ability to read, understand, and enjoy *The Aeneid* by Virgil.

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1/2 semester credit. For a full credit in literature, add Dr. Russell's course on Homer's *Odyssey*.

**Course description:** When we visit Washington D.C. the great buildings are not imitations of Greek but of Roman architecture. Our country was founded not as a democracy but as a Republic. George Washington was called "The Father of His Country." Each of these three facts, and many more, are due to the enduring and world-wide influence of Virgil's *Aeneid*.

In a Rome weakened by wealth and pleasure, then shattered by civil war, only to unite under an emperor, Virgil celebrated the subordination of individual ambition and pleasure to pietas—a triune duty to God, to the nation built under God's will, and to the future of the family. Building on the brilliance of Homer's *Iliad* and *Odyssey*, as well as Platonic philosophy, Virgil expanded the quest from the restoration of the family and one's individual relation to God to the restoration of the whole nation and its relation to heavenly power. This was the original conception of our nation which our Founding Fathers honored in so many ways, and which we are in great peril as we now forget.

Dante, the greatest of all poets, chose Virgil as his heaven-sent fictional guide, not merely through Hell but Purgatory as well, signaling the seeds of vast Christian wisdom which he found.

**Course outline:**

Class 1: Background of The Aeneid, Rewriting The Odyssey

Class 2: Bks. I and II The Wrath and the Promise of Heaven; Pietas When All Seems Lost

Class 3: Books III and IV False Starts and the Perils of Passion

Class 4: Books V and VI Uniting the Living, the Dead and those yet Unborn, Rewriting The Iliad

Class 5: Books VII and VIII Selfish War; Selfless Allies; and God's View of Time

Class 6: Books IX and X The Glory and the Slaughter

Class 7: Books XI and XII Can the shedding of Civil Blood Ever Cease

**Homework:** Quizzes, essay topics, plus a Midterm and Final Exam with answer keys provided.

**Course materials:** Dr. Russell uses [Robert Fitzgerald's translation of the Aeneid](#). You are free to use any translation you like, but you should have one with line numbers or it will be almost impossible to follow along with frequent references to the author's words.

## Logic: Introduction to Formal Logic

**Total Classes:** 6

**Duration:** 1 hour

**Professor:** Robert Gotcher, Ph.D.

**Prerequisite:** None

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** This course is worth 1/2 semester credit. Dr. Rioux's course *Paradoxes and Fallacies* is the perfect follow up to this course and the two together make up a full semester credit.

**Course Description:** The emphasis on feelings and de-emphasis on proper, logical thinking has left many Americans prey to advertisers and demagogues. Training in logic can help a reader or listener see the truth and falsehood of statements made on the editorial page or on talk radio shows, so he can make proper judgments about important matters. This six-week course establishes the rudiments of formal logic—the construction and detection of valid syllogism and formal and informal fallacies. The emphasis will be on examples taken from popular media.

**Course outline:**

Class 1: Terms

Classes 2 to 4: Propositions

Classes 5 to 6: Syllogism

**Homework:** Logic exercises each week. Final assignment to analyze a paragraph taken from a source for logic.

**Course materials:** [Traditional Logic: Introduction to Formal Logic](#) by Martin Cothran (Memoria Press). The [Answer Key](#) should also be purchased. We do not complete the entire book in our 6 weeks together but you will be given the tools necessary to finish it on your own for full high school credit for one semester.

## Math Boot Camp: Preparing for Pre-Algebra

**Total classes:** 8

**Duration:** 1 hour

**Prerequisite:** Basic computation skills, adding subtracting, multiplying and dividing integers.

**Suggested grade level:** 6<sup>th</sup> to 9<sup>th</sup>

**Suggested credit:** 2/3 semester

**Instructor:** Jean Hoeft, MA

**Course description:** For students who will be taking Pre-Algebra in the fall. Students will begin the rudiments of algebra: solving simple equations, graphing lines and learning about how finding a variable changes everything!

**Course materials:** Provided free by the instructor.

**Homework:** At least 30 minutes every day after the class with a culmination activity on the final class.

## Math Boot Camp: Preparing for Algebra

**Total classes:** 8

**Duration:** 1 hour

**Prerequisite:** Basic math skills, multiplication tables, and fractions a must!

**Suggested grade level:** 7<sup>th</sup> to 10<sup>th</sup>

**Suggested high school credit:** 2/3 semester

**Instructor:** Jean Hoeft, MA

**Course description:** For students who will be taking Algebra I in the fall. Students will brush up on algebra skills using more advanced problem solving and both linear and non-linear equations alike.

**Course materials:** Provided free by the instructor.

**Homework:** At least 30 minutes after each class with a culmination activity on the last class.

## Math: Algebra I; Saxon

**Total classes:** 26

**Duration:** 45 to 60 minutes

**Instructor:** Jean Hoeft

**Prerequisite:** Pre-Algebra

**Suggested grade level:** 8<sup>th</sup> to 12<sup>th</sup> grade

**Suggested high school credit:** 1 full year credit.

**Course description:** This course involves all concepts needed to fulfill national requirements for Algebra I. The topics to include but not be restricted to, operations with integers, rules of multiplicative identity and additive identity, equation solving, exponential function relations, quadratic function relations and their graphs, Cartesian graphing, polynomial relations and functions, radicals and their properties as well as some work with geometric properties as a background for use in Algebra II.

**Course rationale:** Homework is an integral part of the learning process in math. However, homework will be used to formatively assess students' learning, not necessarily to grade. Students grades will be determined 20% by homework completion and 80% on test performance. This means that students must know and understand their mistakes on homework in order to succeed on tests. This insures their honesty and willingness to try things on homework of which they have not mastered. This also frees the learner to share their mistakes with others to insure their knowledge of the corrections and to help others in the learning process. Students will be asked to give feedback frequently during the class to continue their involvement and increase their participation with the instructor in their learning.

**Homework:** Students are assigned 4-5 homework assignments per week with testing done on Fridays.

**Course materials:** Saxon Algebra I Homeschool Kit

## Philosophy: Fallacies and Paradoxes

**Total classes:** 6

**Duration:** 1 hour 15 minutes

**Professor:** Jean Rioux, Ph.D.

**Prerequisite:** *Introduction to Formal Logic* with Dr. Gotcher or other introductory formal logic course preferred.

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1/2 semester credit.

**Course description:** This course is devoted to learning about, and identifying, examples of flawed reasoning. One sort of logical mistake, the fallacy, can arise on account of the subject matter about which one reasons (language-based, or linguistic, fallacies), or through being inattentive to the structure (or form) of one's reasoning (non-linguistic, or formal, fallacies). There is also a class of logical error called paradoxes, in which reason finds itself trapped between two, apparently sound, but incompatible lines of reasoning; something is wrong here, but what, exactly? Analyzing paradoxes, and their solutions, helps us better to understand the nature of human reasoning itself, and how best to assure that we arrive at the truth (and not falsity) through its use.

**Course outline:**

Class 1: Linguistic Fallacies and Formal Non-Linguistic Fallacies (theory)

Class 2: Linguistic Fallacies and Formal Non-Linguistic Fallacies (application)

Class 3: Formal Non-Linguistic Fallacies and Material Non-Linguistic Fallacies (theory)

Class 4: Formal Non-Linguistic Fallacies and Material Non-Linguistic Fallacies (application)

Class 5: Logical Paradoxes (examples)

Class 6: Logical Paradoxes (resolutions and implications)

Note: The "theory" classes are devoted to laying out what fallacies there are and why they are fallacies; the "application" classes would consist of going over lots of examples, and asking students to classify the fallacies on the basis of distinctions already made.

**Homework:** There is no written homework for this course. However, there is assigned reading.

**Course materials:** The text is provided free of charge by Dr. Rioux.

## Philosophy: What Do Philosophers Do and How Do They Do It?

**Total classes:** 8

**Duration:** 1 hour 15 minute

**Instructor:** Jean Rioux, Ph.D.

**Prerequisite:** None

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup> grade

**Suggested high school credit:** 2/3 semester credit for Philosophy

**Course Description:** Aristotle famously said, "all men by nature desire to know". For over 2600 years philosophers have grappled with life's profound questions. Seeking answers, they left their conclusions behind, along with the arguments supporting them. In this course we will be studying some of the better-known philosophical arguments in light of the issues they have addressed. From the allegory of the cave to the 5 ways of St. Thomas Aquinas to Pascal's wager, these arguments can serve as a brief introduction to the life and work of philosophers to anyone who would like to discover more about the "examined life".

**Course outline:**

Class 1: Plato's "allegory of the cave", from the Republic

Class 2: Aristotle on happiness and moral virtue, from the Nicomachean Ethics

Class 3: St. Augustine on choosing evil, from the Confessions

Class 4: St. Anselm of Canterbury's and René Descartes' "ontological" arguments, from the Proslogion and the Meditations, respectively

Class 5: René Descartes on how I may know of my own existence, from the Meditations

Class 6: Blaise Pascal on the "wager" argument, from the Pensées

Class 7: St. Thomas Aquinas on the possibility of proving God's existence, from the Summa Theologiae

Class 8: St. Thomas Aquinas' "five ways", from the Summa Theologiae

**Course materials:** Reading materials are provided free in the form of a pdf file. References to the readings made during the course will be to this version. Students are expected to read the short selections (about 2 pages, on avg.) carefully before each session.

**Homework:** Apart from the reading for an upcoming class, students are expected to respond to a few questions from the previous class.

## **Philosophy: What is Beauty?**

**Total classes:** 10

**Duration:** 1 hour

**Instructor:** Kenneth Rolling

**Prerequisite:** None

**Suggested grade level:** 10<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 3/4 semester credit for philosophy

**Course description:** This course provides a survey of various authors' attempts to answer the questions, "What is beauty?" and, "What is the meaning of the beautiful?" Plato, Aristotle, St. Augustine, St. Thomas Aquinas, and St. Bonaventure will be read and considered, among others.

**Homework:** Students will be expected to read excerpts from various authors and to complete written responses to study questions for each class.

**Course materials:** Available free online or provided by instructor.

## **Science: Blood; In Sickness and in Health (Anatomy & Physiology)**

**Total classes:** 6

**Duration:** 1 hour

**Instructor:** Kris Correira, PA

**Prerequisite:** None

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup> grade

**Suggested high school credit:** This course is worth 1/2 semester of science. For a full semester credit then add Kris Correira's Science: Immunity; In Sickness and in Health.

**Course description:** You won't faint at the sight of blood in this virtual class! We'll explore what blood is and does, how it is made, how it clots, and blood typing. We'll also look at how blood is tested in a medical laboratory, what the results are when a person is healthy and how it changes in illness. Each student will present their own research into a specific blood disorder of his or her choosing.

### **Course outline:**

Class 1: Function and Composition, Hematopoiesis

Class 2: Blood Clotting

Class 3: Structure and Function of Hemoglobin, Blood Typing

Class 4: CBC

Class 5: Anemia

Class 6: Leukemia and Other Bone Marrow Diseases

**Homework:** 1) Read the material listed each week; 2) Two labs, one where the students determine their blood types one week and another where they examine slides another week; 3) Final paper and presentation.

**Course materials:** The course includes a blood typing and microscope lab for which you will need to order supplies. Ordering information is provided and will cost around \$20. All other materials will be made available free online.

## **Science: Immunity in Sickness and in Health (Anatomy & Physiology)**

**Total classes:** 6

**Duration:** 1 hour

**Instructor:** Kris Correira, PA

**Prerequisite:** None

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup> grade

**Suggested high school credit:** This course is worth 1/2 semester of science. For a full semester credit then add Kris Correira's Science: Blood; In Sickness and in Health.

**Course description:** The immune system is actually several systems working together to protect the body. In this course students will learn about the overall structure of the lymphatic system, the inflammatory response, and the

immune response, including compliment, antibodies, and T cells. You won't get sick of this course!

**Course outline:**

Class 1: Organization of the Immune System

Class 2: Pathogens and Innate Immunity

Class 3: Antigens and Antibodies

Class 4: Humoral Immune Response

Class 5: Cellular Immune Response

Class 6: Immune System Pathophysiology

**Homework:** Quizzes and answer keys provided by Mrs. Correira.

**Course materials:** *The Immune System (The Human Body, How It Works)* by Gregory J. Stewart, Denton A., M.D. Cooley. Other resources available free online.

## Theology: Apologetics Boot Camp

**Total classes:** 8

**Duration:** 1 hour

**Instructor:** Gary Michuta

**Prerequisite:** None

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Course description:** Many Protestants attack the Faith of Catholics because they believe the Church is a false system leading people away from Christ. This class is a training session to help kids learn explain, defend, and share their Catholic Faith in a loving and effective way. The students will learn what do say and most of all how to say it. It will include, if the students are willing, mock-dialogues and other exercises so that they can practice putting the lesson plans into action. Students will learn how to engage in dialogues on: Salvation / Eternal Security, Sola Scripture [the Bible Alone], The Papacy, The Eucharist / The Sacrifice of the Mass, and Marian doctrines

**Homework:** No written homework. Reading assignments are required for preparing for class.

**Course materials:** Provided free by instructor.

## Theology: Catholic Spiritual Writers

**Total sessions:** 6

**Duration:** 1 hour 15 minutes

**Professor:** Robert Gotcher, Ph.D.

**Prerequisite:** None

**Suggested grade level:** 10<sup>th</sup> to 12<sup>th</sup> grade.

**Suggested high school credit:** 1/2 semester credit.

**Course Description:** A look at the basic principles of Catholic spirituality as they are explained by some of the great spiritual writers, such as St. Augustine, St. Francis of Assisi, Thomas a Kempis, St. Ignatius of Loyola, St. Francis de Sales, and St. Therese of Lisieux. We especially emphasize their application to the life of the young laity.

**Course outline:**

Class 1: Nature and History of Catholic Spirituality and CCC on Prayer

Class 2: Desert Fathers and St. Benedict

Class 3: St. Francis of Assisi and Thomas á Kempis

Class 4: St. Ignatius of Loyola and St. Teresa of Avila

Class 5: St. Francis de Sales and St. Therese of Lisieux

Class 6: Summary and Conclusion

**Homework:** The assignment is to pick one of the great spiritual classics, read the entire book over the six weeks of the course, and keep a journal of reflections as you read.

**Course materials:** The text is [\*The Classics of Catholic Spirituality\*](#) by Fr. Peter John Cameron, O.P. (editor of the English language edition of Magnificat magazine). It is very inexpensive (\$7). The rest of the texts from the great spiritual writers are available free online.

## Theology: Christian Anthropology; Who Am I?

**Total classes:** 8

**Duration:** 1 hour

**Instructor:** Miss Ashour, MTS; M Hum

**Prerequisite:** None.

**Suggested grade level:** 11<sup>th</sup> to 12<sup>th</sup> grade

**Suggested high school credit:** 2/3 semester credit in theology

**Course description:** The student will study the foundational aspects of Christian Anthropology (the Catholic vision of what it means to be human). With this understanding, the student in this course will be challenged to apply such principles to being “in the world, not of the world,” with a critical mind of recognizing distortions regarding the human person that the world holds. Furthermore, the student will delve deeply into Trinitarian and Soteriological (how we are saved) theology in that we are made in the image and likeness of the Trinitarian God and in that Jesus’ death on the Cross gives the highest and deepest revelation of what it means to be human.

**Course Goal:** The student, through his/her embracing of this theological perspective, will be invited to grow in his/her humanity to become “St. Me,” the person he/she was made to be and whom he/she co-creates with God.

**Course outline:**

Class 1: Foundational Introduction to Theology

Class 2: Study of Man; Solitude for Communion

Class 3: The Goal of Kenosis for Union and Communion with God, within ourselves, others, and creation.

Class 4: The Sacramental View of Reality

Class 5: Nominalism’s Role in our Understanding of the Human Person/William of Ockham

Class 6: “Man’s Conquest over Nature”—Francis Bacon’s Influence on Modernity

Class 7: Tough Questions and Loving Responses, all based on Anthropology

Class 8: Summation of Entire Course

**Homework:** Weekly Quizzes, Major Project, & Final Exam. Answer keys provided.

**Course materials:** The reading assists the student in delving into a deep understanding of the human person, along with its application to the moral life and spirituality.

1. The Bible—Gen 1-3; Rom 3:21-8:39;

2. [The Catechism of the Catholic Church](#) paragraph #'s 249-421;

3. *The Documents of Vatican II*—[Gaudium et Spes](#), especially Part I;

4. [Redemptor Hominis](#) (Pope John Paul’s 1<sup>st</sup> encyclical)

5. Pope Benedict’s address at Regensburg: ZE06091209 - 2006-09-12 Permalink: <http://www.zenit.org/article-16955?l=english>;

6. [The Weight of Glory](#) and “[Man or Rabbit](#)”, both by CS Lewis.

**Optional course materials:** For those who want more of a challenge and more credit earned: CS Lewis’ [The Abolition of Man](#); Thomas Howard’s [Chance or the Dance](#); J. Budziszewski’s [What We Can’t Not Know](#) (Part I); Dr. Joyce Little’s [The Catholic Church and the Culture War](#) (esp. the part about egalitarianism).

## Theology: Ecclesiology I (The Study of the Church, Part 1)

**Total classes:** 4

**Duration:** 1 hour

**Instructor:** Monica Ashour, M.T.S., M.Hum.

**Prerequisite:** None

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1/3 semester credit. For a full semester enroll in 2 more of Miss Ashour’s 4-week courses.

**Course description:** The students in this course will study the nature of the Church, that is, how She is in the “nature of a sacrament” (Lumen Gentium), along with her other aspects, particularly how the Church is Body and Bride of Christ, “the most apt” description of herself (Lumen Gentium). Once we have established Jesus Christ as the Bridegroom of His Body-Bride, the Church, and the consequences arising thereof, we then move naturally to theological ramification of dogmatic teachings such as the 4 Marks of the Church, authority (especially infallibility) and hierarchy, and Mariological teachings. A particular focus will include Pope Benedict’s writings about ensuring that the Church’s feminine qualities be of primacy to ensure that the Church is not seen merely in a “masculine,

structural, purely theoretical way” but that the Marian “mystery exists” (Mary: The Church at the Source).

**Course goal:** The final goal of this course is for each student to glorify the Father as a person “fully alive” (Ireneas) as he/she grows in his/her encounter with Jesus Christ, the Head of the Church, and with the Holy Spirit, the Soul of the Church, for all of time and eternity. The proximate goal is for the student to see the wondrous gift of the Catholic Church so as to become resolute in his/her lifelong commitment to Jesus’ Body-Bride.

**Homework:** None

**Course materials:** Optional reading assignments provided

## Theology: Introduction to the Bible; New Testament

**Total classes:** 8

**Duration:** 1 hour

**Instructor:** Robert Gotcher, Ph.D.

**Prerequisite:** none

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 2/3 semester

**Course description:** The New Testament is the record of God’s final and definitive saving intervention in the history of mankind through His Incarnate Son and the Holy Spirit in the Church. This course will focus on the meaning of the life of Jesus, the history and destiny of the Early Church as related in the Gospels, as recorded in Acts, Epistles, and Revelation. We will emphasize methods for reading passage so as to more fully grasp God’s intent for us.

**Course outline:**

Class 1: The New Testament overview and tools

Class 2: Ways to read the Bible

Class 3: Genres of New Testament Writing

Class 4: Greek terms

Class 5: Greco-Roman Background of the New Testament

Class 6: Hebrew and Greco-Roman culture

Class 7: History of the New Testament period

Class 8: Composition of the New Testament

**Homework:** Online readings from Bible. There will be a short on-line quiz after each class period based on reading and class material. Final exam.

**Course materials:** A Catholic Bible.

## Theology: Introduction to the Bible; Old Testament

**Total classes:** 8

**Duration:** 1 hour

**Instructor:** Robert Gotcher, Ph.D.

**Prerequisite:** none

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 2/3 semester

**Course description:** The Old Testament is the record of God’s initial interaction with His Creation and the human race and His preparation the People of God for the coming of the Messiah. This course will focus on the historical development of Israel from the patriarchs to the Maccabees. We will emphasize methods for reading a passage so as to more fully grasp God’s message for us.

**Course outline:**

Class 1: The Old Testament overview

Class 2: Old Testament concept of God

Class 3: Old Testament concept of man

Class 4: Old Testament concept of the world (cosmos)

Class 5: Hebrew terms in the Old Testament

Class 6: Man and woman, marriage, family

Class 7: History of the Old Testament period from creation to the Roman Empire

Class 8: How to Study an Old Testament passage.

**Homework:** Online readings from Bible. There will be a short on-line quiz after each class period based on reading and class material. Final exam.

**Course materials:** A Catholic Bible.

## Theology: Sacramental Theology I

**Total classes:** 4

**Duration:** 1 hour

**Instructor:** Monica Ashour, M.T.S., M.Hum.

**Prerequisite:** None

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1/3 semester credit. For a full semester credit in Theology then enroll in 2 more of Miss Ashour's 4-week courses.

**Course description:** Knowing the catechetical aspects of the sacraments is essential for Catholics. Yet, for those who desire to go deeper into the understanding of their sacramental life, the theological underpinnings serve as a gateway to a poignant vision of Christianity. Therefore, this course will demonstrate how all of the sacraments are connected to Christ's gift of Himself on the Cross and to the Trinity's eternal exchange of life and love which we receive in every sacrament. Catechetical terms such as *ex opere operato* and *ex opere operantis*, matter and form, and grace will come alive for the student as he/she grows in theological understanding. With a broad stroke, we will cover each sacrament's theological richness.

**Goal:** Students will come to see the why's behind the Sacraments and, thus, be enriched in his/her life of faith.

**Homework:** None

**Course materials:** Optional reading assignments to be provided

## Theology: The Trinity

**Total classes:** 6

**Duration:** 1 hour

**Instructor:** Robert Gotcher, Ph.D.

**Prerequisite:** none

**Suggested grade level:** 11<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1/2 semester

**Course description:** The reality of the Trinity, whom we worship, permeates all reality, including all human history. We are destined to spend eternity sharing the life of the Trinity. In order to love God more fully, this class will help you know who God is as Trinity. What is the content of the Church's teaching? How did the Church receive it? What does it mean for me in my life?

**Course outline:**

Class 1: Who is God?

Class 2: The Trinity in the CCC

Class 3: The Trinity in the Bible

Class 4: The Trinity in the Theologians

Class 5: The Trinity in the World

Class 6: The Trinity in the Liturgy

**Homework:** Online readings from CCC, Bible, Church Fathers, Aquinas, the Liturgy of the Mass. There will be a short online quiz after each class period based on reading and class material. Final exam.

**Course materials:** Catechism of the Catholic Church, Bible, and a Missal. Other readings available free online

## Theology: The Mass Explained

**Total sessions:** 6

**Duration:** 1 hour

**Professor:** Robert Gotcher, Ph.D.

**Prerequisite:** None

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1/2 semester credit.

**Course Description:** In order to participate fully in the Mass, we need to understand it better. The Bible provides many images and ideas that are the basis for the structure and prayers of the Mass. This course looks at these Biblical ideas and explains how they are realized and fulfilled in the celebration of the Mass. Some of the images include the Trinity; temple, priest and sacrifice; the Passover and the Exodus; and the bridegroom/bride. In this course we will look closely at the prayers and structure of the Mass in light of these images and ideas. This course will not require written assignments. It will involve reading from the Bible.

**Course outline:**

Class 1: Ordinary of the Mass

Class 2: What is the liturgy

Class 3: The Inner Life of the Trinity

Class 4: Old Testament Texts

Class 5: New Testament

Class 6: Stages of Our Approach to God

**Homework:** No written homework assigned but there are weekly reading assignments.

**Course materials:** Any missal with the ordinary of the 1969 Missal and any Catholic edition of the Bible. Both are also available online, but it is if you have a hard copy, rather than clicking back and forth. You may also want a copy of the 1962 Missal on hand, since Dr. Gotcher refers to it occasionally.

## Theology: Moral Theology I

**Total sessions:** 4

**Duration:** 1 hour

**Instructor:** Monica Ashour, M.T.S., M.Hum.

**Prerequisite:** None

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1/3 semester credit. For full semester credit enroll in 2 more of Miss Ashour's 4-week courses.

**Course description:** This course focuses on the moral life, first of all, within the context of man's vocation in Christ, the model of holiness, who took the form of a slave, emptied himself, and learned obedience through suffering; secondly, within the context of man's natural endowments, his capacity for virtue; and finally, within the context of charity as the form of the virtues and the goal of all man's strivings since "God is love" (1Jn 4:8).

**Goal:** Each student, challenged and emboldened to think deeply, will receive skills to meet the challenges of living "in the world but not of the world."

**Course outline:**

Class 1: Review of Christian Anthropology: Man made in God's image and likeness

Class 2: 3 fonts of the moral act.

Class 3: Nominalism and William of Ockham's influence on Moral Theology, leading to relativism.

Class 4: Virtue and vice; emotions' proper role; Marriage and sexuality.

**Homework:** Quizzes and answer keys.

**Course materials:** Provided by the instructor.

## Theology: Social Ethics I

**Total sessions:** 4

**Duration:** 1 hour

**Instructor:** Monica Ashour, M.T.S., M.Hum.

**Prerequisite:** None

**Suggested grade level:** 9<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1/3 semester credit. For a full semester credit in Theology then enroll in 2 more of Miss Ashour's 4-week courses.

**Course rationale:** "...[B]y reason of their special vocation it belongs to the laity to seek the kingdom of God by engaging in the temporal affairs and directing them according to God's will. ...There they are called by God that,

being led by the spirit to the Gospel, they may contribute to the sanctification of the world, as from within like leaven, by fulfilling their own particular duties" (Lumen Gentium 31). Such a statement undergirds the teaching of this course as we seek to know the proper role of the faithful Catholic in the secular sphere.

**Course goal:** Each student, comprehending his/her exalted role in society, will acknowledge and begin to live out his/her role as a Catholic in the world.

**Course outline:**

Class 1: Dignitatis Humanae; "Reverse Clericalism" (Russell Shaw); the role of the laity (Gaudium et Spes); voting and political action; Just War Theory, capital punishment.

Class 2: "The fundamental option for the poor" (its correct and incorrect usage); Liberation Theology (and Pope Benedict's critique); the fall of communism and its revival in other forms; private property, capitalism.

Class 3: The attack on the Church; media bias; Planned Parenthood, the ACLU and other organizations; the Catholic Moment Theory (Cardinal Stafford); the American Project.

Class 4: Vocations: The Universal Call to Holiness; the Priesthood, Marriage, and Religious Life; discernment (Fr. Michael Scanlon's 5 C's), public and person prayer, spirituality.

**Homework:** Quizzes and answer keys.

**Course materials:** Provided by the instructor

## Theology: Pope John Paul II's Theology of the Body I

**Total classes:** 4

**Duration:** 1 hour

**Instructor:** Monica Ashour, M.T.S., M.Hum.

**Prerequisite:** None

**Suggested grade level:** 11<sup>th</sup> to 12<sup>th</sup>

**Suggested high school credit:** 1/3 semester credit. For full semester credit enroll in 2 more of Miss Ashour's 4-week courses.

**Course Rationale:** In order to live the *abundant life* that Jesus said He came to bring us, we need to know who we are, made in God's image and likeness. A new vision of such anthropology has been given to us by God through the St. Pope John Paul II's Theology of the Body (TOB). A deep, proper study of this work brings with it a renewal of the person who embraces such teachings. The late Holy Father's biographer, George Wiegel, called it a "time bomb" set to go off sometime after the Pope's death. Cardinal Angelo Scola remarks that every area of Catholic thought can be undergirded by the Theology of the Body, thus, this course will not only offer an opportunity for ongoing renewal for the student but also a basis to explore other areas of his/her faith with TOB as a foundation.

**Course Description:** This 4-course overview of Pope John Paul's Theology of the Body will give a "bird's eye" perspective of the whole of TOB. Far from relegating TOB to the area of sex and sexuality, TOB provides meaningful tools to see one's life in the context of Jesus' love for His Church and the life and love of the Blessed Trinity. Homework and quizzes will be provided but are optional. Recommended for 11th and 12th grade students.

**Course outline:**

Class 1: Overview of TOB, its origin and goal.

Class 2: Fallen man.

Class 3: Redeemed man.

Class 4: Eschatological (at end of time) man:

**Homework:** Additional reading assignments

**Course materials:** Provided by the instructor.

## Writing: How to Write a Research Paper (Writing for College)

**Total classes:** 6

**Class length:** 1 hour

**Professor:** Robert Gotcher, Ph.D.

**Prerequisite:** None

**Suggested grade level:** This is a college preparatory course for 11<sup>th</sup> to 12<sup>th</sup> grade

**Suggested high school credit:** This course is worth 1/2 semester credit.

**Course description:** What are the characteristics of excellent writing in the eyes of college professors? This course will use the rhetorical arts to help turn competent writing into impressive writing. What are the essential components of an excellent piece of nonfiction writing? How does one write a compelling introduction and conclusion? How does one argue effectively for one's position? What are important mistakes to avoid?

**Course outline:**

Class 1: Characteristics of a well-written college level research paper.

Class 2: Basic outline of a paper: introductory paragraph(s), body, & conclusion. Special focus on thesis & "hook."

Class 3: Argumentation in the body of the paper. There are three types of appeal in classic rhetoric, ethos, pathos, and logos. Also focus on logos or rational argumentation. Plus anticipating objections

Class 4: Review thesis, hook, and argumentation. Discuss syllogism, major premise, minor premise, and conclusion.

Class 5: Review 4 types of writing: expository essay, textual analysis, argumentative research paper & book review.

Class 6: Review practical suggestions about formatting and editing. Discussion on plagiarism.

**Homework:** The course will work with previous writing samples of the students, as well as composition exercises, culminating in the writing of a short argumentative essay.

**Course materials:** Everything provided free online or by Dr. Gotcher.

# Frequently Asked Questions

**Q: Are your instructors Catholic?**

**A:** Yes, all of our instructors are Catholic and loyal to the Magisterium. Therefore, all of our courses are taught with a strong Catholic ethos.

**Q: How are high school credits applied?**

**A:** Parents are the ultimate authority on their children's work. We give a Suggested High School Credit for each course. This suggestion is based on the student who participates fully in class, completes all assignments, and spends time outside of class reading, researching, and writing.

**Q: Is Homeschool Connections an accredited school?**

**A:** No. The accreditation process for independent online schools is beyond reasonable at this time. For the purpose of high school transcripts this should not be an issue. College admissions departments are use to accepting credits from homeschool families, who are of course entirely unaccredited, as well as from private Christian schools, many of which are also unaccredited.

**Q: Are you a full blown home study school?**

**A:** No, we do not provide record keeping or counseling services. Homeschool Connections was created to supplement what parents are already doing. We have families take advantage of our courses that are enrolled in Seton, Kolbe, Mother of Divine Grace, etc. We also have many families who design their own curriculum using classical, unit studies, Charlotte Mason, and other pedagogical models. We're here to help families, from those who consider themselves unschoolers to those who follow a very strict scope and sequence. Our goal is to meet parents where they are and help them get the most out of their resources.

## Questions about Live Courses

**Q: What kind of equipment do I need?**

**A:** Students are required to have a computer, high-speed internet, and a [headset with microphone](#).

**Q: How does a student "attend class"?**

**A:** Students receive an email with a link to the "classroom." Classes take place in an audio/visual classroom where the teacher and students meet in a real time environment. The instructor converses directly with students. The student is able to see and hear the voice of the instructor. Students can respond two ways. They can type in chat or "raise their hand" to respond orally using their headset.

**Q: Your courses are very reasonable but still my budget is limited. How can I save money on your live courses?**

**A:** First, take advantage of the early enrollment discounts. They can save you \$10 to \$75 per course. Second, sign up for our online newsletter. We sometimes offer \$10 off coupons on top of the early enrollment discount. To sign up see our website where the link is in the top right corner.

**Q: How do I get the Early Enrollment Discount?**

**A:** All you do is enroll before the deadline. The discounted price is automatic.

**Q: Will the instructor be available outside of class time?**

**A:** Yes. All of our instructors are available during class time through question and discussion, as well as via e-mail at any time in between live classes.

**Q: How does my child prepare for the classes and get the most out of them?**

**A:** There are many things a student can do to prepare for and to take full advantage of the courses, including:

- Come to class having read or completed any assignments from the week before.
- Prepare a notebook for the course to take written notes during classes and review afterwards.
- Participate fully during class time by keeping chats on topic, raising his hand with questions or comments, focusing on the lecture, and avoiding distractions.
- Email the instructor in between classes if any questions arise about course content or homework.
- Go back and watch the recorded class or review the Power Point if needed.
- Visit the Moodle page often for additional helps. (Moodle is our free educational software.)

**Q: What about vacations and breaks?**

**A:** There are no classes most holy days and holidays. Some instructors also offer a break midcourse. If you have a break that does not correspond with our course calendar, you can take a break whenever you like as long as the student watches the recorded class and completes any homework in a timely manner.

**Q: What if my child misses a class?**

**A:** All classes are recorded and made available to students within 24 hours. In the case of a missed class, a student can go back and watch the recorded class.

**Q: What are the course terms? How long are they?**

**A:** With the exception of summer courses, our live courses vary in length from 6 to 12 weeks.

**Q: What day of the week and what time are classes held? Also, how long does each class last?**

**A:** Each class lasts 60 to 75 minutes, once a week, Monday to Saturday. Classes are scheduled between the hours of 10:00 am to 8:00 pm Eastern to accommodate the varying schedules of homeschool families.

**Q: How many students are in each class?**

**A:** Courses vary in the number of students enrolled, from 5 to 25. We currently average 12 students per class.

**Q: How much time per day or week will my child need to devote in order to do well in this course?**

**A:** Generally speaking, students should allow 2-5 hours a week, depending on the course. Of course, the amount of time spent on schoolwork depends on how much a student wants to get out of the course and learn.

**Q: When should we order the course materials?**

**A:** We do our best to keep costs down for families. Therefore, many of the course materials are available free online. Allow 2 to 3 weeks for materials that need to be borrowed or purchased.

**Q: Which Latin course is right for my student?**

**A:** Circumstances vary greatly from student to student. The course descriptions for the Latin courses include prerequisite information. Also, we are available by email to help make determinations in individual cases.

**Q: How does a student access the recordings and homework?**

**A:** We use an educational software called Moodle. This software is free to our students. It is very user friendly so you may easily access everything necessary to help you make your course a success. Each student is given a unique user name and password so homework assignments and grades are kept private.

**Q: How are the courses graded?**

**A:** Parents are the ultimate authorities in grading their children. Some Homeschool Connections instructors provide graded homework with feedback. Other courses provide tests with answer keys for the parent to grade. We do not provide transcripts, so it is up to the parent to determine final grades and record them.

**Q: How do I keep track of my student's grades?**

**A:** In the case of courses that do provide graded homework, the grades are uploaded on the Moodle site and can only be accessed by you. You have access to all course materials (recordings, grades, links, tests, etc.) for 6 months after the completion of each course.

**Q: What do I do if I'm unable to take a course once I've already enrolled?**

**A:** Because of busy schedules and potential conflicts with the class times, some people may find that they have to drop a course. You may cancel enrollment in a course up to one week before the first class without penalty.

**Q: What if a course is not what I expected and I want to cancel after the start date?**

**A:** If you find, after the first class but before the second class, that the course is not a good fit for your student, then a full refund will be made. This is our 100% money-back guarantee. You must notify us before the second class to take advantage of this guarantee.

**Q: Why should I pay \$120 for an 8-week course when I can sign up for unlimited recorded courses for only \$30 a month?**

**A:** Both the live and recorded courses have their advantages but there are more benefits from the live courses. For example, they give students a real live class experience where they can interact with fellow students. Students have complete access to the instructor, during and in between classes, should they have questions or would like to explore a concept more deeply. For courses with graded homework, the parent is saved that task. In addition to letter grades, instructors give comments to help the student better understand what they're doing right or wrong.

The recorded courses are cheaper and can be taken at a student's own pace on his own schedule 24/7. A younger student can take his time while an older or advanced student can accelerate his work. Plus, there is no need to fit your schedule into the instructor's schedule.

## Questions about Recorded Courses (Subscription Service)

**Q: How much does it cost?**

**A:** Our 300+ hours of courses and content are available for only \$1 for the first seven days and **only \$30/month** thereafter. You can subscribe for as long or as short as you need.

**Q: How do I subscribe?**

**A:** Visit our website, [www.homeschoolconnectionsonline.com](http://www.homeschoolconnectionsonline.com). Click on *Courses* and then *Subscription Service*. There is more information there as well as a *Subscribe* button. Payment is made via credit card or PayPal.

**Q: How do I unsubscribe?**

**A:** Again, visit the website. You'll find the *Unsubscribe* button next to the *Subscribe* button for your convenience.

**Q: Is there a long term commitment?**

**A:** No. You can cancel anytime. Once you subscribe, the subscription fee will renew automatically each month until you cancel.

**Q: What should I expect once I subscribe?**

**A:** Once you have subscribed, you will receive a confirmation email within a few hours with your unique user name and password. You will then have complete access to the available recorded courses 24/7.

**Q: Before I subscribe, I'd like to know exactly what you offer. How do I know what courses are available?**

**A:** All of our current recorded courses are listed in this catalog. All of our live courses are converted to recorded courses within 3 to 6 weeks upon completion.

**Q: What all comes with the recorded courses?**

**A:** You get the class recordings plus related materials, which can include:

- Related links
- Pdf files
- Homework assignments
- Answer keys
- Power Points

By the summer of 2012 we expect to have over 750 hours of recorded courses available to you.

**Q: How quickly are the live courses converted to recorded courses?**

**A:** Live courses without graded homework usually become available to subscribers within 3 weeks of the last class. Live courses with graded homework usually become available within 6 weeks of the last class.

**Q: Do you grade homework for the recorded courses?**

**A:** No, grading is to be done by the parents. Answer keys are provided where necessary. A few instructors will make themselves available for grading in their recorded courses for an additional fee.

**Q: Do I need to buy a subscription service for each individual child?**

**A:** The subscription service is for your entire immediate family. So, even if you have multiple middle and high school children you only need to purchase one subscription service. If you are using the subscription service as part of a co-op made up of several families then each family is required to purchase their own subscription to the recorded courses. User names and passwords are not to be shared outside of your immediate family.

**Q: My high school student is no longer homeschooled. Can she use the subscription service?**

**A:** Yes. The recorded courses are available to anyone. They are a great way to supplement private or public education and bring Catholic understanding to a student's core subjects whether it be during the school year or during summer break. We've also had parents sign up for the service to re-educate themselves either for their own edification or to prepare themselves to homeschool their children.

# Sample Transcript

See [www.donnayoung.org](http://www.donnayoung.org) for more homeschool forms.

Name: Ignatius Smith

Gender: M

Birth Date: 01/04/1995

Address: 2306 Marion Lane

Big Town, State, Zip

School Name: Smith Family Academy

Graduation Date: 5/2013

Phone: 111-555-3333

Person to Contact: Dad or Moms Name

Grade	Year	Course Title	1 <sup>st</sup> Semester		2 <sup>nd</sup> Semester		Final		Yearly Cumulative Totals	
			Grade	Credit	Grade	Credit	Grade	Credit	Credits	GPA
9	09-10	Latin I	B	0.50	B	0.50	B	1.0	6	3.4
		Logic / Philosophy	B	0.50	B	0.50	B	1.0		
		Literature: AncientEpic	A	0.50	A	0.50	A	1.0		
		Science:Anatomy&Physiology	C	0.50	A	0.50	B	1.0		
		Theology I	A	0.25	B	0.25	A	0.5		
		History: Middle Ages	B	0.25	B	0.25	B	0.5		
		Algebra	A	0.50	A	0.50	A	1.0		
10	10-11	Latin II								
		Literature: Middle Ages								
		History: Renaissance								
		American Government								
		Philosophy:What&Why								
		Science: Earth Science								
		Precalculus								
Theology II										
11	11-12	Latin III								
		History: American								
		Theology: Apologetics								
		Writing for College								
		Advanced American Gov.								
		Literature: American/Modern								
		Science: Biology								
Geometry										
Economics										
12	12-13	German I								
		History: World								
		Science: Physics								
		Theology: Bible								
		Calculus								
		AP Literature & Comp.								
		Life Skills								

Credits and Grading Scale: A 90-100; B 80-89; C 70-79; D 60- 69; F below 60

Weight for one-credit courses (120 hours): A=4; B=3; C=2; D=1; F=0 AP Courses: A=5; B=4; C=3

Activities: Library Volunteer, Debate Club, Art Guild Member, Museum Volunteer

[enter test scores such as ACT/SAT etc.]

Signed: Your signature here

Date: date here

# Sample Planning Form

See [www.donnayoung.org](http://www.donnayoung.org) for more homeschool forms.

## Monthly Goals and Curriculum Plan

Student: \_\_\_\_\_ Ignatius Smith \_\_\_\_\_ School Year: \_\_\_\_\_ 2011/2012 \_\_\_\_\_

SUBJECT	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY
MATH									
SCIENCE									
HISTORY									
ENGLISH									
LITERATURE									
VOCABULARY / SPELLING									
THEOLOGY									
OTHER									