

Tree of Life School

*"Wisdom is a tree of life to those to those who embrace her."
Proverbs 3:18*

*The Great Ideas I: God and Man
Online Class
Course Outline*

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The Study of the Great Ideas in the Great Books

Introduction

A good education should include an opportunity for students to wrestle with some of the weighty questions that come with living. Who am I? Why am I here? Is there a God? Who is He? What does He require of me? What is valuable or worthwhile? What are the principles of right and wrong? For centuries great thinkers have proposed answers to these and other questions. The implications of their answers are all around us. We call it culture and Western Civilisation as it exists is a veritable cornucopia of competing worldviews – all of them out to get control of our minds and to move us to live as becomes a disciple of their way.

Surely, ideas have consequences. They do not exist in a vacuum. As one thinks, so he is. There can be little disagreement that the study of ideas is important. However, there are probably more than 400 basic ideas to explore and discuss. To look at them all would be to take the proverbial route that is a mile wide and an inch deep. Therefore, we have sought to help students understand what might be considered the most foundational of all these ideas: God and Man; Truth and Lies; Goodness and Evil; Beauty and Ethics. The order of the studies is significant as it follows, more or less, the progression of the Trivium; that is, grammar level understanding (God and Man) to rhetorical application in a look at what constitutes beauty and ethical living. Upon completion our hope is that students will be able to articulate that an understanding of truth, for example, significantly impacts the idea of what is good or even what is beautiful. Further an understanding of what is good will affect the view of what is right and wrong; what is just; what is freedom; what is equality. The connectedness goes on and on, becoming for the student his or her worldview; that is, how they will live in this present age.

In 2003 we launched our first level of *Tree of Life's Study of the Great Ideas Through the Great Books*. *The Study of the Ideas of God and Man* has proved to be challenging and stimulating for many students. In 2004 we introduced our second level: *The Study of the Ideas of Truth and Lies*, exploring some core questions that arise when young people begin to read critically. 2005 saw the addition of *The Study of the Ideas of Good and Evil*. Our four year study of the Great Ideas was rounded out with the completion of *The Study of the Ideas of Beauty and Ethics*. However, as students who have gone through every level have discovered, their wrestling with the Great Ideas has only begun. Enjoy the journey!

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The Study of the Ideas of God and Man

Does God exist?

If so, who is He?

If He can be known, how can I know Him?

What does He require of me?

To affirm or deny the existence of God carries with it more consequences for thought and action than any other question one can ask. Because of the extreme importance of this topic, no Great Books study would be complete without an exploration of it.

As you work through the material in this course, you will consider the views of a number of authors who lived in a variety of cultures at different times in history. Your conclusion to the primary question of God's existence as well as issues that naturally follow: the question of divine nature and the relation of the world/man to the gods/God will profoundly influence your conception of the world in which you live, the position you occupy in it, and the life to which you are called.

Whether you and others consider man to be the supreme being of the universe, equal to all other "things" on the earth, or subservient to a superior being, will surely shape your worldview. For example, if God does exist, you need to conclude whether He is to be feared or loved. Is He to be defied or obeyed? Is He merely a concept in your mind or is He personal?

Whether you exclude or embrace a divine being will practically influence your view of man and the world around you. While we have not specifically focussed on the idea of man in this course, it follows naturally that what you learn and come to believe about the questions that surround a study of God, will shape your understanding and actions related to man and the world. Keep this in mind as you study this year. Simply put the more we know of God, the more we know of ourselves and our responsibility in life and eternity.

In a very real sense a study of the idea of God could begin and end with the Bible. Without a doubt it has been the most influential book ever written. Whether you believe it is the inspired, infallible Word of God or merely a good example of early literature, you cannot deny that the ideas contained in the Bible, more than any other book, have shaped the way western culture has developed.

In the Bible we see essentially all the ideas about God or the gods that man could ever conceive. In some way or another God has illustrated the consequences of embracing paganism, heathenism, Gnosticism, and other isms. He has also shown the great comfort from following in The Way.

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Over the years great men and women have written on the enduring themes that are laid out for us in Scripture. In no way does this course make the assertion that any of the Great Books are part of the Canon. However, what these people have to say can and should help us understand the Truth, Goodness, and Beauty that accompanies a right understanding of who God is, how we can know Him, and what He requires of us.

To establish the boundaries for our discussion, we will start with a basic assumption: God either exists or He doesn't. On one side you have someone like John Calvin who, in his famous Institutes of the Christian Religion, said,

“That there exists in the human mind, and indeed by natural instinct, some sense of Deity, we hold to be beyond dispute, since God Himself, to prevent any man from pretending ignorance, has endued all men with some idea of His Godhead...that all men...may be condemned by their own conscience when they neither worship him nor consecrate their lives to his service...”

On the other side of the coin you have someone like Nietzsche who said, “God is dead...or, if he exists...he seems incapable of making himself understood.”

Between these two divergent positions we have everything from “soup to nuts”. The Greeks and Romans were polytheistic in their practice of religion. It has been said that together they worshipped over 36,000 deities of one form or another. Some of these gods they even saw as personal in nature. Many saw the gods as glorified super heroes. In Edith Hamilton's Mythology the pagan gods of the Greeks, Romans, and Norse are seen for all their fickleness. They had a beginning, change character like New England weather, and, other than their immortality and great powers, were little different from the man in the street. For more extensive evidence of this the student will want to read Homer and Virgil, among others.

The ideas of deism and pantheism also find expression throughout the ages. While deism affirms that there is a god, it often sees him as some sort of absentee landlord, neither becoming involved nor caring much about what happens in the world. God does not govern, therefore he neither rewards or punishes. In turn he does not have to be feared or served. Later deists saw God as having laid down certain laws to govern all men yet this is not done through the interference of religion. Men like Rousseau and others who championed many ideas of the Enlightenment saw God in this light. Pantheists, on the other hand, were closer to atheists. They denied the existence of a transcendent, supernatural being or beings and saw God everywhere. In short God is Nature. A lot of poetry that we read contains this romantic view of God as being in the trees, flowers, clouds, etc.

While the deist rejects supernatural revelation, faith, and religion as being the work of reason, the agnostic makes the opposite denial. Nothing supernatural can be known by reason. It can neither be proved or disproved. The Gnostic stands against the agnostic and claims that reason can penetrate the divine mysteries. Of course there also exists people who have taken a stand on all points in between, attempting to harmonize faith and reason in pursuit of the knowledge of God.

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The point of this whirlwind tour of some of the main views of the idea of God is to simply say that you will come into contact with them in your reading. It cannot be avoided. No attempt has been made to assign a Great Book for each school of thought concerning God. Instead the books were chosen to provide you with a broad view of how western culture came to understand who God is and what difference that makes. Some of the novels, short stories, and poems might better be classified as being about man, but, as was previously mentioned, no study of God can escape application to what this means to man. It is hoped that all of the selections will bring enjoyment to the reader.

However, it is ultimately hoped that by completing the requirements that follow, you will have a more comprehensive understanding of what God isn't, and, more importantly, that you will better know who He is; not just know about God, but know God as He has revealed Himself to us in His Word. May God direct and bless your studies.

How to Work Through The Course

This course has been divided into a **140 day schedule**. This will allow the student to follow a **four-day school week** and still complete the course in a normal academic year. The **fifth day** of each week can be used to **catch up on assignments**, do **extra reading**, or simply **take the day off** from the course. Adherence to the schedule is particularly important because of the coordinated nature of blog postings and online discussions with the class. Care has been taken to provide specific instructions for each day's work. Therefore, **all work is to be completed in the order presented in the daily schedule**.

Calculating Your Final Grade

Your final mark in the course will be based on the following percentages:

| | |
|---|------------|
| Assignments (6) | 30% |
| Formal Essays (5) | 35% |
| Blog Posting and Discussions (8) | 35% |

Assignment Expectations

Tests

Short answer tests should be written in complete sentences. Rarely should answers be more than a few sentences or a brief paragraph unless otherwise indicated. In these cases a short (one page) essay may be required to expand on the material learned throughout the year.

Paragraph

Well-written paragraphs contain a topic sentence that makes it clear what the thesis (purpose) of the assignment is. The student will then expand on this thesis, developing it so that the reader is led systematically through the argument until he/she arrives at the final sentence of the paragraph (the conclusion). It is here that the student will close his/her paragraph in a way that is appropriate to the topic.

Poetry or some other special type of assignment may require the student to do a bit of research into the vehicle that is being used to deliver the material. For example, if the student is required to write a sixteen line poem that is divided into four stanzas, with each line made up of a common meter and the entire poem having an obvious rhyme scheme, this may necessitate determining what these elements are before the assignment can be written. Students should understand concepts such as 'meter' and 'feet'.

A **report** may sound a lot like an essay to the student; however, we like to distinguish the two in this way. Reports are typically expository in nature and are based on the student researching a fact based topic, organising the material into a minimum of five paragraphs, then presenting it in a suitable style with all facts, quotes, and statistics properly footnoted. This type of assignment usually has little if any of the student's personal opinion in it. It is also rarely used on its own at the high school level of our course work since it is more typical of what we might ask a student from grades 6 to 8 (maybe 9) to do. In other ways it is the easiest way to teach and practice all of the basic elements needed to write excellent academic papers in the high school years (introduction, body, conclusion, footnotes, bibliography, basic style elements). Typical types of report topics might include a cultural study of a country; three causes of a particular war or political situation; or five examples of foreshadowing in a novel.

An **essay** differs from a report in that it will offer much more analysis of the topic from the student's perspective and opinion. This analysis will certainly be based on the information that s/he has gathered and presented. However, the very nature of the question asked for the assignment will require the student to do more than simply present the facts. Either throughout the essay or in the conclusion the student will be offering opinions and commentary that shows s/he has looked at both sides of the issue and has something of his/her own to contribute to the discussion. Typical topics might include a discussion of whether Shakespeare was a racist based on a study of one of his plays; whether a certain

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treaty contributed to a war that followed its signing; or how a particular worldview has led to a specific problem in society.

Personal essays include narratives and descriptions. These may have a much more personal tone and be very subjective. They can be filled with dialogue, personal pronouns, colourful language, and all sorts of literary devices that might fall under the heading of creative writing. This type of writing is more frequent in our English Literature offerings and is learned specifically in our English II course.

Academic style essays (expository or persuasive) are written in a less personal way. In this type of essay the student should always avoid personal references to themselves and the reader, clichés and idiomatic language, or anything that might be construed as slangy/informal. This is often the hardest kind of writing for many students and it takes practice. However, this is where the give and take between student and evaluator is essential and has become one of the hallmarks of a *Tree of Life* education.

Evaluative Comments and Grades

At the high school level, students are given numerical grades for each of their tests and assignments. We try to be as objective as we can be, but much of what we do is subjective by nature and with several people evaluating work, some will give higher grades than others. We make every effort to be on the same page (so to speak) so that there is not a wide disparity in grades from subject to subject (especially in those areas where much written work is submitted). We also make every effort to communicate to the student what was positive about the assignment and what needs work. If there is a question about a grade or comment on an assignment, we encourage you to communicate this to us. The best way is to send an e-mail or return the assignment with a note attached the next time you send work by mail. This way we can make sure that the evaluator who can best answer your question is notified and can have the opportunity to review the question and assignment and get back to you with what will hopefully be a satisfactory explanation.

Generally speaking, we employ the following percentages when marking work. We do not usually break down the mark to reflect this but hopefully the comments will reflect areas where the assignment may be improved.

Introduction 20%

Body 40%

Conclusion 20%

Style 10%

Mechanics 10%

Submitting Assignments for Evaluation

Email:

This is our highly preferred mode of submission, due to low cost and faster return rate of graded assignments.

1. Save each individual assignment as a Microsoft Word document (Word Perfect is also acceptable). Do not save a batch of assignments in one file; this will be returned ungraded to you. Study Guides for Great Ideas courses should also be sent as individual files.
2. Name the file with your name, the course, and the assignment number. For example, "John Doe_WH I_Essay 4" or "Sally Brown_GI I_ Confessions Study Guide".
3. Attach each assignment in a **separate email to evaluation@treeoflifeathome.com**. **The subject line of your e-mail should be the same as the file name of your assignment.** This helps us organise the work and be sure it gets to the proper evaluator.

Regular mail:

Be sure *all* work is clearly labelled with your full name, course name, and assignment. Also, be aware this mode of submission will have the longest turnaround time.

Address: Tree of Life

443 Weston Road

Weston, NB

E7K 1B1

Requirements:

1. Assignments that do not satisfactorily adhere to these guidelines may be returned ungraded!
2. Length of assignments will vary based on the nature of the topic. The student ought to always answer in complete sentences, full paragraphs (generally 5 to 9 sentences), or well-structured essays. Almost all assignments require the essay format to complete the requirements.
3. Essay requirements
 - a. Use only Times New Roman or Ariel black font, size 12. Avoid colours. Text should be double-spaced.

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- b. The essay format includes a well-written introductory paragraph that will set the context for the essay and end in a clear thesis statement. It will also have a *minimum* of three paragraphs (but usually more) that will develop the thesis fully within the context of the assignment. It will end with a concluding paragraph that will satisfactorily bring the essay to a close.
- c. Title page. Include essay title, student name, course name, assignment number, and date.
- d. Footnotes and bibliographies. Personal essays may be an exception, but the bulk of every academic essay is based on research that the student has learned from another source. Presenting this information in either quoted or paraphrased version without providing the proper citation is known as plagiarism. The student may think that s/he is sounding brilliant but this will get you kicked out of university (at worst) and significantly lower your mark (at best). The source for direct quotes or paraphrases should be cited at the bottom of the page in a footnote. The bibliography includes any and all resources used (regardless of whether they appear in your footnotes) and is placed on a separate page at the end of the essay.

Specific Guidelines:

The Title Page

Each assignment should have a title page with the essay title, student name, course name, assignment number, and date clearly displayed.

| |
|---|
| Title of Essay |
| Name of Student Course/Subject Assignment |

Footnotes

There are far too many situations that need to be footnoted to show here, but below you will find some of the common examples that will show up in most research reports. Use the “Insert Reference” or “Insert Footnote” feature of your word processor to automatically insert

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the footnote number as well as place the citation correctly at the bottom of the page.

| | |
|--------------------|--|
| Book | ¹ Tom Smith, <u>Skating to the Music</u> (Hogtown: Ice Palace Publishers, 2010) 45. |
| Magazine | ² Sally Smith, "Skating Is My Life," <u>Skating Magazine</u> 12 May 2009: 20-24. |
| Newspaper | Same basic format as that of magazine. |
| TV or Radio | ⁴ "An Interview with Zeke," Skaters' Forum, CBC, Toronto, 12 March 2010. |
| Personal Interview | ⁵ Bill Jones, personal interview, 23 August 2011. |
| Internet | ⁶ Tom Camelspin, "Jumping for Glory", www.skate.com, 10 January, 2010. |

Bibliography

If you have used the ideas of others to help you form your thoughts for your essay, you need to cite them at the end of your essay in the bibliography. The format for the bibliography is different than for footnotes; merely copying and pasting your information will not be adequate.

Following you will find some common examples to help you.

| | |
|-----------------------------|--|
| Book | Smith, Tom. <u>Skating to the Music</u> Hogtown: Ice Palace Publishers, 2010. |
| Work from Anthology | Clark, Jim. "Working the Judges." <u>Anthology of Skating Poems</u> . Editor John Doe. Boston: Ice Palace Publishers, 2001. 354. |
| Article from Reference Book | "Figure Skating," <u>Big City Encyclopedia</u> . 1988 ed. Reference on CD-ROM Macrotuff Multimedia Encyclopedia. Computer Software. Hogtown, ON: Macrotuff Software, 2001. CD-ROM. |
| Magazine | Smith, Sally, "Skating Is My Life," <u>Skating Magazine</u> 12 May 2009: 20-24. |
| Newspaper | Same basic format as that of magazine. |
| TV or Radio | "An Interview with Zeke," Skaters' Forum, CBC, Toronto, 12 March 2010. |
| Personal Interview | Bill Jones, personal interview, 23 August 2011. |
| Internet | Camelspin, Tom , "Jumping for Glory", www.skate.com, 10 January, 2010. |
| Oral Presentation | Champ, Ima. Speech. NB Figure Skating Convention, Fredericton, 21 May, 2002 |

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Course Calendar

| Week # | Start Date | Work / Assignment | Current Reading |
|---------------|-------------------|---|--|
| 1 | Sept. 4 | Course Introduction; create blog bio page | start <i>How to Read a Book</i> |
| 2 | Sept. 10 | (optional study guide) | <i>How to Read a Book</i> |
| 3 | Sept. 17 | Blog Post #1 - How To Read A Book (due Sept. 22) | <i>How to Read a Book</i> start <i>Call of the Wild</i> |
| 4 | Sept. 24 | Discussion on Blog Posts Assignment 1 - Call of the Wild Theme (due Sept. 29) | <i>Call of the Wild</i> |
| 5 | Oct. 1 | (optional study guide) | start <i>Mythology</i> |
| 6 | Oct. 8 | (cont'd) | <i>Mythology</i> |
| 7 | Oct. 15 | Blog Post #2 - Mythology (due Oct. 20) | <i>Mythology</i> ; start <i>Yearling</i> |
| 8 | Oct. 22 | Discussion on Blog Posts Formal Essay 1 - Mythology (due Oct. 31) | <i>Yearling</i> |
| 9 | Oct. 29 | Assignment 2 - Yearling (due Nov. 7) | <i>Yearling</i> |
| 10 | Nov. 5 | (optional study guide) | Start <i>Last Days of Socrates</i> |
| 11 | Nov. 12 | (cont'd) | <i>Last Days of Socrates</i> |
| 12 | Nov. 19 | Blog Post #3 - Socrates (due Nov. 24) | <i>Last Days of Socrates</i> |
| 13 | Nov. 26 | Discussion on Blog Posts | Start Short Stories |
| 14 | Dec. 3 | Assignment 3 - Short Stories (due Dec. 8) | Short Stories |
| 15 | Dec. 10 | Blog Post #4 - Tiger and Lady (due Dec. 12) Discussion on Blog Posts | |
| | | <i>During Christmas Break.....</i> |start <i>Animal Farm</i> and <i>Forbidden City</i> |

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| | | | |
|----|---------|---|--|
| 16 | Dec. 30 | <i>During the remainder of Christmas Break and first week of January....</i> | <i>Animal Farm / Forbidden City start Bible passages</i> |
| 17 | Jan. 7 | Formal Essay #2 - Animal Farm/Forbidden City (due Jan. 12) | <i>Bible Passages</i> |
| 18 | Jan. 14 | Assignment #4 (due Jan. 19) | <i>Bible Passages</i> |
| 19 | Jan. 21 | Blog Post #5 - Bible (due Jan. 22) Discussion on Blog Posts | Start <i>Confessions</i> |
| 20 | Jan. 28 | (optional study guide) | <i>Confessions</i> |
| 21 | Feb. 4 | (cont'd) | <i>Confessions</i> |
| 22 | Feb. 11 | Blog Post #6 - Confessions (due Feb. 16) | |
| 23 | Feb. 18 | Discussion on Blog Posts Formal Essay #3 - Confessions (due Feb. 27) | start <i>Robinson Crusoe</i> |
| 24 | Feb. 25 | | <i>Robinson Crusoe</i> |
| 25 | Mar. 4 | <u>Break Week (can be taken during March)</u> | |
| 26 | Mar. 11 | Formal Essay #4 - Robinson Crusoe (due Mar. 23) | Start Poetry |
| 27 | Mar. 18 | Assignment #5 - Poetry (due Mar. 30) | Poetry Start <i>Julius Caesar</i> |
| 28 | Mar. 25 | | <i>Julius Caesar</i> <i>Dr. Jekyll and Mr. Hyde</i> |
| 29 | Apr. 1 | | <i>Dr. Jekyll and Mr. Hyde</i> <i>Frankenstein</i> |
| 30 | Apr. 8 | Finish reading play and novels Blog Post #7 - Play/Novels (due Apr. 13) | |
| 31 | Apr. 15 | Discussion on Blog Posts | start <i>Institutes</i> |
| 32 | Apr. 22 | Work on Study Guide | <i>Institutes</i> |
| 33 | Apr. 29 | Assignment #6 - Study Guide (due May 1) Blog Post #8 (due May 4) | <i>Institutes</i> |
| 34 | May 6 | Discussion on Blog Posts; work on essay | |
| 35 | May 13 | God and Man Final Essay (due May 18) | |

DAILY SCHEDULE

* **Bold type** in this daily schedule indicates the assigned work for the day.

WEEK 1 - SEPT. 4

(start on Tuesday in lieu of Labour Day)

Day 1 - Welcome to the Great Ideas I God and Man course! To get started, **please read these instructions and guidelines for course**. This is the introduction week, so let's get started on the right foot.

1. Make every effort possible to stay on schedule with reading and assignments. The schedule is especially important for blog assignments so that you can share with the class at the same time.
2. The book readings usually come before the assignments on the schedule by one week. Give yourself plenty of time to comfortably read the books so that you are prepared for the given assignment. It is suggested that you read the novels during recreational, "non-school time" during your day.
3. The tutor is the evaluator for the course and will moderate online blog discussions, answer any questions about reading or assignments, and provide regular feedback to you. If you fall behind in the schedule or have any problems, tell the tutor. The tutor will also keep a Class Blog (address to be announced) with reminders, announcements, and additional instructions as the course proceeds. Check there regularly.
4. Since the blog discussions are an integral part of the course, it is important that online communication with fellow students be respectful, constructive, and done in love. Keep these things in mind:
 - Remember that we are all learning at different levels and so we must respect each other and our varying abilities.
 - It is okay to correct someone on a fact or statement. Use kind words.
 - There will be times when disagreement arises on certain ideas; some students will have different perspectives that are not always apparent. It is useful to talk about these things and ask questions to better understand what someone means. It is okay to say that you disagree but first make sure you understand what the other person is saying. Whenever you disagree, you should explain why. Be open to changing your thoughts on some things.
 - Finally, consult Proverbs 15-18 for some basic principles in good communication. Especially consider the following Proverbs:

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Whoever restrains his words has knowledge, and he who has a cool spirit is a man of understanding. (Proverbs 17:27)

A fool takes no pleasure in understanding, but only in expressing his opinion. (Proverbs 18:2)

Before destruction a man's heart is haughty, but humility comes before honor. If one gives an answer before he hears, it is his folly and shame. (Proverbs 18:12-13)

5. After you have posted a blog entry, you will exchange comments, questions, and additional discussion on these topics. There is no set number of responses or words you must post, but marks will be based on your level of participation and the content of responses. The blog discussions will sometimes precede formal essays. Use these discussions as a chance to gain writing ideas and a greater understanding of the Great Ideas topics.

Also today, **read the introduction and Lesson One in the *How to Read a Book Study Guide*. This will include a brief viewing of the book.** Please note that this study guide is not a required assignment for evaluation. You don't need to send it in. However, it is recommended that you follow the study guide for your reading benefit.

Day 2-3 - Read and follow the instructions for Lesson Two of the study guide. (This will involve reading chapter 1 of the book.)

Also today, read the following instructions for blogging. You will be posting a short biography page on your blog.

Blog Introduction

"Blog" stands for *web log*. If you have never used a blog before, don't worry. It is just a webpage where you can write things for other people to read. People visiting your blog can post questions or comments on what you have written. This the general idea of this course. One difference between most blogs out there and the ones we are using for the course is that most blogs on the Internet are completely public, while ours are only accessible to people in this course. Therefore, you don't need to worry about people around the world reading your stuff.

Your blog assignments should be thoughtful, intelligent, and personal. Some assignments will be more factual while others will involve creativity, persuasion, or personal reaction. This will depend on the book and topic of the posting. Always make sure that your blog posting follows the instructions and actually answers the question. If you want to go further with things, fine, but make sure you are answering the question. And of course, have some fun with it!

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To get things started, your first blog post will be an informal biography posting about yourself. This will give you a chance to introduce yourself to the class. It is wide open. You can talk about your family, where you live, your interests, and your faith in God. You can also say something about your interest in this course, what do you hope you gain from the Great Ideas, and what are your concerns (too much reading, long assignments, etc). Aim for maybe 2 paragraphs or so. You can include a picture if you want. Take a day or two to post this Bio Page. Note: this post is not marked.

Once you have posted your Bio-Page, feel free to visit your classmates and drop a note!

Day 4 - **Work through Lesson three for How to Read a Book (chapter 2).**

WEEK 2 - SEPT. 10

Day 5 - This week you will finish reading *How to Read a Book* and its study guide. Remember that this book will be an invaluable source of wisdom for smart reading. As you tackle some challenging books in this course, you will benefit greatly if you can put some of these reading methods to practice. **Today, complete Lesson four of the study guide. This involves reading chapter 3.** Also, if you haven't already done so, please read the general introduction to Great Ideas: God and Man found on pages 4-7 of this outline. By the way, the first blog post next week will focus on *How to Read a Book* and the nature of reading. As you work through that assignment, you will find it very useful to have notes and markings through this book so that you can find useful information. Consider doing this "advance preparation" for the assignment now!!

Day 6-7 - **Complete Lesson five of the study guide (chapter 4).**

Day 8 - **Complete Lesson six of the study guide (chapter 5).** This is the last chunk of reading in *How to Read a Book* for this year. Make sure you completely finish these readings.

WEEK 3 - SEPT. 17

Day 9 - If you have completed the study guide for *How to Read a Book*, you can check the Class Blog for posted answers to these questions. **Today, check the Class Blog for your personally assigned blog post question and start writing down some initial ideas. Blog Post #1 is due Sept. 22.** Note that not every student has the same question. Aim for at least 2 paragraphs. Depending on your question, check *How to Read a Book* for some appropriate material.

Grade Sheet

| Assign | Blog | Essay | Description | Mark |
|--------|------|-------|---|------|
| | 1 | | How to Read a Book Blog Post | |
| 1 | | | Call of the Wild | |
| | 2 | | Mythology Blog Post | |
| | | 1 | Mythology essay | |
| 2 | | | Yearling Outline assignment | |
| | 3 | | Last Days of Socrates Blog post | |
| 3 | | | Short Stories | |
| | 4 | | Tiger or Lady Blog Post | |
| | 5 | | Bible Blog Post | |
| 4 | | | Bible questions | |
| | | 2 | Animal Farm/Forbidden City Essay | |
| | 6 | | Confessions Blog Post | |
| | | 3 | Confessions Essay | |
| | | 4 | Robinson Crusoe | |
| 5 | | | Poetry | |
| | 7 | | Julius Caesar / Dr. Jekyll/Mr. Hyde / Frankenstein Blog Post | |
| 6 | | | Institutes study guide | |
| | 8 | | Institutes Blog Post | |
| | | 5 | God and Man Final essay | |
| | | | | |
| | | | Assignments (6) | 30% |
| | | | Formal Essays (5) | 35% |
| | | | Blog Posts + Discussions (8) | 35% |