

Tree of Life School

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

*The Great Ideas II: Truth and Lies
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!

The Study of the Ideas of Truth and Lies

Picture the scene. Freshman university students are sitting packed into a room that is obviously too small to hold the entire class. The eminent Dr. Phil O'Sophy enters and sizes up the audience. "Some of them will have to go," he muses. Without a word of introduction he turns to the blackboard and scrawls, *CAN ANYTHING BE KNOWN?* He announces to the class, "I want 500 words in answer to this question by Wednesday." He walks out of the room. The students look at one another in stunned silence. Professor O'Sophy will get his wish. Half the class fails to show on Wednesday.

This fictionalized account is repeated in classroom after classroom in many of our major universities every fall. But it's not the old ploy of knocking down class size with which we are concerned here; it's the question.

Can anything be known?

Is there such a thing as truth?

If so, what is it?

How do I get it?

What do I do with it if it is obtained?

The pursuit of truth is as old as man himself. Before God even creates Adam, we read, "In the beginning God". GOD, the first person spoken of in the Bible. The very word denotes majesty; that basis for all that there is; the sustainer of all creation; or, as we read in John 14:6, the very essence of all sound knowledge. In other words God is Truth and because he is Truth, in Him can be found no Lie. Hence the inspiration for the second year of the study of the Great Ideas through the Great Books.

Because God (Truth) created man, we are stamped with His image. It comes as no surprise then that man has always sought after the Truth. What makes the pursuit of Truth so difficult is that the Fall of man, precipitated in part by the Father of Lies, Satan, has resulted in our loss of perfection. We are now a deeply flawed creation - totally depraved in fact; that is, every inclination is toward sin. This has made man's pursuit of Truth perilous and, as is his nature, has devised a veritable obstacle course on which to run this race.

For many, to speak the truth is to merely say what we think or believe. Conversely, to lie is to say the opposite of what we think or believe. As commendable as it may be to "tell the truth" in this sense, this definition does not satisfy at least one aspect of the Ideas of Truth and Lies. For example, someone may say what they think or believe and be entirely in error because their beliefs are based on falsehoods. Therefore, a study of Truth and Lies must be more than learning to tell the truth as we know it. It must get to the heart of the age old questions:

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What ultimately is true? and How do we know Truth?

In the Western world this all began with Thales who sought to determine what lay beyond the diverse physical realm that was all around him; to seek what holds it all together. In other words, what is it that unites all things? This seeking after The Ultimate Reality (Truth) has been the guiding passion of philosophers down through the ages. For the Greeks this ultimate reality was a very abstract idea. They knew it was infinite and they knew that it was eternal but they did not see it for what it was. That view was left to the Hebrews who, long before the Greeks, understood that the One who held everything together was a personal Being. It is in Him that we live and move and have our being. This was a very radical thought and one that served to divide seekers of Truth to the present day.

Until the 13th century the Greek and, later, the Judeo-Christian worldviews dominated the West. Then along came Thomas Aquinas whose signature work, *Summa Theologica*, was an attempt at using Aristotelian thought in addition to Revelation, rendering what has come to be known as The Great Synthesis. Its impact on the Church was staggering and, three hundred years later, at the Council of Trent, his works were placed at the altar alongside the Scriptures.

Since then philosophy has become a veritable smorgasbord of "isms". From Descartes to Locke; Hume to Kant; Kierkegaard to Nietzsche, we are left swimming in a pool of competing worldviews. All of this makes understanding the ideas of Truth and Lies quite difficult to unpack for today's student. In fact, we live in an age where there is an attempt to force Truth to the sidelines by a culture that demands tolerance of all beliefs and relativism to reign supreme. Truth is in the eye of the beholder for many today. It is as if Truth exists on shifting sand and, by extension, a Lie cannot exist at all.

However, even young children can see through this awkward scepticism. Mark Twain, in The Prince and the Pauper, effectively illustrates this in a scene where young Edward, clothed in rags, hungry, beaten, sleeping in a cattle stall, is discovered by two peasant girls, Margery and Prissy. When asked who he is, Edward replies that he is the King of England. Prissy responds,

"Didst hear him Margery? He saith he is the king. Can that be true?"

"How can it be else but true, Prissy? Would he say a lie? For look you, Prissy, an it were not true, it *would* be a lie. It surely would be. Now think on't it. For all things that be not true, be lies - thou canst make naught else out of it."

It was a good tight argument, without a leak in it anywhere, and it left Prissy's half doubts not a leg to stand on. She considered a moment, then put the king upon his honor with the simple remark, "If thou art truly the king, then I believe thee."

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Quite simply, Truth and Lies exist, and it is necessary for all who declare intellectual honesty to determine what is True and to act what is discovered. To not do so is to live a Lie and Margery does not allow for that.

Outline

The following schedule is given in the hopes that it will help you work your way through the course requirements with greater ease than if left to set up your own schedule. You will of course understand that you might spend an entire year studying only one the required books - indeed with some you could spend a lifetime. However, it is not within the scope of this Great Ideas course to fully mine all that there is to learn from the books that you will read. It is hoped that you will certainly get something from them and, at the very least, that you will be less intimidated by the thought of tackling more of the great literature of Western civilization by the time you finish this year than you were before you started.

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. For the average student this may mean committing three hours or more each day to reading, answering questions, and preparing essays. You may even find that extra time will need to be spent completing the reading selections. That said, try to work on the material when you are freshest. The material demands your best and you will benefit most if you put an honest effort into the course work. 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 (6)	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 / blog bio page <i>How to Read a Book</i> study guide	<i>How to Read a Book</i>
2	Sept. 10	Blog Post #1 - <i>How to Read a Book</i> (due Sept. 15) / <i>How to Read a Book</i> study guide	<i>How to Read a Book</i> / <i>Out of the Silent Planet</i>
3	Sept. 17	Discussion on Blog Posts Assignment #1 - <i>How to Read a Book</i> study guide (due Sept. 22)	<i>How to Read a Book</i> / <i>Out of the Silent Planet</i>
4	Sept. 24	Formal Essay #1 - <i>Out of the Silent Planet</i> (due Sept. 29)	(start <i>Oedipus</i>)
5	Oct. 1	<i>Oedipus</i> study guide	<i>Oedipus</i>
6	Oct. 8	<i>Oedipus</i> study guide	<i>Oedipus</i>
7	Oct. 15	Assignment #2 - <i>The Oedipus Cycle</i> study guide (due Oct. 20)	<i>Oedipus</i> start <i>Wilde/Moliere</i> plays
8	Oct. 22	Mini-Blog Post #2 - <i>Wilde/Moliere</i> plays (due Oct. 30)	<i>Wilde/Moliere</i> plays
9	Oct. 29	Formal Essay #2 - <i>Wilde/Moliere</i> plays (due Nov. 3)	<i>Wilde/Moliere</i> plays <i>Consolation of Phil.</i>
10	Nov. 5	optional study guide	<i>Consolation of Philosophy</i>
11	Nov. 12	Blog Post #3 - <i>Consolation of Philosophy</i> (due Nov. 17)	<i>Consolation of Philosophy</i>
12	Nov. 19	discussion on Blog Posts work on <i>Consolation of Philosophy</i> essay	<i>Consolation of Phil.</i> Short Stories
13	Nov. 26	Formal Essay #3 - <i>Consolation of Philosophy</i> (due Nov. 28) work on Short Stories	Short Stories
14	Dec. 3	Assignment #3 - Short Stories (due Dec. 8)	Bible
15	Dec. 10	Assignment #4 - Bible (due Dec. 18)	Bible
		<i>During Christmas Break.....</i>	<i>Silas Marner</i>

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16	Dec. 30	<i>During the remainder of Christmas Break and first week of January....</i>	<i>Silas Marner / Institutes</i>
17	Jan. 7	Blog Post #4 - Silas Marner (due Jan. 9) discussion of blog posts / <i>Institutes</i> study guide	<i>Institutes</i>
18	Jan. 14	<i>Institutes</i> study guide	<i>Institutes / Much Ado About Nothing</i>
19	Jan. 21	Assignment #4 - Institutes study guide (due Jan. 26)	<i>Institutes / Much Ado About Nothing</i>
20	Jan. 28	Blog Post #5 - Much Ado About Nothing (due Feb. 2)	<i>Much Ado About Nothing Rasselas</i>
21	Feb. 4	discussion on blog posts	<i>Rasselas</i>
22	Feb. 11	Blog Post #6 - Rasselas (due Feb. 16)	<i>Rasselas</i>
23	Feb. 18	discussion on blog posts <i>Rasselas</i> essay	<i>Rasselas</i>
24	Feb. 25	Formal Essay #4 - Rasselas (due Mar.9)	
25	Mar. 4	<u>Break Week (can be taken during March)</u> <i>Poetry/ To Kill a Mockingbird</i>	
26	Mar. 11	Assignment #5 - Poetry Study Guide (due Mar. 16)	<i>Poetry/ To Kill a Mockingbird</i>
27	Mar. 18	Blog Post #7 - To Kill a Mockingbird (due Mar. 23)	<i>To Kill A Mockingbird Postmodern Times</i>
28	Mar. 25	discussion on blog posts optional study guide	<i>Postmodern Times</i>
29	Apr. 1	optional study guide	<i>Postmodern Times</i>
30	Apr. 8	Blog Post #8 - Postmodern Times (due Apr. 10)	<i>Postmodern Times</i>
31	Apr. 15	<i>discussion on blog posts</i> work on <i>Postmodern Times</i> essay	<i>Great Expectations</i>
32	Apr. 22	Formal Essay #5 - Postmodern Times (due Apr. 27)	<i>Great Expectations</i>
33	Apr. 29	work on <i>Great Expectations</i> essay	<i>Great Expectations</i>
34	May 6	work on <i>Great Expectations</i> essay	<i>Great Expectations</i>
35	May 13	Formal Essay #6 - Great Expectations (due May 18)	

DAILY SCHEDULE

WEEK 1 - SEPT. 4

(start on Tuesday in lieu of Labour Day)

Day 1 - Welcome to the Great Ideas II: Truth and Lies course! To get started, please read these instructions and guidelines for course. This will serve as a reminder from Great Ideas level I.

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:

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

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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, follow Lesson Seven in the How to Read a Book study guide. This involves an inspectional reading of chapters 6 through 12, and completing "Assignment 8". See Study Guide for details (note: there is a PDF form for this study guide).

Day 2-3 - Over the next two days, follow Lesson Eight and complete "Assignment 9".

Day 4 - Begin Lesson Nine by reading chapters 8 and 9.

WEEK 2 - SEPT. 10

Day 5 - Finish Lesson Nine and complete "Assignment 10". Also, start reading *Out of the Silent Planet* by C.S. Lewis using your recreational reading time. You should preview the topic for Formal Essay #1 so that you can keep an eye for good points and examples as you read.

Day 6-7 - Follow Lesson Ten by reading chapters 10 and 11. "Assignment 11" for this lesson will focus on the article "Planet of the Year" by Thomas A Sancton and will constitute Blog Post #1. Read this article and check the class blog for your assigned question.

Day 8 - **Prepare your Blog Post #1 answer and post by Sept. 15.**

Grade Sheet

Assign	Blog	Essay	Description	Mark
	1		<i>How to Read a Book</i> Blog Post	
1			<i>How to Read a Book</i> study guide	
		1	<i>Out of the Silent Planet</i> Essay	
2			<i>Oedipus Cycle</i> study guide	
	2		Wilde/Moliere plays - Mini-Blog Post	
		2	Wilde/Moliere plays - Essay	
	3		<i>Consolation of Philosophy</i> Blog Post	
		3	<i>Consolation of Philosophy</i> Essay	
3			Short Stories Assignment	
4			Bible study guide	
	4		<i>Silas Marner</i> Blog Post	
5			<i>Institutes</i> Study Guide	
	5		<i>Much Ado About Nothing</i> Blog Post	
	6		<i>Rasselas</i> Blog Post	
		4	<i>Rasselas</i> Essay	
6			Poetry Assignment	
	7		<i>To Kill a Mockingbird</i> Blog Post	
	8		<i>Postmodern Times</i> Blog Post	
		5	<i>Postmodern Times</i> Essay	
		6	<i>Great Expectations</i> /Final Essay	
			Assignments (6)	30%
			Formal Essays (6)	35%
			Blog Posts + Discussions (8)	35%
			Final Mark	