

## Omnibus II

Fall/Spring 2020- CVCA

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Google Classroom Code: xwdpmaj

Recommended grade level: 7th-High School

Dear Parents and Students,

Welcome to the Omnibus Program! Whether you decide to just try it for a year, or stay committed for several years, I can promise that your student will be challenged and blessed. Omnibus is a unique program. Through reading many great books, answer questions, engaging in Socratic Dialogue, completing writing assignments and sharing in fun activities students will gain an understanding of their faith that they can claim as their own. They will learn to defend their faith with love during these tumultuous times. Right now we live in a culture that would have us believe that our faith, our country, and our God is no longer needed. Omnibus will encourage students to be equipped to “slay the dragon.” The dragon that would ask us to throw away everything we hold dear.

Omnibus is a challenging program that requires about 2 hours of reading every day. Along with the reading, students will be asked to write answers to a series of questions that include textual analysis, cultural analysis, and biblical analysis. They may be asked to write a paragraph answering a question such as “How can we overcome sin?” There will be writing assignments, debates, games, and activities sprinkled throughout the program. It’s not uncommon about 1/3 of the way through the program for students to get frustrated and say, “There’s so much reading!” This is where you can come alongside your student to encourage and support them to keep going! There will also be moments during the year when your student begins to talk about deep things and wants to engage in heavy conversations. There will be moments of light-heartedness and laughter in class. I suggest you embrace it all and enjoy this time of watching your child grow in faith and wisdom like never before. I plan on growing right along with them.

Because Omnibus is such a challenge, the syllabus that I wrote as an outline of assignments is more like a guideline, really. We may all agree that we need a few days of lighter reading to balance out the heavy reading, and assignments may be reworked and changed. Any changes, whether subtle or drastic, will be talked over with the students and posted in our Google Classroom. We are on this journey together. I want students to be challenged, and I don’t want to promote that anytime there’s discouragement we can just make it easier (that goes against what the program is trying to do), but I also want to be realistic and recognize that we all have other classes and tasks as well. We will strive to complete the syllabus as written - that’s my goal - but I’m not against being flexible and changing if needed.

Please review the following points of the Description of the Course. If you have any questions at all about the Curriculum, don't hesitate to ask.

One more thing, with all the books that need purchasing, the program can get costly. That's why I kept the price at only \$75/mo. At the end of the year, High School students will receive 10 credits each in Religious Studies, History, and Language Arts, for a total of 30 credits. I would suggest that you examine the book list for each semester and ask around to see if some family members or friends might have what you need. You can also check your local library, or sometimes purchase the books on Kindle or Amazon for a less expensive price.

### **Course Objectives**

In this course the student will 1) engage in Socratic discussions about reading assignments and cultural issues; 2) complete biblical research - compare and contrast ideas with the Bible; 3) Answer comprehension questions about text; 4) understand literary devices used in assigned literature; 5) complete written assignments as outlined in the curriculum; 5) deepen an understanding of their faith and develop a defense of their faith; 6) complete historical research - from the Church Fathers through the Reformation; 7) gain an understanding of medieval literature and stories.

### **Course of Study**

**Reading** - There will be about 2 hours of reading assigned every day. Mostly from other books, but the student text contains an introduction to each book we will read. Some days will have less, some will have more. Students are encouraged to take notes, and or highlight texts as needed.

**Prelude** - These are questions to discuss after the Introduction in the text has been read.

**Discussion** - students will be asked to write answers to and discuss questions pertaining to the reading. These questions are divided into Textual Analysis, Cultural Analysis, and Biblical Analysis. Students will be asked to pick and choose a certain number of questions from each category. Students will also be asked to write a paragraph called a Summa. This paragraph answers a thought-provoking prompt or question such as "What is the purpose of discipline?"

**Recitation** - These are Comprehension Questions designed to determine how students are understanding the assigned reading.

**Writing** - These assignments are usually essays in which students will have several days to complete.

**Optional Activities** - many of these will be assigned as extra credit  
Activities - games, debates, etc...

### **Text**

There is a book list on the school's website. Students will also need the Omnibus II text which can be purchased from the Veritas Press website along with the books from the book list. You may want to try purchasing the books on the book list through Amazon first.

### **Homework**

Class will meet on Wednesdays at the on-site campus and Thursdays via Zoom. It is also recommended that students meet on Tuesday mornings via Zoom for support, although this is not required.

Assignments are outlined in the syllabus, but they may change as needed. Assignments will be given for the week when we meet and the previous assignments will be due the day we meet. They will need to be uploaded into our Google Classroom. Students can either type assignments and upload to the classroom, or they can scan assignments, create a pdf, and then upload to the classroom.

### **Grading (percentage)**

Assignments - (Discussion questions, Recitation, Prelude, Writing, Activities) 50

Participation in Class Discussions - 30

Evaluations - 20

### **Student Responsibilities**

- Get the reading done! This class does not work if students do not stay on top of the reading. **Pace yourself.** ***You do not have to read for 2 hours straight.*** You can break up the reading into smaller 20 minute sessions. Just make sure you plan ahead so that you're not saving it all until the evening when you're tired.
- Complete assignments. The assignments are created to help you prepare for class discussion and to "engage" in the reading. Most assignments are not difficult and can be done in less than half an hour. The essays may take you several days to create a rough draft, edit, and then a final draft.
- Plan ahead! Make sure you have an agenda that you can write in to keep track of reading and assignments.
- Upload assignments to Google Classroom when they are due. Make sure you upload all assignments from the week before we meet in class.
- Check Google Classroom every day. This will help keep you on track.
- Remember to breathe and pray! You are doing great spiritual things. It's not uncommon to feel discouraged at some point or to be overwhelmed sometimes. I am here to work with you and help you. You are not alone, we are in this together.
- Be respectful of the teacher and other students. You will be engaging in discussion and some of them may get "heated" as we talk about deep, cultural issues. Not everyone is

going to agree with each other, but everyone should have a chance to be heard. We want to listen to each other with kindness and with the love of Christ.

**Parent Responsibilities**

- Help keep students on track with reading and assignments. This is especially important in the beginning. You may want to create a Reading Plan on an agenda or calendar and post it on the fridge or somewhere else it can be seen. You may want to create a sticker chart and a rewards system for all the reading that has to be done. Make sure to pace out the longer writing assignments so that you can edit your student’s rough draft before turning in the final draft.
- Remember this program covers **three classes!** You may begin to feel like it’s too much work, but think about how much work three classes in High School would be, and you’ll find that this is actually right on target.
- Make sure students are completing assignments and uploading them into Google Classroom.
- Let me know if there’s an issue sooner, rather than later.
- Encourage your student to participate in the Tuesday Support class on Zoom when you can. This is an added day where we can all work and read together.
- Your student will be growing in faith and wisdom during this time. It’s important to encourage them to process out loud and engage in discussions at home. You may want to talk over the homework with them from time to time. They may not understand everything they read, and that’s okay- that’s why we’re meeting 2-3 times during the week. While you do not need to do the reading, too - it is important to familiarize yourself with the books and assignments.

We, the student and parent, understand our responsibilities. We know that if correction needs to take place, it will be done in love. We will follow the school’s class policy for behavior and conduct.

Parent Signature \_\_\_\_\_

Student Signature \_\_\_\_\_