

**Enroll
now!!!**

瑞华中文学校
RAY CHINESE SCHOOL



**2020年夏季课程
SUMMER SCHOOL 2020
JUNE 1 - AUGUST 14**

@ Benedictine University

学前班-高中

Kindergarten
through K12

Session 1:
June 1- July 3
Session 2:
July 13- August 14

注册开始日期
Registration Online
www.raychineseschool.org
or In person Right Now

前言

为了方便家长及早安排夏天计划，瑞华夏校工作人员经过紧张的准备，终于准备好了2020年度夏校课程安排。瑞华夏校将继续开设两个 session 的课程。Session 1 (6/1-7/3)，Session 2 (7/13-8/14)。为了使夏天课程更加丰富多彩，给学生提供更多的选择，session 1 和 session 2 的课程设计会有所不同，请各位家长仔细留意。下面大致介绍一下今年夏校的几个特点：

1. 今年夏校共设有三种不同的课时安排。有周一到周五上午（9:00-12:00）的强化课，周一到周五下午（1:00-4:00）的强化课，以及晚上 6:00-8:45 的强化课。上下午及晚上的强化课课程安排不同。根据教学需要，大多数课程为 30 个课时。极少部分课程为 15 个课时。
2. 瑞华夏校聘请了瑞华春秋两季非常受欢迎的老师前来授课，教授课内容不会和春秋两季授课重复。为了保证质量，夏校课程采取小班制（不超过 12 个人），小时收费会比去年降低一些。今年继续早鸟政策，4/20 日之前注册并缴费的学生，会给 \$25 credit/account。
3. 和去年相比，今年夏校增加了一些受欢迎的课，比如 Joshua 老师的 AP 英语及 SAT 课，Patterson 教授的大学申请写作辅导，我们也特意请回了秋天没能执教的 Peter Murray 老师。一直很受欢迎的刘珍邑，吴伟卿老师还会担纲今年夏天的数学课。朱伟华老师的编程，田丰老师的机器人，Larry 老师的演讲，还有去年大受欢迎的 Zachary 的 debate 课，Chess national champion 的象棋课，针对初中生的 word building，高中生的 creative writing，等等。今年夏校课程可谓是精彩纷呈。
4. 为了方便家长，夏校主任和夏令营主任史老师经过协商后决定，我们将继续去年的传统，为学生提供早晨和晚上服务。需要早来的学生（7:30am-9:00am），家长可以提前将孩子 drop off 在史老师的夏令营。家长在课后不能及时接孩子回家（4:00pm-5:30pm），孩子可以先去史老师的夏令营。12 岁及以上的孩子史老师会安排 T A 组织自习，每小时收 \$3。11 岁及以下的学生可以直接参加夏令营的活动，每小时 \$5。对于报名上下午强化课的学生，夏校提供午餐服务。请家长提前一周将孩子名字报给夏校主任，史老师会安排一起订午餐，家长请将午餐费用在每周一直接交给史老师，另外报名上下午强化课的家庭，夏校将会补助 \$15/account/week。
5. 注册费用，今年夏校和夏令营不再分别收取注册费，无论您是注册夏令营，还是夏校，只收取一次费用。如果您需要注册另一个活动，瑞华将不另收注册费。注册上会显示收取两份费用，瑞华会以 credit 的形式返回给家长。
6. 为了让家长更了解老师，在未来几周内，瑞华将安排夏校教学的老师举行公开课，欢迎所有有兴趣的学生，家长旁听，公开课具体时间将另行通知。

谢谢各位广大家长对瑞华一如既往的支持！如有任何问题，请与夏校主任及时联系与沟通！

张冰

瑞华 2020 年夏校主任

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2020 SUMMER SCHOOL COURSES SCHEDULE

No.	Course Title	Class Period	Day	Teacher	Min Age	Fee (\$)
SESSION 1						
1	AP English 1-Language and Composition 高中 AP 英语 1-语言及写作	6:00P - 8:45P	06/01-07/03 Mon, Wed	Campbell, Joshua	Age 13	445
2	SAT/ACT Prep and SAT Essay SAT/ACT 考试准备	6:00P - 8:45P	06/01-07/03 Tue, Thu	Campbell, Joshua	Age 13	480
3	COGAT 和 TTCT 考试准备	6:00P - 8:45P	06/01-07/03 Mon, Wed	Leong, Paul	N/A	440
4	Python Program for Beginners Python 编程初级班	6:00P - 8:45P	06/01-07/03 Tue, Thu	Zhu, Weihua	Age 10	375
5	High School Creative Writing 创作写作	6:00P - 8:45P	06/01-07/03 Fri	Hale, Kristin	Age 12	225
6	Middle School Congressional Debate Training Camp 初国会辩论训练营	1:00P - 4:00P	06/01-06/12 Mon to Fri	Xi, Zack	Age 11	240
7	Lego EV3 Robotics 乐高机器人	9:00A - 12:00P	06/01-06/05 Mon to Fri	Tian, Feng	Age 8	225
8	Super Chess Camp 超级国际象棋夏令营	9:00A - 12:00P	06/08-06/12 Mon to Fri	Marisa Li	Age 8	135
9	ACT Math ACT 数学	9:00A - 12:00P	06/08-06/12 Mon to Fri	Liu, Jenny	Age 13	225
10	SAT Math SAT 数学	9:00A - 12:00P	06/15-06/19 Mon to Fri	Liu, Jenny	Age 13	225
11	Test Preparation: SAT/ACT Reading, Writing SAT/ACT 考试英语强化营	1:00P - 4:00P	06/08-06/19 Mon to Fri	Murry, Peter	Age 13	480
12	Drawing 绘画/写生	9:00A - 12:00P	06/22-07/03 Mon to Fri	Ma, Bing	Age 12	445
13	Middle School Advanced English Camp 初中高级英语强化营	1:00P - 4:00P	06/22-07/03 Mon to Fri	Murry, Peter	Age 10	425
SESSION 2						
14	Math Count 数学竞赛	6:30P - 9:15P	07/13-08/14 Mon, Wed	Wu, Weiqing	Age 11	445
15	Python for Beginner Python 编程初级班	6:00P - 8:45P	07/13-08/14 Tue, Thu	Zhu, Wh	Age 8	375
16	Word Building/Classical Reading	6:00P - 8:45P	07/13-08/14 Tue, Thu	Shields, Amanda	Age 11	425
17	AP English 2 - Literature and Composition 高中 AP 英语 2-阅读及写作	9:00A - 12:00P	07/13-07/24 Mon to Fri	Campbell, Joshua	Age 13	445
18	Middle School Competition Speech Training Camp 初中竞赛演讲训练营	1:00P - 4:00P	07/13-07/24 Mon to Fri	Balfe, Larry	Age 11	525
19	Drawing 绘画/写生	9:00A - 12:00P	07/27-08/07 Mon to Fri	Ma, Bing	Age 12	445
20	Test Preparation: ACT/SAT Reading & Writing SAT/ACT 英语考试强化营	1:00P - 4:00P	07/27-08/07 Mon to Fri	Campbell, Joshua	Age 13	480
21	Middle School Congressional Debate Training Camp 初国会辩论训练营	1:00P - 4:00P	08/03-08/14 Mon to Fri	Xi, Zack	Age 11	240
22	Crafting a Personal Essay Workshop (大学申请知道及 ESSAY 写作)	9:00A - 12:00P	08/03-08/14 Mon to Fri	Patterson, Stuart	Age 13	475
23	SAT Math SAT 数学	1:00P - 4:00P	08/10-08/14 Mon to Fri	Liu, Jenny	Age 13	225
24	Lego EV3 Robotics 乐高机器人	9:00A - 12:00P	08/10-08/14 Mon to Fri	Tian, Feng	Age 8	225

SAT/ACT Reading and Writing Preparation

Campbell, Joshua - Location: Benedictine University



About Joshua Campbell

Joshua Campbell is a Chicago area native who graduated from Augustana College with an English major in the spring of 2006. After that he spent one year studying Mandarin in Beijing and the following 5 years teaching English as a Second Language and SAT in mainland China. Having lived and worked in Beijing, Yunnan, and finally Xiamen China, he has a lot of experience in and around China and in helping Chinese students to improve their English and test taking skills.

Course Overview

This Course is designed to prepare students to successfully sit for the ACT or SAT Exam. This Course will utilize examples taken from the examinations in an effort to bolster understanding. Each Sunday session will focus on how test questions are constructed with the intention of mastering responses specifically on the reading and writing sections of the tests.

Course Objectives

By the end of this Course, participants will...

- Understand how to respond to different types of questions posed on a standardized test
- Feel more comfortable when approaching study materials for standardized tests
- Be introduced to resources to assist and guide preparation for standardized tests
- Identify from the group at least one study buddy
- Be able to clearly articulate how various nouns and verbs are used in test question construction
- Be able to construct a well thought out essay response to sample ACT/SAT question prompts

Course Offerings

- Secret Language of Standardized Tests
- Test Question Deconstruction
- Tips & Tools

Class Schedule

Session 1 (06/01-07/03) Tues & Thurs 6:00pm-8:45pm

Session 2 (07/27-08/07) Mon to Fri 1:00pm-4:00pm

Prospective students

8th-11th grade students

AP English 1: Language and Composition

Campbell, Joshua - Location: Benedictine University



About Joshua Campbell

Joshua Campbell is a Chicago area native who graduated from Augustana College with an English major in the spring of 2006. After that he spent one year studying Mandarin in Beijing and the following 5 years teaching English as a Second Language and SAT in mainland China. Having lived and worked in Beijing, Yunnan, and finally Xiamen China, he has a lot of experience in and around China and in helping Chinese students to improve their English and test taking skills.

Course Overview

“It's very easy to have slogans and rhetoric that people will follow, but eventually the slogans fall away.” - Saadi Hariri

Students in this college-level English course read and carefully analyze a broad and challenging range of nonfiction and fiction prose selections, deepening their awareness of how language works in effectively communicating an idea. Through close reading and frequent formal and informal writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own writing abilities. The purpose of this course is to promote critical thinking and writing. Multiple modes of instruction and informational materials ranging from film clips to speech writing will be incorporated to enrich student recognition, comprehension, and execution of rhetorical analysis. The expectation and rigor of this course will therefore be high and the workload challenging. Discipline, focus, self-advocacy, and mature behavior in and out of class are expected.

According to the College Board, upon completing the AP English Language and Composition course, then, students should be able to

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;

- create and sustain arguments based on readings, research, and/or personal experience;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writing
- write for a variety of purposes;
- produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources material, cogent explanations, and clear transitions;
- demonstrate understanding of the conventions of citing primary and secondary material;
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review;
- write thoughtfully about the writing process of composition; revise a work to make it suitable for a different audience
- analyze image as text; evaluate/incorporate reference documents into researched papers.

Class Schedule

Session 1 (6/01-7/03)

Mons and Weds: 6pm-8:45pm

Prospective students

8th-11th grade students

AP English 2: Literature and Composition

Campbell, Joshua - Location: Benedictine University



About Joshua Campbell

Joshua Campbell is a Chicago area native who graduated from Augustana College with an English major in the spring of 2006. After that he spent one year studying Mandarin in Beijing and the following 5 years teaching English as a Second Language and SAT in mainland China. Having lived and worked in Beijing, Yunnan, and finally Xiamen China, he has a lot of experience in and around China and in helping Chinese students to improve their English and test taking skills.

Philosophy

The purpose of the advanced placement program is to challenge students by engaging them in college level course work. As a result, the workload is quite rigorous and very demanding. Students are expected to read independently and engage in higher level thinking and writing. It is also an opportunity for students to have an active voice within the classroom so that we may all learn from each other. Through a wide range of literature genres, writing assignments, and other classroom activities, students will become better prepared for the college experience. It is important to have a good attitude, be open-minded, and always strive to do your best.

Course Objectives

- Develop accurate, perceptive reading through close study of major texts representing various literary genres
- Deepen understanding and appreciation of literature
- Understand the technique of poetry as it affects and enhances meaning in a poem
- Generate independent, thoughtful, and analytical discourse during class discussions
- Deliver oral presentations and lead class discussions with poise and clarity
- Develop college-level writing abilities
- Recognize works for their literary merit

Expectation of Students

- To actively participate in class discussions and activities
- To complete all assignments to the best of your abilities
- To promptly turn in all assignments
- To be prepared for class each day
- To behave maturely and maintain an open mind at all times
- To behave as a literary scholar
- To read texts thoroughly: annotate, read closely, and look up all unfamiliar vocabulary words
- To be able to work on multiple assignments since you will have long-range assignments as well as daily assignments

Class Schedule

Session 2 (7/13-7/24)

Morning: 9:00AM-12:00PM

Prospective students

8th-11th grade students

Test Preparation: ACT/SAT Reading/Writing

Murray, Peter- Location: Benedictine University



- Adjunct Professor of English in Midwestern Career College and East-West University.
- More than 14 years of English teaching experiences.
- Teaching Advanced English grammar, usage, composition, and critique.
- Has been teaching ACT/SAT exam preparation since 2014.
- Start teaching in Ray Chinese School in fall and his class is highly evaluated by his students and parent.

About Peter Murray

Course objectives

STUDENTS WILL BE ABLE TO...

Students taking this course will be making use of both digital and printed test preparation material, as well as supplementary content provided by instructor. Students who complete this course will have at their disposal effective and efficient methods for minimizing test errors and maximizing in-test time management.

Course description

READING/LANGUAGE USAGE/ESSAY

- Multiple Choice Exam type
- review and re-enforce grammar and punctuation essentials
- comma rules, sentence types and patterns, clauses and phrases, and parts of speech survey and analyze various question types in the reading and language usage sections of the exam

Essay Composition Exam Type

- basic rhetorical techniques for essay composition
- essay formats, syllogism and fallacy, and “end focus”

Class Schedule

6/8-6/19 1:00PM-4:00PM

Prospective students

8th-11th grade students

Middle School Competition Speech Training

Balfe, Larry - Location: Benedictine University



About Larry Balfe

Thirty year professional teacher of Speech, Debate and Drama

- Teaching Certifications in Speech, Drama and History
- Coached over 100 students to compete at the National Speech and Debate National Tournament
- Coached over 1,000 Students to compete at the Texas Forensic Association. state Tournament
- Coached over 100 students to the Texas University Interscholastic League State Meet
- Coached National Finalists in Impromptu Speaking, Dramatic, Humorous and Duo
- Coached National Top Fourteen Students in Oratory, Exempt, Humorous, Dramatic and Duo
- Coached Texas State Champions in Duet, Dramatic, Prose, Poetry, Humorous and Informative Speaking
- Coached Texas State Finalists in Oratory, Exempt, Duet, Humorous, Poetry, Dramatic and Prose
- Texas Forensic Association Hall of Fame Coach
- Two time Texas Forensic Association State Tournament Director
- National Speech and Debate Double Diamond Coach

Course Description

In all classes, there is a certain amount of review of past classes, and an adding on to the skills learned. The same is true of math, science and language. We will always revisit what we have learned in other classes. These include

Students will learn the basics of getting up in front of an audience, physicalizing their speeches, using gestures, volume, pacing, and learning how to manage time restraints in every speech they give in front of the class. There will be two to three speeches every class for students to practice skills.

Students will learn a warmup that they can use to prepare each speech. Students will watch video examples of many speeches. Students will gain confidence and Speaking acumen by presenting a variety of speeches including an introduction speech, an interview, impromptu and news analysis. Students will also learn to give constructive criticism to other classmates, which will also help them in their speeches. Advanced Elementary students will follow the same curriculum, but speeches will be tailored to meet their needs and strengths. Students will be taught research skills, watch national champions, and prepare speeches for competition. Each student will be given individual time with the teacher in preparing their speech. Students MUST

have a laptop for this class every day. This course requires students to research on their own at home.

Prospective students

6th-8th grade students

Class Schedule:

Session 2 07/13-07/24 Monday-Friday @ 1pm – 4 pm

Original Oratory

Oratory is an activity in which the student writes, memorizes, and then delivers a persuasive speech arising from his/her personal feelings, convictions, or a source of irritation about some problem, concept or issue. These topics are very much like those used in TED Talks.

Students deliver a self-written, ten-minute speech on a topic of their choosing. Limited in their ability to quote words directly, competitors craft an argument using evidence, logic, and emotional appeals. The speech is delivered from memory.

Informative Speaking

An informative speech is an original speech designed to explain, define, describe, or illustrate a particular subject. The general purpose of the speech is for the audience to gain understanding and/or knowledge of a topic. Any other purpose such as to entertain or to convince shall be secondary. The use of audio/visual aids is optional.

Students author and deliver a ten-minute speech on a topic of their choosing. Competitors create the speech to educate the audience on a particular topic. All topics must be informative in nature; the goal is to educate, not to advocate. Visual aids are permitted, but not required. The speech is delivered from memory.

About Larry Balfe

- Thirty year professional teacher of Speech, Debate and Drama
Teaching Certifications in Speech, Drama and History
- Coached over 100 students to compete at the National Speech and Debate National Tournament
- Coached over 1,000 Students to compete at the Texas Forensic Association. state Tournament
- Coached over 100 students to the Texas University Interscholastic League State Meet
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- Coached Texas State Champions in Duet, Dramatic, Prose, Poetry, Humorous and Informative Speaking
- Coached Texas State Finalists in Oratory, Exempt, Duet, Humorous, Poetry, Dramatic and Prose
- Texas Forensic Association Hall of Fame Coach
- National Speech and Debate Double Diamond Coach
- Foster High School Teacher of the Year
- Two time Texas Forensic Association State Tournament Director

Message from Larry:

“Teaching is my life. I believe the qualities and skills of public speaking which assists all students in becoming better communicators in any avenue they wish to pursue in life. Finding your voice and understanding reading, writing, and research will strengthen their skills, so that they can understand and advocate and become vocal in whatever field they choose to pursue.”

Lego EV3 Robotics

Tian, Feng - Location: Benedictine University

About Feng Tian

Dr. Tian has a Bachelor's and a Master's Degree in Electrical Engineering, and a Doctor's degree in Business Administration. He had worked as senior software engineer for several years before his academic career in business administration.

He has been coaching First Lego League (FLL) team since 2014. In past four seasons, the team has won several awards in regional and state FLL tournaments.

Course Objectives

Introduction to Lego Robotics

This camp is designed for 4th to 6th grade students who are interested in robotics and/or FLL, but with no (or little) EV3 robotics and programming experience. We will utilize the LEGO Mind storms EV3 Robotics kit to introduce robotics and engineering, and walk students through EV3 building and programming fundamentals. Students will learn a solid foundation in programming with the EV3 programming language through how to solve difference challenges.

The course will cover fundamental EV3 programming and robot design, including building with beams, axles, connector block, and motors, robot moving and turning, using color sensor, touch sensor, and infrared sensor, programming with loop, switch, waiting, and multitasking...

The hands-on problem solving application will help students develop a strong set of problem solving skills. This provides students the tools and thinking-process needed for a successful FLL season

Overall Course Lesson/Activities

Course will cover fundamental EV3 programming and robot design. All classes are designed around hand-on labs.

- Building with beams, axles, connector block, and motors
- Robot moving and turning
- Using color sensor, touch sensor, infrared sensor ...

- Building with gears
- Programming with loop, switch, waiting, and multitasking...
- Programming my blocks

Prospective Students

4th -6th grade students with no or little EV3 experience

Advanced Lego Robotics

This class use Legos as the fun tool to explore robotics, mechanical systems, and programming. It will be a great way to try out new ideas and learn basic engineering. The class will primarily be a lab experience. Students will have chance to design, build, and program functional robots with Lego EV3. It will explore student's interests on topics like digital logic and modern robotics.

We will introduce robot-building techniques, including building with gears, connector blocks, and motors. Students will also learn how to use gyro sensor. Advanced EV3 programming skills like using data wires, data operations blocks, and constants and variables, will also be included.

Students are expected to have basic Lego EV3 programming experience, and know how to use basic sensors like touch, infrared, and color sensors.

Class Schedule

6/1-6/5 9:00 am - 12:00 pm

8/10-8/14 9:00 am - 12:00 pm

SAT Math

Jenny Liu - Location: Benedictine University

About Dr. Liu

Dr. Zhenyi Liu graduated from Oklahoma State University with a Ph. D. degree in mathematics, specializing in geometric topology. She was also a visiting scholar at the University of Michigan, Ann Arbor. She has an extensive teaching experience with five years at university, two years and half at Ray Chinese School and many years as a private tutor. Her training in mathematics education enables her to better understand and explore her students' potential to help them excel in math. During her time at Ray Chinese School, two of her students won WSCAE (West Suburban Consortium of Academic Excellence) Gold Metals in math by achieving the highest scores on the SAT math section.

Course Description

This course is specifically designed to prepare 8th - 11th grade students for the math sections of SAT exams. We will go through practice tests together in almost every class. Help our students locate and improve their weak areas. We will cover important topics such as quadratic functions, remainder theory, Vieta's Formula, exponential functions, statistics and probabilities, geometry and trigonometry and more. After one week of intensive training, students will master important knowledge and strategies for excelling in the coming SAT exams.

Prospective students:

8th-11th grade students

Class Schedule:

6.08-6.19 @9:00am - 12:00pm

8.10-8.14 @9:00am - 12:00pm

COGAT and Torrance Test for Creative Thinking (TTCT) Test Preparation

Leong, Paul - Location: Benedictine University

About Paul Leong

Paul Leong has been teaching at Ray Chinese School for more than 5 years. Paul created this class for his own children to prep them to qualify for PI+, and both of them were admitted to PI+ after their first attempt. Paul is also a District 203 Board member and is well informed on a variety of placement topics for K-12 in District 203.

Course Description

In this course, we will review all 9 COGAT tests that make up this important standardized test that weighs heavily for placement into Honors Math, PI, and PI+. We will review test taking strategy, take practice tests, and assign homework to prepare your student to do their best on the COGAT tests. There will be in class lecture material in addition to in class practice and homework handouts for each topic. This course will be taught in English including

- 1) Verbal Analogies
- 2) Sentence Completion
- 3) Verbal Classification
- 4) Number Analogies
- 5) Number Puzzles
- 6) Number Series
- 7) Figure Matrices
- 8) Paper Folding
- 9) Figure Classification

In addition, we will prepare students to maximize their scores on the TTCT (Torrance Test for Creative Thinking) placement test. This test constitutes 20% of the points that are needed to qualify for PI+ (60% COGAT and 20% teacher observation). The class covers

- 1) Verbal

- 2) Single Figure
- 3) Multiple Figure (different)
- 4) Multiple Figure (same)
- 5) Picture Solution

Indented students

This course is targeted at students who want to maximize their chances to qualify for PI+. There is benefit for students who are taking the COGAT for the first time, as well as students who have taken the COGAT in the past and want to improve their scores. This course will be taught in English.

Class Schedule

Session 1 (06/01-07/03)

Mons and Weds: 6pm-8:45pm

Creative Writing

Hale, Kristin - Location: Benedictine University

About Kristin Hale

My name is Kristin Hale. I am the Director of a small, private early elementary school and have been there for 15 years. I have my Master's degree in Education with a concentration on Reading literacy. I also sit on the Advisory Board at Stagg High School. I love working with children to help meet their education goals. I have two of my own children, one just graduated from Loyola University and another serves in our U.S. Military. In my spare time, I enjoy reading, movies, volunteering, crafts, traveling, and cooking.

Overview

There are many forms of writing. Students typically are writing essays, book reports, theories, hypothesis, and summaries. Creative writing is different and uses a different part of the brain, one that students are not as familiar with and many times scared of. This class will gently help to guide students to open up their imagination and be able to be more confident writers. Techniques and tools will be used to enhance writing.

Goal

The goal of this class is to take students out of their comfort zone and into new territory, writing creatively. For some who already do this, it is an opportunity for them to enhance their writing techniques.

This class will consist of different exercises to get creative juices flowing, and allow students to let their creativity and imagination run. Students will be given topics to write about and gather their own topics in different ways we will explore. Students will plan out their ideas, characters, plot, main ideas, and direction of a story prior to writing. We will use different graphic organizers to take brainstorming a step further as students begin to take their ideas and develop them.

Allowing students to work independently, and in small groups, there will be a lot of flexibility and variety in writing. Using writing prompts, tools, group activities, graphic organizers and fun activities to let your creativity flow, we will be exploring different genres.

Evaluations

Writing content will be evaluated by me along with some peer evaluation and feedback. In addition to content, grammar, punctuation, and sentence structure will be evaluated.

Pre-writing exercises we will do in class:

- Identify sensory words
- Identify Synonyms
- compare and contrast using adjectives
- Identify different types genres of writing
- Learn first, second, and third person writing

- enhancing vocabulary to use in our writing
- Understand detail

Topics/writing to be covered:

Characteristic of good writing
Poetry discussion
Imagery
Sensory details
Point of view
Rhyme
Short Story
Word Choice
Poetic forms
Adventure story
Character, Setting, Plot
Humor
Descriptive writing
Persuasive writing - commercial
Personal Essay
Memoir - reflective writing
Autobiography
Children's story
Vocabulary

Class Schedule

Session 1 (06/01-07/03) Fridays 6pm-8:45pm

Session 2 (07/13-08/14) Fridays 6pm-8:45pm

Crafting a Personal Essay

Patterson, Stuart - Location: Benedictine University

About Instructor

"Stuart Patterson is the Chair of the Shimer Great Books School at North Central College. He has been teaching writing at the collegiate level for over 15 years. For the past two years, he has been advising students in North Central College's Lederman and Community Scholars programs, which place advanced high school age students in college courses and provides guidance for college placement. His current research interests include Cao Xueqin's *Story of the Stone* and its ongoing role in Chinese life."

Course Description

"Crafting a Personal Essay is offered to help upper level high school students become comfortable with the project of writing pithy, meaningful, stand-out personal essays, primarily for use in college applications. We will practice especially the twin arts of drafting and editing, making every word count in a genre in which brevity is at a premium. We will practice exercises designed to help students generate ideas and to practice a variety of rhetorical strategies for presenting them effectively. Students will write short pieces in class and read and critique each others' work to develop their critical eye for excellence in writing, their own and others'."

Schedule

Session 2 (08/03-08/14) 9:00 am-12:00 pm

Congressional Debate

Xi, Zachary - Location: Benedictine University

About Instructor

Zachary Xi is the North High School debate team captain. He attended three National tournaments this school year, won championships in Kentucky and Duke Tournaments, and finished at second in Stanford Tournament. He is currently one of the top high school Congressional debate players in the States. Zachary hosted a debate camp in Ray last year, which was widely welcomed. Last year, there were students who first contacted debate in this Camp, and became the key player in Naperville North High School Debate Team.

Course Description

The Congressional Debate is currently growing rapidly in the United States and has the largest number of participants in a single high school language competition. It is highly valued by some universities. The universities that host annual national congressional debate tournaments include: Stanford, Harvard, Yale, Duke, Princeton, New York University, Berkeley and so on.

Another benefit of Debate is the ability to train teamwork. Unlike other competitions, debate a Chamber 15-20 students mock parliament to discuss political and economic events, not only enrich the knowledge of children, but also learn how to learn in a few hours Stand Out and Likeable from a group of people (can't make the behavior too aggressive). This trains the players' communication skills. Unlike science competitions, this skill will benefit students for life. At the same time, this competition also allows students to meet with peers from all over the country who love to debate, and often debaters have their own Social Network, which greatly expands the social circle of Chinese children.

Junior high school is the best time to develop your child's interest in this area and start attending related trainings.

Because camp was successful last year, some parents had come to ask Zack whether they would be able to teach again. The class is designed to Junior High School and high school freshman Students who wants to develop congressional debates. In the 30-hour class, students will learn the following:

1. Students will learn how to obtain information quickly through reading, find information, and then delve into the skills of an issue, and organize the searched information to further develop their own arguments.
2. The course will teach students how to write a speech that will stand out and attract the attention of the audience.
3. During the course, students will have the opportunities to develop communication and debating skills, including public speech, communication skills, and critical thinking.

4. The course will combine lectures, presentations, and competition exercises to prepare students for future debate competitions.
5. In future career development and college application, presenting your skills is extremely important, and the course will help students practice how to communicate in different situations to make themselves different.
6. This course is suitable for students who want to participate in lectures or debates and introduce competitions / projects. These include the Illinois Congressional Debate Association, the Illinois High School Association, and the National Speech and Debate Association.
7. At the end of the training camp, mock legislative competitions will be held.

Schedule

Session 1 (06/01-06/12) 1:00 pm-4:00 pm

Session 2 (08/03-08/14) 1:00 pm-4:00 pm

Super Chess Camp

Li, Marissa - Location: Benedictine University

About Marrison Li

- **Chess Score 2074**
- **USA Team:**
2017/10 World Youth Chess Championship, Montevideo, Uruguay.
2015/10 World Youth Chess Championship, Greece Trainer of the former women world champion – Antoaneta Stefanova.
- **National Girls Championship**
2017/8, Norfolk, VT
2018/8, Madison, WI
2019/8, Orlando, FL
Award: 2017/8 Third Place;
- **Illinois Girls Invitation:**
2019/4 First Place
2018/5 First Place
2017/4 First Place
2016/5 Second Place
2015/3 Third Place
2014/3 Second Place
- **National all girls championship**
2017 U16 Second Place
2016 U14 First Place
2014 U12 First Place,

Course Description

This course is designed and taught by our coach, Marissa Li, the 2017, 2018 & 2019 Illinois Girls Chess Champion. She is also the 2012 and 2014 National All Girls Champion and 2016 National All Girls Second Place. Scientific facts prove chess helps develop mental stimulation and increases brain power. She was also the 2017&2015 USA Team for World Youth Championship. This course is built on providing a warm, safe and fun learning environment for our students. Children are provided with rewards and positive reinforcement all class period, making each child feel accomplished and special. The course includes: lectures, game analyzing, blitz or bug house, team games and tournaments. The course is suitable for students who have minimum 2-years chess game experiences are pursuing development in the chess games. The class will keep small sizes (limited 12 students.)

Class Schedule:

Session 1 06/08 - 06.12

Mon-Fri @ 9:00 am – 12:00 pm

Mathcounts

Wu, Weiqing (Vincent) - Location: Benedictine University

About the Instructor

Weiqing (Vincent) Wu graduated from Shanghai Jiao tong University with BA in mathematics and MA in management school. After coming to US, he graduated from University of Texas with Master degree in economics and Master degree in computer science. Currently he works as a distinguished software engineer at a small software company. Since year 2004, he has taught many math courses including MATHCOUNTS, American Math Competition, AIME, Math Kangaroo, geometry (Euclid's Element book I), Counting and Probability, number theory, even Crossword puzzle. He also taught chess at Ray Chinese School for several years.

Course Overview

The short session of MATHCOUNTS will practice and explain in details of actual competition problems of sprint rounds, target rounds and team round with school, chapter and state levels for this year (2019- 2020). Student will learn various techniques of MATHCOUNTS problem solving skills in real competition environment. See link: <https://www.mathcounts.org/programs/competition-series/past-competitions>. The link will be updated to this year's problems when we have the lessons.

Course Schedule

6pm-8:45pm, Mons & Weds, 7.13-8.14

Python Programming for Beginners

Zhu, Weihua - Location: Benedictine University

About Me:

Mr. Zhu is senior application developer in a financial company for 20 years. He has master degree in Computational Finance. This is his 2nd year to teach Python class in Ray Chinese School in summer school. He really enjoys teaching young students. Outside of his career, he is good at bakery, plays the volleyball and sings.

Goal:

The goal for this course is to let students learn some basic programming skills. After some fun projects, students are going to be interested in programming.

Course lessons:

- Variables and Simple Data Types
- Collections (List, Tuple, dictionary and set)
- For statement
- If statement
- While loop
- Function
- Module
- Class and object
- User and file
- Try exception

Projects:

- Use python random module to develop the lucky sevens game
- Use python turtle module to draw digital pictures.
- Use tkinter module to develop bounce ball games

Class Schedule:

Session 1 (06/01-07/03) Tues & Thurs 6:00 am - 8:45 pm

Session 2 (07/13-08/14) Tues & Thurs 6:00 pm – 8:14pm

Classical Reading and Vocabulary Building

Shield, Amanda - Location: Benedictine University

About Me:

I am a certified teacher with an Oklahoma teaching license in elementary education. I hold specialized qualifications in middle school English (grades 6-8) and in teaching English to speakers of other languages (grades PK-12) I have been teaching English Language Arts to middle school students in Beijing in the past few years. We often dealt with high school classics, such as *Pride and Prejudice* and George Orwell's *Animal Farm*, in these courses. As a teacher, I strive to ensure that my students are the most prepared for their next endeavor.

Course Overview

This course will be an English reading and writing course for those going into 7th or 8th grade. We will focus on classic writings including short stories, plays, and poetry from well-known authors such as Jane Austen, Shakespeare, and Ray Bradbury. Students will then draw out rich vocabulary and write their own compositions. This is a good choice for those who love to read and write, or want to improve their reading and writing. Students will be introduced to texts that are challenging and fun.

Week 1: Reading: Play *Pride and Prejudice* Writing: Character Descriptions

Week 2: Reading: Short Stories by Ray Bradbury Writing: Setting Descriptions

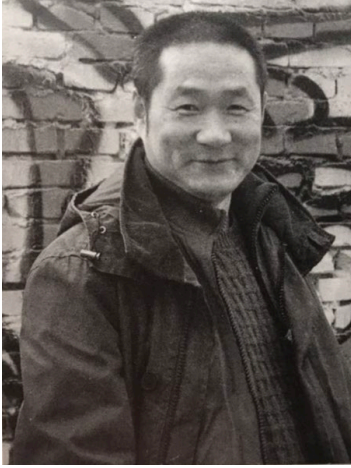
Week 3-4: Reading: Shakespeare *A Midsummer Night's Dream* Writing: Developing Plot

Week 5: Reading: Poetry Writing: Editing, Revising, and Sharing

Class Schedule:

Session 2 (07/13-08/14) Tues & Thurs 6:00 pm – 8:14pm

绘画-马冰



画家简介：马冰出生于河北省石家庄，曾于1990-2004任教于河北师范大学美术学院油画系。现为自由职业画家，定居纽约、北京、Naperville。作品曾发表于《美术》《中国油画》《画廊》《美术研究》《今日中国美术》《中国美术馆》等专业刊物。作品被北京、上海、南京、台湾、香港以及新加坡、韩国、美国、英国等地美术馆、艺术机构、画廊、公司及私人收藏。

教育背景：

1985-1990，就读于鲁迅美术学院油画系，获学士学位。

1994-1996，就读于中央美术学院第八届油画助教研修班。

2000-2003，就读于中央美术学院油画系油画高级研修班。

课程简介：

今年的绘画夏令营我们请来了著名的画家马冰老师。今年的绘画课是为期两周的集中艺术课程。我们将根据孩子的年龄和基础，分为儿童画，临摹与写生，主题创作三个小组来进行。

第一组：儿童画

年龄：5-7岁。

教学设计：拓展想象力

第二组：临摹与写生

年龄：8-12岁

教学设计：学习观察描绘身边的事物

第三组：主题创作

年龄：12岁以上

教学设计：提出观点，搜集素材，完成作品。

上课时间：

6/22/2020 - 7/3/2020 @ 9am - 12pm

7/27/2020 - 8/7/2020 @ 9am - 12pm