



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

**Writing and Rhetoric Year 5 -
Book 9: Impersonation & Description / Book 10: Thesis, Part I
2018-2019**

Prerequisites: Mastery of the concepts taught in Writing & Rhetoric Year 4; on grade level reading fluency; mastery knowledge of the argumentative essay (refutation, confirmation, vituperation, & encomium)

Course Description:

This course is designed for 8-9th graders. Think of the *progymnasmata* as a step-by-step apprenticeship in the art of writing and rhetoric. In Writing & Rhetoric Year 5, students build on the sturdy foundation they have developed through the progym exercises in the Writing & Rhetoric series. In this course students continue honing the art of persuasive writing and speaking with *Book 9: Description & Impersonation* and *Book 10: Thesis, part I*. In the first semester of Year 5, students encounter description, which emphasizes the use of vivid language to describe people, nature, and processes. They also study impersonation, which introduces the modes of persuasion as a means of imitating the writing style and outlook of four famous individuals: journalist Nellie Bly, writer Henry Williamson, athlete Jesse Owens, and statesman Winston Churchill. In the second semester, students begin a formal study of the thesis essay, which is the culmination of the *progymnasmata* as it deploys every skill that came before to make the strongest case for an idea. Throughout this course, students will strengthen and refine their skills in reading and annotation, discussion, composition, and delivery. Specific areas of focus include the modes of persuasion (pathos, ethos, and logos) and the use of various rhetorical devices.

Placement:

- This course is designed for students who have built a strong foundation in writing and are familiar with the *progymnasmata* (the “preliminary exercises” on which the Writing & Rhetoric series is based). Students who have successfully completed the previous books in the Writing & Rhetoric series will be ideally prepared for this course.
- Incoming students should be familiar with elements of the persuasive essay (narrative, descriptive, and expository). Students should feel comfortable with discussing ideas and making connections to the text,

outside reading, and life. Students will be expected to write on average one essay a week and refine the skill of annotation to become more discerning readers. Students should be comfortable typing their essays and submitting them via Schoology.

- In addition to a strong command of grammar and syntax, students entering WR5 should have an understanding of various rhetorical devices including contrary, synonym, hyperbole, metaphor, simile, periphrasis, anacolutha, and parallelism, with a mature vocabulary comprehension that is reflected in their writing style. Students writing at this level are comfortable with self-assessment and revising their own work according to rubrics and the like.
- This course is geared toward rising 8th–9th graders. Rising 7th graders who have completed the previous level of Writing & Rhetoric are welcome, though in many cases 7th-grade students require additional support from a parent in conjunction with the course.
- Scholé Academy administers placement assessments in order to get to know each student and find the best learning environment for him or her, as we seek to educate our students well and wisely. After registration, a placement assessment will be provided to students who have not completed the previous levels of Writing & Rhetoric with Scholé Academy online. Registration is finalized when the student’s placement assessment has been returned by the course instructor with placement confirmation.

Course Texts:

The required texts for the course are *Writing & Rhetoric: Impersonation & Description (Book 9)* and *Writing and Rhetoric: Thesis, Part I (Book 10)*, published by Classical Academic Press.

Student Expectations: This class aims to cultivate a communal love and exploration of story and writing. Class time will sometimes be spent reading aloud as a group, as well as sharing each student’s writing. Class participation will be required through discussion, writing, public speaking, and homework contained in the text. This course strives for the cultivation of virtue as well as knowledge.

Yearlong Tutoring: 32 weeks, 64 classes
Monday & Wednesday, 2:00-3:15p EST

Instructor's name: Joanne Schinstock

Emails and phone calls are generally returned within 24 hours during the week; communication sent during the weekends/holidays is returned on the next school day. Please note calendar holidays.

If there is an issue or concern that requires discussion of details, please call me directly instead of email. Email is best suited for exchange of information. When in doubt, it is best to pick up a phone. In our frenetic times, it is convenient to send emails, but not always the best option for relationship building and problem solving.

Phone Number: 469-231-3008

Email Address: jschinstock@scholeacademy.com

Course Schedule **The pacing is subject to change to fit the needs of the class.*

August 29	Orientation (see Welcome Letter for details)
Sept 3	NO CLASS: LABOR DAY
Sept 5	First Class: Warm-up Week “Come to the Feast”
Sept 10 –12	Reading & Writing Assessments/Introduction- Student Presentations
Sept 17-19	Lesson 1
Sept 24-26	Lesson 2
Oct 1-3	Lesson 3
Oct 8-10	Lesson 4
Oct 15-17	Lesson 5
Oct 23-24	Lesson 6
Oct 29-31	Lesson 7

Nov 5-7	Lesson 8
Nov 12-14	Lesson 9
Nov 19-21	NO CLASS: THANKSGIVING BREAK
Nov 26-28	Lesson 10
Dec 3-5	DIY Final 1 st Semester Essay
Dec 10-12	Conclude with <i>Symposium Week</i> (<i>Advent Poetry Recitations/Dramatic Readings</i>)

Dec 17-Jan 4	CHRISTMAS BREAK/NEW YEAR'S BREAK		
Jan 7-9	Review Book 9 Concepts	Mar 25-27	
Jan 14-16	Introduction Book 10	Apr 1-3	
Jan 21-23		Apr 8-10	
Jan 28-30		Apr 15-19	EASTER/HOLY WEEK/NO CLASS
Feb 4-6		Apr 22-24	
Feb 11-13		Apr 29-May 1	
Feb 18-22	WINTER BREAK/NO CLASS	May 6-8	
Feb 25-27		May 13-15	Symposium Practice/Self Assessment
Mar 4-6		May 20-22	<i>Spring Symposium/last week</i>
Mar 11-13			
Mar 18-20			

The schedule for Spring semester will be determined following Book 10 publication.

***Please note the above dates and times are the anticipated class sessions for this course. However, all dates are subject to change as circumstances might dictate (e.g. illness, family emergency). If the instructor is ill a substitute will be assigned when possible.**

Please review the Scholé Academy Academic calendar for important dates. Remember September 17th is the last day to add/drop fall semester/yearlong courses unless provisional enrollment is granted during the enrollment process.

Students will be expected to keep as a record weekly lesson plans posted on Schoology. These plans describe in detail the lesson objectives, class activities, homework assignments, upcoming due dates for projects, and other pertinent information. Students should review these lesson plans each week prior to class in order to manage their learning objectives and writing assignments. A good way to keep track is to print and keep stored in course binder. Students should also keep a notebook for class notes.

Evaluation Procedures and Grading Criteria

High School Credit: This course is the equivalent of one high school credit in English composition.

Teachers will often assign the following grades based on students' level of achievement: *magna cum laude* (with great praise), *cum laude* (with praise), *satis* (sufficient, satisfactory), and *non satis* (not sufficient). Ideally, every average student working diligently should do praiseworthy work (*cum laude*). Those who excel beyond this expectation will be the *magna cum laude* students. Students who do adequate but not praiseworthy work should be designated *satis*. *Non satis* means lacking sufficiency or adequacy. These assessments are not mere grading instruments but ways for both the student and the instructor to assess mastery. Students will receive written feedback on each essay. These graded essays, including instructor feedback, should be kept as a portfolio of their academic progress over the course of the year. The written feedback will be referred to as the **narrative grade** in connection to the traditional grade. Please review the Student-Parent Handbook for policy regarding grading.

As noted in the Student-Parent Handbook, the instructor and student with Scholé Academy pursue together the path of virtue and wisdom. Keeping that in mind, each student must strive to cultivate habits of **patience, constancy, temperance** and other virtues that ideally raise a student from a *satis* level to a *cum laude* and even *magna cum laude* level of mastery. As such the instructor expects students to:

- **Arrive on time for class** (Students who are late must catch up to the pace of that day which can cause confusion and setback for the student and interrupt the restful learning of others online. The instructor will not review material that day for a tardy student. Once a student views the recorded session, she should contact the instructor for assistance on core concepts if needed.) ***It is best for a family not to enroll their student in a course in which he or she will have to miss more than 6 classes.*** (See *Student-Parent Handbook*). ***All classes will be recorded and available for viewing for student absences. Recordings are not meant to replace a live class.***
- **Complete work on time** in preparation for discussion to enkindle curiosity and zeal as a member of the learning community. (All assignments will be reviewed by the instructor and considered late after 8am on the due date. The instructor requires assignments submitted before class begins. **Late** assignments will not receive credit beyond one week. All student work will always receive teacher feedback.) Students should plan ahead scheduled absences.
- **Listen and contribute to class discussion respectfully** by practicing **humility** and **love** as we delight in seeking to cultivate “affection and taste” for truth, goodness and beauty.

In general, tardiness, speaking over others, forgetting assignments, submitting assignments completed in a rush, poor penmanship, and ultimately encountering the task of learning with a passive attitude do not typify *restful* learning. As members of Scholé Academy we are responsible for how our attitudes and affections influence the learning community.

Please remember restful learning consists of accurate expectations, accurate preparation, and accurate attitude. –Joelle Hodge, principal of Scholé Academy

A word about Reading Fluency Assessments. Reading fluency assessments along with writing and speaking assessments will be administered the first full week of class. These assessments help the instructor understand more fully the content and skill level of all incoming students. These assessments are administered within the first two weeks allowing course enrollment adjustments in some cases.

Student Presentation—(1st full week of class)

The first full week of school, students will be asked to present a 2-minute brief introduction about themselves using objects. In order to prepare for this assignment, students will need to read: “What Objects Tell the Story of Your life?” (New York Times) and “Object Lessons in History” (New York Times). These two brief articles will help set up the student for his/her presentation. Details will be explained, and article links provided during orientation week. As the art of elocution is a skill introduced in previous levels of the series, students will be asked to give a brief presentation as a preliminary public speaking assessment.

On the “classroom” environment: My commitment to you ...

“Augustine described education as essentially teaching students to “love that which is lovely,” following on Plato’s idea that affections and taste must be cultivated.” (Student-Parent Handbook) As your instructor, I will endeavor to model and foster virtues of successful learning, including love, humility, patience, constancy, perseverance, and temperance. (See “**My Philosophy of Education**”)

The Virtual Classroom:

Scholé Academy uses free online “virtual classroom” software provided by Zoom, one of the leading companies that provides such software. The virtual classroom will provide students with interactive audio and an interactive whiteboard in which texts, diagrams, video, and other media can be displayed and analyzed. Once enrolled, student will be emailed a link that will enable them to join the virtual classroom.

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting www.ClassicalAcademicPress.com.

A final word...Students with questions or concerns not addressed in this course syllabus are invited to contact me by phone. (**Direct line: 469-231-3008**; Weekday phone calls made after 3pm EST are typically returned the next day. I return weekend calls on the next business day.) On occasion the student might receive a request to attend a 15-minute tutorial.

“As we seek to recover and renew the scholé tradition of education, we know that we will misstep and veer from this path—after all we don’t know the path nearly as well as we would like. Still, we believe that finding and walking that path will be enriching to students, parents, and teachers. As we seek to recover the classical tradition of scholé, we welcome parental feedback and ideas about how we can better embody scholé in our online classes.” (Student-Parent Handbook)