



Writing & Rhetoric Year 2

Yearlong 2018-2019



ELIGIBLE STUDENTS:

Rising 5th - 6th graders who have completed Books 1 and 2 of the Writing and Rhetoric series. Students should be proficient in skills such as narration (telling the story back), summary, and amplification (adding details, dialogue, and description) before enrolling in this course. All students should be comfortable with writing legibly by hand, and have basic typing skills (in the third and fourth quarter, students will be expected to type the final drafts of their essay assignments).

Instructors: Emily Gerard, Lylah Molnár, and Charissa Sethman

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csethman@scholeacademy.com

Course Sections:

Section 1: M/W/F 9:15 a.m. EST with Mrs. Sethman

Section 2: T/Th/F 10:30 a.m. EST with Mrs. Gerard

Section 3: M/T/Th 1:00 p.m. EST with Mrs. Molnár

WRITING & RHETORIC YEAR 2 COURSE MAP:

QUARTER 1: Narrative 1

1. What Makes a Story?
2. Logos and Lexis as Essential components of rhetoric.
3. Identify the Types of Narrative a Text Represents.
4. Review Fable Writing, Description, Dialogue, and Point of View.

QUARTER 2: Narrative II

1. Introduce Protagonist, Character Traits, Antagonist and Simile.
2. Identify Fact and Fiction.
3. Answer the Questions *Who, What, Where, When, Why, and How*.
4. Write a Historical Fiction Narrative.

QUARTER 3: Chreia & Proverb I

1. What is a Chreia?
2. Explore Literal and Figurative Language in Proverbs.
3. Topic Sentence, Structure, and Order in a Paragraph.
4. Write Chreia on Important Historical Figures Who Embodied Classical Virtues.

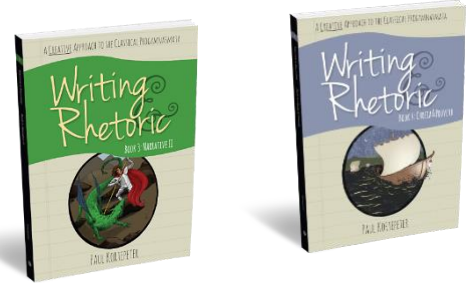
QUARTER 4: Chreia & Proverb II

1. Practice Oration, Elocution, and Inflection.
2. Drafting and Rewriting.
3. Increase Proficiency in Writing Chreia.

OFFICE HOURS: In addition to scheduled class times, teachers will generally designate an optional weekly session as needed. During “Office Hours” students may raise questions, seek assistance, or review class material.

REQUIRED COURSE TEXTS:

The course text are *Writing & Rhetoric Book 3: Narrative II* and *Writing & Rhetoric Book 4: Chreia and Proverb* which are available from Classical Academic Press (www.ClassicalAcademicPress.com).



WRITING & RHETORIC YEAR 2 COURSE DESCRIPTION:

This course is designed to help students progress and delight in writing, and to continue to develop effective tools and methods for writing well. The course uses the imitation and practice method utilized by Book 3: Narrative II and Book 4: Chreia & Proverb to help students build essential tools for writing. In the first semester, students will learn about new genres of story, including historical narrative and legend. The skills learned in Writing & Rhetoric Year 1 (Books 1 and 2) are extended and new skill sets are introduced, including identifying the difference between fact and opinion and learning to ask the five Ws of a historical narrative: who, what, when, where, and why. In the second semester, students learn how to write six-paragraph essays on the basis of a saying or an action. This course works to develop in each student a love of and hunger for story and writing, and does so through engaging class sessions, creative assignments, and personal feedback.

Students will be expected to write one historical fiction narrative approximately 1-3 handwritten pages in length by the end of the first semester. In the second semester, students will write a minimum of 5 six paragraph essays. The writing demands of this course will intensify throughout the year, and students will be expected to keep pace. Students will also receive more intensive feedback on their writing in the second semester; they will be expected to read through feedback on essay drafts and make the requisite changes to their work. Drafting is a crucial part of the writing process, and the goal of this course is to lay a solid foundation for each student’s future writing endeavors. Introduce students to the expository essay using a six-step outline.

IMPORTANT SKILLS AND BEHAVIORS NEEDED PRIOR TO THE START OF THE COURSE

- Students should be able to narrate (tell the story back), summarize (shrink the story down), and amplify (stretch a story out by adding details, dialogue, and description) before enrolling in this course. Students must be able to write legibly and understand basic English grammar rules and punctuation (ex: recognize a noun, verb, adjective, subject, etc...) They should be persevering as they begin on a long journey towards becoming great writers. Students should be motivated and inspired to persevere by the vision of mastery and wisdom laid before their eyes. They should be willing to take risks and to explore the art of writing.
- Children should be able to log in to Schoology to review homework assignments and upload completed work. When necessary, students should be able to comment on and collaborate with classmates through Schoology. If a student is not able to navigate Schoology independently, a parent or guardian should be willing to assist that student with homework assignments and other course materials obtained through this platform.
- Students should be able to read and comprehend the text independently. They should be able to retell a story in their own words use textual evidence to decipher the meaning of new vocabulary. Students should be able to write their own Fable before enrolling in this course. During the 2nd Semester of this course, students will write and re-write six-paragraph essays on a regular basis.

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Students enrolling in Scholé Academy's Writing & Rhetoric Program will be expected to show development of Executive Function Skills throughout the year. Executive Function Skills speaks to a set of qualities and skill sets students can develop and hone to better approach the courses, lectures, readings and teachers they will face in their future academic coursework.

1. An Engaged Student: One who is willing to step into the arena of class discussion, ask questions, supply answers, generate the internal dialogue necessary to determine if what's being discussed is important and necessary to himself. Students should be active listeners during class time. They should be thoughtfully engaged with both each other and the teacher. All children should be viewing the class via Zoom on their computers and should not be browsing the internet. Young scholars should approach class time as an opportunity to grow in fellowship as the class journeys together to obtain knowledge.

2. Attention to Detail & Preparedness: These students are ones who consistently adhere to deadlines, submission requirements, adhering to style guides and codes, confirm technology is working prior to the start of class, be responsible to determine how to proceed after an absence, be responsible for consulting his course syllabus and adjusting as the class proceeds, etc. Students should come to class prepared—having done any necessary reading or writing ahead of time. They should also come mentally prepared—ready to focus on the material being presented. Homework should be uploaded to Schoology before class begins. Students should try to develop the virtue of constancy by remaining focused and diligent and pushing away even “good” distractions that would inhibit learning and mastery.

3. Self-Monitoring: Students should continually develop self-monitoring skills. Students who successfully self-monitor can evaluate their own performance. They are able to see both their own strengths and their own weaknesses. Self-monitoring students are the ones who determine which problems they can work through on their own and where they need peer, teacher, or parent support.

4. Task Initiation: One who is able to recognize when it is time to begin working and is able to do so without procrastination. A student who can initiate tasks easily adjusts from the whole-class Zoom to a breakout room while still maintaining a scholarly attitude.

5. Problem Solving: A student with well-developed problem solving skills is ready and willing to press through, even when he is unable to successfully solve the problem on the first try. Good writing involves problem-solving skills. It involves perseverance and looking at a story from a new perspective.

6. Employ Critiques: These students are ones who receive feedback to one of their submissions, and then are sure to apply that feedback to future assignments rather than repeating mistakes. Throughout Writing and Rhetoric Year II, students will be asked to revise their writing and re-write it according to the teacher feedback. Pupils who employ critiques well will learn from this advice and also glean information from the live class critiques of fellow students and note mistakes to avoid by learning from others. Students should have an attitude of humility when receiving critiques. They should view class as an opportunity to grow and to develop their God-given talents. Students should be happy for the successes of their peers, even if the gifts and capacities of their classmates surpass their own.

STUDENT EXPECTATIONS IN ACTION

Students will be following the sequence of study contained in *Writing & Rhetoric Year 2*. The ultimate goal for the student will be to begin learning the art of writing through imitation. To achieve this goal students will need to read fluently, listen carefully, examine models for imitation, and take progressive steps toward their goals. Therefore, some student work and assessments will be completed in the text, using some online tools and assignments, through regular classroom participation, and through frequent writing assignments.

During class discussion, students will review answers, pose questions, explain and justify their responses. Each week the teacher or fellow classmates will lead model fluent reading. Class discussions are designed to help the students study great writing, as well as to brainstorm for their own writing assignments. Students learn best by reading excellent examples of literature and growing their skills through imitation.

In this class, students will be expected to listen attentively, participate actively in class discussions and practices. Students are expected to arrive to class on time and with all assigned material completed. The instructor will facilitate learning for the student, but the responsibility for staying up-to-date with classwork and assignments ultimately falls to the student.

All assignments will be due into the appropriate Schoology Assignment folder prior to the start of class each day. Students turning in late work will earn a 10% penalty for each day the assignment is late. Students will submit their work by scanning their homework pages and uploading it into the Schoology assignment window. [Photographs of completed assignments will not be accepted as they are incredibly difficult to read.](#)

STUDENT EVALUATION: GRADING

While pursuing the *Writing & Rhetoric Year 1* through Scholé Academy will be “restful,” we also recognize the need to provide grades to students. Earning a specific grade should not overshadow achievement goals for mastery of this discipline. Learning to own the concepts introduced in this class will be a necessary and significant component of future success in higher-level Classical Education. In that sense then, attaining a mastery of Writing & Rhetoric is its own reward.

As the teacher, I can assign the following grades to each student’s 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 be designated *satis*. *Non satis* means lacking sufficiency or adequacy. The hope is that this system of grading will aid both the student and the instructor in assessing an individual pupil’s journey toward mastery.

STUDENT EVALUATION: MASTERY PORTRAIT

By the end of the first semester, students learn how to craft a narrative through developing real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Students will have learned to use dialogue and description to develop experiences and events or show the responses of characters to situations. They will apply this knowledge by writing a Historical Fiction narrative. In the second semester, students will be introduced to a formal essay structure called a Chreia, which they will master by the end of the course.

By the end of the year, Writing & Rhetoric Year 2 students will be able to clearly introduce a topic or text and create an organizational structure in which ideas are grouped to support the writer's purpose. Furthermore, they will have learned to provide reasons supported by facts and details, as well as to close an essay with a concluding statement related to the opinion presented. Students will begin to master clear and coherent writing, evidencing development and organization.

Along with developing students' written skills, students will also learn to speak with better elocution, which is the art of speaking skillfully.

Students will also be guided in development of the virtues of Truth, Beauty, Goodness, and Wisdom. In the first semester, students will focus on Truth, Beauty, and Goodness in narrative. In the second semester, students will focus on Wisdom; each of the Chreia the students write will focus on a wise figure in history, or work of art that teaches wisdom.

Scholars should be touched by the Beauty in the narratives, poems, and proverbs we read as a class. Ideally, the young learners will take the moral lessons of the great literature that we read to heart in order to become ever more good and loving individuals.

There is a strong current of moral goodness to the life stories that the children will read. This moral training will hopefully inspire the writer-and speaker – in- training to use her persuasive powers to support moral goodness.

STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

Teachers will communicate with students regarding assignment feedback and grading through the free online grading system, Schoology. The teacher will provide students with more detailed information and access to the Writing & Rhetoric course page.

Student's grades will be comprised of:

1. Class Participation (30%)
 1. Active Listening
 2. Group Work
 3. Participation in Class Discussions
 4. Preparedness
 5. Staying on Task and Following Along with the Text
 6. Timely Attendance
 7. Putting Forth One's Best Effort
 8. Presentations
 9. Attitude and Approach Towards the Class and its Members
2. Homework (40%)
 1. Homework Response Questions
 2. Memorizing quotations, poems, etc...
 3. Timeliness when turning in assignments
 4. Neatness
 5. Putting forth one's best effort
 6. Formal Assessments, such as vocabulary quizzes
 7. Participation in Discussion Forums
3. Written Assignments (30%)
 1. Larger Writing Assignments to Accompany Each Chapter
 2. Chreia Essays (including drafts revision)

STUDENT EVALUATION: ACADEMIC DISHONESTY

Students will often take assessments or complete writing assignments at home. Students are on their honor to abide by [Scholé Academy's Learning Philosophy](#) which assumes the personal cultivation of Student-Virtues described in the Student-Parent Handbook.

Additionally, plagiarism is a serious and punishable offense. A plagiarized assignment will result in a failing grade.

THE VIRTUAL CLASSROOM:

We will be using the 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, text chat and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed. We will provide students with a link (via email) that will enable students to join the virtual classroom.

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting the [Technology in the Classroom](#) section of the Student Parent Handbook.

Students will submit documents by scanning and uploading them to their personal computer, then attaching those files as .pdfs. They will submit their work to the *Writing & Rhetoric Year 1* Schoology assignment page (access granted after enrollment is secured).

ABOUT THE INSTRUCTORS:

Emily Gerard was first immersed in the world of classical education as a young student, and this early exposure sparked a passion for the classics and for classical learning that has carried her through her undergraduate education, graduate education, and through her teaching career. She holds a BA in Political Science and Philosophy from Gordon College and an MA in Government from The Johns Hopkins University. Both of these degrees were attained summa cum laude. She has taught Philosophy, Rhetoric, and Latin for the past five years, most recently at Logos Academy, a classical school in downtown York, Pennsylvania. Mrs. Gerard currently lives in York with her husband, their young daughter, and a border collie.

Lylah Molnár graduated summa cum laude with a BS in Education from Spring Hill College in Mobile, AL. She taught high school religion before moving abroad with her husband. While working in an international school, she realized how the good, the true, and the beautiful transcend words. Coupled with her desire to form the whole person in virtue and involve the heart as well as the head in education, she found her home in the classical education environment. Lylah spent time teaching at a classical Christian school outside Boston where she was captivated by the joy her students took in learning and the way they challenged themselves to develop their God-given intellectual talents. One of Lylah’s pastimes is learning Hungarian, her husband’s native language. Working to master this language as an adult, she has learned the importance of attentive listening and imitation of others in the learning process. As she continues her career in classical education, Mrs. Molnár is excited to share with the students at Scholé Academy the fruitfulness of a similar approach as they strive to become successful writers.

Charissa Sethman holds a B.S. in Philosophy and Religion from Covenant College near Chattanooga, TN, where she resides with her husband, Michael, and their five children. Mrs. Sethman brings to the classroom more than a decade combined of classical teaching experience in home-education and tutorial settings. With a passion for Classical and liberal arts education, she relishes the order and beauty of language, mathematics, and music and finds

great satisfaction in reading and writing a well-turned composition. Her interests extend further to the visual arts and to music, having taught art studio and a lecture series on the cultural heritage of the West. Charissa aims to help students do good, careful work unto mastery while also allowing time for restful, worshipful contemplation of great ideas. Her passion is to help her students to enjoy truth and to know and love God through their experiences with beautiful and good things.