



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

Writing & Rhetoric Year 1

Yearlong 2019 - 2020



ELIGIBLE STUDENTS:

Grades 4 -5; 3rd graders welcome though in most cases 3rd grade students require additional supervision and support from a parent in conjunction with the course. When considering whether this course is a good fit for your student, please keep in mind that in addition to readiness for the course content, students should be developmentally prepared to engage in a 4th- to 5th-grade corporate learning environment as well as the online classroom dynamic. Before beginning Writing & Rhetoric Year 1, students should know how to identify and create a complete sentence. In other words, they should be able to recognize the presence or absence of a subject or a predicate, and know how to use capital letters and simple punctuation. Students should also be comfortable reading fluently and independently writing out/copying (not necessarily composing) short paragraphs legibly by hand. **Please review the placement exam to ensure proper placement for your child in this course.**

Class Times:

Section 1: M/T/Th 9:15 a.m. EST with Mrs. Weaver

Section 2: M/T/Th 10:30 a.m. EST with Mrs. Molnár

Section 3: M/T/Th 11:45 a.m. EST with Mrs. Weaver

Section 4: M/T/Th 3:30 p.m. EST with Mrs. Molnár

Instructors: Lylah Molnár and Margaret Weaver

E-mail: lmolnar@scholeacademy.com and mweaver@scholeacademy.com

WRITING & RHETORIC YEAR 1 COURSE MAP:

QUARTER 1

1. What are Fables?
2. What are Summary and Amplification?
3. What is the Role of Anthropomorphism in Fables?
4. Why is elocution important to storytelling?

QUARTER 2

1. Exercises with Copiousness.
2. Practice Summarizing Stories.
3. Amplify Stories.
4. Identify the Moral of a Story.
5. Write Your Own Fable.

QUARTER 3

1. Types of Narratives.
2. What is a Parable?
3. How does Point of View Affect a Story?
4. Identifying the Main Idea in a Text.
5. Amplification with Dialogue.

QUARTER 4

1. Using Description to make a story more interesting.
2. Combining Dialogue and Description.
3. How does conflict help keep the reader's attentive?
4. Write your own Narrative Conflict

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 1: Fable* and *Writing & Rhetoric Book 2: Narrative 1* which are available from Classical Academic Press (www.ClassicalAcademicPress.com).



WRITING & RHETORIC YEAR 1 COURSE DESCRIPTION:

This course is designed to help 4th–5th graders discover delight in writing and begin to develop effective tools and methods for writing well. The course uses the imitation and practice method utilized by the award-winning Writing & Rhetoric series to impart to students essential tools for writing. The first semester follows *Book 1: Fable*, which uses fables to teach students the practice of close reading and comprehension, summary (both aloud and in writing), and amplification. In the second semester, the course follows *Book 2: Narrative I*, which uses a variety of longer stories that expand the skill set learned in the first semester. This semester also includes more—and longer—writing assignments. This course works to develop in each student a love and hunger for story and writing and does so through engaging class sessions, creative assignments, and personal feedback.

This Course is designed to:

- Expose students to the form of fables and narrative writing as well as culturally important examples.
- Model fluent reading for students and give them practice reading short texts.
- Give students practice copying texts accurately.
- Strengthen working memory through dictation, thus improving storage and manipulation of information.
- Increase understanding of the flexibility of and copiousness of language through sentence manipulation.
- Facilitate student interaction with well-written texts through question and answer and through exercises in summary and amplification.
- Give students opportunities to creatively imitate sentences, whole fables, and narrative sections.
- Introduce the concepts of main idea and character traits.
- Introduce the concepts of plot (beginning, middle, and end), dialogue, and description.

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

- Students should be able to copy short paragraphs and to compose their own sentences before beginning this course. 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 work with the stories in the text.
- 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 short fables, myths, and narratives independently. They should be able to retell the story in their own words and use textual evidence to decipher the meaning of new vocabulary. Students should be able to re-write stories with a twist given appropriate teacher and parent support. For example, they will be asked to rewrite fables by changing the characters or point of view and should be comfortable taking risks as they learn the art of writing.

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. Students should arrive to the Zoom meeting on time and if they are late should respectfully listen to try to understand where the class is in relation to the text and should wait patiently for the teacher and classmates to finish their current task, which is when the teacher will catch the student up. 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 in the 3rd – 5th grade range 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. These students 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 1*. 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 will lead model fluent reading and lead discussions designed to help the students study great writing. 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. Students will submit their work by scanning their homework pages and uploading it into the Schoology assignment window. All work posted to Schoology is to be scanned and uploaded unless otherwise noted. **Photographs of completed assignments will not be accepted as they are incredibly difficult to read. Documents must be scanned "right side up" and not sideways.**

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. Writing and Rhetoric are important disciplines in Classical Education and 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 course, students should have an appreciation for fables as fabulous stories for teaching moral lessons and recognize that narratives are stories and that the world is full of all sorts of them: fables, fairy tales, myths, histories, and parables! They will have learned to use synonyms and to write copiously. Writing & Rhetoric Year 1 students will be able to grow a story longer as well as shrink it down. By May, pupils will have learned to recognize two parts of speech: nouns and adjectives. The children will be able to write their own fable that teaches a moral lesson. In addition, by the end of the course students will be able to recognize that nearly all narratives contain a beginning, middle and an end, as well as colorful dialogue, lively characters, and description. Furthermore, 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. Children should be touched by the beauty in the timeless fables, myths, and parables we read as a class. Furthermore, pupils will employ wisdom in governing self—pushing through new challenges and discerning when to ask for assistance or when to use the tools already in their mind to respond to a challenging writing prompt. Ideally, the young scholars will take the moral lessons of the fables that we read to heart in order to become ever more good and loving individuals. It's much easier to hear a fable than to suffer through a long lecture about being good. The fables and narratives chosen in Writing & Rhetoric should help foster the following virtues in students:

- The fable in which the lion spares the mouse and the mouse returns the favor by chewing through the net, teaches that a kindness is never wasted and accordingly students will extend a loving hand to their classmates and neighbors.
- By reading about the three young bulls who could fight off the lion together, but who were killed once they began to bicker, students will learn to value fellowship and appreciate that in unity is strength. They will apply this virtue when working in partners to create a short narrative or do group work.
- *The Boy Who Cried Wolf* will teach students to strive toward academic honesty, as liars are not believed even when they speak the truth. They will then turn original work and be honest about doing their homework assignments, memorization assignments, and reading assignments.
- By reading about the hardworking ants and the lazy grasshopper, students will be inspired to approach their learning with greater diligence and to recognize that there's a time for work and a time for play order their lives. They will practice this virtue by staying focused during class and participating in all academic activities.
- Children will cultivate the virtue of gratitude after reading the parable of the woman who at first viewed things negatively, but learned to find the beauty in all situations.
- The parable of the Rich Fool will teach students that "it is more important to be faithful than to be successful" (Mother Teresa). They will recognize this order through the liturgy of the class, and recognize that the time made for reflection at both ends testifies to the need to center our lives around faith.

STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

Mrs. Molnár 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
 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 & Written Assignments:
 1. Homework Response Questions
 2. Larger Writing Assignments to Accompany Each Chapter
 3. Memorizing quotations, poems, etc...
 4. Timeliness when turning in assignments
 5. Neatness
 6. Putting forth one's best effort
 7. Formatting and Following Regulations/Guidelines
 8. Formal Assessments

Note: All assignments will be weighted according to the time and energy needed to complete the task. For example, shorter smaller assignments will be worth less than longer, more difficult work. Students will be held accountable for both observed (active listening, participation in discussions) and written work. The overall grade will be determined by weighing student assignments and participation.

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:

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. The Writing and Rhetoric Series is a particular joy for Mrs. Molnár due to the fabulous stories that she gets to share with her pupils. She has seen the confidence that her students build as they progress step-by-step through the writing process and is humbled to be a part of their journeys as authors! Mrs. Molnár is excited to join Scholé Academy for another year as a lower school Writing and Rhetoric teacher and tutor!

Margaret Weaver holds a BS in education from Lock Haven University. She has nearly 23 years of experience as an educator, having begun her career as a private reading and math tutor. For the past 14 years Mrs. Weaver, through her company, Stand Firm Educational Service, has been dedicated to work with local home school families as a teacher, consultant, course of study coordinator, and evaluator. She began her journey toward classical education when she took on the responsibility of educating her own children. Wanting to understand the Bible more clearly inspired her to study Latin. Under the tutelage of Peter and Laurie Brown of Lancaster Center of Classical Studies Mrs. Weaver added to her love of languages Latin and Greek. She is continuing her own classical studies as a student of Classical Academic Press’s ClassicalU. As an educator she enthusiastically brings writing, grammar, and Latin into conversation with each other. Mrs. Weaver is looking forward to continuing to bring her love of learning to the live, online classroom as she guides her students on their own classical journeys!