

## WELL-ORDERED LANGUAGE 3

Level 3A and 3B  
Yearlong 2019-2020



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### THE COURSE BASICS, AT A GLANCE:

- The School Year: Monday, September 7, 2020 through Friday, May 28, 2021
  - Class Times: Mondays & Thursdays from 3:30-4:45am ET (All times given in this syllabus are EDT & EST.)
  - Instructor: Mrs. Kristie Stoddard
  - E-mail: kristiestoddard@gmail.com
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### CLASS SESSIONS DATES:

We'll meet on Mondays & Thursdays from 3:30-4:45am ET for 32 weeks, for a total of 63 classes, on the following dates\*:

**September** 7, 10, 14, 17, 21, 24, 28

**October** 1, 5, 8, 12, 15, 19, 22, 26, 29

**November** 2, 5, 9, 12, 16, 19, [Thanksgiving Break] 30

**December** 3, 7, 10, 14, 17 [Christmas Break]

**January** [Christmas Break], 11, 14, 18, 21, 25, 28

**February** 1, 4, 8, 11, 15, [Winter Break]

**March** 1, 4, 8, 11, 15, 18, 22, 25, [Easter Break]

**April** 5, 8, 12, 15, 19, 22, 26, 29

**May** 3, 6, 10, 13, 17, 20, 24, 27 [End 2<sup>nd</sup> Semester]

*\*The above classes will be provided by me or occasionally by a substitute teacher. In the unforeseen event that I cannot find a substitute teacher and must cancel a class (e.g. due to illness or family emergency), then I will record and post a make-up session, or offer the class at an alternate time.*

**OFFICE HOURS:** *By appointment.* (Please include time zone in your appointment request. Many thanks!)

## WELL-ORDERED LANGUAGE LEVEL 3 COURSE MAP:

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### QUARTER 1: Level 3A

1. Four Kinds of Sentences, Principal Elements, Adjectives & Adverbs
2. Predicate Verbs, Predicate Nominatives & Predicate Adjectives
3. Prepositional Phrases
4. Personal Pronouns<sup>[SEP]</sup>

### QUARTER 2: Level 3A

1. Sensory Linking Verbs
2. Indirect Objects
3. Interrogative Pronouns
4. Relative (Adjectival Clauses)

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- ### QUARTER 3: Level 3B<sup>[SEP]</sup>
1. Adverbial Elements
  2. Adverbial Clauses
  3. Reflexive Pronouns
  4. Verbals—Participles

### QUARTER 4: Level 3B

1. Verbals—Gerunds
2. Verbals—Infinitives
3. Verbals—Review of Types
4. Types of Sentences: Simple, Compound, Complex, and Compound-Complex

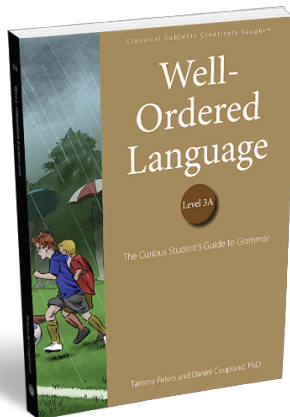
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## REQUIRED COURSE TEXTS:

Classical Academic Press' Well-Ordered Language Level 3A Student Edition and Well-Ordered Language Level 3B Student Edition

Please note: The Well-Ordered Language Level 2 songs and chants will be provided to the students enrolled in this course at no charge.

All required and optional resources are available through [www.ClassicalAcademicPress.com](http://www.ClassicalAcademicPress.com)



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## WELL-ORDERED LANGUAGE LEVEL 3 COURSE DESCRIPTION:

Well-Ordered Language Level 3 is the third part in a four-level series that presents grammar in a clear, orderly way, while simultaneously seeking to cultivate a child's wonder in language. The course employs instruction in the context of narrative and language, attractive illustrations, and samples taken from classic children's literature and poetry. The carefully crafted pedagogy of this series helps students learn the mechanics of grammar while they also see the power of language unfolding before them as they learn to gather and arrange words to express their thoughts clearly and accurately.

In this course, students will move beyond identification and begin to understand how words behave in a sentence. As students become well-acquainted with the components of language throughout the Well-Ordered Language series, they will be able to apply their knowledge, gathering and arranging words to express their thoughts clearly and accurately. In the first semester, students will be introduced to sensory linking verbs, indirect objects, interrogative pronouns, and relative (adjectival) clauses. In the second semester, students will review and strengthen skills already learned in previous levels while also being introduced to adverbial elements, adverbial clauses, reflexive pronouns, and verbals.

### IMPORTANT SKILLS & BEHAVIORS NEEDED FOR SUCCESS IN THIS COURSE:

Students enrolling in Well-Ordered Language Level 3 will have completed Well-Ordered Language Levels 2A and 2B and/or will have mastered the following concepts:

- Four kinds of sentences (declarative, interrogatory, imperative, exclamatory) and principal elements
- Compound sentences vs. compound elements
- Prepositions and prepositional phrases
- Pronouns: Subject, object, possessive, and interrogative
- Relative pronouns and relative clauses

Additionally, students should be able to diagram a sentence, a process of visualizing grammatical relationships within sentences. We will practice the particularities of the Reed and Kellogg format of diagramming together, and students should be prepared to conform their own diagrams to this model.

Students must be able to read with fluency and write sentences legibly by hand. Students should be motivated and inspired to persevere with help from the vision of clear, effective communication presented to them in great works of literature. They should be willing to ask questions and explore the beauty of well-ordered language.

Finally, students should be developmentally prepared to engage in a 6th- to 7th-grade corporate learning environment in an online classroom.

6th-7th graders 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. Students new to Schoology may not be able to navigate Schoology independently at the beginning of the course; and thus, a parent or guardian should be willing to assist that student with submitting homework assignments and viewing course materials until they achieve independence.

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

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## STUDENT EXPECTATIONS: EXECUTIVE FUNCTION

Students enrolling in Scholé Academy's Well-Ordered Language Level 3 will be expected to show development of Executive Function throughout the year. Executive Functioning is the brain's work of planning, prioritizing, controlling impulses, recollection, etc. These 6 areas of execution are important in this class, and ultimately, in the student's entire life.

1. Engagement: An engaged student is one who is willing to step into the arena of class discussion, to ask questions, to supply answers, and to generate the internal dialogue necessary to determine if a discussion is important and relevant to himself. Students should be viewing the class via Zoom and should not be browsing the internet instead. Scholars should be prepared to take notes on the text and on class discussion.
2. Attention to Detail & Preparedness: These students are ones who consistently adhere to deadlines and submission requirements. A prepared student not only completes and uploads all assignments before class, but also confirms that technology is working. Year 3 students should know how to proceed after an absence, being responsible for consulting Schoology for recordings and assignments. These students will be expected to show 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 who successfully self-monitor can evaluate their own performance. This is the action of perceiving both one's own strengths and weaknesses. These students determine which challenges they can overcome alone and which require peer, teacher, or parent support. A mature student will also take the initiative to schedule office hours with the teacher, if additional support is needed.
4. Task Initiation: This student recognizes the 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. Employ Critiques: This student is one who receives feedback on an assignment, and then attempts to apply that feedback to future assignments rather than repeat mistakes. This student also

gleans information from the live class critiques of fellow students and learns from the example of others. He should have an attitude of humility when receiving critiques, as this feedback affords an invaluable opportunity to grow and to develop his God-given talents. Likewise, he should celebrate the successes of his peers.

6. Problem Solving: A student with well-developed problem-solving skills is willing to persevere, even when she is unable to successfully overcome a challenge on the first try. Mastery of grammar requires diligence, faithfully completing homework, asking questions, taking on new challenges, etc; and also temperance, taking a rest to refresh the mind and body or asking for help from a teacher, parent, or the Lord.

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## STUDENT EXPECTATIONS: CLASS PARTICIPATION AND HOMEWORK

Students will be following the sequence of study contained in Classical Academic Press' Well-Ordered Language Level 3A Student Edition and Well-Ordered Language Level 3B Student Edition. During a live class session, the student is expected to do the following:

- Arrive to class on time and with all assigned homework complete. (I will take note of patterns when it comes to tardiness. I will overlook an occasional late entrance, if it is out of character for the student. I will be in contact with parents if tardiness is habitual—4 or more late arrivals in one month.)
- Listen attentively to the teacher and to classmates.
- Participate actively in class discussions and practice assignments. I will do my utmost to get to know your student and her personality. I do not expect all students to show interest through extroversion; nonetheless, I will expect engagement and discussion when a student is called upon for an answer or placed in a breakout session with other students for a small-group exercise.
- Exercise judgment and polite habits in the zoom classroom. Each student should raise her hand to speak, pause video to use the restroom, or adjust the camera to limit the activity shown in the background of her setting.

Outside of class, a student is expected to do the following:

Complete all course assignments and homework to the best of her ability. (A student who has not submitted her homework to the appropriate Schoology assignment prior to the start of class will not be well-prepared to complete the in-class practice and homework that follows. This will often result in a “snowballing” amount of homework that serves only to discourage the student.) If there are extenuating circumstances that prevent a student from completing the homework prior to class, the parent must contact the instructor prior to class time to ask for an extension.

- Carefully read each assignment, or check the course page for other assigned activities after each class. Course homework assignments may occasionally include questions to consider, discussions, reading, etc. via Schoology. 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.

- Upload homework to the appropriate Schoology Assignment folder prior to the start of class each day. Students must submit their work by scanning their homework pages and uploading them into the Schoology assignment window. Photographs of completed assignments will not be accepted, as they are often impossible to read.

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## STUDENT EVALUATION: GRADING

While pursuing Well-Ordered Language Level 3 through Scholé Academy will be “restful,” we also recognize the need to provide grades for students. It’s a delicate balance to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow true mastery of this discipline. Using language properly and beautifully is a “core” element of a Classical Education. Mastery of language is a necessary and significant component of future success in all parts of a Classical Education. In that sense, then, attaining mastery in Well-Ordered Language is its own reward.

Nonetheless, I will assign the following grades to each student’s level of achievement:

- *magna cum laude* (with great praise) or MCL
- *cum laude* (with praise) or CL
- *satis* (sufficient, satisfactory) or S
- *non satis* (not sufficient) or NS

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 will be designated *satis*. *Non satis* means lacking sufficiency or adequacy.

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## STUDENT EVALUATION: ASSIGNMENTS, TYPES, & WEIGHTS

Mrs. Stoddard will communicate with students regarding assignment feedback and grading through the free online grading system, Schoology. The instructor will provide students access to the Well-Ordered Language Level 3 course page, and will give more detailed information as needed at orientation, before the start of the course.

Students’ grades will be comprised of the following:

1. Class Participation: respect for the subject, timely completion of homework, practicing new concepts, singing, recitation, showing kindness to classmates, answering questions,

and adherence to the standards outlined in the Student-Parent Handbook: 75% of the overall grade

2. Quizzes and Tests: 25% of the overall grade

Students must understand that late homework will be given a 5% penalty for each weekday that the assignment is late. If an assignment is seven or more days late, then it must be still be completed in a satisfactory manner and submitted, but will be assigned the minimum satisfactory grade of 70%.

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## STUDENT EVALUATION: MASTERY PORTRAIT

Students who are prepared to take this class are typically early adolescents. Students of this age are becoming young adults, increasingly taking on the responsibility of their education. It is imperative, then, that this course not only provide the academic components necessary to achieve mastery of the content of the class (knowledge) and skills associated with analytical thought; but also, to also help engage students in development of their moral virtues. These three aspects of the course would comprise the “learning target.”

- At the completion of this course, a *cum laude* student will be able to identify the four *kinds* of sentences and the four *types* of sentences; principal elements; predicate nominatives or predicate adjectives; adjectives and adjectival clauses; adverbs and adverbial elements of clauses; pronouns that are personal, interrogative, relative, or reflexive; prepositional phrases; sensory linking verbs; indirect objects; and verbals, whether participles, gerunds, or infinitives. He will additionally be able to diagram these elements.
- Additionally, students will read noteworthy and beautiful works of poetry and literature. A *cum laude* student will recognize not only the well-ordered language that acts as a vessel for the meaning of these works of art; he will also delight in the poetic beauty of the whole, and will begin to recognize how grammar choices help to develop the unique voice of each writer or poet.
- Students will also be guided in development of the virtues of Wisdom, Goodness, and Truthfulness. Students will be encouraged to use well-ordered language to deliver and celebrate truth. Please also consult the student virtues section in the student-parent handbook for a lovely and thorough discussion of love, humility, patience, constancy, perseverance, and temperance/studiousness pertaining to the life of a student.<sup>[1]</sup><sub>SEP</sub>

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## STUDENT EVALUATION: ACADEMIC DISHONESTY

Students will often take assessment tests and/or quizzes privately 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. Proper citation of all sources is essential to the academic endeavor. Remember to cite any source if the information is not common knowledge or is an opinion obtained through any source. A plagiarized assignment will result in

a non-satisfactory grade. Students should consult their chosen style manual (see Student Expectations above) for specific direction on obtaining, quoting and paraphrasing sources.

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## 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 and whiteboard capabilities, in addition to shared screen texts, diagrams, video and other media for display and analysis. 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 to an email. They will submit their work to the Well-Ordered Language Level 3 Schoology assignment page.

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## ABOUT THE INSTRUCTOR

**Kristie Stoddard** holds an M.Ed. in History from American College of Education and a BS in Government from Evangel University. Born into a military family and spending her early childhood and teenage years living in Germany, Kristie has traveled extensively and served on mission projects all across Europe and Africa. Currently, she travels regularly to Northern Italy in partnership with her home church to assist church planting missionaries. Teaching has been one of Kristie’s passions for over 20 years, beginning with a love of learning for personal enrichment, she taught adult basic education in NM, then went on to home-school her six children - three of whom have gone on to higher education - and finally has taught in the formal classroom setting for 12 years. In addition to studying and teaching History and the Liberal Arts, Classical Education is one of Kristie’s central passions, believing that Classical Education, enlivened by a Christian worldview, can help “repair the ruin of our first parents” (Milton). When not teaching, traveling, and spending time with family, Kristie enjoys reading, trail running, and gardening. She looks forward to cultivating a vibrant learning environment in which American History and Literature come to life for her students in fresh and meaningful ways that train their minds to think, to perceive wisdom, pursue virtue, and proclaim truth.



## STUDENT EVALUATION: ACADEMIC DISHONESTY

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## THE VIRTUAL CLASSROOM:

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## ABOUT THE INSTRUCTOR:

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**Joelle Hodge** was one of the original-founding members of Classical Academic Press, is an author, a consultant/speaker, and teaches logic and rhetoric at Scholé Academy online. She is the co-author of two, top-selling logic books, *The Art of Argument* and *The Discovery of Deduction* both published by Classical Academic Press.

She holds a BA in history/political science from Messiah College in Grantham, Pennsylvania. She began her career as a staffer to United States Senator Arlen Specter (R-Pa) before finding her professional home in the world of classical education in 1999. She has more than eighteen years of logic-teaching experience—many of which were spent at a classical school in Harrisburg, Pennsylvania. There she also developed much of their logic and rhetoric curricula.

Currently, Classical Academic Press hosts Joelle's consultant offerings, where she engages with educators across the country, tailoring workshops for classical schools and co-ops that seek to train their teachers in the fundamentals of dialectic, and rhetoric-stage pedagogy.

She serves as Senior Teacher for Scholé Academy, where she not only continues to offer courses, but also assist other SA teachers in developing their most productive and inspiring classrooms.

Concurrently, Joelle provides year-round, private, multidiscipline tutoring services to a classically educated family living abroad. Mrs. Hodge teaches the summer course *How to Be a Student* as well as the following yearlong classes: Informal Logic: *The Art of Argument*, Formal Logic: *The Discovery of Deduction*, *Rhetoric 1*, and *Rhetoric 2*, and *Pre-Algebra Course*.