



Course: Writing and Rhetoric 4, 2020-21
Instructor: Mrs. Morgan
Email: amorgan.scholeacademy@gmail.com
Office Hours: TBD
(also available by appointment)

Meeting Time: M/W 9:30a.m. (EST)
T/R 12:30 p.m. (EST)
Meeting Place: Zoom Classroom

Writing and Rhetoric 4

This course is designed for 6th–8th graders who want to develop their writing skills using the imitation and practice method contained in the Writing & Rhetoric series published by Classical Academic Press. Students will study with *Encomium & Vituperation* and *Comparison* the seventh and eighth books of the Writing & Rhetoric series. An encomium is a short essay in praise of someone or something; a vituperation is an essay in which one criticizes something to show its faults. An encomium praises virtue, and a vituperation blames vice.

This course will work to develop a love and hunger for writing in each student and will do so through engaging class sessions, creative assignments, and personal feedback. Students will also develop public speaking skills through short recitations and presentations

Required Texts and non-online resources:

1. *Writing and Rhetoric Book 7: Encomium & Vituperation*, Paul Kortepeter
Writing and Rhetoric Book 8: Comparison, Paul Kortepeter
(Available with Classical Academic Press and on Amazon)
2. A notebook for “commonplacing”: if you began a common place book last year, you may add to that one rather than purchasing a new one.
3. Many students find it useful to have a ½ -1 in binder (or folder with center brads & pockets) and loose-leaf paper to take some class notes, and to print out and keep track of a hard copy of our weekly Student Lesson Plans.

Our class will follow the timeline below, adjusting as needed for this particular group of students.

Weeks 1-4	Gathering tools for Encomia & Vituperation Writing
Weeks 5-13	Writing Encomia & Vituperations
Last Dec class	Recitation Share Day
Weeks 14-17	Planning and writing a research paper
Weeks 18 – 21	Gathering tools for Comparison Writing
Weeks 22 – 31	Writing Comparisons
Week 32	Wrap up & Celebration

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. This year the virtue of Justice will be our focus, although other student virtues such as Prudence, Humility, Temperance and Constancy will likely be referred to as well.

Some manifestations of these virtues include the practice of

- **Arriving 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.
- **Completing 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 the due date. The instructor requires assignments submitted before class begins. Late assignments will not receive credit beyond one week.) Students should plan ahead for scheduled absences and ask for extensions when conflicts arise.
- **Listening and contributing 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.

Evaluation Procedures and Grading Criteria

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. The written feedback will be referred to as the narrative grade.

If students need to complete a college transcript with either a numeric or letter grade, they will need to notify the teacher in advance so she can provide a traditional grade accordingly upon request at the end of the course. Please review the Student-Parent Handbook for policy regarding traditional grades.

Master Student Profile

During the first semester, Cum Laude students will masterfully craft essays of praise and blame, focusing on the following skills: discerning the main idea; utilizing hyperbole and thesis; incorporating background and supportive detail, biography, and autobiography; noting the good and poor qualities present in a person or event; contrasting virtuous behavior and vice; and crafting effective conclusions that encourage readers either to emulate virtue or eschew vice.

In the second semester, building on the skills learned studying encomium and vituperation, Cum Laude students will utilize the art of comparison, crafting a comparative composition that sets two persons, events, ideas, texts, or objects side by side for assessment. In practicing this art of comparison, Cum Laude students will also master or show growth in elements of critical analysis, assessment, and judgment.

Finally, students are also guided in the development of the virtues of Truth, Goodness and Wisdom. Ideally, students will employ wisdom when responding to virtues and vices, the actions and thoughts that they encounter in the readings. By the end of the course, a Cum Laude student understands that reading a rich selection of great literature is one of the ways in which it is possible to build the reservoir out of which one can draw good ideas and model our own lives and behaviors.

Plagiarism and Cheating

Do not plagiarize or cheat. All papers and assignments must be your own work. While you may get help from parents or tutors with brainstorming, organizing, and proofreading your papers, the writing and rewriting of your paper should be your own work.

Contacting Me

Please feel free to email me with any questions or concerns you may have. I will **usually** respond within the 24-hour period but may not be able to respond before then. If there is an issue or concern that requires discussion of details, I'll be happy for us to set up a Zoom appointment to talk instead.

Schoology

I will be posting our class syllabus, assignments, class recordings, occasional other links and PowerPoint slides in our Schoology classroom, so please check Schoology for updates regularly throughout the week. Class recordings will be posted within 24 hours after class, as needed. Please make sure you can access Schoology or that you get help from your parents if you are having problems accessing it.