



Course: Writing and Rhetoric 5, 2020-21
Instructor: Mrs. Morgan
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Office Hours: TBD
(also available by appointment)

Meeting Time: M/W 11:00 a.m. (EST)
T/R 11:00 p.m. (EST)
Meeting Place: Zoom Classroom

Writing and Rhetoric 5

This course is designed for 8-9th graders. In Writing & Rhetoric Year 5, students build on the sturdy foundation they have developed throughout their writing apprenticeship 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*. During 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 perspective 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.

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’s tentative timeline is below. Adjustments will be made as needed for this particular group of students.

Quarter 1	Descriptions
Quarter 2	Impersonations
Quarter 3	Gathering & developing tools for thesis essays
Quarter 4	Composing three thesis essays

Student Expectations: This class aims to cultivate a communal love and exploration of story and writing. Class time will sometimes be spent in discussion, writing, peer editing, public speaking. Homework assigned from the text will include reading, writing & some rhetorical practice exercises. This course strives for the cultivation of virtue as well as knowledge. In the coming year, Scholé Academy will be focusing on the virtue of justice but other student virtues such as temperance, perseverance, humility will also be referred to and called upon.

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 and 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

The teacher 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 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.

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.