



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

**Writing and Rhetoric Year 3 (Section 3) -
Book 5: Refutation & Confirmation / Book 6: Commonplace
2020-2021**

Prerequisites: Mastery of the concepts taught in Writing & Rhetoric Year 2; on grade level reading fluency

Course Description: This course is designed for 5th-6th graders who want to develop their writing skills using the imitation and practice method contained in the Writing & Rhetoric series. Students will study with *Refutation & Confirmation* and *Commonplace*, the fifth and sixth books of the Writing & Rhetoric series.

This course will work to develop a love and hunger for story and writing in each student and will do so through various creative assignments and collaborative projects. Using concepts they are learning, students will tell real stories, write together, read aloud, and memorize portions of literature or poetry. This is an ideal course for older elementary students needing to discover the delight that writing can be and seeking effective tools and methods for writing well.

Course Texts:

The required texts for the course are *Writing & Rhetoric: Refutation & Confirmation* and *Writing and Rhetoric: Commonplace*, published by Classical Academic Press.

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 homework and writing. Class participation will be required through discussion, writing, public speaking, and homework contained in the text. Students will be expected to participate in class as well as practice active listening to other students. This course strives for the cultivation of virtue as well as knowledge.

Yearlong: 32 weeks, 64 classes

Tuesdays/Thursdays 2 pm – 3:15 pm EST

Instructor's name: Joanne Schinstock

Contacting the instructor: emails/phone calls are generally returned within 24-36 hours during the week, emails sent during the weekend are returned on Monday.

Office Hours: By Appointment.

If there is an issue or concern that requires discussion of details please schedule a parent-teacher conference. Email is best suited for exchange of information. When in doubt, it is best to meet on Zoom. In our frenetic times, it is convenient to send emails, but not always the best option for relationship building and problem solving.

Email Address: jschinstock.scholeacademy@gmail.com

Course Objectives

Book 5:

- Expose students to various forms of narrative writing as well as culturally important stories from the early American Period.
- Model fluent reading for students and give them practice reading short texts.
- Facilitate student interaction with well-written texts through discussions and exercises in evaluation and critical thinking.
- Review the concepts of narrative, plot, character, fable, parable, fairy tale, history, myth, and ballad, with an additional focus on legend and the introduction of biography.
- Introduce the concepts of argument versus quarrel and refutation versus confirmation.
- Give students opportunities to creatively assess and critique narratives by weighing believability/unbelievability, probability/improbability, clarity/lack of clarity, and propriety/impropriety.
- Reinforce the ability to summarize and paraphrase for greater rhetorical flexibility.
- Strengthen working memory through recitation, thus improving storage of information.
- Increase understanding of the flexibility and copiousness of language through sentence manipulation.
- Continue to make use of the persuasive essay using a four-step outline. The predetermined outline helps students to organize their thinking into patterns of ideas.
- Introduce students to the concepts of revision, proofreading, and joint critiquing.

Book 6:

- Expose students to various forms of narrative and nonfiction writing, as well as culturally important stories from the eighteenth and nineteenth centuries of American history.
- Model fluent reading for students and give them practice reading multiple texts.
- Aid student reading and recall by teaching techniques for annotation.
- Facilitate student interaction with well-written texts through discussions and exercises in evaluation and critical thinking.
- Introduce research by giving students multiple texts to read and having them summarize, outline, lift quotes, and create a thesis from the material.
- Enable students to write well-crafted, six-paragraph persuasive essays— with introduction, body paragraphs, and conclusion— attacking general types of wrongdoing and defending general types of virtuous behavior. This includes the development of an awareness of transitions and tone.
- Demonstrate the use of pathos to engage the emotions of readers.
- Practice the concepts of thesis and supporting arguments. This includes practicing the anticipation of opposing arguments.
- Encourage students to map (rewrite) their arguments before they write a paragraph.
- Support the development of invention (inventing topics and ideas to write about) and demonstrate how to use quotations in a crafted piece of writing.
- Continue the development of revision, proofreading, and joint critiquing.
- Reinforce grammatical concepts such as participial and prepositional phrases and simple and compound sentences, as well as provide practice recognizing and repairing sentence fragments and run-on sentences.
- Aid in the development of vocabulary and analysis of language as well as thinking in analogies.
- Review the concepts of argument versus quarrel and refutation versus confirmation.
- Review the concepts of contrast and comparison (Chreia unit) as well as monologue and soliloquy (Narrative II unit)

- Reinforce the ability to summarize and paraphrase as well as to amplify through description, for greater rhetorical flexibility.
- Employ a number of new rhetorical devices: the contrary, synonym, antonym, periphrasis, anacolutha, and repetition.
- Strengthen working memory through recitation (memoria), thus improving storage of information and rhetorical power.
- Increase understanding of the flexibility and copiousness of language through sentence manipulation.
- Strengthen students' oratory skills by providing opportunities for public speaking and for working on delivery—volume, pacing, and inflection.
- Encourage students to see the relationship between writing and speaking as they consider their ideas orally and to use oration as an aid to the process of revision.

Course Schedule * *You will see weeks built in for review. This allows us to slow down at any time during the year, adjust pacing, and ensure a balance between rest and rigor. The schedule is subject to change.*

Fall 2020

Sept 1	Orientation Day, 2pm ET
Sept 8-10	Warm-up Week/Student Presentations
Sept 15 – Oct 22	Lesson 1 – 6 (Book 5)
Oct 27 – Nov 19	Lesson 7 – 10
Nov 23-27	THANKSGIVING BREAK/NO CLASS
Dec 1- Dec 10	Lesson 11- 12
Dec 15-17	Symposium Week (Student Presentations-Advent Season Poetry Recitations/Dramatic Readings)
Dec 21 – Jan 8	CHRISTMAS & NEW YEAR'S BREAK

SPRING 2021

Jan 12-14	Recap/Review/Welcome Back!
Jan 19 – Feb 18	Lesson 1 – 5 (Book 6)
Feb 22 – Feb 26	WINTER BREAK
Mar 2- Mar 25	Lesson 6-10
Mar 29 -Apr 2	EASTER/HOLY WEEK/NO CLASS
Apr 6 – Apr 15	Review/Recap
Apr 20-29	Review Weeks Built in to accommodate pacing
May 4-6	Student Presentations (Best Essays of Spring)
May 11-20	Symposium Preparation/Enrichment Unit on Elocution
May 25-27	End of Year Symposium (Summer Season Poetry Recitations/Dramatic Readings)
May 28	LAST DAY OF SPRING SEMESTER

*Students will be expected to access and keep as a record weekly lesson plans posted in Schoology. These plans will provide details regarding lesson objectives, in class activities, and homework. Students will be responsible for consulting their weekly lesson plans to keep organized their study goals and writing assignments. **Parents are expected to create a Parent Schoology account OR connect a parent email to the child's Schoology account to receive copies of student/teacher communication, class updates, assignment due dates, and all other related Schoology communication. We will review these pieces during orientation. Orientation September 1st at 2pm ET is MANDATORY for parent and child.**

Student Evaluation: Students will be evaluated through weekly writing assignments, formal discussions, presentations of student work, public speaking exercises (dramatic readings/poetry recitation), and participation. These written and oral components will engage and develop students' imagination, creativity, and public speaking skills as well as reinforce and gauge students' understanding of core concepts and virtue development. Students will receive written feedback on each essay. Students are expected to keep a portfolio of all returned essays with

feedback as a collection of their academic progress throughout the year. The teacher will refer to this as their **narrative grade**. Traditional grades will be made available at the end of the year if a parent makes that request. Per Student-Parent Handbook parents are the ultimate authority on traditional grades. (*Scholé Academy serves homeschoolers by providing online instruction, but we do not replace parents as the administrators of home schools. As such, the ultimate authority on a student's grade is her parent. If a parent feels the need to modify the teacher's assessment in his own records, as the administrator, he should feel free to do so. However, only students who complete the required work for a given class at a level deemed satisfactory by the instructor will receive a completion certificate from Scholé Academy.*)

Students will conduct a Student Led Conference at the end of each quarter. During Student/Parent Orientation the Student Led Conference Packet will be introduced and explained. This report will be kept in their portfolio as an account of the learning objectives mastered, working toward mastery, and needs improvement.

Evaluation Procedures and Grading Criteria

I will 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.

As noted in the Student-Parent Handbook, the instructor and student with Scholé Academy pursue together the path of virtue and wisdom. Keeping that in mind, each student must strive to cultivate habits of **patience, constancy, temperance** and other virtues that ideally raise a student from a *satis* level to a *cum laude* and even *magna cum laude* level of mastery. As such the instructor expects students to:

- **Arrive 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 and will not be posted on the Schoology homepage. A student or parent can request a recording of class at any time.***
- **Complete 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. **Each assignment and lesson essay come with a 1-week grace period. You can ask for this grace period at any time to manage workload.**
- **Listen and contribute to class discussion respectfully** by practicing **humility** and **love** as we delight in seeking to cultivate “affection and taste” for truth, goodness, and beauty.
- **NO FOOD in class. Students are welcome to drink water or beverage of choice.** We are together for a 75 minute period starting at 2pm EST, please take care of lunch before class begins.
- **Students are asked to keep their video running all through class.** If you have a technology issue please communicate that to your teacher as soon as possible.

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.

A word about Reading Fluency Assessments. Reading fluency along with writing and speaking will be assessed the first two weeks of class. These assessments help the instructor understand more fully the content and skill level of all incoming students. These assessments are administered within the first two weeks allowing course enrollment adjustments in some cases.

On the “classroom” environment: My commitment to you ...

“Augustine described education as essentially teaching students to “love that which is lovely,” following on Plato’s idea that affections and taste must be cultivated.” (Student-Parent Handbook) As your instructor, I will endeavor to model and foster virtues of successful learning, including love, humility, patience, constancy, perseverance, and temperance. (See “**My Philosophy of Education**”)

The Virtual Classroom:

Scholé Academy uses 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 an interactive whiteboard in which texts, diagrams, video, and other media can be displayed and analyzed. Once enrolled, student will be emailed a link that will enable them to join the virtual classroom.

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting www.ClassicalAcademicPress.com.

“As we seek to recover and renew the scholé tradition of education, we know that we will misstep and veer from this path—after all we don’t know the path nearly as well as we would like. Still, we believe that finding and walking that path will be enriching to students, parents, and teachers. As we seek to recover the classical tradition of scholé, we welcome parental feedback and ideas about how we can better embody scholé in our online classes.”
(Student-Parent Handbook)