



WRITING & RHETORIC YEAR 2

Narrative II AND Chreia & Proverb

Yearlong 2020-2021

Section 3-Tue/Thurs/Fri

THE COURSE BASICS, AT A GLANCE:



Orientation session (mandatory for student and one parent):

Tuesday, September 1, 2020 from 10:30-11:30

(All times given are EST.)

The School Year: Tuesday, September 8, 2020 through

Friday, May 28, 2021

Class Times: Tuesdays, Thursdays, and Fridays from

10:30-11:30AM EST

Instructor: Mrs. Sarah Foose

CLASS SESSIONS DATES: (See Scholé Academy [website](#) for full calendar)

We'll meet on all **Tuesdays, Thursdays, and Fridays from 10:30AM to 11:30AM EST** for 32 weeks, for a total of 96 classes with only the exceptions below. Please note that we always have class if it is not a scheduled break, regardless of local holidays.

Week-long holiday breaks:

Thanksgiving Break: Monday November 23-Friday November 27, 2020

Christmas and New Year holidays: Monday December 21, 2020-Friday, January 8, 2021

Winter break: Monday February 22-Friday February 26, 2021

Easter break: Monday March 29-Friday April 2, 2021

(Orthodox families are excused from Scholé Academy classes during the SRS Pascha break April 26-May 3, though we will still hold regular class sessions at that time.)

**The above classes will be provided by me or occasionally by a substitute teacher. In the 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, provide independent study work plans for students to complete during the missed class period, or offer the class at an alternate time.*

OFFICE HOURS: *By appointment. Please come see me with any concerns or questions! I am also always available for a phone conversation or by email.*

(Please include time zone in your appointment request. Many thanks!)

WRITING & RHETORIC YEAR 2 COURSE MAP:

QUARTER 1: Narrative 1

1. What Makes a Story?
2. Logos and Lexis as Essential Components of Rhetoric
3. Identify the Types of Narrative a Text Represents
4. Review Fable Writing, Description, Dialogue, and Point of View

QUARTER 2: Narrative II

1. Introduce Protagonist, Character Traits, Antagonist and Simile
2. Identify Fact and Fiction
3. Answer the Questions *Who? What? Where? When? Why? and How?*
4. Write a Historical Fiction Narrative

QUARTER 3: Chreia & Proverb I

1. What is a Chreia?
2. Explore Literal and Figurative Language in Proverbs
3. Topic Sentence, Structure, and Order in a Paragraph
4. Write the Chreia about Important Historical Figures Who Embodied Classical Virtues

QUARTER 4: Chreia & Proverb II

1. Practice Oration, Elocution, and Inflection
2. Drafting, Proofreading, Peer Review, and Revision
3. Increase Proficiency in Writing Chreia

REQUIRED COURSE TEXTS:

- *Writing & Rhetoric Book 3: Narrative II* (Student Edition)
- *Writing & Rhetoric Book 4: Chreia & Proverb* (Student Edition)

**Required texts are not included in the purchase of the course.*

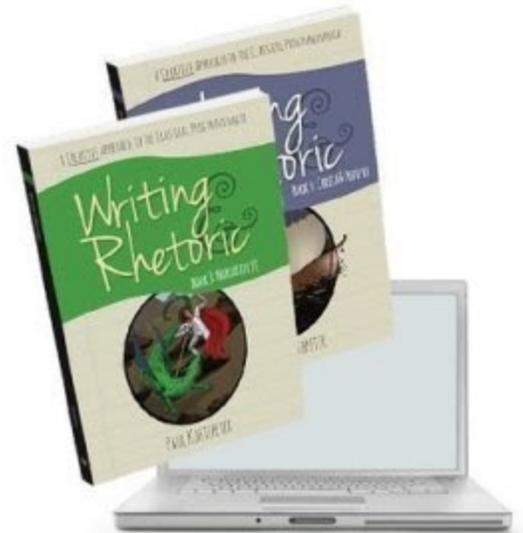
OPTIONAL RESOURCES

(these will be available for free digitally this year through MyLibrary after the course is underway)

- Writing & Rhetoric Book 3: Narrative II Audio Files^[SEP]
- Writing & Rhetoric Book 4: Chreia & Proverb Audio Files^[SEP]

*All required and optional resources are available through

www.ClassicalAcademicPress.com



WRITING & RHETORIC YEAR 2 COURSE DESCRIPTION

This course is designed to help students progress and delight in writing, and to continue to develop effective tools and methods for writing well. Book 3: Narrative II and Book 4: Chreia & Proverb use the imitation and practice method to help students build essential tools for writing. In the first semester, students will learn about new genres of story, including historical narrative and legend. The skills learned in Writing & Rhetoric Books 1 and 2 are extended and new skill sets are introduced, including identifying the difference between fact and opinion and learning to ask the 5 W's and 1 H of a historical narrative: who, what, when, where, why, and how. In the second semester, students learn how to write six-paragraph essays praising a worthy saying or action. This course works to develop in each student a love of and hunger for story and writing, and does so through engaging class sessions, creative assignments, and personal feedback.

Students will be expected to write one historical fiction narrative (approximately 1-3 handwritten pages in length) by the end of the first semester. In the second semester, students will write a minimum of 5 six-paragraph essays. The writing demands of this course will intensify throughout the year, and students will be expected to keep pace. Students will also receive more intensive feedback on their writing in the second semester; they will be expected to read through feedback on essay drafts and make the requisite changes to their work. Drafting is a crucial part of the writing process, and the goal of this course is to lay a solid foundation for future writing endeavors.

IMPORTANT SKILLS & BEHAVIORS NEEDED FOR SUCCESS IN THIS COURSE:

- Students should be able to narrate (tell back the story), summarize (shrink the story), and amplify (increase a story by adding details, dialogue, and description) before enrolling in this course. Furthermore, each student should be able to write his own fable before enrolling in this course. Students must be able to write by hand legibly and understand basic English grammar rules(ex: recognize a noun, verb, adjective, subject, etc...). They should be confident in spelling, punctuation, and capitalization basics. 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 explore the art of writing.

- Students 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 topics 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 and comprehend the text independently. They should be able to retell a story in their own words and to use textual evidence to decipher the meaning of new vocabulary. During the 2nd Semester of this course, students will write and rewrite six-paragraph essays on a regular basis.

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION

Students enrolling in Scholé Academy's Writing & Rhetoric Year 2 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 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 2 students should begin to learn 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 problems they can complete 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 a

Zoom classroom to a breakout room while still maintaining a scholarly attitude. Concurrently, students should work toward mastering typing. (Typing is required in *year 3*.)

5. **Employing Critiques:** These students are ones who receive feedback to one of their submissions, and then attempt to apply that feedback to future assignments rather than repeat mistakes. These students also glean information from the live class feedback from fellow students and note mistakes to avoid by learning from others. Students should have an attitude of humility when receiving feedback, as this affords an invaluable opportunity to grow and to develop their God-given talents. Likewise, students should celebrate the successes of their peers.

6. **Problem Solving:** A student with well-developed problem-solving skills is willing to persevere, even when he is unable to successfully overcome a challenge on the first try. Good writing involves the problem-solving skills of perseverance; looking at a story from a new perspective; finding an additional source or doing research; taking a rest to refresh the mind and body; or asking for help from a teacher, parent, or the Lord. [1] [SEP]

STUDENT EXPECTATIONS: CLASS PARTICIPATION AND HOMEWORK

Students will follow the sequence of study contained in Writing & Rhetoric Year 2 Books 3 and 4. The ultimate goal for the student will be to learn 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, 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 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 portions. 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. Students should raise hands to speak, pause video to use the restroom, or adjust the camera to limit the activity shown in the background of the student's 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 an elementary student.) If there are extenuating circumstances that prevent a student from completing homework prior to class, a parent must contact the instructor prior to class time to ask for an extension.
 - 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 it into the Schoology assignment window. Photographs of completed assignments will not be accepted, as they are nearly impossible to read.
-

STUDENT EVALUATION: GRADING

While striking a “restful” posture of learning in Writing & Rhetoric Year 2 through Scholé Academy, 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 love and virtue of execution in this discipline. Writing, as an element of Rhetoric, is a “core” discipline in Classical Education and learning to own the concepts introduced in this class will be a necessary and significant component of future success in growth in a Classical Education. In that sense, then, attaining mastery in Writing & Rhetoric is its own reward.

Nonetheless, I will assign the following grades to your 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.

MASTERY PORTRAIT

Students in this class are learning to take on the responsibility of their educations. It's 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 help engage the student in development of moral virtues. These three aspects of the course would comprise the "learning target".

- By the end of the first semester, *cum laude* students learn how to craft a narrative through developing real or imagined experiences or events using effective technique, descriptive details, and clear event sequence. Students will have learned to use dialogue and description to develop experiences and events or show the responses of characters to situations. They will apply this knowledge by writing a Historical Fiction narrative set in ancient Rome. In the second semester, students will be introduced to a formal essay structure called a Chreia, which they will have practiced thoroughly by the end of semester 2.
- By the end of the year, Writing & Rhetoric Year 2 students will be able to clearly introduce a topic or text and create an organizational structure in which ideas are grouped to support the writer's purpose. Furthermore, they will have learned to provide reasons supported by facts and details, as well as to close an essay with a concluding statement related to the opinion presented. Students will begin to master clear and coherent writing, evidencing development and organization.
- Additionally, students will have faithfully practiced the skills necessary to read aloud with fluency. Students will show attention to volume, pace, and inflection when speaking. Similarly, students will be encouraged to speak well to one another in pursuit of excellent work, in discussion of ideas and responses, and to build camaraderie in the group.
- Students will also be guided in development of the virtues of Wisdom, Goodness, and Truth. Ideally, students will employ wisdom when responding to virtues and vices, the actions and thoughts that he'll encounter in his reading. By the end of the course, students should understand that reading a rich selection of great literature builds the reservoir out of which we draw good ideas and find examples for our own lives. Students will be encouraged to use good writing and speaking to deliver and celebrate truth. Please also visit 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.

ASSIGNMENTS, TYPES, & WEIGHTS

Mrs. Foose will communicate with students regarding assignment feedback and grading through the free online grading system, Schoology. The instructor will provide students access to the Writing & Rhetoric Year 2 course page, and will give more detailed information as needed at orientation, before the start of the course.

Student's grades will be comprised of the following:

1. Class Participation (30%)
 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 (40%)
 1. Homework Response Questions
 2. Memorizing quotations, poems, etc...
 3. Timeliness when turning in assignments
 4. Neatness
 5. Putting forth one's best effort
 6. Formal Assessments, such as vocabulary quizzes
 7. Participation in Discussion Forums
3. Written Assignments (30%)
 1. Larger Writing Assignments to Accompany Each Chapter^[P]_[SEP]
 2. Chreia Essays (including first and final drafts)^[I]_[SEP]

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, but will be assigned the minimum satis grade of 70%.

ACADEMIC DISHONESTY

Students will occasionally complete assessments 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 failing grade. Students should consult the MLA Style Guide for specific direction on obtaining, quoting and paraphrasing sources. (See Student Expectations above.)

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 *Writing & Rhetoric Year 2* Schoology assignment page. The schoology access code to Writing & Rhetoric 2.1 will be provided in your Orientation Packet.

About the instructor:

Sarah Foose is looking forward to her fifth year of teaching online with Scholé Academy! This year she is teaching Writing & Rhetoric 2, a variety of Middle School and Upper School Spanish courses, and the newest course in the Well-Ordered Language series (Level 4). She has been working in the field of language and intercultural communication (including immigrant advocacy and public health) for the last fifteen years. She spent four of those years teaching in a local classical Christian K-12 school.

Sarah is passionate about her subjects—she loves finding the right Spanish verb or using parts of speech to unlock the more abstract mysteries of language that allow us to connect with other people on a deeper level. Her goal is to bring her students to a place of confidence, skill, and joy in communicating. Yes, even you can learn to be a Spanish speaker or English wordsmith!

When not teaching, Mrs. Foose can be found running outdoors in central Pennsylvania, cooking with her two young daughters who pretend to be ninjas and circus performers, reading CS Lewis and Roald Dahl aloud with her family, fishing with her husband Jeremy, and learning new languages.