



Well-Ordered Language 3

Yearlong Course 2020-2021

“Knowing the rules of an art is not the same as having the habit. When we speak of a man who is skilled in any way, we do not mean that he knows the rules of making something, but that he possesses the habit of making or doing it. . . [You cannot] acquire an artistic habit—any craft or skill—without following rules. The art as something that can be taught consists of rules to be followed in operation. The art as something learned and possessed consists of the habit that results from operating according to the rules.”

-Mortimer Adler-

In this class, we will “acquire an artistic habit” of writing by learning, practicing, and implementing its rules. Moreover, we will enjoy the fun of analyzation and revel in the beauty of a well-ordered language.

ELIGIBLE STUDENTS

Incoming 6th and 7th graders

COURSE BASICS AT A GLANCE

Class Dates: Begins Wednesday, September 8, 2020 and runs through Friday, May 28, 2021.

Class Times: Mondays and Wednesdays 2:00pm-3:15pm (EST)

Office Hours: Thursdays from 2:30pm-4:30pm (EST)

Instructor: Emily Brigham

Email: ebrigham.scholéacademy@gmail.com

**Please note the above dates and times are anticipated class sections for this course. However, all dates are subject to change as the instructor's circumstances might dictate (e.g. illness, family emergency). Any classes canceled by the instructor will be made up at an alternate time designate by the instructor.*

OBSERVED SCHOLÉ ACADEMY HOLIDAYS (NO CLASSES)

- Monday, September 7, 2020 (*Labor Day*)
- Monday, November 23-Friday, November 27, 2020 (*Thanksgiving*)
- Monday, December 21, 2020-Friday January 8, 2021 (*Christmas and New Year's*)
- Monday, February 22-Friday, February 26, 2021 (*Winter Break*)
- Monday, March 29-Friday, April 2, 2021 (*Holy Week/Easter*)

No other holidays between September 8, 2020 and May 28, 2021 are observed

REQUIRED COURSE TEXTS

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

**All required and optional resources are available through www.ClassicalAcademicPress.com*

WRITING & RHETORIC 2 COURSE MAP

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

QUARTER 2: Level 3A

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

QUARTER 3: Level 3B

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

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 login 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.

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

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 dead- lines 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 he 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.

STUDENT EXPECTATIONS: CLASS PARTICIPATION AND HOMEWORK

“The intelligence can only be led by desire. For there to be desire, there must be pleasure and joy in work. The intelligence only grows and bears fruit in joy. The joy of learning is as indispensable in study as breathing is in running. . .It is the part played by joy in our studies that makes them a preparation for spiritual life, for desire directed toward God is the only power capable of raising the soul.”

[Simone Weil]

Recognizing that the purpose of education is not merely a gaining of information nor a competition for achievement but rather the directing of the desire towards God in worship, thanksgiving, and prayer, these are the student expectations in class participation:

During class time. . .

- *Arrive prepared.* It is important to come with the materials needed and homework completed, but that is just the beginning. Arrive with a heart that is quiet and ready to receive, a mind that is active and ready to engage, and hands that are willing and ready to participate.
- *Arrive on time.* I will take note of patterns when it comes to tardiness, overlooking an occasional late entrance if it is out of character for the student. However, I will be in contact with parents if tardiness is habitual – four or more late arrivals in one month.
- *Participate.* There will be lots of opportunities for participation in classroom liturgies, discussions, and exercises. I understand that not all students are equally comfortable in being extroverted and conversing, but I appreciate consistent effort in this area!
- *Be an active learner.* It is expected that students will take notes and participate in exercises during lesson time.
- *Exercise judgment and polite habits in the Zoom classroom.* Students should raise hands to speak, pause the 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 time. .

- Complete all course assignments and homework to the best of his ability. (A student who has not submitted his 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 preventing 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 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.

Student’s grades will be comprised of the following:

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

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. Participation in Discussion Forums

Quizzes and Tests (30%)

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%.

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.

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.

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 not ordinarily utilize the chat function of this technology.

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 3 Schoology assignment page. The Schoology access code to Well-Ordered Language 3 will be provided in your Orientation Packet.

ABOUT THE INSTRUCTOR:

Emily Brigham holds a BA in Primary Education from the University of North Florida. She was homeschooled through high school in the classical tradition, and previously taught the elementary grades in a Waldorf-inspired public charter school. Her classical upbringing instilled in her what Plato called an “affinity for the good” in academics, art, and virtue, while her Waldorf training inspired an appreciation of the unique nature of the child. She now seeks to cultivate those whole-child pedagogical approaches in the classical, liturgical tradition, to awaken in her own students that “affinity for the good.”



Emily lives in Jacksonville, Florida. Her avocations include bringing classical, sacred, and old-time music to churches, front porches, and street corners, and coaxing as many flowers as possible into her garden. These, and a trip to the mountains, are where she loves to find the glimpses of God’s goodness in these sacred ordinary days.