



Writing and Rhetoric 4

Fall 2020-Spring 2021

Course Description

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.

Instructor: Miss Coleman

Contact: ccoleman.scholeacademy@gmail.com

Class times: Tuesdays and Thursdays, 12:30-1:45 p.m. (EST)

Class dates: September 8-January 21, with the exception of the holidays listed on the Scholé Academic Calendar

Office hours: TBD, also by appointment

Required Course Texts: *Writing & Rhetoric Book 7: Encomium & Vituperation* (Student Edition) and *Writing & Rhetoric Book 8: Comparison* (Student Edition)

A Note on Work for this Course and Late Work

Work for this course will include reading assignments, writing assignments, memorization, and preparation for speaking assignments. I will post your assignments for the week on Schoology; assignments will be given to you for each of the five days of the week so that you know what to work on each day. It would be a good idea to print this weekly student lesson plan at the beginning of each week and put it into a binder, along with your notes for the course. No additional work will be assigned on the days that we meet for class, but I will include a note about what we will be doing in class that day.

You should strive to complete the assignments on-time because this will allow you to gain the most out of this class. It is your responsibility to have your assignments completed by the time they are due. If for some reason you are unable to complete an assignment by the due-date, please send me an email to let me know and include your plan for completing the work. There is no numeric penalty for turning in an assignment late. Completing the assignments late, however, means that you will fall behind in the course and this will affect both your ability to participate well in class and your ability to master the material.

Attendance

If you know that you are going to miss a class, please send me an email to let me know in advance. You will need to take the initiative to complete the material you missed (watch the video of the class and make sure you understand any material that was covered).

That said, videos are no substitute for the dynamic back-and-forth of class discussion. Regular attendance is essential for learning the course material.

Contacting Miss Coleman

Please email me with any questions or concerns that you have. I will do my best to respond within 24 hours of receiving your email. If there is an issue or concern that requires a lengthier conversation, we can also set up a Zoom meeting instead.

COURSE MAP

Our class will follow the outline below, but please note that this outline is subject to change; the pace will be adjusted as needed.

Quarter 1 (Text: *Writing and Rhetoric Book 7*): Encomium and Vituperation

- What is encomium?

- What is vituperation?

- How to write an encomium - Tools

- How to write a vituperation - Tools

- Writing Practice

- Recitations

Quarter 2: Encomium and Vituperation continued

Quarter 3: Research Paper and begin Book 7

- Continue to work on making your encomium and vituperation essays excellent

- How to Write a Research Paper - Tools

- Plan and Write Research Paper

- If time, begin comparison writing

Quarter 4: Comparison Writing (Text: *Writing and Rhetoric Book 8*)

What is comparison writing?

How to write a comparison - Tools

Writing Practice

Recitations

How to be a Good Learner in this Class:

- ❖ Come prepared to class: come to class on-time, with the material for the day completed, ready to participate in discussion, with all the materials you need on hand (note-taking paper, a pencil, etc.)
- ❖ During class, be present - do not be eating, sleeping, or using your cell-phone
- ❖ Participate in class: ask good questions; share your thoughts; when you are not talking, be attentive to the person who is talking - give them your full attention and take the time to consider their ideas and share your thoughts in response; do your best when delivering your speeches and recitations
- ❖ Be respectful of others in the discussion; if you disagree, express your disagreement politely and carefully

- ❖ Strive for mastery of the material

Grade Breakdown and a Note on How to think about Grades in this Class

Our primary goal in this course is to learn how to examine ideas and argue convincingly for ideas which, under examination, prove to be true. At the end of the semester, you will receive a final grade; this is, unfortunately, a necessary thing. It is important not to let the earning of a good grade become your primary goal in this course; if this becomes your main goal, you will rob yourself of the joy of learning the material. The goal is to develop skills in debate and to sharpen your mind and become as adept with each skill as you possibly can. So, when you sit down to prepare a persuasive essay, for example, do

your best push away the thought that says, ‘I need to get a good grade on this comparison essay so that I can get a good grade in this class’; instead think, ‘What differences do I see between boxing and baseball’ and ‘What tools do I have, which I have learned from this class, to describe these differences effectively?’ Focus, above all, on mastery of the material.

To the end of helping you keep your focus on learning and off grade-earning, I will not put letter grades or percentages on all of your assignments. Instead, I will give you concrete feedback on what you did well and what you need to continue working on. If you are concerned about how you are doing in the class, we can have a conversation about that.

***Participation** (Contribution to class discussions): 25%

Essays (includes Research Paper): 40%

Other Written Assignments: 20%

Oral Work: 15%

*A Note on Participation - Participating actively in class will do much for you in terms of learning the course material. There are many ways to participate actively in class; answering a question that comes up in the course of discussion is just one way to participate. Other ways include asking a good question (sometimes this is a question for clarification, other times this is a more substantial question), responding to a peer’s idea by expressing agreement or polite disagreement or building on what they have said. Keep in mind that when you articulate your thoughts and questions you are helping yourself and those around you learn. If you are struggling to participate, or don’t know how to participate, again, this is something I would be glad to discuss with you.

Magna Cum Laude: 95%-100% B=89% to 80% Cum Laude: 85%-94% C=79% to 70% Satis: 75-84% D=69% to 60% Non Satis: 74% and below

Academic Integrity

Your work should be your own. 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.

About the Instructor:



Miss Coleman completed her undergraduate studies in English and Latin at Hillsdale College, where she was awarded a fellowship to study the life and writing of Winston Churchill. She has taught middle school and high school students in subjects ranging from Humane Letters and Scripture to Literature and Life Science. She loves creating an atmosphere where her students can experience wonder and pursue the truth together through Socratic dialogue. She has an active interest in permaculture farming and exploring the ways ecosystems work together to enhance communities. When not teaching, she enjoys playing the violin, running, reading, writing, and cooking.