



# *Writing and Rhetoric Level 1*

*Fable and Narrative 1*

Yearlong 2021-2022

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## **THE COURSE BASICS, AT A GLANCE:**

**Class Dates:** Begins Tuesday, September 7, 2021 through Friday, May 27, 2022

**Class Times:**

- **Monday, Wednesday, and Friday from 11:45am to 12:45pm EST**
- **Monday, Wednesday, and Friday from 2:15pm-3:15pm EST**
- **Monday, Tuesday, and Thursday from 3:30pm to 4:30pm EST**

**Office Hours:** By appointment

**Instructor:** Kara Lobley

**Email:** klobley.scholeacademy@gmail.com

(These courses run 45-60 minutes, 3 times per week. All times given in this syllabus are EDT & EST.)

*\*Please note the above dates and times are the anticipated class sessions 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 designated by the instructor.*

## **OBSERVED SCHOLÉ ACADEMY HOLIDAYS (NO CLASSES)**

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- ☐ **MONDAY, SEPTEMBER 7, 2021 (LABOR DAY)**
- ☐ **MONDAY, NOVEMBER 22 – FRIDAY, NOVEMBER 26, 2021 (THANKSGIVING)**
- ☐ **MONDAY, DECEMBER 20, 2021 – FRIDAY, JANUARY 7, 2022 (CHRISTMAS AND NEW YEAR'S)**
- ☐ **MONDAY, FEBRUARY 14 – FRIDAY, FEBRUARY 18, 2022 (WINTER BREAK)**
- ☐ **MONDAY, APRIL 11– FRIDAY, APRIL 15, 2022 (HOLY WEEK/EASTER)**

**No other holidays between September 7, 2021 and May 27, 2022 are observed.**

## **ELIGIBLE STUDENTS:**

**Grades 4 -5; 3<sup>rd</sup> graders welcome though in most cases 3<sup>rd</sup> grade students require additional supervision and support from a parent in conjunction with the course.** When considering whether this course is a good fit for your student, please keep in mind that in addition to readiness for the course content, students should be developmentally prepared to

engage in a 4th- to 5th-grade corporate learning environment as well as the online classroom dynamic. Before beginning Writing & Rhetoric Year 1, students should know how to identify and create a complete sentence. In other words, they should be able to recognize the presence or absence of a subject or a predicate, and know how to use capital letters and simple punctuation. Students should also be comfortable reading fluently and independently writing out/copying (not necessarily composing) short paragraphs legibly by hand.

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## **WRITING AND RHETORIC LEVEL 1 COURSE MAP:**

### **QUARTER 1**

1. What are Fables?
2. What are Summary and Amplification?
3. What is the Role of Anthropomorphism in Fables?
4. Why is elocution important to storytelling?

### **QUARTER 2**

1. Exercises with Copiousness.
2. Practice Summarizing Stories.
3. Amplify Stories.
4. Identify the Moral of a Story.
5. Write Your Own Fable.

### **QUARTER 3**

1. Types of Narratives.
2. What is a Parable?
3. How does Point of View Affect a Story?
4. Identifying the Main Idea in a Text.
5. Amplification with Dialogue.

### **QUARTER 4**

1. Using Description to make a story more interesting.
  2. Combining Dialogue and Description.
  3. How does conflict help keep the reader's attentive?
  4. Write your own Narrative Conflict (Beginning and end of the story provided).
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## **REQUIRED COURSE TEXTS:**

- *Writing & Rhetoric Book 1: Fable*
- *Writing & Rhetoric Book 2: Narrative 1*

These are available from Classical Academic Press ([www.ClassicalAcademicPress.com](http://www.ClassicalAcademicPress.com)).

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## **WRITING AND RHETORIC LEVEL 1 COURSE DESCRIPTION:**

This course is designed to help 4th–5th graders discover delight in writing and begin to develop effective tools and methods for writing well. The course uses the imitation and practice method utilized by the award-winning Writing & Rhetoric series to impart essential tools for writing to students. The first semester follows *Book 1: Fable*, which uses fables to teach students the practice of close reading and comprehension, summary (both aloud and in writing), and amplification. In the second semester, the course follows *Book 2: Narrative I*, which uses a variety of longer stories that expand the skill set learned in the first semester. This semester also includes more—and longer—writing assignments. This course works to develop in each student a love and hunger for story and writing and does so through engaging class sessions, creative assignments, and personal feedback.

This Course is designed to:

1. Expose students to the form of fables and narrative writing as well as culturally important examples.
2. Model fluent reading for students and give them practice reading short texts.
3. Give students practice copying texts accurately.
4. Strengthen working memory through dictation, thus improving storage and manipulation of information.
5. Increase understanding of the flexibility of and copiousness of language through sentence manipulation.
6. Facilitate student interaction with well-written texts through question and answer and through exercises in summary and amplification.
7. Give students opportunities to creatively imitate sentences, whole fables, and narrative sections.
8. Introduce the concepts of main idea and character traits.
9. Introduce the concepts of plot (beginning, middle, and end), dialogue, and description.

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## **IMPORTANT SKILLS AND BEHAVIORS NEEDED PRIOR TO THE START OF THE COURSE**

- Students should be able to copy short paragraphs and to compose their own sentences before beginning this course. 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 work with the stories in the text.
- Children 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 and collaborate with classmates through Schoology. If a student is not able to navigate

Schoolology 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 short fables, myths, and narratives independently. They should be able to retell the story in their own words and use textual evidence to decipher the meaning of new vocabulary. Students should be able to re-write stories with a twist given appropriate teacher and parent support. For example, they will be asked to rewrite fables by changing the characters or point of view and should be comfortable taking risks as they learn the art of writing.

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## STUDENT EXPECTATIONS

Students in Writing & Rhetoric 1 will be expected to develop the 3 Rs, Reverence, Respect, and Responsibility, in all their class actions and preparations throughout the year.

**Reverence:** The class operates from a love for and obedience to God and His word. Students are expected to live according to biblical behavioral standards, and encouraged to enjoy the exploration of His creation, specifically language.

**Respect:** The class operates from the understanding that everyone is precious in God's sight and is worthy of respect. Students are expected to show respect in class through engagement in discussions and activities, kindness and encouragement towards classmates, and by applying teacher's feedback to the next assignments.

**Responsibility:** The class operates from the understanding that a healthy sense of self-respect generates responsibility. Students are expected to show responsibility by timeliness in class attendance and assignment submission, putting forth their best efforts in class and on assignments, and by seeking help when they don't understand.

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## STUDENT EVALUATION: GRADING

While pursuing the *Writing & Rhetoric Year 1* through Scholé Academy will be "restful," we also recognize the need to provide grades to students. Earning a specific grade should not overshadow achievement goals for mastery of this discipline. Writing and Rhetoric are important disciplines in Classical Education and learning to own the concepts introduced in this class will be a necessary and significant component of future success in higher-level Classical Education. In that sense then, attaining a mastery of Writing & Rhetoric is its own reward.

The teachers can assign the following grades to each student's 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 be designated *satis*. *Non satis* means lacking sufficiency or adequacy. The hope is that this system of grading will aid both the student and the instructor in assessing an individual pupil's journey toward mastery.

All assignments will be due into the appropriate Schoology Assignment folder prior by the dates listed in Schoology and given in class. Students will submit their work by scanning their homework pages and uploading it into the Schoology assignment window as a pdf or Word Document. **Photographs of completed assignments will not be accepted as they are incredibly difficult to read.** Students turning in late work will earn a 5% penalty for each weekday the assignment is late.

In conjunction with the grading scale outlined above, narrative evaluations of student performance in the classroom will be sent quarterly to keep parents abreast of their students' level of growth and achievement. These narrative evaluations are the core of the student assessment process.

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## **STUDENT EVALUATION: MASTERY PORTRAIT**

By the end of the course, students should have an appreciation for fables as fabulous stories for teaching moral lessons and recognize that narratives are stories and that the world is full of all sorts of them: fables, fairy tales, myths, histories, and parables! They will have learned to use synonyms and to write copiously. Writing & Rhetoric Year 1 students will be able to grow a story longer as well as shrink it down. By May, pupils will have learned to recognize two parts of speech: nouns and adjectives. The children will be able to write their own fable that teaches a moral lesson. In addition, by the end of the course students will be able to recognize that nearly all narratives contain a beginning, middle and an end, as well as colorful dialogue, lively characters, and description. Furthermore, students will also learn to speak with better elocution, which is the art of speaking skillfully.

Students will also be guided in development of the virtues of Truth, Beauty, Goodness, and Wisdom. Children should be touched by the beauty in the timeless fables, myths, and parables we read as a class. Furthermore, pupils will employ wisdom in governing self—pushing through new challenges and discerning when to ask for assistance or when to use the tools already in their mind to respond to a challenging writing prompt. Ideally, the young scholars will take the moral lessons of the fables that we read to heart in order to become ever more good and loving

individuals. It's much easier to hear a fable than to suffer through a long lecture about being good. The fables and narratives chosen in Writing & Rhetoric should help foster the following virtues in students:

1. The fable in which the lion spares the mouse and the mouse returns the favor by chewing through the net, teaches that a kindness is never wasted and accordingly students will extend a loving hand to their classmates and neighbors.
  2. By reading about the three young bulls who could fight off the lion together, but who were killed once they began to bicker, students will learn to value fellowship and appreciate that in unity is strength. They will apply this virtue when working in partners to create a short narrative or do group work.
  3. *The Boy Who Cried Wolf* will teach students to strive toward academic honesty, as liars are not believed even when they speak the truth. They will then turn original work and be honest about doing their homework assignments, memorization assignments, and reading assignments.
  4. By reading about the hardworking ants and the lazy grasshopper, students will be inspired to approach their learning with greater diligence and to recognize that there's a time for work and a time for play order their lives. They will practice this virtue by staying focused during class and participating in all academic activities.
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## **STUDENT EVALUATION: ASSIGNMENTS, TYPES, AND WEIGHTS**

The teachers will communicate with students regarding assignment feedback and grading through the free online grading system, Schoology. The teacher will provide students with more detailed information and access to the Writing & Rhetoric course page.

Student's grades will be comprised of:

### **1. Class Participation**

- a. Active Listening
- b. Group Work
- c. Participation in Class Discussions
- d. Preparedness
- e. Staying on Task and Following Along with the Text
- f. Timely Attendance
- g. Putting Forth One's Best Effort
- h. Presentations
- i. Attitude and Approach Towards the Class and its Members

### **2. Homework & Written Assignments:**

- a. Homework Response Questions
  - b. Larger Writing Assignments to Accompany Each Chapter
  - c. Memorizing quotations, poems, etc....
  - d. Timeliness when turning in assignments
  - e. Neatness
  - f. Putting forth one's best effort
  - g. Formatting and Following Regulations/Guidelines
  - h. Formal Assessments
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### **STUDENT EVALUATION: ACADEMIC DISHONESTY**

Students will often take assessments or complete writing assignments 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. A plagiarized assignment will result in a failing grade.

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### **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, text chat and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed. 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. They will submit their work to the *Writing & Rhetoric Year 1* Schoology assignment page (access granted after enrollment is secured).

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### **ABOUT THE INSTRUCTOR**

**Kara Loble**y, a homeschool alumna, began her journey into classical education as a freshman attending and eventually earning a history BA from Patrick Henry College in Purcellville, VA. Although initially uncertain as to the usefulness of discovering "the good, the true, and the

beautiful” in everything, she finally realized that classical education’s emphasis on weeding truth out of lies is imperative in living a Christlike life in a fallen world. Kara began her journey working with children as a high schooler working at children’s theater camps and at her church’s Vacation Bible schools, and later continued it by spending five years tutoring high schoolers in writing and a year in being a teaching assistant for preschoolers. She is excited to teach with Scholé Academy this year and looks forward to helping students discover “the good, the true, and the beautiful” in language and writing.