

***Persuasive Writing***

Spring Semester

Academic Year (2022/23)

**Eligible Students:**

**Grades 9-10th (open to 11th-12th):** Designed for early high school students to gain an understanding of the principles of debate, the course is open to any student who has completed the first four writing levels of Writing & Rhetoric or who can demonstrate proficiency in essay writing.

**Please note:** The student who successfully completes this course earns 1/2 high school course credit.

**Class Dates:** Begin Wednesday, January 23, 2022; running through Wednesday, May 24, 2023.

**Class Times: Mondays & Wednesdays 5:00 pm — 6:15 pm** (EST)

**Instructor:** Vixie Friedman

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

**Schedule for *Everyday Persuasive Writing:***

*\*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.*

**OFFICE HOURS:** By appointment;(please include your time zone in your email request)

**Class Sessions Dates:**

**Classes will take place on Mondays & Wednesdays: — 5:00 pm (EST) for 31 weeks and 62 classes on the following dates\* --**

**]annuary (3)** 23, 25, 30

**February** (6): 1, 6, 8, 13, 15, **[Winter Break],** 27

**March** (8): 6, 8, 13, 15, 20, 22, 27, 29

**April** (6): **[Holy Week]** 10, 12, 17, 19, 26, 28

**May** (8): 1, 3, 8, 10, 15, 17, 22, 24 **[End 2nd Semester]**

**Everyday Debate Course Map**

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| --- |
| **Quarter 3** |
| * Chapters 1-12 of text * Introduction to the course; focus on Common Topics of Definition, Testimony, and Comparison * In-class activities focusing on oral presentation skills, applying logic and persuasive skills, graciously "arguing" a viewpoint |
| **Quarter 4** |
| * Chapters 13-25 of text * Continued discussion of comparison * Focus on Common Topics of Relationship and Circumstance * In-class activities focusing on oral presentation skills, applying logic and persuasive skills, graciously "arguing" a viewpoint * Course review * Final Debate |

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**Required Course Texts:**

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Description automatically generated The course text is the award-winning *Argument Builder*

which is available from Classical Academic Press.

(www.ClassicalAcademicPress.com)

Additional readings may be provided by the instructor, as needed.

**Optional Course Texts:** Papers and essays will be submitted using basic MLA formatting guides. The *MLA Handbook for Writers of Research Papers* - 7th Edition may be a helpful resource.

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**Course Description:**

Guided by the course text, *The Argument Builder,* this course looks at the skills and process of constructing good arguments. By studying historical examples, both ancient and modern, we will learn how to pursue and present truth in both written and spoken forms. We'll review logical fallacies and end the semester putting these concepts into practice with a formal debate.

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**Student Expectations: Executive Function Skills**

Students enrolling in the Persuasive Argument course will be expected to show the development of Executive Function Skills throughout the semester. Executive Function Skills speaks to a set of qualities and skillsets students will develop and hone to better approach the various courses, lectures, readings, and teachers they will encounter in their future academic coursework. It is understood that students enter this course at varying abilities and skill levels and the goal is to improve and increase the skill level of each student.

These skills include:

* **Participation:** A willingness to participate in the discussion, ask questions, supply answers, and contemplate the material being discussed.
* **Note Taking:** The ability to note important content both during and after class and while completing assigned reading. Appropriate note-taking skills provide a valuable resource to be consulted for application during future assignments and assessments.
* **Attention to Detail:** Attention to style guides for assignments, preparation for debates, and participation in conversations and debates require attention to details.
* **Preparedness:** Adherence to deadlines, submission requirements and preparation for debates require intentional preparedness.
* **Application of Assessments:** Understanding assessments from peers and teacher, along with an ability to apply the assessment to future assignments, assist the student to grow in their understanding of debate concepts and their application.
* **Initiative/Maturity:** Willingness to hear and apply critiques and seek guidance from the instructor, if necessary.

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***Student Mastery Portrait***

Students practice a variety of complex skills within the discipline of debate. Here are the skills which successful students of this course will practice and develop as they complete this course.

**General Scholarship Skills**

Socratic Discussion: Formulate questions, define terms, offer examples, compare, contrast, and discover relationships between ideas.

Inspectional Reading: Skim, preview books, study the table of contents and other parts of their textbook, search for information.

Analytical Reading: Identify key passages, terms, and definitions, outline a passage or short chapter; determine the author's message; evaluate key arguments.

Mark a Text: Underline key terms, add marginal notes; annotate; introduction to color-coding.

**Debate Skills**

Learn how inductive logic helps us recognize general patterns and theories that everyday observation or examples indicate.

Learn the principles of logic to help the student learn what is right and true.

Become aware of four ways we can deceive ourselves.

Learn the importance of defining terms and the fallacies of definition.

Delve deeply into the topic of comparison and the fallacies of comparison.

Learn the various components of the topic of relationship and the fallacies of relationship.

Learn how to use the topic of circumstance and its various components, along with the fallacies of circumstance.

Practice the skills of debate in both an oral setting and written form.

Stylistic Devices: Learn various stylistic devices and employ their use within debates and discussions.

**Student EVALUATION: Assignments, Types & Weights**

Mrs. Friedman 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 Everyday Debate course page.

**Student’s grades will be comprised of:**

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| --- |
| **Description** |
| 20% Weekly Exercises/Homework |
| 10% Quizzes |
| 15% Essays (Initial draft) |
| 15% Essays (Final draft) |
| 15% Class Participation |
| 10% Debate Preparation Assignments |
| 15% Final Debate |

**Student Evaluation: Grading**

While pursuing the Persuasive Essay coursethrough Scholé Academy will be “restful” (I’d also like to say it’s going to be very enjoyable), we also recognize the need to provide grades for students who will be using this course as part of their prepared college transcript. It’s a delicate balance to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow achievement goals for mastery of this discipline. The study of Debate, like the studies of Grammar and Rhetoric, is a “core” discipline in Classical Education, and learning to own the material introduced in this class will be a necessary and significant component of future success in Classical Education and communication skills. In that sense then, attaining mastery of Debate is its reward and as the teacher, I can assign the following grades to your 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.

Since you might be fully on board with this grading method, in theory, there will undoubtedly be the need to complete a college transcript with either a numeric or traditional letter grade. Traditional percentage grades will be provided and will be readily accessed on the *Persuasive Essay* Schoology page. Percentage grades will be translated to letter grades by the parent-teacher using the scale employed within their homeschool. Additionally, Mrs. Friedman will provide a transcript of that grade to the requesting parent at the end of the year.

**Student Evaluation: Academic Dishonesty**

Students will often take assessment tests and/or quizzes privately at home. Students are on their honor to abide by [Scholé Academy’s Learning Philosophy](http://www.scholeacademy.com/student-parent-handbook/) 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 their chosen style manual (see Student Expectations above) for specific directions 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 provide 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](http://www.scholeacademy.com/student-parent-handbook/) 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 Persuasive Essay Schoology assignment page (access granted after enrollment is secured).

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**About the Instructor**

Since she was a little girl, **Vixie Friedman** always wanted to be a teacher and lined up her dolls and stuffed animals to compose her classroom. That dream became a reality when she began homeschooling her oldest son in 1988, a journey that continued with her six children until her youngest graduated from their family's homeschool in 2015.

Vixie has taught in a formal classical education setting since 2008 and assisted with curriculum development and staff training with a classical Christian curriculum company.

Graduating with a BS degree in nursing from Western Carolina University, Vixie entered the US Army Nurse Corps, where she was stationed in Frankfurt, Germany. This fueled her love of travel and history as she married and left her Army commission to raise a family. She and her husband lived in Germany for nine years and enjoyed traveling throughout Europe, studying the region's history as they traveled.

These days she continues to travel as she and her husband travel to Israel, Europe, and Africa through their ministry, Children of Jacob.

She is continuing her education as she pursues a Master of Classical Studies in History and enjoys enriching her education through Bible studies, individual reading, and book clubs. She enjoys spending time with her friends and family, including a growing number of grandchildren, cooking, and crafts.

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