



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

Writing and Rhetoric Year 3, Section 5
Book 5: Refutation and Confirmation / Book 6: Commonplace
2022-2023

Yearlong: 32 weeks, 64 classes
Mondays/Wednesdays 2:00-3:15 pm EST

Prerequisites: Mastery of the concepts taught in Writing & Rhetoric Year 2; on grade level reading fluency

Course Description

This course is designed for 5th-6th graders who want to develop their writing skills using the imitation and practice method contained in the Writing & Rhetoric series. Students will study with *Refutation & Confirmation* and *Commonplace*, the fifth and sixth books of the Writing & Rhetoric series.

Students in this course will develop a love for story and virtuous action and learn to communicate that love through their own writing. Classes will be centered on contemplation and discussion of great ideas and the people who lived them through history and literature. Students will read aloud, write thoughtful essays in community, memorize portions of literature or poetry, and encourage each other to become better communicators. This is an ideal course for older elementary and middle school students who are ready to progress from simple writing to more complex structures and are seeking to love writing as a craft.

Instructor

Anthea Shirk

Email Address: ashirk.scholeacademy@gmail.com

Office hours are by appointment. If there is an issue or concern that requires discussion of details please schedule a parent-teacher conference. Email is best suited for exchange of information. When in doubt, it is best to meet on Zoom. In our frenetic times, it is convenient to send emails, but not always the best option for relationship building and problem solving.

Course Texts

The required texts for the course are *Writing & Rhetoric: Refutation & Confirmation (Book 5)* and *Writing and Rhetoric: Commonplace (Book 6)*, published by Classical Academic Press.

Additional materials - students should have a lined notebook or composition book for class activities, note taking, and organizing assignments.

Course Objectives

Book 5:

- Expose students to various forms of narrative writing as well as culturally important stories from the early American Period.
- Model fluent reading for students and give them practice reading short texts.
- Facilitate student interaction with well-written texts through discussions and exercises in evaluation and critical thinking.
- Review the concepts of narrative, plot, character, fable, parable, fairy tale, history, myth, and ballad, with an additional focus on legend and the introduction of biography.
- Introduce the concepts of argument versus quarrel and refutation versus confirmation.
- Give students opportunities to creatively assess and critique narratives by weighing believability/unbelievability, probability/improbability, clarity/lack of clarity, and propriety/impropriety.
- Reinforce the ability to summarize and paraphrase for greater rhetorical flexibility.
- Strengthen working memory through recitation, thus improving storage of information.
- Increase understanding of the flexibility and copiousness of language through sentence manipulation.
- Continue to make use of the persuasive essay using a four-step outline. The predetermined outline helps students to organize their thinking into patterns of ideas.
- Introduce students to the concepts of revision, proofreading, and joint critiquing.

Book 6:

- Expose students to various forms of narrative and nonfiction writing, as well as culturally important stories from the eighteenth and nineteenth centuries of American history.
- Model fluent reading for students and give them practice reading multiple texts.
- Aid student reading and recall by teaching techniques for annotation.
- Facilitate student interaction with well-written texts through discussions and exercises in evaluation and critical thinking.
- Introduce research by giving students multiple texts to read and having them summarize, outline, lift quotes, and create a thesis from the material.
- Enable students to write well-crafted, six-paragraph persuasive essays— with introduction, body paragraphs, and conclusion— attacking general types of wrongdoing and defending general types of virtuous behavior. This includes the development of an awareness of transitions and tone.
- Demonstrate the use of pathos to engage the emotions of readers.
- Practice the concepts of thesis and supporting arguments. This includes practicing the anticipation of opposing arguments.
- Encourage students to map (rewrite) their arguments before they write a paragraph.
- Support the development of invention (inventing topics and ideas to write about) and demonstrate how to use quotations in a crafted piece of writing.
- Continue the development of revision, proofreading, and joint critiquing.
- Reinforce grammatical concepts such as participial and prepositional phrases and simple and compound sentences, as well as provide practice recognizing and repairing sentence fragments and run-on sentences.
- Aid in the development of vocabulary and analysis of language as well as thinking in analogies.

- Review the concepts of argument versus quarrel and refutation versus confirmation.
- Review the concepts of contrast and comparison (Chreia unit) as well as monologue and soliloquy (Narrative II unit)
- Reinforce the ability to summarize and paraphrase as well as to amplify through description, for greater rhetorical flexibility.
- Employ a number of new rhetorical devices: the contrary, synonym, antonym, periphrasis, anacolutha, and repetition.
- Strengthen working memory through recitation (memoria), thus improving storage of information and rhetorical power.
- Increase understanding of the flexibility and copiousness of language through sentence manipulation.
- Strengthen students' oratory skills by providing opportunities for public speaking and for working on delivery—volume, pacing, and inflection.
- Encourage students to see the relationship between writing and speaking as they consider their ideas orally and to use oration as an aid to the process of revision.

Course Map

Quarter 1

Book 5, Chapters 1-6

Quarter 3

Book 6, Chapters 1-6

Quarter 2

Book 5, Chapters 7-12

Quarter 4

Book 6, Chapters 7-10

Scholé Academy Holidays (No Classes)

Monday, Sept. 5, 2022 (Labor Day)

Monday, Nov. 21 - Friday, Nov 25, 2022 (Thanksgiving)

Monday, Dec. 19, 2022 - Friday, Jan. 6, 2023 (Christmas and New Year's)

Monday Feb. 13 - Friday, Feb. 17, 2023 (Winter Break)

Monday April 3 - Friday, April 7, 2023 (Holy Week/Easter)

Student Evaluation

Students will be evaluated based on class participation (including diligent pursuit of the habits of attention, obedience, respect and responsibility), weekly homework, elocution (speaking) assignments, essays, and projects. The instructor will provide written feedback on all essays and may allow for additional revisions to raise final essay grades. Improvement over the course of the year, consistent effort, pursuit of virtue, and wholehearted participation will help determine the difference between a student who earns great praise and a student whose work is satisfactory.

I will assign the following grades based on students' 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 should be designated satis. Non satis means lacking sufficiency or adequacy. These

assessments are not mere grading instruments but ways for both the student and the instructor to assess mastery. Traditional grades will be made available at the end of the year if a parent makes that request.

Magna Cum Laude - with great praise

Cum Laude - with praise

Satis - sufficient, satisfactory

Non-satis - not sufficient

Late work will be accepted if an exception has been obtained by the student or parent for extenuating circumstances such as illness, family emergencies, and planned trips. Any work that has not been granted an exception will receive a reduced grade by at least one grade level.

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.

Please note - Scholé Academy serves homeschoolers by providing online instruction, but we do not replace parents as the administrators of home schools. As such, the ultimate authority on a student's grade is her parent. If a parent feels the need to modify the teacher's assessment in his own records, as the administrator, he should feel free to do so. However, only students who complete the required work for a given class at a level deemed satisfactory by the instructor will receive a completion certificate from Scholé Academy.

Student Expectations

St. Augustine of Hippo said in *The City of God*, "...in order to discover the character of any people, we have only to observe what they love." Christian classical education endeavors to form not only the academic minds but also the hearts (the loves or affections) of students. We will focus on the virtues of love, humility, patience, constancy, perseverance, and temperance/studiousness as well as other virtues of the Christian life. Virtue is grown both by study and by habits of action; therefore, students are expected to pursue the habits of attention, obedience, respect, and responsibility. Students are expected to practice these habits in the following ways:

Attention

- Actively listen to the instructor and other students in class discussion and instruction time
- Give careful attention to the material both in and out of class

Obedience

- Follow directions in class carefully and promptly
- Obey class rules and guidelines
- Seek clarification from the instructor to minimize misunderstandings

Respect

- Participate wholeheartedly in class activities
- Engage in an encouraging manner with other students in discussion and when giving feedback (we will practice giving “glow and grow” feedback to edify and challenge each other as communicators and disciples)
- Arrive on time for class
- Eat before or after class, but not during class (you may drink water or another beverage if it is not distracting)
- Keep video running for the entire class time and stay in one place to minimize distractions
- Use their own name and a natural background in the Zoom classroom (exceptions will be made for special events announced by the instructor)

Responsibility

- Come to class prepared with all materials
- Submit assignments on time (assignments should be submitted before class begins on their due date)
- Check Schoology regularly for assignments and announcements
- Keep work and materials organized
- Accept personal responsibility for missed assignments, poor work, or disrespectful behaviors and attitudes and endeavor to correct them

Students are expected to attend live classes and be on time to cultivate an atmosphere of restful and contemplative learning for everyone. For the official Scholé Academy attendance policy, please refer to the Parent/Student Handbook. If a student will be tardy or absent, please notify the instructor via email. Students that are more than 20 minutes tardy will be considered absent unless they have notified the instructor beforehand.

The Virtual Classroom

Scholé Academy uses 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 an interactive whiteboard in which texts, diagrams, video, and other media can be displayed and analyzed. Once enrolled, student will be emailed a link that will enable them to join the virtual classroom.

Students should access Schoology to track assignments and announcements, upload homework assignments, and refer to resources and materials necessary to participate in class. Photos of homework assignments should be easy to read.

Please note - Parents are expected to create a Parent Schoology account OR connect a parent email to the child’s Schoology account to receive copies of student/teacher communication, class updates, assignment due dates, and all other related Schoology communication.

All classes will be recorded and available for viewing for student absences. Recordings are not meant to replace a live class and will not be posted on the Schoology homepage. A student or parent can request a recording of class at any time.

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting www.ClassicalAcademicPress.com.