Writing and Rhetoric 05 Syllabus

Section 04 :: T/R @ 02:00 pm - 03:15 pm *Eastern Standard Time*

Instructor: Mr. Nomikos Vaporis

Email: NomikosVaporisEducation@gmail.com

Note: As instructor, I reserve the right to change the syllabus if necessary.

***Course Description:***

In Writing & Rhetoric Year 5, students build on the sturdy foundation they have developed throughout their writing apprenticeship in the Writing & Rhetoric series. In this course, students continue honing the art of persuasive writing and speaking with Book 9: Description & Impersonation and Book 10: Thesis, part I. During the first semester of Year 5, students encounter description, which emphasizes the use of vivid language to describe people, nature, and processes. They also study impersonation, which introduces the modes of persuasion as a means of imitating the writing style and perspective of four famous individuals: journalist Nellie Bly, writer Henry Williamson, athlete Jesse Owens, and statesman Winston Churchill. In the second semester, students begin a formal study of the thesis essay, which is the culmination of the progymnasmata as it deploys every skill that came before to make the strongest case for an idea. Throughout this course, students will strengthen and refine their skills in reading and annotation, discussion, composition, and delivery. Specific areas of focus include the modes of persuasion (pathos, ethos, and logos) and the use of various rhetorical devices.

***Supplies and Texts:***

1. Any texts not described below will be provided by the instructor in PDF form for the students to use whenever necessary
	1. By extension having software that can allow for the proper viewing and managing of PDF files—such as Adobe Acrobat—is required
2. *Writing and Rhetoric Book 9: Description and Impersonation*, Paul Kortepeter
	1. Available with Classical Academic Press and/or on Amazon
3. *Writing and Rhetoric Book 10: Thesis, part 1*, Paul Kortepeter
	1. Available with Classical Academic Press and/or on Amazon
4. A notebook for “common placing”
	1. If you began a common place book last year, you may add to that one rather than purchasing a new one.
5. It is useful for students developing scholarship skills of organization, time management and note taking to have a 1 inch binder and loose-leaf paper.
	1. I recommend having a three-hole puncher for organizing any PDFs within the same binder used for note-taking so that students can maintain a single binder for the class.
	2. *Students will not be expected to have any prior note-taking experience*
6. Students will be encouraged to print out and keep track of a hard copy of our weekly Student lesson plan and will be asked to take class notes

***Grading:***

1. As is common with Scholé Academy, students will be graded using the Latin grading system. Grading is as follows…
	1. Magna cum laude (with great praise)
		1. Those who excel beyond this expectation will be the magna cum laude students.
	2. Cum laude (with praise)
		1. Ideally, every student working diligently should do praiseworthy work at a minimum (cum laude).
	3. Satis (sufficient, satisfactory)
		1. Students who do adequate but not praiseworthy work should be designated satis.
	4. Non satis (not sufficient)
		1. Non satis means lacking sufficiency or adequacy.
2. These assessments are not mere grading instruments but ways for both the student and the instructor to assess mastery.
3. Students will receive written feedback on each essay to specify what the student did well and how they can grow.
4. If students need to complete a high school transcript with either a numeric or letter grade, they will need to notify the teacher in advance so she can provide a traditional grade accordingly upon request at the end of the course.
	1. Please review the Student-Parent Handbook for policy regarding traditional grades.

***Scheduling, Office Hours, and Time Zones:***

1. Office Hours are to be made by appointment through messaging the instructor via Schoology.
2. For the sake of standardization, the EST Timezone will be assumed unless otherwise stated.

***Student Expectations***

1. A desire to cultivate wisdom
	1. This class aims to cultivate a communal love and exploration of story and writing.
	2. Class time will sometimes be spent in discussion, writing, peer editing, public speaking.
	3. Homework assigned from the text will include reading, writing & some rhetorical practice exercises.
	4. This course strives for the cultivation of virtue as well as knowledge. In the coming year, Scholé Academy will be focusing on the virtue of justice but other student virtues such as temperance, perseverance, humility will also be referred to and called upon.
2. Arriving on time for class
	1. Students who are late must catch up to the pace of that day which can cause confusion and setback for the student and interrupt the restful learning of others online.
	2. The instructor will not review material that day for a tardy student.
	3. Once a student views the recorded session, he or she should contact the instructor for assistance on core concepts if needed.
	4. It is best for a family not to enroll their student in a course in which he or she will have to miss more than 6 classes.
		1. See Student-Parent Handbook
	5. All classes will be recorded and available for viewing for student absences
		1. Recordings are not meant to replace a live class.
3. Time-Management Skills for Assignments
	1. Completing work on time in preparation for discussion and to enkindle curiosity and zeal as a member of the learning community.
	2. All assignments will be reviewed by the instructor and considered late after the due date.
	3. The instructor requires assignments submitted before class begins.
	4. Late assignments will not receive credit beyond one week.
	5. Students should plan ahead for scheduled absences and ask for extensions when conflicts arise.
4. Respectfulness
	1. Listening and contributing to class discussion respectfully by practicing humility and love as we delight in seeking to cultivate “affection and taste” for truth, goodness and beauty.

***Academic Dishonesty:***

1. 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 which assumes the personal cultivation of Student-Virtues described in the Student-Parent Handbook.
2. For this course specifically, all papers and assignments must be your own work. While you may get help from parents or tutors with brainstorming, organizing, and proofreading your papers, the writing and rewriting of your paper should be your own work.
3. 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 direction on obtaining, quoting and paraphrasing sources.

***The Virtual Classroom:***

1. 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.
2. 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.
3. Depending on the assignment and the teacher’s instruction, students will generally submit documents by…
	1. Scanning and uploading them to their personal computer, then attaching those files as PDFs to an email, or uploading them to the Schoology assignment page for Writing and Rhetoric 05
		1. Access will be granted after enrollment is secured