

**Course:** Writing and Rhetoric 5, 2022-23 **Meeting Time: 5.1** M/W 11:00 a.m. (EST)
**Instructor:**Mrs. Amy Morgan **5.3** T/R 9:30 a.m. (EST)

**Email**: amorgan.scholeacademy@gmail.com **Meeting Place**: Zoom Classroom

**Office Hours:** available by appointment

**Writing and Rhetoric 5**

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.

**Required Texts and non-online resources:**

1. *Writing and Rhetoric Book 9: Description and Impersonation,* Paul Kortepeter *Writing and Rhetoric Book 10: Thesis, part 1*, Paul Kortepeter
(Available with Classical Academic Press and on Amazon)
2. A notebook for “common placing”: if you began a common place book last year, you may add to that one rather than purchasing a new one.
3. It is useful for students developing scholarship skills of organization, time management and note taking to have a ½ -1 in binder (or folder with center brads & pockets) and loose-leaf paper. 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 occasional class notes.

**Our class’s tentative timeline is below. Adjustments will be made as needed for this particular group of students.**

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| --- | --- |
| **Quarter 1** | Descriptions |
| **Quarter 2** | Impersonations |
| **Quarter 3** | Gathering & developing tools for thesis essays |
| **Quarter 4** | Composing three thesis essays  |

**What to expect in class:** This class aims to cultivate a communal love and exploration of our own writing and the writing of others. Class time will sometimes be spent in discussion, writing, peer editing, public speaking. Outside of class, student assignments will include reading, writing, memorization & some rhetorical practice exercises. During the 2022-23 school year, Scholé Academy will be focusing on the virtue of temperance, but other student virtues such as love, perseverance, humility will also be referred to and called upon.

**What is expected of students:**

* **Arrive on time for class.** 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 classmates. The instructor will rarely review material that day for a tardy student. Once a student views the recorded session, she should contact the instructor for assistance on core concepts if needed. 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. (See Student-Parent Handbook). All classes will be recorded and available upon request for viewing for student absences. Recordings are not meant to replace a live class.
* **Complete work on time** in preparation for discussion. This enkindles curiosity and zeal as a member of the learning community. The instructor requires assignments prepared on the due date before class begins, unless otherwise indicated. Late assignments will not receive credit beyond one week. Students should plan ahead for scheduled absences and ask for extensions ahead of time, when unavoidable conflicts arise.
* **Listen and contribute to class discussion respectfully** by practicing humility and love as we delight in seeking to cultivate “affection and taste” for truth, goodness and beauty.

In general, tardiness, speaking over others, forgetting assignments, submitting assignments completed in a rush, poor penmanship, and ultimately encountering the task of learning with a passive attitude do not typify restful learning. As members of Scholé Academy we are responsible for how our attitudes and affections influence our learning community.

**Evaluation Procedures and Grading Criteria**

Scholé Academy teachers often assign the following grades based on students’ level of achievement.

***Grading Scales***

***A****=90-100%* ***Magna Cum Laude*** *(unusually exceptional demonstration of mastery): 96%-100%****B****=80-89%* ***Cum Laude*** *(mastery, fully met expectations): 86%-95%****C****=70-79%* ***Satis*** *(near mastery or met expectations with aid) : 77-85%****D****=60-69%* ***Non Satis*** *(material not mastered, not meet expectations): 0-76%****F****= 0-59%*

As you can see from the scales above, the Latin scores do not line up with the traditional A, B, C, D, F scores. Instead, they represent a range with a focus on mastery. Students demonstrating mastery of the targeted skills and content of any assignment have their mastery acknowledged by a praiseworthy mark *cum laude*. Those who achieve mastery but then also go above and beyond the expectations of an assignment can earn a rare mark of great praise, *magna cum laude.* Student work demonstrating near mastery of the targeted skills or content of the assigned work, but with some gaps will be designated *satis (satisfactory)*. Finally, n*on satis* means that the student’s work lacks sufficiency or adequacy to demonstrate mastery of skills or content. These measures are ways for both the student and the instructor to assess mastery. In addition to these brief markings, students will receive written feedback on each essay.

Students who need to complete a high school transcript with either a numeric or letter grade, please notify the teacher in advance so she can provide a traditional letter grade accordingly upon request at the end of the course. Grades will be recorded numerically in the teacher’s gradebook throughout the year to facilitate these requests.

Finally, please review the Student-Parent Handbook Section 8, for additional information about Scholé Academy Grading Philosophy, Practices and Reporting.

**Master Student Profile:
This description is the academic goal post of each WR5 student for the school year.**

During the first semester, Cum Laude students masterfully craft five essays: three descriptions and two essays imitating the style of other writers. The skills emphasized in these essays include using vivid and precise word choice as well as sensory language, employing logical argumentation, establishing ethos and generating pathos. Each essay, no less than two pages in length, offers a review of basic essay practices such as establishing a clear topic or thesis statement, selecting an appropriate hook for the introduction, providing smooth transitions between paragraphs and challenging the audience in the conclusion.
 During the second semester, Cum Laude students masterfully compose four essays: a final impersonation, two literary analyses and one philosophical definition paper answering the question “What is Beauty?” Some essay components are employed such as summarizing and amplifying, confirming a thesis and refuting an antithesis, paraphrasing, and utilizing and citing direct quotations. Cum Laude students also demonstrate critical reading of both literary and philosophical texts through their writing and their input during class discussions and their Socratic questioning of peers about textual themes.
 All Cum Laude students give and receive specific editorial comments among one another. Students also receive editorial comments from the teacher. All of this feedback is available for students to consider during their revision of each essay. Some elements Cum Laude students look to avoid during revision include run on sentences, sentence fragments, redundancy, sentence padding, dangling modifiers and faulty predication. Some elements students look to add during revision include sentence variety, rhetorical questions (eroteme and hypophora), parallelism, metaphor.
 In addition to written work, Cum Laude students develop and demonstrate oral skills through fluent and articulate recitations from memory of nine quotations, two poems of 12 lines or greater and one speech excerpt of approximately 16 lines.

**Plagiarism and Cheating**

Do not plagiarize or cheat. All papers and assignments must be your own work. While you may get help from parents, classmates or tutors with brainstorming, organizing, and proofreading your papers, the writing and rewriting of your paper should be your own work. Plagiarized work (regardless of intent) will receive a zero.

**Contacting Mrs. Morgan**

Please feel free to email me (amorgan.scholeacademy@gmail.com) with any questions or concerns you may have. It is my aim to respond within 24-hours of receiving your message, during the school week, 8:30 a.m.-3 p.m. (EST) Monday – Friday. My evening and weekend responses to emails are unpredictable. If there is an issue or concern that requires discussion of details, I’ll be happy for us to set up a Zoom appointment or phone conversation to talk instead.

**Schoology**

I will be posting our class syllabus, assignments, occasional class recordings, slides and other links in our Schoology classroom, so please check Schoology for updates regularly throughout the week. Class recordings will be posted 24-48 hours after class, as needed. Please make sure you can access Schoology or that you get help from your parents if you are having problems accessing it.