

Writing and Rhetoric 5

Section 2

Yearlong (2022-2023)

**Instructor:** Madeleine Kirkpatrick

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**Eligible Students:**

**Grades 8-9**

**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.

**Schedule for W&R 5**

**Class Times: Mondays and Wednesdays 11:00- 12:15 pm ET**

**Please see https://scholeacademy.com/academic-calendar/ for specific dates and school holidays.\***

*\*Please note the above 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 time zone in your appointment request.)

**Course Texts**

**NOTE ON TEXTS: I also supplement the readings with primary sources and excerpts from other books., short stories, poems, etc. PDFs of additional texts used will always be provided. Students are only responsible for obtaining required books**

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 “commonplacing”: if you began a common place book last year, you may add to that one rather than purchasing a new one.
3. Many students find it useful to have a ½ -1 in binder (or folder with center brads & pockets) and loose-leaf paper to take some class notes, and to print out and keep track of a hard copy of our weekly Student Lesson Plans.

**Course Map**

**\*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 |

**Student Expectations**

This class aims to cultivate a communal love and exploration of story and writing. Class time will sometimes be spent in discussion, writing, peer editing, public speaking. Homework assigned from the text will include reading, writing & some rhetorical practice exercises. 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.

* **Arriving 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 others online. The instructor will not 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 for viewing for student absences. Recordings are not meant to replace a live class.
* **Completing work on time i**n preparation for discussion and to enkindle curiosity and zeal as a member of the learning community. All assignments will be reviewed by the instructor and considered late after the due date. The instructor requires assignments submitted before class begins. Late assignments will not receive credit beyond one week. Students should plan ahead for scheduled absences and ask for extensions when conflicts arise.
* **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.

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 the learning community.

**Student Evaluation: Grading**

The teacher will often 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 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. Students will receive written feedback on each essay to specify what the student did well and how they can grow.   
 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. Please review the Student-Parent Handbook for policy regarding traditional grades.

**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.

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.

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 direction 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 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](http://www.scholeacademy.com/student-parent-handbook/) section of the Student Parent Handbook.

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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 Ancient History Schoology assignment page (access granted after enrollment is secured).

**About the Instructor:**

Madeleine holds her Bachelor of Arts in English and Multimedia Journalism from Evangel University in Springfield, Missouri. She is currently pursuing her Master of Arts in English Literature at Missouri State University. Madeleine was classically educated all the way through high school and is passionate about seeing others fall in love with learning. She has gotten to see, throughout all of her education, the value and power of critical thinking, reading well, and skillful, effective communication.

Madeleine’s hobbies include reading, writing, building her personal library, trail-running, travelling, cooking, and thrift-shopping. She lives in Springfield, Missouri with her husband, Nathan, in a renovated 1890’s carriage house.