



## ***Writing and Rhetoric 2***

Yearlong Course  
2022 - 2023



**ELIGIBLE STUDENTS:** Incoming 5<sup>th</sup> and 6<sup>th</sup> grade students

### **COURSE BASICS, AT A GLANCE:**

**Class Dates:** Begins Wednesday September 7, 2022; running through Friday May 26, 2023

**Class Times:** **Mondays, Wednesdays, and Fridays: 1:00 p.m. to 2:00 p.m. (EST)**

**Office Hours:** by appointment

**Instructor:** Melissa Browne

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

*\*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.*

### **OBSERVED SCHOLÉ ACADEMY HOLIDAYS (NO CLASSES)**

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- MONDAY, SEPTEMBER 5, 2022 (LABOR DAY)
- MONDAY, NOVEMBER 21 – FRIDAY, NOVEMBER 25, 2022 (THANKSGIVING)
- MONDAY, DECEMBER 19, 2022 – FRIDAY, JANUARY 6, 2023 (CHRISTMAS AND NEW YEAR'S)
- MONDAY, FEBRUARY 20 – FRIDAY, FEBRUARY 24, 2023 (WINTER BREAK)
- MONDAY, APRIL 3– FRIDAY, APRIL 7, 2023 (HOLY WEEK/EASTER)

**No other holidays between September 6, 2022 and May 26, 2023 are observed.**

### **REQUIRED COURSE TEXTS:**

- Writing & Rhetoric Book 3: Narrative II
- Writing & Rhetoric Book 4: Chreia and Proverb

### **OPTIONAL RESOURCES:**

- Writing & Rhetoric Book 3: Narrative II Audio Files
- Writing & Rhetoric Book 4: Chreia & Proverb Audio Files

All required and optional resources are available through  
[www.ClassicalAcademicPress.com](http://www.ClassicalAcademicPress.com)

## **COURSE OBJECTIVES:**

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### **BOOK 3: NARRATIVE II**

- Expose students to different forms of narrative writing as well as culturally important examples.
- Model fluent reading for students for give them practice reading short texts.
- Strengthen working memory through dictation, thus improving storage and manipulation of information.
- Increase understanding of the flexibility and copiousness of language through sentence manipulation.
- Facilitate student interaction with well written texts through question and answer and through exercises in summary and amplification.
- Give students opportunities to creatively imitate sentences and narrative sections.
- Deepen the concepts of plot (beginning, middle and end), dialogue and description.
- Encourage students to create their own fables and narratives with solid guidelines.
- Widely and regularly require students to think critically.

### **BOOK 4: CHREIA AND PROVERB**

- Expose students to a variety of proverbs, pithy sayings, and life stories, especially from the Middle Ages, and challenge the notion that this period of history was unrelentingly dark and morally ignorant.
- Develop students' appreciation for the usefulness of concise sayings and actions and how these ideas impact their lives. To demonstrate that ideas and words influence actions.
- Introduce students to the expository essay using the six-step outline. The predetermined outline helps students organize their thinking into patterns of ideas.
- Give students opportunities to creatively imitate and reshape proverbs and sayings.
- Develop the concept of biographical narrative.
- Introduce the idea of paraphrase as well as comparing and contrasting.
- Model fluent reading for students and give them practices reading short texts.
- Strengthen working memory through dictation, thus improving storage and manipulation of information.
- Increase understanding of the flexibility and copiousness of language through sentence manipulation.
- Facilitate student interaction with well written text through question and discussion.

## **WRITING AND RHETORIC 2 COURSE MAP:**

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### **QUARTER 1 – Book 3 Lessons 1-6**

1. Narrative and non-narrative passages
2. Summary and Amplification

3. Outlines
4. Story hooks
5. Elocution
6. Point of view

**QUARTER 2 – Book 3 Lessons 7-11**

1. Dialogue and Monologue
2. Historical Narrative
3. Fact and Fiction
4. Legend
5. Strong Adjectives

3. Literal and Figurative Language in Proverbs
4. Topic Sentences and Paragraphs
5. Comparing and Contrasting
6. Similes

**QUARTER 3 – Book 4 Lessons 1-6**

1. Review Fables & Introduce Biography
2. Active and Passive Voice

**QUARTER 4 – Book 4 Lessons 7-12**

1. Rhyme and Rhyme Patterns
2. Prepositional Phrases
3. Writing Speeches
4. Dramatic Recitation

**WRITING AND RHETORIC 2 - COURSE DESCRIPTION:**

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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 Narrative II and Chreia & Proverb, the third and fourth books of the Writing & Rhetoric series.

This course will work to develop a love and hunger for story and writing in each student and will do so through various creative assignments, engaging class sessions and personal feedback. Using concepts they are learning, students will narrate stories, write together, read aloud, and memorize portions of literature or poetry. This is an ideal course for elementary students needing to discover the delight that writing can be and seeking effective tools and methods for writing well.

Students will be expected to write one historical fiction narrative (approximately 1-3 handwritten pages in length) by the end of the first semester. In the second semester, students will write a minimum of 5 six-paragraph essays. The writing demands of this course will intensify through-out the year, and students will be expected to keep pace. Students will also receive more intensive feedback on their writing in the second semester; they will be expected to read through feedback on essay drafts and make the requisite changes to their work. Drafting is a crucial part of the writing process, and the goal of this course is to lay a solid foundation for future writing endeavors.

**IMPORTANT SKILLS NEEDED FOR SUCCESS IN THIS COURSE**

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- Students should be able to narrate, summarize and amplify stories as modeled and practiced in Writing and Rhetoric Level I before enrolling in this course. Students should be able to write legibly and understand basic English grammar rules (ex. Recognize nouns, verbs, adjectives, subjects, etc.) They should be proficient in spelling and punctuation basics.
- Students should be able to log-in to Schoology to review homework assignments and upload completed work. When necessary, students should be able to comment on topics and collaborate with classmates through Schoology. If a student is not able to navigate Schoology independently, a parent or guardian should be willing to assist that student with homework assignments and other course material obtained through this platform.

- Student should be able to read and comprehend the text independently. They should be able to use textual evidence to decipher the meaning of new vocabulary. In the second semester students will write and rewrite six paragraph essays regularly.

## STUDENT EXPECTATIONS

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This course strives for the students' cultivation of both virtue and knowledge by demonstrating the following:

- **obedience and respect** by honoring God and God-given authority, and dutifully accepting homework responsibilities.
- **love and charity** though considering others and being patient and kind in the classroom
- **courage and fortitude** by attempting hard things and persevering in the sometimes-difficult tasks of writing exercises
- **eloquence** by participating eagerly in discussion and activities, using thoughtful and pleasant word choice
- **observation, inquiry and wonder** through a love and passion for learning new things with curious and purposeful questioning
- **understanding** by making connections within and between subjects, grasping the meaning, not just the form, of a thing
- **attentiveness** by focusing on the matter at hand, listening attentively and tuning out distractions
- **responsibility** by completing and submitting tasks in a timely fashion and humbly accepting the consequences of behavior
- **diligence** by putting effort into each task and persisting without complaint
- **etiquette** by speaking at appropriate times (raising hands), observing classroom expectations (being on-time, not eating during class), and taking care for presentation of oneself and one's work

## STUDENT EVALUATION: GRADING

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While striking a “restful” posture of learning in Writing & Rhetoric Year 2 through Scholé Academy, we also recognize the need to provide grades for students. It is a delicate balance to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow true love and virtue of execution in this discipline. Writing, as an element of Rhetoric, is a “core” discipline in Classical Education and learning to own the concepts introduced in this class will be a necessary and significant component of future success in growth in a Classical Education. In that sense, then, attaining mastery in Writing & Rhetoric is its own reward.

Nonetheless, the following grades will be assigned to your student's level of achievement:

- magna cum laude (with great praise) or MCL
- cum laude (with praise) or CL
- satis (sufficient, satisfactory) or S
- non satis (not sufficient) or NS

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 will be designated satis. Non satis means lacking sufficiency or adequacy.

**Please note: Photographs of completed assignments will not be accepted as they are incredibly difficult to read. Please submit as a pdf or as a Word document. Documents must be scanned “right side up” and not sideways.**

## **STUDENT EVALUATION: MASTERY PORTRAIT**

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Students in this class are learning to take on the responsibility of their educations. It's imperative, then, that this course not only provide the academic components necessary to achieve mastery of the content of the class (knowledge) and skills associated with analytical thought, but also help engage the student in development of moral virtues. These three aspects of the course would comprise the “learning target”.

- By the end of the first semester, cum laude students learn how to craft a narrative through developing real or imagined experiences or events using effective technique, descriptive details, and clear event sequence. Students will have learned to use dialogue and description to develop experiences and events or show the responses of characters to situations. They will apply this knowledge by writing a Historical Fiction narrative set in ancient Rome. In the second semester, students will be introduced to a formal essay structure called a Chreia, which they will have practiced thoroughly by the end of semester 2.
- By the end of the year, Writing & Rhetoric Year 2 students will be able to clearly introduce a topic or text and create an organizational structure in which ideas are grouped to support the writer's purpose. Furthermore, they will have learned to provide reasons supported by facts and details, as well as to close an essay with a concluding statement related to the opinion presented. Students will begin to master clear and coherent writing, evidencing development and organization.
- Additionally, students will have faithfully practiced the skills necessary to read aloud with fluency. Students will show attention to volume, pace, and inflection when speaking. Similarly, students will be encouraged to speak well to one another in pursuit of excellent work, in discussion of ideas and responses, and to build camaraderie in the group.
- Students will also be guided in development of the virtues of Wisdom, Goodness, and Truth. Ideally, students will employ wisdom when responding to virtues and vices, the actions and thoughts that he'll encounter in his reading. By the end of the course, students should understand that reading a rich selection of great literature builds the reservoir out of which we draw good ideas and find examples for our own lives. Students will be encouraged to use good writing and speaking to deliver and celebrate truth. Please also visit the student virtues section in the student-parent handbook for a lovely and thorough

discussion of love, humility, patience, constancy, perseverance, and temperance/studiousness, pertaining to the life of a student.

### **STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS**

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The instructor will communicate with students regarding assignment feedback and grading through the free online grading system, Schoology. The instructor will provide students access to the Writing & Rhetoric Year 2 course page, and will give more detailed information as needed at orientation, before the start of the course. Student's grades will be comprised of the following:

1. Class Participation (30%)
  - a) Active Listening
  - b) Group Work
  - c) Participation in Class Discussions
  - d) Preparedness
  - e) Staying on Task and Following Along with the Text
  - f) Timely Attendance
  - g) Putting Forth One's Best Effort
  - h) Attitude and Approach Towards the Class and its Members
2. Homework (20%)
  - a) Homework Response Questions
  - b) Memorizing quotations, poems, etc....
  - c) Timeliness when turning in assignments
  - d) Neatness
  - e) Putting forth one's best effort
3. Written Assignments (30%)
  - a) Larger Writing Assignments to Accompany Each Chapter
  - b) Chreia Essays (including first and final drafts)
4. Oral Assignments (20%)
  - a) Practice of elocution skills in oration exercises

Students will be evaluated through weekly writing assignments, formal discussions, presentations of student work, public speaking exercises (dramatic readings/poetry recitation), and participation. These written and oral components will engage and develop students' imagination, creativity, and public speaking skills as well as reinforce and gauge students' understanding of core concepts and virtue development. Students will receive written feedback on each essay.

Students will submit their work by scanning their homework pages and uploading it into the Schoology assignment window as a pdf or Word Document. Photographs of completed

assignments will not be accepted as they are incredibly difficult to read. Late homework will be given a 5% penalty for each weekday that the assignment is late.

In conjunction with the grading scale outlined above, narrative evaluations of student performance in the classroom will be sent quarterly to keep parents abreast of their students' level of growth and achievement. These narrative evaluations are the core of the student assessment process.

### **STUDENT EVALUATION: ACADEMIC DISHONESTY**

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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.

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:**

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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](#) section of the Student Parent Handbook.

Students will submit documents by scanning and uploading them to their personal computer as pdf files, or by typing a document and submitting it as pdf or Word. They will submit their work to the Writing & Rhetoric Year 2 Schoology assignment page. The Schoology access code to Writing & Rhetoric 2 will be provided.

### **ABOUT THE INSTRUCTOR:**

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Melissa Browne holds an Honors BA in Anthropology from the University of Waterloo in Ontario, Canada as well as an Honors Certificate in TESL. Melissa taught English in Peru for almost a decade in various settings, including language institutes and a Waldorf-inspired school. She also earned a certificate in Waldorf Pedagogy in Peru. Upon returning to

Canada, she began her journey in Classical education. By God's grace, in her search for solid Christ-centered pedagogy and curriculum to continue homeschooling her children, she found and pursued the Classical Christian model. Providentially, a new Classical Christian school opened in her neighborhood where she now teaches grade 3/4.

A love for children paired with the responsibility to point students to all that is good, true, and beautiful according to Christ as the center of wisdom and virtue is fundamental to Melissa's teaching philosophy. In addition to teaching at a Classical Christian school, she serves in Children's Ministry at her church. During the long Canadian winter, good books and board games abound and the summers are filled with swimming at the beach, and gardening. Cooking, fellowship, and hospitality are year-long joys.