



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

Writing and Rhetoric 2 Yearlong Course 2023-2024

ELIGIBLE STUDENTS:

Incoming 5th and 6th grade students who have mastered or have equivalent writing skills of WR 1, or incoming 4th graders who have successfully mastered WR 1 the previous year.

COURSE BASICS, AT A GLANCE:

Class Dates: Begins Tuesday, September 5, 2023; running through Friday, May 25, 2024.

Class Times: Mondays, Wednesdays, & Thursdays: 10:30am-11:30am EST
Tuesdays, Thursdays, & Fridays: 1pm-2pm EST

Office Hours: By appointment.

Instructor: Kara Loblely

E-mail: klobley.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)

- MONDAY, SEPTEMBER 4, 2023 (LABOR DAY)**
- MONDAY, NOVEMBER 20 – FRIDAY, NOVEMBER 24, 2023 (THANKSGIVING)**
- MONDAY, DECEMBER 18, 2023 – FRIDAY, JANUARY 5, 2024 (CHRISTMAS AND NEW YEAR'S)**
- MONDAY, FEBRUARY 19—FRIDAY FEBRUARY 23, 2024 (WINTER BREAK)**
- MONDAY, MARCH 25– FRIDAY, MARCH 29, 2024 (HOLY WEEK/EASTER)**

No other holidays between September 5, 2023 and May 25, 2024 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

WRITING & RHETORIC 2 COURSE MAP:

QUARTER 1

1. What Makes a Story?
2. Logos and Lexis as Essential Rhetorical Components
3. Practice Identifying Types of Narrative Texts
4. Review Fable Writing, Description, Dialogue, and Point of View

QUARTER 2

1. Introduce Protagonist, Character Traits, Antagonist, and Simile
2. Identify Fact and Fiction
3. The 5 Ws and an H as Vital Story Elements
4. Write a Historical Fiction Narrative

QUARTER 3

1. What is a Chreia?
2. Explore Literal and Figurative Language in Proverbs
3. Topic Sentence, Structure, and Order in a Paragraph
4. Write the Chreia about Important Historical Figures Who Embodied Classical Virtues

QUARTER 4

1. Practice Oration, Elocution, and Inflection
2. Drafting, Proofreading, and Revision
3. Increase Proficiency in Writing Chreia

COURSE DESCRIPTION:

This course is designed to help students progress and delight in writing, and to continue to develop effective tools and methods for writing well. Book 3: Narrative II and Book 4: Chreia & Proverb use the imitation and practice method to help students build essential tools for writing. In the first semester, students will learn about new genres of story, including historical narrative and legend. The skills learned in Writing & Rhetoric Books 1 and 2 are extended and new skill sets are introduced, including identifying the difference between fact and opinion and learning to ask the 5 Ws and 1 H of a historical narrative: who, what, when, where, why, and how. In the second semester, students learn how to write six-paragraph essays praising a worthy saying or action. This course works to develop in each student a love of and hunger for story and writing, and does so through engaging class sessions, creative assignments, and personal feedback.

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 throughout 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 & BEHAVIORS NEEDED FOR SUCCESS IN THIS COURSE

• Students should be able to narrate (tell back the story), summarize (shrink the story), and amplify (increase a story by adding details, dialogue, and description) before enrolling in this course. Furthermore, each student should be able to write his own fable before enrolling in this course. Students must be able to write by hand legibly and understand basic English grammar rules (ex: recognize a noun, verb, adjective, subject, etc....). They should be confident in spelling, punctuation, and capitalization basics. They should be persevering as they begin on a long journey towards becoming great writers. Students should be motivated and inspired to persevere by the vision of mastery and wisdom laid before their eyes. They should be willing to take risks and to explore the art of writing.

- Students should be able to log-in to Canvas to review homework assignments and upload completed work. When necessary, students should be able to comment on topics and collaborate with classmates through Canvas. If a student is not able to navigate Canvas independently, a parent or guardian should be willing to assist that student with homework assignments and other course materials obtained through this platform.
- Students should be able to read and comprehend the text independently. They should be able to retell a story in their own words and to use textual evidence to decipher the meaning of new vocabulary. During the 2nd Semester of this course, students will write and rewrite six-paragraph essays on a regular basis.
- Students should be able to read aloud fluently and comprehend books at a 5th grade reading level, which includes books like *The Last Battle* by C.S. Lewis and *The Phantom Tollbooth* by Norton Juster.

STUDENT EXPECTATIONS

Students in Writing & Rhetoric 2 will be expected to develop the 3 Rs, Reverence, Respect, and Responsibility, in all their class actions and preparations throughout the year.

Reverence: The class operates from a love for and obedience to God and His word. Students are expected to live according to biblical behavioral standards, and encouraged to enjoy the exploration of His creation, specifically language.

Respect: The class operates from the understanding that everyone is precious in God’s sight and is worthy of respect. Students are expected to show respect in class through engagement in discussions and activities, kindness and encouragement towards classmates, and by applying teacher’s feedback to the next assignments.

Responsibility: The class operates from the understanding that a healthy sense of self-respect generates responsibility. Students are expected to show responsibility by timeliness in class attendance and assignment submission, putting forth their best efforts in class and on assignments, and by seeking help when they don’t understand. Students who are more than 25 minutes tardy will be marked absent. Likewise, students who leave class early without extenuating circumstances will also be marked absent. See the Student-Parent Handbook for more on absences.

STUDENT EVALUATION: GRADING

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’s 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, I will assign the following grades 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 (.jpg, .jpeg, .png, etc.) 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

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

The instructor will communicate with students regarding assignment feedback and grading through the free online grading system, Canvas. 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) Presentations
 - i) Attitude and Approach Towards the Class and its Members
2. Homework (40%)
 - 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)

Students will submit their work by scanning their homework pages and uploading it into the Canvas assignment window as a pdf or Word Document. **Photographs (.jpg, .jpeg, .png, etc.) 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. If an assignment is more than seven days late, it will be awarded a grade of 0. If there are extenuating circumstances that prevent timely submission, please contact me as soon as possible.

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

STUDENT EVALUATION: ACADEMIC DISHONESTY

Students will regularly complete assignments 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 the MLA Style Guide for specific direction on obtaining, quoting and paraphrasing sources. (See Student Expectations above.) which assumes the personal cultivation of Student-Virtues described in the Student-Parent Handbook.

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 and whiteboard capabilities, in addition to shared screen texts, diagrams, video and other media for display and analysis. 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 Canvas assignment page. The Canvas access code to Writing & Rhetoric 2 will be provided.

ABOUT THE INSTRUCTOR:

Kara Lobley enjoys finding answers and imparting those discoveries to everyone. This passion for truth inspired her to earn her bachelor’s degree in history at Patrick Henry College (PHC), in Purcellville, VA. The classical experience at PHC and her own experience being homeschooled outside the classical tradition (K-12) showed Kara the beauties of each approach. She delights in witnessing how classical homeschooling equips students to identify and discover “the true, the good, and the beautiful” in the world around them and to share those breakthroughs with others.

Kara began working with children as a high schooler at children’s theater camps and at her church’s Vacation Bible Schools. During college and post-graduation, she spent five years as a high school writing tutor and one year as a preschool teaching assistant. Kara has spent the past three years teaching lower school Well-Ordered Language and Writing and Rhetoric with Scholé Academy and is excited to return for a fourth year this year. Outside of the classroom, Kara can be found reading, hiking, or singing.

