



## ***Writing and Rhetoric 3*** Yearlong Course 2023-2024

### **ELIGIBLE STUDENTS:**

Eligible students for this course are incoming 6<sup>th</sup> and 7<sup>th</sup> grade students, or 5<sup>th</sup> graders who have completed the first two levels of Writing & Rhetoric. All students should be able to include narration, description, and exposition in their writing, as well as be able to write a 5-6 paragraph essay with prompts. Students should also be in the process of mastering typing skills and basic MLA format, since typed essays are preferred.

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

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

**Class Times:** Tuesdays & Thursdays: 3:30pm-4:45pm EST

**Office Hours:** By appointment.

**Instructor:** Kara Lobley

**E-mail:** klobley.scholéacademy@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 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 5: Refutation & Confirmation*
- *Writing & Rhetoric Book 6: Commonplace*

### **OPTIONAL RESOURCES:**

- *Writing & Rhetoric Book 5: Refutation & Confirmation Audio Files*
- *Writing & Rhetoric Book 6: Commonplace Audio Files*
- A college-ruled notebook or college-ruled notebook paper & a 3-ring binder
- A journal/notebook used for commonplace entries.

The texts and audio files are available through [www.ClassicalAcademicPress.com](http://www.ClassicalAcademicPress.com)

## **WRITING & RHETORIC 3 COURSE MAP:**

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### **QUARTER 1**

1. Introduction to the role of refutation and confirmation; review and proofreading.
2. A Review of Narrative and Types
3. Writing Legend
4. Quarrel vs. Argument
5. Preparing to Refute: Identifying Problems

### **QUARTER 2**

1. Introduce Categories of Unbelievable, Improbable, Unclear, or Improper
2. Read & Discuss Stories according to the Categories
3. Write 6 Essays Supporting and Attacking Elements of the Stories

### **QUARTER 3**

1. Review of attacking and defending
2. Thesis and contrary
3. *Synonymia*, antynomia, paraphrasis, and soliloquy
4. Write commonplace about early American historical figure

### **QUARTER 4**

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

## **COURSE DESCRIPTION:**

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Writing & Rhetoric Year 3 continues the series with *Book 5: Refutation & Confirmation* and *Book 6: Commonplace*. In this stage, students start to develop and hone their skills in persuasive writing and speaking. In the first semester, students learn to refute or defend certain parts of narratives according to whether the identified parts are unbelievable, improbable, unclear, or improper—or believable, probable, clear, or proper. After learning to identify the parts of a story that can be attacked or defended, students practice writing refutations or confirmations using sound arguments to explain their opinions. In the second semester, students continue to develop the art of persuasive writing and oration. They learn to create six-paragraph essays that are arguments against the common vices of people and arguments in favor of common virtues. Students also learn to support a thesis statement, use comparison and contrast, introduce and conclude an essay, use a rhetorical device known as “the contrary,” invent soliloquies to support an argument, deliver writing orally, and revise writing.

In this course, students dive deeper into their understanding of narratives to make connections between their lives and stories. Students are exposed to peer editing and are expected to assess their own writing by identifying the main argument, selecting appropriate textual support, strengthening phrasing, and finding grammar errors. Students will be expected to write on average one essay a week and begin to develop the skill of annotation (learning to take notes and comment on the readings).

## **IMPORTANT SKILLS & BEHAVIORS NEEDED FOR SUCCESS IN THIS COURSE**

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- 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. Student should be able to write a fable, a *chreia* with prompts, and 5 or 6 paragraph essay 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. 6<sup>th</sup> and 7<sup>th</sup> grade students should be able to navigate Canvas independently. If a 5<sup>th</sup> grade 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.

## **STUDENT EXPECTATIONS**

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Students in Writing & Rhetoric 3 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.

## **STUDENT EVALUATION: GRADING**

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While striking a “restful” posture of learning in Writing & Rhetoric Year 3 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*). Work submitted that shows complete mastery of the concepts will be work that earns *magna cum laude*. 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 files as pdf or as Word documents. Documents must be scanned “right side up” and not sideways.**

### **STUDENT EVALUATION: MASTERY PORTRAIT**

Writing & Rhetoric 3 is a transition year between the lower school to the upper school. More than in previous years, students in this class are learning to take on the responsibility of their educations. To help meet the goal of students becoming responsible young adults, this course provides students opportunities to grow in mind, will, and spirit. 1. Students will enrich their minds with the academic lessons and work toward mastery of the class content. 2. Students will develop writing skills and self-discipline associated with analytical thought. 3. Students will also encounter stories, discussions, and Bible verses to encourage the growth of moral virtues. Altogether, knowledge, writing skills, and moral virtues are the course’s “learning targets.”

- By the end of the year, *cum laude* Writing & Rhetoric Year 3 students will be able to write in three essay formats: refutation, confirmation, and commonplace. Students will summarize, amplify, refute, praise, confirm, or critique given texts with confidence. Additionally, students will also be able to read, narrate, discuss, annotate, and quote a variety of texts at grade level. In all of their work, *cum laude* students will respect proper form, punctuation, grammar and spelling. *Cum laude* students also will employ the variety of rhetorical and literary devices they’ve learned throughout the course and a strong vocabulary in their writing.

- Elocution, the art of speaking skillfully, is a key part of this course. Students will show attention to volume, pace, and inflection when speaking. Similarly, students will 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 they’ll encounter in their 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.

### **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 3 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:

- Class Participation: 15% of the grade
  - Timely attendance (Students over 25 minutes late will be marked absent)
  - Answering questions or contributing to class discussion
  - Observing proper Zoom etiquette
  - Respect towards peers and teacher throughout the class
- Elocution/ Presentation: 15% of the grade
- Homework: 25% of the grade
- Writing (shorter exercises and full essays, including drafts): 45% of the grade.

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 a week late or is never submitted, then it will be awarded a 0. If there are extenuating circumstances, please let me know as soon as possible.

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 occasionally complete assessments 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. A plagiarized assignment will result in a failing grade. Additional details about addressing plagiarism are described in the Student-Parent Handbook.

### **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 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 3 Canvas assignment page. The Canvas access link to Writing & Rhetoric 3 will be provided.

### **ABOUT THE INSTRUCTOR:**

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**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.

