



Writing and Rhetoric Level 1

Fable and Narrative 1
Yearlong 2023-2024

THE COURSE BASICS, AT A GLANCE:

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

Class Times:

- **Monday, Wednesday, and Friday from 11:45am to 12:45pm EST**
- **Monday, Wednesday, and Friday from 3:30pm to 4:30pm EST**

Office Hours: By appointment

Instructor: Kara Lobley

Email: klobley.scholeacademy@gmail.com

(These courses run 45-60 minutes, 3 times per week. All times given in this syllabus are EDT & EST.)

**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.

ELIGIBLE STUDENTS:

Grades 4 -5; advanced 3rd graders are welcome though in most cases 3rd grade students require additional supervision and support from a parent throughout the entirety of the course. When considering whether this course is a good fit for your student, please keep in mind that in addition to readiness for the course content, students should be developmentally prepared to engage in a 4th- to 5th-grade corporate learning environment as well as the online classroom dynamic. Before beginning Writing & Rhetoric Year 1, students should know how to identify

and create a complete sentence. In other words, they should be able to recognize the presence or absence of a subject or a predicate, and know how to use capital letters and simple punctuation. Students should also be comfortable reading aloud fluently and independently writing out/copying (not necessarily composing) short paragraphs legibly by hand. Incoming WR 1 students should be able to read aloud fluently and understand with minimal to no difficulty books on a 4th grade reading level, which includes books like *The Magician's Nephew* by C.S. Lewis and *Call It Courage* by Armstrong Sperry.

WRITING AND RHETORIC LEVEL 1 COURSE MAP:

QUARTER 1

1. What are Fables?
2. What are Summary and Amplification?
3. What is the Role of Anthropomorphism in Fables?
4. Why is elocution important to storytelling?

QUARTER 3

1. Types of Narratives.
2. What is a Parable?
3. How does Point of View Affect a Story?
4. Identifying the Main Idea in a Text.
5. Amplification with Dialogue.

QUARTER 2

1. Exercises with Copiousness.
2. Practice Summarizing Stories.
3. Amplify Stories.
4. Identify the Moral of a Story.
5. Write Your Own Fable.

QUARTER 4

1. Using Description to make a story more interesting.
2. Combining Dialogue and Description.
3. How does conflict help keep the reader's attention?
4. Write your own Narrative Conflict (Beginning and end of the story provided).

REQUIRED COURSE TEXTS:

- *Writing & Rhetoric Book 1: Fable*
- *Writing & Rhetoric Book 2: Narrative 1*

These are available from Classical Academic Press (www.ClassicalAcademicPress.com).

WRITING AND RHETORIC LEVEL 1 COURSE DESCRIPTION:

This course is designed to help 4th–5th graders discover delight in writing and begin to develop effective tools and methods for writing well. The course uses the imitation and practice method

utilized by the award-winning Writing & Rhetoric series to impart essential tools for writing to students. The first semester follows *Book 1: Fable*, which uses fables to teach students the practice of close reading and comprehension, summary (both aloud and in writing), and amplification. In the second semester, the course follows *Book 2: Narrative I*, which uses a variety of longer stories that expand the skill set learned in the first semester. The spring semester also increases the difficulty of the writing assignments. This course encourages a delight for story and writing in each student through engaging class sessions and personal feedback.

This course is designed to:

1. Expose students to the form of fables and narrative writing as well as culturally important examples.
2. Model fluent reading for students and give them practice reading short texts.
3. Give students practice copying texts accurately.
4. Strengthen working memory through dictation, thus improving storage and manipulation of information.
5. Increase understanding of the flexibility of and copiousness of language through sentence manipulation.
6. Facilitate student interaction with well-written texts through question and answer and through exercises in summary and amplification.
7. Give students opportunities to creatively imitate sentences, whole fables, and narrative sections.
8. Introduce the concepts of main idea and character traits.
9. Introduce the concepts of plot (beginning, middle, and end), dialogue, and description.

IMPORTANT SKILLS AND BEHAVIORS NEEDED PRIOR TO THE START OF THE COURSE

- Students should be able to copy short paragraphs and to compose their own sentences before beginning this course. 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 work with the stories in the text.
- Children 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 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 short fables, myths, and narratives independently. They should be able to retell the story in their own words and use textual evidence to decipher the meaning of new vocabulary. Students should be able to re-write stories with a twist

given appropriate teacher and parent support. For example, they will be asked to rewrite fables by changing the characters or point of view and should be comfortable taking risks as they learn the art of writing.

STUDENT EXPECTATIONS

Students in Writing & Rhetoric 1 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

While pursuing the *Writing & Rhetoric Year 1* through Scholé Academy will be "restful," we also recognize the need to provide grades to students. Earning a specific grade should not overshadow achievement goals for mastery of this discipline. Writing and Rhetoric are important disciplines in Classical Education and learning to own the concepts introduced in this class will be a necessary and significant component of future success in higher-level Classical Education. In that sense then, attaining a mastery of Writing & Rhetoric is its own reward.

The teachers can assign the following grades to each student's level of achievement: *magna cum laude* (with great praise); *cum laude* (with praise); *satis* (sufficient, satisfactory) and *non satis* (not sufficient). 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 be designated *satis*. *Non satis* means lacking sufficiency or adequacy. The hope is that this system of grading will aid both the student and the instructor in assessing an individual pupil's journey toward mastery.

All assignments will be due into the appropriate Canvas Assignment folder prior by the dates listed in Canvas and given in class. 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. Students turning in late work will earn a 5% penalty for each weekday the assignment is late. Work submitted after a week late will not be accepted and will be awarded a 0%. Assignments never turned in will also be awarded 0% a week after the due date.

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.

STUDENT EVALUATION: MASTERY PORTRAIT

By the end of the course, students should be able to identify and define fables, morals, narratives, fairy tales, myths, histories, and parables. They will have learned how to use synonyms and have begun to write copiously. Writing & Rhetoric Year 1 students will be able to expand a story as well as shrink it down. By May, pupils will have learned to recognize nouns, verbs, and adjectives. The children will be able to write their own fable that teaches a moral lesson. In addition, by the end of the course students will be able to recognize that nearly all narratives contain a beginning, middle and an end, as well as colorful dialogue, lively characters, and vivid description. Furthermore, students will also learn to speak with better elocution, which is the art of speaking skillfully.

Students will also be guided in development of the virtues of truth, beauty, goodness, and wisdom. We will discuss how the stories we read are similar and different to stories in the Bible, and enjoy different illustrations, sculptures, and classical art depicting the Writing & Rhetoric stories. Additionally, pupils will grow to use wisdom in governing self—pushing through new challenges and discerning when to ask for assistance or when to use the tools already in their mind to respond to a challenging writing prompt.

STUDENT EVALUATION: ASSIGNMENTS, TYPES, AND WEIGHTS

I will communicate with students regarding assignment feedback and grading through the free online grading system, Canvas. I will provide students with more detailed information and access to the Writing & Rhetoric course page.

Student's grades will be comprised of:

1. Class Participation

- 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 (Students more than 25 min. late will be marked absent)
- g. Putting Forth One's Best Effort
- h. Presentations
- i. Attitude and Approach Towards the Class and its Members

2. Homework & Written Assignments:

- a. Copywork in each chapter
- b. Occasional dictionary lookups and follow-up questions
- c. Larger writing assignments to accompany each chapter
- d. Memorizing quotations, poems, etc.
- e. Timeliness when turning in assignments
- f. Neatness
- g. Putting forth one's best effort
- h. Formatting and Following Regulations/Guidelines

STUDENT EVALUATION: ACADEMIC DISHONESTY

Students will often complete writing assignments 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.

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 section of the Student Parent Handbook.

Students will submit documents by scanning and uploading them to their personal computer, then attaching those files as .pdfs. They will submit their work to the *Writing & Rhetoric Year 1* Canvas assignment page (access granted after enrollment is secured).

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.

