



Writing & Rhetoric 3



Refutation, Confirmation, & Commonplace

YEAR-LONG COURSE

Class Dates: Starts Tuesday, September 5th, 2023 and runs through Thursday, May 23rd, 2024.

Class Times: Tuesdays and Thursdays from 11:00am-12:15pm EST

Office Hours: By appointment

Instructor: Mrs. Monika Minehart

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ELIGIBLE STUDENTS: GRADES 6-7 (5TH GRADERS WELCOME WITH INSTRUCTOR APPROVAL)

Students should be familiar with elements of narration, description, and exposition in writing and should feel comfortable writing a five- or six-paragraph essay when guided by prompts. All students should be in the process of mastering basic typing skills, as students will be expected to type all essay assignments. 5th graders are welcome if they have completed previous levels of Writing & Rhetoric.

COURSE DESCRIPTION:

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 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.

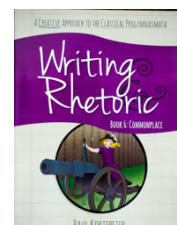
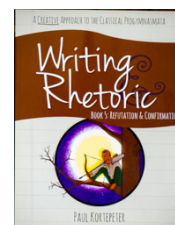
In this course, students dive deeper into their understanding of narratives to make connections between their lives and stories. Students are exposed to peer editing and are

expected to assess their own writing by identifying the main argument, selecting appropriate textual support, strengthening phrasing, and finding grammatical and mechanical errors. Students will be expected to write on average one essay every other week and begin to develop the skill of annotation (learning to take notes and comment on the readings).

REQUIRED COURSE TEXTS & MATERIALS:

Classical Academic Press

- Writing & Rhetoric Book 5: Refutation & Confirmation
- Writing & Rhetoric Book 6: Commonplace
- (Optional) Audio files for both texts available to purchase and download online at www.ClassicalAcademicPress.com



- Journal (multiple, for daily writing prompts and Commonplace assignments)
- Highlighters
- Post-It Notes

SCHEDULE FOR: WRITING & RHETORIC 3

CLASS SESSIONS DATES:

Tuesdays and Thursdays: 11:00am-12:15pm (EST) for 32 weeks and 64 classes*

September (8): 5, 7, 12, 14, 19, 21, 26, 28

October (9): 3, 5, 10, 12, 17, 19, 24, 26, 31

November (7): 2, 7, 9, 14, 16, [Thanksgiving Break] 28, 30

December (4): 5, 7, 12, 14

January (7): 9, 11, 16, 18, 23, 25, 30

February (7): 1, 6, 8, 13, 15, [Winter Break] 27, 29

March (6): 5, 7, 12, 14, 19, 21 [Holy Week]

April (9): 2, 4, 9, 11, 16, 18, 23, 25, 30

May (7): 2, 7, 9, 14, 16, 21, 23

**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.*

OFFICE HOURS: By appointment. During "Office Hours" students may raise questions, seek assistance, or review class material.

OBJECTIVES

Below are some of the many writing and reading objectives we will strive to achieve together during *Writing & Rhetoric 3*.

- Expose students to various forms of narrative and nonfiction writing, as well as culturally important stories from the early American period.
- Instructor will model fluent reading for students and allow practice reading short texts in front of peers during class.
- Introduce the concepts of argument versus quarrel and refutation versus confirmation.
- Aid student reading and recall by teaching techniques for annotation.
- Facilitate student interaction with well-written texts through discussions and exercises in evaluation and critical thinking.
- Make use of the persuasive essay using a four-step outline initially, then moving on to crafting six-paragraph essays.
- Demonstrate the use of pathos to engage the emotions of readers.
- Introduce students to the concept of revision, proofreading, and joint critiquing.

STUDENT EXPECTATIONS

Students enrolling in the course *Writing & Rhetoric 3* should be able to read material independently and identify the information which might be relevant to course discussions and objectives (even if the student doesn't fully understand all of what's being read). They should also be able to write sentences with basic sentence syntax (i.e. capitalization of first word in a sentence, punctuation at the end of each sentence, space between sentences, capitalization of proper nouns, each sentence having a subject and predicate, etc.).

STUDENT EXPECTATIONS IN ACTION

Students will be expected to type each of their written essays for their final draft. Initial drafts may be handwritten, but the final draft(s) must be typed. However, when using a word processor on a computer when typing, **auto-correct, auto-capitalization and suggestions must be always turned off**. Parents are expected to check the settings on their child's computer to confirm that this is always the case. This is essential in order for the instructor to know in which areas your child may be struggling or needs improvement and then can be given guidance and assistance.

General Rules for Each Class

- Be on time for class each day.
- Eating during meetings is not allowed.
- Everyone must keep their video on during each meeting.
- Come prepared with assignments complete and ready to participate in discussion.
- If absent for any reason, the student (or parent) is expected to contact the instructor in a timely fashion to create a plan for make-up work.

STUDENT EVALUATION: GRADING

While pursuing the course *Writing & Rhetoric 3* through Scholé **Academy** will be restful and prayerful, we also recognize the need to provide grades for students who will be using this course as part of their transcript. It's a delicate balance to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow achievement goals for beginning to explore one's inner spiritual life. Active participation and the ability to challenge oneself through introspective writing and discussion will allow me to assign the following grades to your 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.

Inasmuch as you might be fully on board with this grading method in theory, there will undoubtedly be the need to complete a transcript with either a numeric or traditional letter grade. Traditional percentage grades will be provided and will be readily accessed on the *Writing & Rhetoric 3* Canvas page. Additionally, Mrs. Minehart will provide a transcript of that grade to the requesting parent at the end of the year.

STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

Mrs. Minehart will communicate with students regarding assignment feedback and grading through the free online grading system, Schoology. The teacher will provide students with more detailed information and access to the *Writing & Rhetoric 3* course page.

Student's grades will be comprised of:

1. Class Participation: 15% of the grade
2. Presentation/Elocution: 15% of the grade
3. Homework: 20% of the grade.
4. Writing Assignments: 50% of the grade

STUDENT EVALUATION: ACADEMIC DISHONESTY

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 an appropriate style manual 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](#) 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 to their respective course assignment page on Canvas. They will submit their work to the *Writing & Rhetoric 3* Canvas assignment page (access granted after enrollment is secured).