



Writing & Rhetoric 1
2023-2024, Yearlong

SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

ELIGIBLE STUDENTS: Grades 4-5. This course develops writing skills using the imitation and practice method contained in the Writing & Rhetoric series published by Classical Academic Press, Books 1 and 2.

INSTRUCTOR: Mrs. Kirsten Fortier

EMAIL: kfortier.scholeacademy@gmail.com

SECTIONS: SECTION: Mondays/Wednesdays/Thursdays 9:15am – 10:15am EST
SECTION: Mondays/Wednesdays/Thursdays 10:30am – 11:30am EST

CLASS SESSION DATES:

32 WEEKS, 95 CLASSES*

Orientation Session: Wednesday, August 30

September 6, 7, 11, 13, 14, 18, 20, 21, 25, 27, 28

October 2, 4, 5, 9, 11, 12, 16, 18, 19, 23, 25, 26, 30

November 1, 2, 6, 8, 9, 13, 15, 16, [Thanksgiving Break], 27, 29, 30

December 4, 6, 7, 11, 13, 14, [Christmas Break],

January 8, 10, 11, 15, 17, 18, [End S1], 22, 24, 25, 29, 31

February 1, 5, 7, 8, 12, 14, 15, [Winter Break], 26, 28, 29

March 4, 6, 7, 11, 13, 14, 18, 20, 21, [Easter Break]

April 1, 3, 4, 8, 10, 11, 15, 17, 18, 22, 24, 25, 29

May 1, 2, 6, 8, 9, 13, 15, 16, 20, 22, 23, [End S2]

*Please note that the dates and times are anticipated class sessions for the course. Make-up days will be at the discretion of the instructor for any cancellations due to illness or family emergencies.

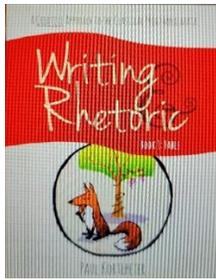
Instructor Office Hours: Tuesdays, by appointment

Writing & Rhetoric 1 Curriculum Map

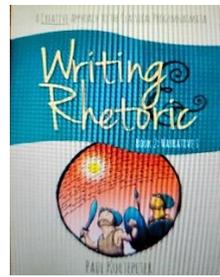
Quarter 1	Writing & Rhetoric Book 1: Lessons 1-7	Practicing the art of fable telling.
Quarter 2	Writing & Rhetoric Book 1: Lessons 8-14	Mastering the art of fable telling.
Quarter 3	Writing & Rhetoric Book 2: Lessons 1-5	Identifying the parts of narrative.
Quarter 4	Writing & Rhetoric Book 2: Lessons 6-10	Practicing the art of narrative.

REQUIRED TEXTS:

- Writing & Rhetoric Book 1: Fable (Student Edition) www.ClassicalAcademicPress.com
- Writing & Rhetoric Book 2: Narrative I (Student Edition), www.ClassicalAcademicPress.com
- Commonplace Physical Journal (This can be a spiral bound notebook, bound journal, or loose-leaf notebook.)
- Commonplace Digital Journal (Google Docs)



WR Book 1



WR Book 2



Commonplace Notebook



Digital Commonplace

PREREQUISITES: Before enrolling in this course, a student should:

- Be developmentally ready to engage in the virtual classroom environment (If not, a parent may be necessary to support the student with engagement in the class, completing tasks in the text during or outside of class, and submitting homework.)
- Be able to read and to comprehend the text independently.
- Be able to identify and write complete sentences.
- Be comfortable copying text accurately.
- Be in the process of mastering basic typing skills, for students will be expected to type some assignments.
- Be able to write legibly, recognizing that it is an art, and that work should be completed without rushing.
- Understand basic English grammar rules and punctuation (ex: recognize a noun, verb, adjective, subject, etc.).
- 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 willing to explore the art of writing.

CLASS EXPECTATIONS:

The following expectations will apply to all students:

- **Attendance:** The student should arrive to class on time, following the Scholé Academy standard, which allows a maximum of 3 absences for each semester. *Nota bene:* If you are aware that your child may miss more than six classes for the year, it may not be advisable to enroll in this course! For more information, please see the Student-Parent Handbook.
- **Participation.** The student will join the virtual classroom via Zoom.* He or she should arrive with all necessary materials prepared, having already submitted the relevant homework in Canvas, and do their best to contribute to the class in positive ways. A student who is disruptive, unprepared, or who refuses to participate will be removed from class until a parent-teacher consultation is completed. When necessary, students should be able to comment on and collaborate with classmates through Canvas.*
 - *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. Additionally, this class utilizes the use of Google Docs to share work.
 - *Some students new to Canvas and Google Docs may not be able to navigate them independently; thus, a parent or guardian should be willing to assist that student with homework assignments and other course materials obtained through these platforms.

- Homework Submissions:** Attention to detail, neatness of assignments, adherence to deadlines and submission requirements will all add or detract from the assessment of the student’s work. All due assignments must be uploaded to the appropriate Canvas* assignment and/or Google Doc *prior* to the start of class each day. Students must submit their work by first, saving the document to their personal computer, then uploading it into the appropriate assignment window or Doc in the format of either a Word document or a PDF (sometimes scanning their homework if necessary).
 - *Please **avoid photographs** of completed assignments, as they are incredibly difficult to read.
 - *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.
- Academic Dishonesty:** Students will complete the majority of writing practices and assessments 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.

Class time allows all of us to practice humility and love as we delight in seeking to cultivate “affection and taste” for truth, goodness, and beauty. Grace may sometimes be needed; however, in general, tardiness, speaking over others, forgetting assignments, submitting assignments completed in a rush, poor penmanship, and ultimately encountering the task of learning with a passive attitude do not typify restful learning. As members of Scholé Academy we are responsible for how our attitudes and affections influence the learning community.

GRADING:

While pursuing Writing & Rhetoric Year 1 through Scholé Academy will be “restful,” 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 achievement goals for mastery of 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 a mastery of Writing & Rhetoric is its own reward. As the teacher, I will assign the following grades to your student’s level of achievement:

magna cum laude (with great praise)
cum laude (with praise)
satis (sufficient, satisfactory)
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 will be designated *satis*. *Non satis* means lacking sufficiency or adequacy.

CATEGORY WEIGHTS:

Participation, classwork, and homework will be assessed on a point system and then weighted as follows:

Participation and Practice Exercises	25%
Portfolio Assignments	75%

MASTERY PORTRAIT:

During the first semester, *Cum Laude* students will masterfully craft writing by focusing on the following skills: recognize the form of a fable; model fluent reading of short texts; copy texts accurately; strengthen memory through dictation; increase understanding of the flexibility and copiousness of language through sentence manipulation;

participate in question-and-answer exercises; summarize and amplify sentences; creatively imitate sentences and whole fables; demonstrate understanding of the concepts *main idea* and *character traits*.

Moving into the second semester, *Cum Laude* students will further their mastery by adding these skills: recognize the form of a narrative; creatively imitate sentences and narrative sections; demonstrate understanding of new concepts *plot* (beginning, middle, and end), *dialogue*, and *description*.

Finally, students are also guided in the development of the virtues of Truth, Goodness, and Wisdom. Ideally, students will employ wisdom when responding to virtues and vices, the actions and thoughts that they encounter in the readings. By the end of the course, a *Cum Laude* student understands that reading a rich selection of great literature is one of the ways in which it is possible to build the reservoir out of which one can draw good ideas and model our own lives and behaviors.

ABOUT THE INSTRUCTOR:



Kirsten Fortier holds a BA in Education from Saginaw Valley State University in Michigan. The bulk of her experience comes from 18+ years of classically homeschooling four sons K-12 who are now successfully living and working out on their own. She has taught in various settings including at home, in co-ops, in brick-and-mortar schools, and online. She enjoyed a short stint as the Director of Curriculum and Assistant Head of School at a small classical Christian school that closed permanently during “covid.” She now looks forward to a part-time career teaching restfully at Scholé Academy. Her passion for classical education in Writing & Rhetoric is on its focus with mastery learning and creative expression within a structured, time-tested model. In her free time, she enjoys visiting her children and grandchildren, hiking, camping, living history, and researching family genealogy. She and her husband live in Michigan with their three active dogs, one old cat, a handful of chatty chickens and silly ducks, and two busy hives of honeybees.

Contact: kfortier.scholeacademy@gmail.com