



Course: Writing and Rhetoric 3, Fall 2023

Instructor: Amy Morgan

Meeting Place: Zoom Classroom

Meeting Time: T/R 9:30 -11:00 a.m.

Email: amorgan.scholeacademy@gmail.com

Office Hours: by appointment

Writing and Rhetoric 3

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 Texts and non-online resources:

1. *Writing and Rhetoric Book 5: Refutation & Confirmation*, Paul Kortepeter
Writing and Rhetoric Book 6: Commonplace, Paul Kortepeter
(Available with Classical Academic Press and on Amazon)
2. A notebook for “commonplacing”: If you began a commonplace book last year, you may add to that one rather than purchasing a new one. A “commonplace book” is a journal or notebook for recording lovely quotations or poems for memorization and reflection.
3. A one inch binder with loose leaf paper & a divider to take some class notes, and to print out and keep track of a hard copy of our semi-weekly Student Lesson Plans. Students may also use this binder as a portfolio by printing and keeping a copy of each essay’s final draft.

Our class will follow the timeline below, adjusting as needed for this particular group of students.

Quarter 1	Gathering & developing tools for refutation and confirmation writing
Quarter 2	Students will read & Discuss 3 stories. They will write approximately 6 essays to confirm and refute elements of these stories.
Quarter 3	Students will gather & develop tools for commonplace essay writing. The first commonplace essay will likely be written by the end of this quarter.
Quarter 4	Students will read about & discuss select virtues and vices. They will compose 4-5 commonplace essays in defense of those select virtues and in opposition to those select vices.

Student Expectations: This class aims to cultivate a communal love and exploration of story and writing. Class time will sometimes be spent reading aloud as a group, as well as sharing each student's writing. Class participation will be required through discussion, writing, public speaking, and homework contained in the text. This course strives for the cultivation of virtue as well as knowledge, such as Humility, Love, and Constancy.

Arrive on time for class (Students who are late must catch up to the pace of that day which can cause confusion and setback for the student and interrupt the restful learning of others online. The instructor will not review material that day for a tardy student. Once a student views the recorded session, she may contact the instructor for assistance on core concepts if needed.) It is best for a family not to enroll their student in a course in which he or she will have to miss more than 6 classes. (See Student-Parent Handbook). All classes will be recorded and available for viewing for student absences. Recordings are not meant to replace a live class.

Complete work on time in preparation for discussion. This enkindles curiosity and zeal as a member of the learning community. The instructor expects assignments submitted before class begins unless otherwise noted. Late assignments will not receive credit beyond one week. Students should plan ahead for scheduled absences and ask for extensions ahead of time, when conflicts arise.

Listen and contribute to class discussion respectfully by practicing humility and love as we delight in seeking to cultivate “affection and taste” for truth, goodness and beauty.

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.

Evaluation Procedures and Grading Criteria

Scholé Academy teachers assign the following grades based on students’ 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 reach mastery demonstrated by their praiseworthy work (*cum laude*). Those who excel beyond the expectations of mastery will be the *magna cum laude* students. Students who do adequate but not praiseworthy work should be designated *satis*. *Non satis* means lacking sufficiency or adequacy. These measures are ways for both the student and the instructor to assess mastery. Students will receive written feedback on each essay. The written feedback will be referred to as the narrative grade.

If students need to complete a high school transcript with either a numeric or letter grade, they will need to notify the teacher in advance so she can provide a traditional letter grade accordingly upon request at the end of the course. Please review the Student-Parent Handbook for policy regarding traditional grades.

Student Evaluation: Mastery Portrait

At the completion of this course, a Cum Laude student reads, narrates, discusses, annotates, summarizes, and quotes from a variety of texts at grade level. Students can proceed with the confidence that comes from practice when asked to amplify, summarize, praise, refute, confirm, critique, or in other ways, respond to a given text. Students show strength in imitating a model text and growing skill in invention. The Refutation/ Confirmation and Commonplace essays evidence respect for rules for proper form, punctuation, grammar, and spelling. Finally, the writing of a Cum Laude student includes a variety of rhetorical and literary devices as well as a strong vocabulary.

Elocution, the art of speaking skillfully, is also a key component of this course. Throughout the year, students who achieve mastery will have faithfully practiced the skills necessary to read aloud with fluency, showing attention to volume, pace, and inflection when speaking. Similarly, Cum Laude students will speak constructively to one another in pursuit of excellent work, in discussion of ideas and responses, and to build the camaraderie of the classroom.

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's writing and speech will have demonstrated an understanding that 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.

Plagiarism and Cheating

Do not plagiarize or cheat. All papers and assignments must be your own work. While you may get help from parents or tutors with brainstorming, organizing, and proofreading your papers, the writing and rewriting of your paper should be your own work.

Canvas

I will be posting our class syllabus, assignments, occasional class recordings, slides and other links in our Canvas classroom, so please check Canvas for updates regularly throughout the week. Class recordings will be posted within 24 hours after class, as needed. Please make sure you can access Canvas or that you get help from your parents if you are having problems accessing it.

Contacting Mrs. Morgan

Please feel free to email me (amorgan.scholeacademy@gmail.com) with any questions or concerns you may have. It is my aim to respond within 24-hours of receiving your message, during the school week, 8:30 a.m.-3 p.m. (EST) Monday – Friday. My evening and weekend responses to emails are unpredictable. If there is an issue or concern that requires discussion of details, I'll be happy for us to set up a Zoom appointment or phone conversation to talk instead.