



## Writing & Rhetoric 4 2023-2024, Yearlong

SCHOLÉ ACADEMY  
CLASSICAL ACADEMIC PRESS

**ELIGIBLE STUDENTS:** Grades 6-8. This course develops writing skills using the imitation and practice method contained in the Writing & Rhetoric series published by Classical Academic Press, Books 7 and 8.

**INSTRUCTOR:** Mrs. Kirsten Fortier

**EMAIL:** kfortier.scholeacademy@gmail.com

**SECTIONS:** SECTION: Mondays/Wednesdays 12:30pm - 1:45pm

### CLASS SESSION DATES:

32 WEEKS, 63 CLASSES\*  
Orientation Session: Wednesday, August 30  
September 6, 11, 13, 18, 20, 25, 27  
October 2, 4, 9, 11, 16, 18, 23, 25, 30  
November 1, 6, 8, 13, 15, [Thanksgiving Break], 27, 29  
December 4, 6, 11, 13, [Christmas Break]  
January 8, 10, 15, 17, [End S1], 22, 24, 29, 31  
February 5, 7, 12, 14, [Winter Break], 26, 28  
March 4, 6, 11, 13, 18, 20, [Easter Break]  
April 1, 3, 8, 10, 15, 17, 22, 24, 29  
May 1, 6, 8, 13, 15, 20, 22, [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.

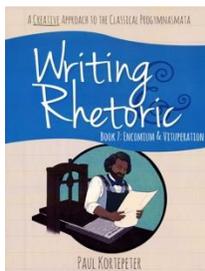
**Instructor Office Hours:** Tuesdays by appointment

### Writing & Rhetoric 4 Curriculum Map

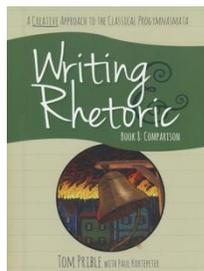
Quarter 1	WR Book 7: Lessons 1-7	Parts of Encomium/Vituperation Essays
Quarter 2	WR Book 7: Lessons 8-12	Mastery Essay Writing
Quarter 3	WR Book 7: Lessons 13-14	Biographical Research Paper
	WR Book 8: Lessons 1-4	Parts of the Comparison Essay
Quarter 4	WR Book 8: Chapters 5-10	Mastery Essay Writing

### REQUIRED TEXTS:

- Writing & Rhetoric Book 7: Encomium & Vituperation (Student Edition) [www.ClassicalAcademicPress.com](http://www.ClassicalAcademicPress.com)
- Writing & Rhetoric Book 8: Comparison (Student Edition), [www.ClassicalAcademicPress.com](http://www.ClassicalAcademicPress.com)
- Commonplace Journal (This can be a spiral bound notebook, bound journal, or loose leaf notebook.)
- Google Docs (This will be used for weekly assignments).



WR Book 7



WR Book



Commonplace Notebook



Digital Commonplace

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

- Be able to read with fluency and to comprehend the text independently.
- Be able to narrate (tell back the story), summarize (shrink the story down), and amplify (stretch a story out by adding details, dialogue, and description) before enrolling in this course.
- Be comfortable writing a five- or six-paragraph essay when guided by prompts.
- Be in the process of mastering basic typing skills, for students will be expected to type all essay assignments.
- Be able to write legibly, recognizing that it is an art and 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 be 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, 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.
  - \*Some students new to Canvas may not be able to navigate Canvas independently; and thus, a parent or guardian should be willing to assist that student with homework assignments and other course materials obtained through this platform until they are skilled to do so independently.
- **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 *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 Canvas assignment window in the format of either a Word document or a PDF (sometimes scanning their homework if necessary). Assignments may be docked for late submission.
  - \*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 often take assessment tests 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. 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 the instructor or the Purdue website ([www.owl.purdue.edu/owl/purdue\\_owl.html](http://www.owl.purdue.edu/owl/purdue_owl.html)) for specific direction on obtaining, quoting, and paraphrasing sources.

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 4 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)

CATEGORY WEIGHTS: Participation, Assignments, and the various components of the Research Paper will be assessed on a point system and then weighted as follows:

Practice Exercises & Participation	15%
Commonplace Book	15%
Portfolio Assignments	50%
Research Project	20%

## MASTERY PORTRAIT:

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.

During the first semester, *Cum Laude* students will masterfully craft essays of praise and blame, focusing on the following skills: discerning the main idea; utilizing hyperbole and thesis; incorporating background and supportive detail, biography, and autobiography; noting the good and poor qualities present in a person or event; contrasting virtuous behavior and vice; and crafting effective conclusions that encourage readers either to emulate virtue or eschew vice.

Moving into the second semester, students will further scholarship skills of source selection, while *Cum Laude* students will fine tune their competency in note taking, organizing, outlining in order to compose a multisource biographical research paper. For the remainder of the semester, building on the skills learned studying encomium and vituperation, *Cum Laude* students utilize the art of comparison, crafting comparative compositions that set two persons, events, ideas, texts, or objects side by side for assessment. In practicing this art of comparison, *Cum Laude* students will also master or show growth in elements of critical analysis, assessment, and judgment.

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.

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