



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

Writing & Rhetoric 6

Mrs. Amy Morgan

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ELIGIBLE STUDENT:

Grades 8–9; 10th & 11th grades welcome.

Please note: This course is the equivalent of one high school credit in English Language Arts, Composition or Speech.

REQUIRED MATERIALS:*

Writing and Rhetoric, Book 11 (Student Edition), 2021

A 3-ring binder with college ruled paper

Commonplace notebook/journal (This can be the same one you have used in earlier WR levels.)

Computer, High Speed Internet connection, Webcam, Zoom

A headset with a microphone is recommended but not required

*Required texts are not included in the purchase of the course.

COURSE SCHEDULE

ORIENTATION SESSION:

Orientation session will be scheduled one week prior to the start of the class. More information will follow in August.

CLASS SESSION DATES:

Classes will meet **Tuesday and Thursdays 11:00a.m. - 12:15 p.m. Eastern Standard Time** beginning the week of the US Labor Day holiday.

Consult the Scholé Academy [academic calendar](#) for details concerning scheduled, school-wide breaks.

OFFICE HOURS: by appointment

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.

COURSE DESCRIPTION

Building on their foundations of persuasive essay writing and recitation from earlier levels of Writing and Rhetoric, students in Writing and Rhetoric 6 will “advance those skills by creating dynamic and powerful speeches.” Students will research, write and deliver speeches in the judicial, ceremonial and traditional styles of the three traditional branches of rhetoric. In preparation, the class will read, analyze, discuss speeches of people such as Cicero, Thurgood Marshall, John F. Kennedy and Malala Yousafzai, and many more. To prepare and deliver their own speeches, students will use the 5 Canons of Rhetoric: Invention, Arrangement and Style, Memory and Delivery. Due to the content of readings and discussions, virtue development will be natural integrated throughout the course.

COURSE MAP

QUARTER 1 Introducing, observing and practicing 5 Canons of Rhetoric (Lessons 1-4)	QUARTER 3 Ceremonial Speech
QUARTER 2 Judicial Speech	QUARTER 4 Political Speech

STUDENT EXPECTATIONS

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 classmates. The instructor will rarely review material that day for a tardy student. Once a student views the recorded session, she should 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 upon request for viewing for student absences. Recordings cannot replace a live class.

Complete work on time in preparation for discussion. Consistent preparation enkindles curiosity and zeal as a member of the learning community. The instructor expects assignments prepared on the due date before class begins, unless otherwise indicated. **Late assignments will not receive credit beyond one week.** Students should plan ahead for scheduled absences and ask for extensions ahead of time, when unavoidable 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, and ultimately approaching the task of learning with either a passive or frenetic attitude do not typify restful learning. As members of Scholé Academy we are responsible for how our attitudes and affections influence our learning community.

STUDENT GRADING AND EVALUATION

While striking a “restful” posture of learning in Writing & Rhetoric Year 6 through Scholé Academy, 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 the reward inherent in attaining mastery in Writing & Rhetoric as well as the true love and virtue of executing this discipline.

Scholé Academy teachers often assign the following grades based on students’ level of achievement.

Grading Scales

A=90-100% Magna Cum Laude (beyond mastery, exceeded expectations)96%-100%

B=80-89% Cum Laude (mastery, fully met expectations): 85%-95%

C=70-79% Satis (near mastery or met expectations with aid) : 75-85%

D=60-69% Non Satis (material not mastered, not meet expectations): 0-74%

F= 0-59%

As you can see from the scales above, the Latin scores do not line up with the traditional A, B, C, D, F scores. Instead, **the Latin designations represent a range with a focus on mastery**. Students demonstrating mastery of the targeted skills and content of any assignment have their mastery acknowledged by a praiseworthy mark *cum laude*. Those who achieve mastery but then also go above and beyond the expectations of an assignment can earn a rare mark of great praise, *magna cum laude*. Student work demonstrating near mastery of the targeted skills or content of the assigned work, but with some gaps will be designated *satis* (satisfactory). Finally, *non satis* means that the student’s work lacks sufficiency or adequacy to demonstrate mastery of skills or content. These measures are ways for both the student and the instructor to assess mastery. In addition to these brief markings, students will receive written feedback on each essay/speech.

Because students usually need to complete a high school transcript with either a numeric or letter grade, the teacher will also provide a traditional letter grade on the grade report at the end of the course.

Finally, please review the Student-Parent Handbook Section 8, for additional information about Scholé Academy Grading Philosophy, Practices and Reporting.

STUDENT EVALUATION : MASTERY PORTRAIT

The mastery portrait describes the outcomes for a student who earns a Cum Laude in this course. As this is a new course for the 2023-24 school year, the specifics of these criteria are still being developed, and will be communicated to all enrolled students and their parents ahead of orientation. Correspondingly, the syllabus will be revised to include a precise mastery portrait in time for orientation.

Meanwhile, here are some anticipated outcomes for students taking Writing and Rhetoric, level 6.

Students will grow as readers by:

critically evaluating well-written texts through discussions and exercises.
annotating examples of judicial, ceremonial and political rhetoric.

Students will grow as writers by:

summarizing and synthesizing multiple texts on a topic.
inventing topics to write about by considering definitions, comparison and other common topics.
continuing to develop audience awareness as well as stylistic correctness, clarity and style.
continuing to plan, proofread, critique and revise written work on themselves and of classmates.

Students will grow as orators by:

examining the relationship between writing and speaking.
using oration as an aid to the process of revision.
working on delivery– volume, pacing, gestures and inflection.

STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

The teacher will communicate with students regarding assignment feedback and grading through the free online grading system, Canvas. The teacher will provide students with more detailed information and access to the Writing and Rhetoric course page. Students always have access to the student gradebook to track a student’s consistency with course work. Students and parents will receive quarterly update from the teacher in the form of a quarterly class newsletter.

Students’ grades will have the following weight (out of 100):

- | | |
|----------------------------------|-------|
| 1. Preparation and Participation | 33.3% |
| 2. Oral Assessments | 33.3% |
| 3. Written Assessments | 33.3% |

STUDENT EVALUATION: ACADEMIC INTEGRITY

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.

Specifically, do not plagiarize or cheat. All papers and assignments must be your own work. While you may get help from parents, classmates, tutors and online resources with brainstorming, organizing, and proofreading your assignments, the writing and rewriting of assignments should be your own work. **Plagiarized work (regardless of intent) will receive a zero.**

Experience citing your quoted and paraphrased sources using MLA style, as instructed, practiced and used in Writing and Rhetoric levels 4 and 5, should enable students in Writing and Rhetoric 6 to confidently avoid accidental plagiarism.

THE VIRTUAL CLASSROOM:

We will be using the free online “virtual classroom” software provided by Zoom. The live, interactive nature of our courses is foundational and we require cameras to be on during all class sessions. The virtual classroom will provide students with interactive audio and an interactive whiteboard. Courses will be managed through our learning management system, Canvas and a Zoom link will be available on the Canvas course page.

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.

ABOUT THE INSTRUCTOR



Amy Morgan earned her BA in liberal arts at St. John’s College in Annapolis, Maryland, and continued her education with an MA in TESOL/applied linguistics at Indiana University in Bloomington. For over 18 years, Amy has taught English to speakers of other languages in the university, community, and private tutoring contexts. Additionally, Amy educated her own two children at home in grades PreK–8. When Amy’s not teaching, you might find her providing hospitality for international students, gardening, taking walks or hiking, enjoying or making music with her family, and taking time to prepare food with fresh ingredients. Recent books in Amy’s hands include works by Marilyn Robinson, Madeleine L’Engle, Makoto Fujimura, Wendell Berry and Jan Karon.

Amy also serves as Scholé Academy’s Writing and Rhetoric Department Chair.

Please note: While this syllabus addresses details specific to this course, it is not extensive. Parents should also read the Student-Parent Handbook located on scholeacademy.com and be familiar with the ideas, policies, and procedures outlined.