



Writing & Rhetoric

Level 2

ELIGIBLE STUDENT:

Grades 5-6, 4th graders welcome. Students who have successfully completed *Writing & Rhetoric 1* will be prepared to succeed in Level 2.

REQUIRED TEXTS:*

[*Writing & Rhetoric 3, Book II, Student Edition*](#)

[*Writing & Rhetoric Book 4, Chreia & Proverb, Student Edition*](#)

- A notebook with lined notebook paper or loose leaf notebook paper
- Plain yellow highlighter

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

NOTE: While our primary text will be *Writing & Rhetoric 3 & 4*, the teaching staff will be adapting and augmenting the curriculum as they see best for the learning objectives of the course. This includes adaptation of vocabulary and chapter readings. As such, students should also be prepared to regularly print PDF files supplied by the instructors. Students should know that while they are free to complete any activities from the book on their own time, we will not be completing every exercise and reading available in the textbook as a class.

COURSE SCHEDULE

ORIENTATION SESSION:

The date and time of the student/parent orientation will depend on the particular section in which you are enrolled, but all orientation sessions will be scheduled during the week prior to the start of the class.

CLASS SESSION DATES: The dates of your class depend on the particular section in which you are enrolled. Consult the Scholé Academy [academic calendar](#) for details concerning scheduled, school-wide breaks.

OFFICE HOURS: Your teachers are available outside of scheduled class times! During “Office Hours” students may raise questions, seek assistance, or review class material. This can happen

via email or a meeting in the Zoom classroom. Your teacher will do their best to respond within 24-48 hours; please keep in mind that they likely will not respond immediately to messages after 5 p.m. EST.

COURSE DESCRIPTION

This course is designed for 5th-6th graders who want to develop their writing skills using the imitation and practice method contained in the *Writing & Rhetoric* series. Students will study with Narrative II and Chreia & Proverb, the third and fourth books of the *Writing & Rhetoric* series.

This course will work to develop a love and hunger for story and writing in each student and will do so through various creative assignments, engaging class sessions and personal feedback. Using concepts they are learning, students will narrate stories, write together, read aloud, and memorize portions of literature or poetry. This is an ideal course for elementary students needing to discover the delight that writing can be and seeking effective tools and methods for writing well.

Students will be expected to write one historical fiction narrative (approximately 1-3 handwritten pages in length) by the end of the first semester. In the second semester, students will write a minimum of 5 six-paragraph essays. The writing demands of this course will intensify through-out the year, and students will be expected to keep pace. Students will also receive more intensive feedback on their writing in the second semester; they will be expected to read through feedback on essay drafts and make the requisite changes to their work. Drafting is a crucial part of the writing process, and the goal of this course is to lay a solid foundation for future writing endeavors.

COURSE MAP

Quarter 1—Book 3 [September 5 – October 27, 2023]

1. Narrative and non-narrative passages
2. Summary and Amplification
3. Outlines
4. Story hooks
5. Elocution
6. Point of view

Quarter 2—Book 3 [October 30 – January 19, 2024]

1. Dialogue and Monologue
2. Historical Narrative
3. Fact and Fiction
4. Legend
5. Strong Adjectives

Quarter 3—Book 4 [January 22 – March 22, 2024]

1. Review Fables & Introduce Biography
2. Active and Passive Voice
3. Literal and Figurative Language in Proverbs
4. Topic Sentences and Paragraphs
5. Comparing and Contrasting
6. Similes

Quarter 4—Book 4 [March 25 – May 24, 2024]

1. Rhyme and Rhyme Patterns
2. Prepositional Phrases
3. Writing Speeches
4. Dramatic Recitation

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Students enrolling in Scholé Academy's *Writing & Rhetoric* Program will be expected to show development of Executive Function Skills throughout the year. Executive Function Skills speaks to a set of qualities and skill sets students can develop and hone the better to approach the courses, lectures, readings, and teachers they will encounter in their future academic coursework.

Learning the components of strong writing requires students to attend class on time and ready to engage in discussion participation.

This disposition is that of an “engaged student.” Scholé Academy commends four other important skills which ought to be observed by students.

1. **Engaging the Material:** This student is one who is willing to step into the arena of class discussion, ask questions, supply answers, and consider how the discussion at hand applies to oneself.
2. **Note Taking:** This student must be engaged with the class by taking notes on important and relevant content in an organized fashion. They should then independently consult those notes for assignments and in preparation for assessments. It is essential that all students acquire a notebook for use during the class, as this will keep them organized by subject.
3. **Attention to Detail & Preparedness:** This student consistently adheres to deadlines, submission requirements, adheres to style guides and codes, confirms technology is working prior to the start of class, is responsible to determine how to proceed after an absence, is responsible for consulting their course syllabus and adjusting as the class proceeds, etc.
4. **Critical Reflection:** This student receives feedback to their submissions, and then applies that feedback to future assignments rather than repeating mistakes. This student also gleans information from the live class critiques of fellow students and learn from others what mistakes to avoid.
5. **Initiative/Maturity:** This student will be proactive in listening to the teacher's comments, assessing how they apply to his/her work, taking the initiative to schedule office hours with the teacher if necessary.

STUDENT EXPECTATIONS IN ACTION

The long-term, ultimate goal for the student will be to successfully communicate ideas in both written and oral expression. At Scholé Academy, we recognize that education is more than the acquisition of information. Ultimately, we regard education as a means to know, love, and serve God. We encourage students to engage in their studies with both rigor and humility, accepting instruction, recognizing their own strengths and weaknesses, and rejoicing when others succeed. Students should strive for patience, with themselves and fellow classmates; constancy, through remaining focused and diligent in the face of distraction; and perseverance, or being willing to do what must be done in order to achieve mastery. Teachers strive to model these characteristics. The *Writing & Rhetoric Level 2* student will be expected to:

- Be respectful of others during class time. This involves speaking when called upon, listening attentively, participating actively in the class discussion and practices, and focusing on the discussion. Conversely, it does not include speaking out of turn, distracting others, or bringing unrelated material to the conversation.
- Strive for mastery of each concept. Students should apply their best effort in all work involved with the class. Should students encounter difficulty with their work, they should endeavor to understand and strive to complete the work, however inaccurately it may be. Putting forth effort exemplifies integrity in learning and fosters solid study habits as well as a mind inclined towards perseverance.
- Arrive to class on time and with all assigned material completed. The instructor will facilitate learning for the student, but the responsibility for staying up-to-date with classwork and assignments ultimately falls to the student. **Students who have not completed their assignments by the start of class will be excused to a breakout room to complete their work and will be welcomed back when the class finishes discussing the assignment. This will count as a tardy.**
- Avail themselves of all the resources and materials related to our class, i.e., texts, Canvas, class time, and office hours when needed.
- Complete all assignments to the best of his ability and upload all assignments by the due date/time into the appropriate Canvas assignment folder prior to the start of class. Students will submit their work by scanning their homework pages and uploading it into the Canvas assignment window. All work posted to Canvas is to be scanned and uploaded unless otherwise noted. Assignments submitted by email will not be accepted. Photographs of completed assignments will not be accepted as they are incredibly difficult to read and grade. Submissions that are not scanned right side up or are not entirely legible will be noted and given one opportunity to be submitted correctly.

STUDENT GRADING AND EVALUATION

While pursuing *Writing & Rhetoric Level 2* through Scholé Academy will be restful, we also recognize the need to provide grades to students. Earning a specific grade should not overshadow achievement goals for mastery of this discipline. The study of grammar is an important 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 higher-level classical education. Understanding grammar is foundational to understanding English and foreign languages and being able to express oneself well orally and in writing. In that sense then, attaining a mastery of these grammar concepts is its own reward.

Students will not be measured against a traditional grading scale with letters and numbers. Instead, instructors will assess the student as a whole, including participation, attitude, behavior, growth, virtue, and understanding. Teachers will assign the following broad categories to your student's level of achievement according to Scholé Academy's grading policy:

•**Magna Cum Laude:** “with great praise”; the student goes above and beyond what is expected, consistently exhibiting mastery of material, demonstrating love, humility, patience, constancy, and perseverance in work and interactions with others. This mark is rarely achieved.

•**Cum Laude:** “with praise”; the student has been following directions, doing homework, participating cheerfully, and clearly working hard as the weeks progress. This is work to be proud of. The student works toward mastery of self and the material presented. Ideally, every student working diligently should do praiseworthy work (cum laude).

•**Satis:** “sufficient”; the student is completing homework, attending class, understanding things with a few gaps, perhaps a forgotten homework assignment here and there. Students who do adequate but not praiseworthy work will be designated satis.

•**Non Satis:** “not sufficient”; the student has significant gaps, homework is not turned in, missing class often, failing to participate in class. Students who receive *non satis* grades will need to do additional work to achieve understanding and be able to move on to subsequent levels of grammar study.

Student work and assessments will be completed in the text, occasional online tools, and additional PDFs and will include classroom participation and frequent practice assignments. Any additional assignments not included in the required textbooks will be posted on Canvas with ample time before the start of class and should be printed in preparation for the student's participation in class. In conjunction with the grading scale outlined above, narrative evaluations of student performance in the classroom will be sent quarterly to keep parents informed of their students' level of growth and achievement. These narrative evaluations are the core of the student assessment process.

STUDENT EVALUATION : MASTERY PORTRAIT

Students in this class are learning to take on the responsibility of their education. It's imperative, then, that this course not only provide the academic components necessary to achieve mastery of the content of the class (knowledge) and skills associated with analytical thought, but also help engage the student in development of moral virtues. These three aspects of the course would comprise the "learning target."

- By the end of the first semester, *cum laude* students learn how to craft a narrative through developing real or imagined experiences or events using effective technique, descriptive details, and clear event sequence.

Students will have learned to use dialogue and description to develop experiences and events or show the responses of characters to situations. They will apply this knowledge by writing a Historical Fiction narrative set in ancient Rome. In the second semester, students will be introduced to a formal essay structure called a Chreia, which they will have practiced thoroughly by the end of semester 2.

- By the end of the year, *Writing & Rhetoric Year 2* students will be able to clearly introduce a topic or text and create an organizational structure in which ideas are grouped to support the writer's purpose. Furthermore, they will have learned to provide reasons supported by facts and details, as well as to close an essay with a concluding statement related to the opinion presented. Students will begin to master clear and coherent writing, evidencing development and organization.

- Additionally, students will have faithfully practiced the skills necessary to read aloud with fluency. Students will show attention to volume, pace, and inflection when speaking. Similarly, students will be encouraged to speak well to one another in pursuit of excellent work, in discussion of ideas and responses, and to build camaraderie in the group.

- Students will also be guided in development of the virtues of Wisdom, Goodness, and Truth. Ideally, students will employ wisdom when responding to virtues and vices, the actions and thoughts that he'll encounter in his reading. By the end of the course, students should understand that reading a rich selection of great literature builds the reservoir out of which we draw good ideas and find examples for our own lives. Students will be encouraged to use good writing and speaking to deliver and celebrate truth. Please also visit the student virtues section in the student-parent handbook for a lovely and thorough discussion of love, humility, patience, constancy, perseverance, and temperance/studiousness, pertaining to the life of a student.

STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

Student's grades will be comprised of the following:

1. Class Participation (30%)
 - a) Active Listening
 - b) Group Work
 - c) Participation in Class Discussions
 - d) Preparedness
 - e) Staying on Task and Following Along with the Text
 - f) Timely Attendance
 - g) Putting Forth One's Best Effort
 - h) Attitude and Approach Towards the Class and its Members
2. Homework (20%)
 - a) Homework Response Questions
 - b) Memorizing quotations, poems, etc....
 - c) Timeliness when turning in assignments
 - d) Neatness
 - e) Putting forth one's best effort
3. Written Assignments (30%)
 - a) Larger Writing Assignments to Accompany Each Chapter
 - b) Chreia Essays (including first and final drafts)
4. Oral Assignments (20%)
 - a) Practice of elocution skills in oration exercises

Students will be evaluated through weekly writing assignments, formal discussions, presentations of student work, public speaking exercises (dramatic readings/poetry recitation), and participation. These written and oral components will engage and develop students' imagination, creativity, and public speaking skills as well as reinforce and gauge students' understanding of core concepts and virtue development. Students will receive written feedback on each essay.

Late Work

Because of the intensive nature of composition feedback, students will be penalized for each "day" (i.e. class meeting days) that an assignment is late, with a 10-point deduction per day. The instructor will not accept work that is more than 1 week late barring extenuating circumstances.

Absences

The following is taken from the *Student-Parent Handbook*:

Our classes are live and highly interactive, with students regularly interacting with their instructor and peers and participating in class discussion. **Students are expected to attend classes with their videos turned on and to function as a full participant in each class, contributing to the class dynamic and success of the entire cohort.** There are, of course, circumstances, both planned and unplanned, in which students must miss a class. In such circumstances, we provide students with a recording of the live class session so that they may view the session they missed. Whenever possible, we ask that students alert their instructor of their absence before

missing class. While recordings of live sessions are a helpful tool for occasional absences, they are not a sufficient replacement for class participation in the long term. **We allow a maximum of 9 absences for yearlong courses that meet 3 times per week.**

STUDENT EVALUATION: ACADEMIC INTEGRITY

Students will often take 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. **We ask that parents proctor quizzes and tests to help keep their children accountable.**

Specifically, cheating and plagiarism are punishable offenses. Copying the work of other students is prohibited and proper citation of all sources is essential.

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 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. Courses will be managed through our learning management system, 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.

ABOUT THE INSTRUCTOR



Mrs. Audrey Christensen

Instructor and Tutor

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Audrey Christensen holds a BA in English from the University of Alabama in Huntsville with a minor in education and is currently pursuing an MA in Composition & Rhetoric from Shawnee State University. She loves teaching all things English—grammar and composition in particular—and has experience in the classical classroom as both a student and a teacher. Audrey’s strengths lie in helping students understand the mechanics behind effective grammar and strong composition. With experience as a writing tutor for 5 years and classical writing instructor for 2 years, she has a passion for helping students become confident writers. Growing up in

Appalachia gave her a love for storytelling and seeing the Lord's glory in nature, making real-life connections with the good, true, and beautiful. Audrey enjoys being active, reading, spending time outside, traveling with her husband Jonathan, and being involved in her local church alongside her husband. The Christensens currently reside in Fort Worth, Texas.

If you have questions about this course, please send me an email! I’d love to chat.

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.