



Writing and Rhetoric II

Yearlong Course 2023-24

Grades and Prerequisites: 5th-6th grade students who have mastered or have equivalent writing skills of WR_I; incoming 4th grade students who have successfully mastered WR_I the previous year.

Class Dates: Begins Tuesday, September 5, 2023; running through Friday, May 24, 2024

Class Times: Monday, Tuesday, and Wednesday: 2:15-3:15 P.M. (EST)

Instructor: Mr. Stephen Williams

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WRITING AND RHETORIC II COURSE MAP

QUARTER 1

1. What Makes a Story?
2. Logos and Lexis as Essential Rhetorical Components
3. Practice Identifying Types of Narrative Texts
4. Review Fable Writing, Description, Dialogue, and Point of View

QUARTER 2

1. Introduce Protagonist, Character Traits, Antagonist, and Simile
2. Identify Fact and Fiction
3. The 5 Ws and an H as Vital Story Elements
4. Write a Historical Fiction Narrative

QUARTER 3

1. What is a Chreia?
2. Explore Literal and Figurative Language in Proverbs
3. Topic Sentence, Structure, and Order in a Paragraph
4. Write the Chreia about Important Historical Figures Who Embodied Classical Virtues

QUARTER 4

1. Practice Oration, Elocution, and Inflection
2. Drafting, Proofreading, and Revision
3. Increase Proficiency in Writing Chreia

OFFICE HOURS: To arrange office hours, please send an email request with your availability and the concept you would like to go over. Your teacher will do her best to respond to office hours requests within 24-48 hours.

REQUIRED COURSE TEXTS:

The course texts are *Writing and Rhetoric Book 3* (student text) and *Writing and Rhetoric Book 4* (student text), which are available from Classical Academic Press (www.ClassicalAcademicPress.com). **Please note that textbooks are not included in the purchase of the course.**

ADDITIONAL MATERIALS: Students should have a lined notebook for class activities, notetaking, and organizing assignments.

WRITING AND RHETORIC II COURSE DESCRIPTION

This course is designed to help students progress and delight in writing, and to continue to develop effective tools and methods for writing well. *Book 3: Narrative II* and *Book 4: Chreia & Proverb* use the imitation and practice method to help students build essential tools for writing. In the first semester, students will learn about new genres of story, including historical narrative and legend. The skills learned in Writing & Rhetoric Books 1 and 2 are extended and new skill sets are introduced, including identifying the difference between fact and opinion and learning to ask the 5 Ws and 1 H of a historical narrative: who, what, when, where, why, and how. In the second semester, students learn how to write six-paragraph essays praising a worthy saying or action. This course works to develop in each student a love of and hunger for story and writing, and does so through engaging class sessions, creative assignments, and personal feedback.

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 throughout 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.

STUDENT EXPECTATIONS

Students enrolling in Scholé Academy's *Writing & Rhetoric 2* course will be expected to show development of Executive Function Skills throughout the year. Executive Function Skills speak to a set of qualities and skill sets students can develop and hone to better approach the courses, lectures, readings, and teachers they will face in their future academic coursework.

1. **Engagement:** Engaged students are willing to step into the arena of class discussion, ask questions, and supply answers. During class, students should be actively engaged as the teacher employs various interactive methods such as class repetition and recitation. Participation in these activities is central to class time and promotes a lively, delightful environment. Students should be active listeners during class time. They should be thoughtfully engaged with both each other and the teacher. Students should approach class time as an opportunity to grow in fellowship as the class journeys together to obtain knowledge.
2. **Attention to Detail & Preparedness:** Students attentive to detail are consistently prepared with all assignments complete at the start of every class session, have submission requirements fulfilled before each session, have confirmed technology is working prior to the start of class, are responsible to determine how to proceed after an absence, are responsible for consulting the course syllabus and adjusting as the class proceeds, etc. These students also come mentally prepared – ready to focus on the material being presented. They should arrive to the Zoom meeting on time and, if late, should respectfully listen to try to understand where the class is in relation to the text and should wait patiently for the teacher and classmates to finish the current task. Homework should be uploaded to Canvas before class begins. Students should try to develop the virtue of constancy by remaining focused and diligent and pushing away even “good” distractions that would inhibit learning and mastery.
3. **Self-Monitoring:** Students in the 3rd-5th grade range should continually develop self-monitoring skills. Those who successfully self-monitor can evaluate their own performance. These students are able to see both their own strengths and weaknesses. Self-monitoring students are those who determine which problems they

can work through on their own and where they need peer, teacher, or parent support. Students should follow behavior guidelines appropriate to the age and study of this course. They should practice hand-raising, speaking when called upon, listening to others, and focusing solely on the task at hand.

4. **Responsibility:** Responsible students recognize when it is time to begin working and are able to do so without procrastination. These students are able to easily transition between tasks while maintaining a scholarly attitude. During class time, students shall uphold the integrity of the period by showing technological responsibility. They will refrain from playing computer games, viewing alternate screens, or otherwise engaging in distracting activities.
5. **Problem-Solving:** Students with well-developed problem-solving skills are willing to persevere, even when they are unable to successfully overcome a challenge on the first try. Good scholarship involves looking at a situation from a new perspective; finding an additional source or doing research; taking a rest to refresh the mind and body; or asking for help from a peer, parent, teacher, or the Lord.
6. **Employ Critiques:** Students who employ critiques receive feedback to submissions and are diligent to apply that feedback to future assignments rather than repeating mistakes. These students also glean information from the live class critiques of fellow students and note mistakes to avoid by learning from others. Students should have an attitude of humility when receiving critiques. They should view class as an opportunity to grow and to develop their God-given talents. Students should be happy for the successes of their peers, even if the gifts and capacities of their classmates surpass their own.

STUDENT EVALUATION: GRADING

Studying the English language is rewarding in many ways and will serve those who persevere in it. Students who complete this course will have gained appreciation for the order and structure of language, which in turn equips them to utilize it in effective ways. Further, students are enriched as they interact with delightful, nourishing literary works and produce individual expressions of truth, goodness, and beauty.

Students will not be measured against a traditional grading scale with letters and numbers. Instead, students will be assessed holistically, including participation, attitude, behavior,

growth, virtue, and understanding. Students will be assigned the following broad categories to your student's level of achievement according to Scholé Academy's grading policy: *magna cum laude* (with great praise), *cum laude* (with praise), *satis* (sufficient, satisfactory), and *non satis* (not sufficient).

Ideally, every 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; students who receive *non satis* will need to do additional work to achieve understanding and be able to move on to subsequent levels of composition. The hope is that this system of grading will aid both the student and the instructor in assessing an individual pupil's journey toward mastery and that the emphasis will be on loving and knowing the subject rather than chasing a particular number or grade.

In conjunction with the grading scale outlined above, narrative evaluations of student performance in the classroom will be sent quarterly to keep parents abreast of their student's level of growth and achievement. These narrative evaluations are the core of the student assessment process.

Please note: Photographs of completed assignments will not be accepted as they are incredibly difficult to read. Please submit all work in PDF format. Documents must be scanned right-side-up and not sideways.

Late homework will be given a 5% penalty for each weekday that the assignment is late. Assignments seven or more days late must still be completed in a satisfactory manner but will be assigned the minimum *satis* grade of 70%.

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

- 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

Students will receive communication regarding assignment feedback and grading through the free online grading system, Canvas.

Student assessment will include the following:

1. Homework and written assignments including response questions, longer writing assignments, and memorization. Student work will be graded not only for content but also for excellence in form and presentation.
2. Class participation including attitude toward learning, completeness of assignments, timeliness of submitted work, respect for the subject matter, and adherence to the standards outlined in the Student-Parent Handbook regarding the virtual classroom.

STUDENT EVALUATION: ACADEMIC DISHONESTY

Students will often take 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. A plagiarized assignment will result in a failing grade.

THE VIRTUAL CLASSROOM

We will be using the free online “virtual classroom” software provided by Zoom, one of the leading companies that provides such software. The virtual classroom will provide students with interactive audio, text chat, and an interactive whiteboard in which texts, diagrams, video, and other media can be displayed and analyzed. We will provide students with a link that will enable students to join the virtual classroom.

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.

Students will submit documents by scanning and uploading them to their personal computer, **then attaching those files as right-side-up PDFs**. They will submit their work to the *Writing & Rhetoric 2* Canvas assignment page (access granted after enrollment is secured).