



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

Writing & Rhetoric 4

Mr. Christian Herring

Yearlong Course

2023-2024

ELIGIBLE STUDENT:

Grades 6-8th graders welcome. This course is designed for sixth to eighth graders who want to develop their writing skills using the imitation and practice method contained in the *Writing & Rhetoric* series published by Classical Academic Press. Students should be familiar with elements of narration, description, and exposition in writing, and should feel comfortable writing a five- or six-paragraph essay when guided by prompts. All students should be in the process of mastering basic typing skills, because students will be expected to type their essay assignments.

REQUIRED TEXTS:*

- Classical Academic Press' *Writing & Rhetoric Book 7: Encomium and Vituperation* and *Book 8: Comparison*
- Commonplace journal (this may be a spiral notebook, a bound journal, or looseleaf paper with a three-ring binder)
- Optional: Audio files of both texts are available through www.ClassicalAcademicPress.com

COURSE SCHEDULE

CLASS SESSION DATES & TIMES:

- September 5th - May 24 excluding scheduled holidays and breaks
- M/W 2:00 PM

OFFICE HOURS: If you have questions between scheduled class sessions please feel free to email me or set up a virtual meeting. I am more than willing to help answer your questions or concerns in any reasonable way. cherring.scholeacademy@gmail.com

COURSE DESCRIPTION

This course will strive to foster a love for writing in each student. Students will study with *Encomium & Vituperation and Comparison*, the seventh and eighth books of the *Writing & Rhetoric* series. An encomium is a short essay in praise of someone or something; a vituperation is an essay in which one criticizes something to show its faults. An encomium praises virtue, and a vituperation blames vice. In the middle of the year, students will also compose a multi-source biographical research paper. Students will be assisted in developing their love for writing through engaging class sessions, assignments, and individual feedback. Students will also develop and hone their public speaking skills through short recitations and presentations.

COURSE MAP

- **Weeks 1-4:** Gathering and developing tools for encomia and vituperation writing
- **Weeks 5-14:** Writing encomia and vituperations as persuasive essays for and against specific historical figures; featuring biographies and autobiographies of historical figures, including Susan B. Anthony, Ulysses S. Grant, John Wilkes Booth, and Jesse James
- **Weeks 15-23:** Planning and writing a research paper; gathering and developing tools for comparison writing
- **Weeks 23-31:** Writing comparisons with step-by-step writing prompts; studying culturally significant historical narratives to foster delight and enthusiasm
- **Week 32:** Culminating assessments and reflections

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Students enrolling in Scholé Academy's Writing and 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.

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

1. **An Engaged Student:** 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:** A 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:** These students are ones who consistently adhere to deadlines, submission requirements, adhere to style guides and codes, confirm technology is working prior to the start of class, are responsible to determine how to proceed after an

absence, are responsible for consulting their course syllabus and adjusting as the class proceeds, etc.

4. **Critical Reflection:** These students are ones who receive feedback to their submissions, and then apply that feedback to future assignments rather than repeating mistakes. These students also glean 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

Some student work will be completed in the textbook. However, a large portion of the class will involve regular classroom participation, taking notes on grammar and vocabulary, and reading adaptations based on the readings in the textbook. Students will receive homework derived from exercises in the textbook and supplementary exercises designed by the department. Students will also be encouraged to use some online tools.

During class time, students will review answers, pose questions, and explain and justify their answers and solutions. They will be required to take notes documenting the new content covered each class. Each week the teacher will lead discussions informed by issues and problems raised by students, as well as issues introduced by the teacher.

In this class, students will be expected to listen attentively and participate actively in class discussions and practices. This includes active use of Latin when reading aloud, relaying answers, and engaging in simple teacher-led conversation. Students are expected to arrive to class on time 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 is ultimately the responsibility of the student.

Students who have not submitted their homework to the appropriate Canvas assignment folder prior to the start of class will not be permitted to join the live class session. Those students will be asked to leave the Zoom session to work privately until they have completed the day's assignment. After they have completed their homework submission, they will be permitted to rejoin the class in session. Time spent in a breakout room will constitute an absence from class.

All assignments will be due in the appropriate Canvas Assignment folder prior to the start of class each day. Students turning in late work will not be able to receive full credit. Students will submit their work by scanning their homework pages and uploading it into the Canvas

assignment window as one PDF document. **Photographs of completed assignments will not be accepted as they are incredibly difficult to read.**

STUDENT GRADING AND EVALUATION

While pursuing Writing and Rhetoric through Scholé Academy will be “restful” and enjoyable, we also recognize the need to provide grades for students who will be using this course as part of their prepared college transcript. 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. The teacher 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) and *non satis* (not sufficient).

Ideally, every average student working diligently should do praiseworthy work (*cum laude*). Those who excel beyond this expectation will receive *magna cum laude* for their efforts. Work which demonstrates minimal but sufficient mastery will be designated *satis*. *Non satis* designates work that demonstrates insufficient mastery. Additionally, we will provide a transcript with a traditional percentage grade to the requesting parent at quarterly intervals. All students will receive both a Scholé evaluation and a percentage grade at the end of the year.

STUDENT EVALUATION : MASTERY PORTRAIT

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 finetune their competency in note taking, organizing, and 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.

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

1. Class Participation (discussion, note taking, commonplace): 30
2. Homework assignments: 30
3. Assessments: 40

The incremental nature of the assessments is in place to ensure that students are continually reviewing previous material.

Typically Speaking:

- magna cum laude is the grade range of 94% or above.
- cum laude is the grade range of 85-93%
- satis is the grade range of 75-84%
- non satis is any grade lower than a 75%

This reflects the student's mastery and ability to move on to the next level.

Students and their parents will receive quarterly feedback from their teachers in the form of a quarterly update.

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



Christian Herring holds a B.S in History from Western Carolina University, an M.Div from Hood Theological Seminary, and a Th.M in Church History from Liberty University. He has been teaching in a variety of settings from churches to prisons to a hybrid-model Classical Christian school, since 2005. He loves sharing his passion for history, the Bible, and great literature. His teaching philosophy revolves around reading great books, having great discussions, and writing great papers.

It is his conviction that education is an essential part of discipleship, no matter what the specific subject matter is, therefore the Christian worldview brings itself to bear on all areas of study. Furthermore, all areas of study contribute to forming us into wise, virtuous, and godly human beings. Christian, his wife and four children call central North Carolina home. He typically enjoys a cup of hot tea during class.

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 scholareacademy.com and be familiar with the ideas, policies, and procedures outlined.