# Well-Ordered Language Level 3 Intensive Prep Syllabus Summer 2023

## Eligible Students

For older students (5th-7th grade) wanting to start the Well-Ordered Language program Level 3 in the fall.

## Course Details

**Instructor:**
Catherine Wise cwise.scholeacademy@gmail.com

**Class dates/Times:**
T/W/Th, 12:30-1:45pm EST for the three weeks of July 9 through July 29th
Class dates are July 11, 12, 13, 18, 19, 20, 25, 26, & 27.

## Required Texts

PDFs will be provided by the teacher. Please be ready to print these out for students both for class time and for homework.

## Course Description

For older students (5th-7th grade) wanting to start the *Well-Ordered Language Level 3* program in the fall. We will spend 9 days on an intensive review of the concepts learned in *WOL* Levels 1 & 2 to set up for success students new to this robust grammar curriculum and to give them confidence in skills their classmates may have mastered in previous years. After this intensive prep course, students should be prepared to continue their grammar study in the *Well-Ordered Language Level 3* course offered during the 2023-2024 school year.

In these three weeks, students will learn the three principal ingredients of the *WOL* curriculum: the songs/chants that define grammar terms, the script for the choral analysis of sentences, and the basics of sentence diagramming. Mastering the grammar of the English language will enable students to powerfully and clearly communicate ideas as well as deeply appreciate beauty in superb literary examples. Such mastery begins with *Well-Ordered Language.*

## Course Map

**Day 1** Four Kinds of Sentences & Subject & Predicate
**Day 2** Adverbs & Adjectives
**Day 3** Predicate Verbs & Direct Objects
**Day 4** Predicate Nominatives
**Day 5** Predicate Adjectives
**Day 6** Predicate Review
**Day 7** Prepositions & Prepositional Phrases
**Day 8** Compound Elements & Conjunctions
**Day 9** Review

## Student expectations: executive function skills

Students enrolled in *Well-Ordered Language* should expect to learn new concepts and practice them during and outside of class time. They will analyze sentences by following patterns, study principal elements of English, and apply this knowledge to their own writing. They will engage in discussion, demonstrate an eagerness to learn, and grow in both their spoken and written communication. For best success in this course, students should:

**1. Complete all assignments before class starts.**
Students should be prepared with all assignments complete at the start of every class session. Failure to adequately prepare handicaps both the student and the entire class. If a student is not confident that they have fully grasped the concept they are practicing, their genuine attempts are still a step towards learning.

**2. Participate in each live class.**
Students should actively engage as the teacher employs various interactive methods such as class repetition, choral analysis, and recitation. Participation in these activities is central to class time and promotes a lively, delightful environment.

**3. Possess Self-Control.**
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. They should honor their classmates by allowing others to speak and by respecting their contributions to the learning process.

**4. Aim for independence in at-home work.**
Students should strive to complete the assignments using the guidance provided in class and in the text. In times of uncertainty, they will practice resourcefulness in either asking a parent for help or contacting the instructor. This promotes healthy confidence and discipline in academic study.

**5. Exhibit responsibility using the virtual classroom.**
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. A basic knowledge of Zoom and the virtual classroom is necessary, though the teacher will assist as needed.

## Student Expectations in Action

The long-term goal for the student is to master English grammar in order to winsomely express oneself both orally and in writing. 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 with 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 *Well-Ordered Language Level 3 Intensive Prep* 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. The activities and practices serve to promote understanding and enjoyment of the complexity of the English language. 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 toward perseverance.

- Arrive to class on time and with all assigned material completed. Assignments must be scanned and uploaded to the appropriate Canvas folder by the start of class. The instructor will be available to assist students who struggle with the homework, but the responsibility for staying up-to-date with classwork and assignments ultimately falls to the student.

## Student Grading and evaluation

While pursuing *Well-Ordered Language Level 3* 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, I will assess the student as a whole, including participation, attitude, behavior, growth, virtue, and understanding. I 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), *cum laude* (with praise), *satis* (sufficient, satisfactory), and n*on 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 English grammar. 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 weekly to keep parents abreast of their students' level of growth and achievement. These narrative evaluations are the core of the student assessment process.

## Assignments

Student assignments will include the following:

1. Homework assignments from the Well-Ordered Language materials.
2. Class participation: 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.

Students will submit homework assignments by scanning and uploading them to their computer, then submitting the files to the proper assignment on the *Well-Ordered Language Level 3 Intensive Prep* Canvas course page. Access will be granted to this page once

enrollment is finalized. If students submit the incorrect homework, or the homework they upload is improperly oriented or difficult to read, they will be asked to resubmit the assignment. **Photographs (including both .png and .jpeg files) of student work will not be accepted, as they are difficult to read.**

## 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. Catherine Wise**
Instructor and Tutor
cwise.scholeacademy@gmail.com

Catherine "Cat" Wise has loved to read since before she started school. Raised in a military family, she attended public school in Italy and then was homeschooled before obtaining a BA in elementary education with a Spanish minor at the University of Mary Hardin Baylor in Texas and becoming a bilingual kindergarten teacher. When her oldest child was a toddler, Cat discovered classical education and fell in love with the idea of cultivating wisdom and virtue through great books, fascinating histories, and the beauty of language. Cat has been classically homeschooling her three children for eight years and is honored to learn alongside them of the Creator and His magnificent works. She wholeheartedly believes engaging with stories is one of the best ways to foster virtue and wisdom, so she's excited to join the instructors at Scholé Academy and share her love of literature and language with others.

Cat's family recently moved back from the mission field, where Cat and her husband provided pastoral care to church planters in the middle east. They now live in East Tennessee and love experiencing all four seasons after several years in the desert! Cat's favorite pastimes usually involve books, but when she's not reading, she loves baking yummy desserts and working jigsaw puzzles.