



Writing and Rhetoric 5

Mr. Allen Rushing

Yearlong Course (2023-2024)

3 Sections (M/W 9:30am ET; M/W 11:00am ET; T/R 12:30pm ET)

ELIGIBLE STUDENT:

Grades 7–9; 10th–12th graders welcome. This course is designed as a continuation of Writing and Rhetoric 4; its focus is on the arts of description and impersonation (Book 9) and the beginning of thesis work (Book 10).

REQUIRED TEXTS:*

- 1. *Writing & Rhetoric Book 9: Description & Impersonation (Student Edition)***
- 2. *Writing & Rhetoric Book 10: Thesis Part 1 (Student Edition)***
- 3. Lined notebook**
- 4. College ruled paper**
- 5. 3 three ring binder**

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

NOTE: While our primary text will be *Writing and Rhetoric Books 9 and 10*, 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 specific emphases and chapter/unit perusal. 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 (the sections taught by Mr. Rushing are listed above). You can consult the Scholé Academy academic calendar for details concerning scheduled, school-wide breaks.

OFFICE HOURS: The teacher is available outside of scheduled class times by appointment. During these “Office Hours” students may raise questions, seek assistance, or review class material. This can happen via Canvas or a meeting in the Zoom classroom.

COURSE DESCRIPTION

In Writing & Rhetoric Year 5, students build on the sturdy foundation they have developed throughout their writing apprenticeship in the Writing & Rhetoric series. In this course, students continue honing the art of persuasive writing and speaking with *Book 9: Description & Impersonation* and *Book 10: Thesis, part I*. During the first semester of Year 5, students encounter description, which emphasizes the use of vivid language to describe people, nature, and processes. They also study impersonation, which introduces the modes of persuasion as a means of imitating the writing style and perspective of four famous individuals: journalist Nellie Bly, writer Henry Williamson, athlete Jesse Owens, and statesman Winston Churchill. In the second semester, students begin a formal study of the thesis essay, which is the culmination of the *progymnasmata* as it deploys every skill that came before to make the strongest case for an idea. Throughout this course, students will strengthen and refine their skills in reading and annotation, discussion, composition, and delivery. Specific areas of focus include the modes of persuasion (pathos, ethos, and logos) and the use of various rhetorical devices.

COURSE MAP

Quarter 1	Descriptions
Quarter 2	Impersonations
Quarter 3	Gathering & developing tools for thesis essays
Quarter 4	Composing thesis essays

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Students enrolling in Scholé Academy's *Writing and Rhetoric 5* 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 better to approach the courses, lectures, readings, and teachers they will encounter in their future academic coursework.

Scholé Academy commends four 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

Students will be following the sequence of study contained in *Writing and Rhetoric Books 9 and 10*. **The primary goal for the student will be to acquire a mastery of written and spoken communication with wisdom and eloquence. The specific emphases for this part of the Writing and Rhetoric Program is to master the art of description, impersonation, and the first steps in thesis work. The greater goal is that students develop an appreciation of the beauty and power of the written and spoken word. This appreciation will inform their other studies and their lives in the world.**

During class time, students will be instructed on key portions of the text, required to engage in extemporaneous writing and speaking activities, engage in a fruitful and relevant dialogue on the subject at hand, pose questions, and explain and justify their answers and solutions. They will be required to actively participate verbally and typographically in each class and to turn in required work assignments in a punctual manner.

The class is structured to be relational and conversational. 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 by the end of the day it was due will receive a late grade, losing a letter grade per each day it is late (1 day late = impossible to make an A, 99-90, 2 days late = impossible to make a B, 89-80, 3 days late = impossible to make a C, 79-70, 4 days late = failed assignment grade).

All assignments will be due in the appropriate Canvas Assignment folder by the end of each day it was due (11:59 pm). Students will submit their work by copying and pasting in a provided text box, uploading it into the Canvas folder as a docx file, or occasionally scanning in a completed 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 5* 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 is important to integrate the theoretical and the practical to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow achievement goals for mastery of this discipline. Attaining a mastery of the subject is its own reward, though 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; a student with a consistently *non satis* grade will not be recommended for continuation to the next level of *Writing and Rhetoric*. 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

This description is the academic goal post of each WR5 student for the school year.

During the first semester, Cum Laude students masterfully craft five essays: three descriptions and two essays imitating the style of other writers. The skills emphasized in these essays include using vivid and precise word choice as well as sensory language, employing logical argumentation, establishing ethos and generating pathos. Each essay, no less than two pages in length, offers a review of basic essay practices such as establishing a clear topic or thesis statement, selecting an appropriate hook for the introduction, providing smooth transitions between paragraphs and challenging the audience in the conclusion.

During the second semester, Cum Laude students masterfully compose four essays: a final impersonation, two literary analyses and one philosophical definition paper answering the question “What is Beauty?” Some essay components are employed such as summarizing and amplifying, confirming a thesis and refuting an antithesis, paraphrasing, and utilizing and citing direct quotations. Cum Laude students also demonstrate critical reading of both literary and philosophical texts through their writing and their input during class discussions and their Socratic questioning of peers about textual themes.

All Cum Laude students give and receive specific editorial comments among one another. Students also receive editorial comments from the teacher. All of this feedback is available for students to consider during their revision of each essay. Some elements Cum Laude students look to avoid during revision include run on sentences, sentence fragments, redundancy, sentence padding, dangling modifiers and faulty predication. Some elements students look to add during revision include sentence variety, rhetorical questions (eroteme and hypophora), parallelism, metaphor.

In addition to written work, Cum Laude students develop and demonstrate oral skills through fluent and articulate recitations from memory of nine quotations, two poems of 12 lines or greater and one speech excerpt of approximately 16 lines.

STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

The teacher will communicate with students regarding assignment feedback and grading through Canvas. The teacher will provide students with more detailed information and access to the Writing and Rhetoric 5 course page.

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

1. Weekly Dialogue: 20
2. Writing Assignments: 20
3. Speaking Assignments: 20
4. Major Papers: 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

Allen Rushing has always loved story, and that love only grew when, at the age of 14, the Lord saved him. Since then he has joyfully studied the truth, beauty, and goodness of The Story found in Scripture and reflected in the great works, from Dante’s Divine Comedy to Tolkien’s Lord of the Rings. One of the delights of The Story is taking the time to delve deeply into it, which is why the “restful” philosophy of Scholé is so appealing to Allen. One of the reasons such an approach is natural for him is because of the way he was homeschooled K-12 in the Classical Christian educational tradition. Allen was able to expand on this solid spiritual and educational foundation through his undergraduate degree in Classics with a History focus; in the process of earning this degree, he enjoyed taking classes in Classical Latin, Koine Greek, Literature, Philosophy, and Theology. While in graduate school, he was able to broaden his historical knowledge base, gaining a greater understanding of Western civilization as a whole and focusing particularly on the periods of the Greco-Roman world, Late Antiquity, medieval period, twentieth century world history, the World Wars, and the Cold War. Since graduate school, Allen has taught the humanities from a biblical worldview. Some of Allen’s favorite ways of enjoying the adventure upon which the Lord has set him are reading, writing, building his house, climbing trees, playing ping pong, and spending time with his wife and three children. arushing.scholeacademy@gmail.com



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.