



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS
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Rhetoric II: Developing Your Rhetorical Fingerprint Yearlong 2016/17



Class Dates: Tuesday: and Thursday: **September 6, 2016 - May 18, 2017**

Class Times: **Tuesdays: 12:00p.m. - 1:15p.m.** and **Thursdays: 1:30p.m. - 2:45p.m.** (EST)

Grade Level: Grades 11-12

Instructor: Joelle Hodge

E-mail: logicinstruction@gmail.com

REGISTRATION:

To register for Rhetoric II or other Scholé Academy courses, visit www.ScholeAcademy.com.

SCHOLÉ ACADEMY'S RHETORIC PROGRAM:

The study of Rhetoric (courses I-III) will comprise the capstone achievement of a student's Classical Education. Rhetoric, as quoted by Aristotle, is "the faculty of observing in any given case the available means of persuasion." This skill, once honed, provides the modern student with the ability to bring together their trained logical mind, the years of content they've acquired, and the ability to eloquently and persuasively express their point of view to like-minded and opposing thinkers alike.

The Rhetoric Curriculum Program is presented in three separate, yet interrelated sections: *Rhetoric I, II and III*. When all three sections have been completed, students will have learned:

- the fundamentals of rhetoric and public speaking,
- analyzed various authors for their rhetorical fingerprints
- mastered MLA formatting
- learned the differences and application points of schemes and tropes
- developed their own writing style
- written a 20+ page thesis
- written and delivered a 10-15 minute oral presentation

SCHEDULE

CLASS SESSIONS: Classes will take place on **Tuesdays: 12:00p.m. - 1:15p.m.** and **Thursdays: 1:30p.m. - 2:45p.m. (EST)** for 32 weeks and 64 classes on the following dates*

September (8): 6, 8, 13[!], 15, 20, 22, 27, 29
October (8): 4, 6, 11, 13, 18, 20, 25, 27
November (7): 1, 3, 8, 10, 15, 17, 29
December (5): 1, 6, 8, 13, 15
January (7): 10, 12, 17, 19, 24, 26, 31

February (8): 2, 7, 9, 14, 16, 21, 23, 28
March (9): 2, 7, 9, 14, 16, 21, 23, 28, 30
April (6): 4, 6, 18, 20, 25, 27
May (6): 2, 4, 9, 11, 16, 18

*Please note the above dates and times are the anticipated class sessions for this course. However, all dates are subject to change as the instructor's circumstances might dictate (e.g. illness, family emergency). Any classes canceled by the instructor will be made up at an alternate time designated by the instructor.

[!]The September 13th class date will be canceled and rescheduled at a time TBD.

COURSE MAP:

QUARTER 1:

1. Orientation
2. Rhetoric III Thesis Project Description
3. **Abstracts of Articles or Course Lectures; Source Summaries**
4. Writing with Clarity & Style (repetition)
5. Quote Journal: 4 approved quotes this quarter (cumulative)
6. Review Fundamentals of Rhetoric
7. Review Modes of Persuasion: logos

QUARTER 2:

1. **Exploratory Essays**
2. **Reflection Essays**
3. Writing with Clarity & Style (repetition)
4. Quote Journal: 8 approved quotes this quarter (cumulative)
5. Review Fundamentals of Rhetoric
6. Review Modes of Persuasion: ethos

QUARTER 3:

1. **Critical Reviews**
2. **Thesis Refutation (Counterargument)**
3. **Literature Reviews**
4. Writing with Clarity & Style (repetition)
5. Quote Journal: 12 approved quotes this quarter (cumulative)
6. Speech Analysis
7. Review Fundamentals of Rhetoric
8. Review Modes of Persuasion: pathos

QUARTER 4:

1. **Writing in the Disciplines**
 - **History**
 - **Philosophy**
 - **English**
2. Writing with Clarity & Style (repetition)
3. Quote Journal: 16 approved quotes this quarter (cumulative)
4. Review Fundamentals of Rhetoric
5. Review Modes of Persuasion

OFFICE HOURS:

In addition to scheduled class times, teachers will offer an optional weekly session as needed. During "Office Hours" students may raise questions, seek assistance, or review class material.

RHETORIC II COURSE DESCRIPTION:

Completing this course is the equivalent of one high school credit. As with all of my courses, student success is largely based on application of learned concepts, not regurgitation of facts. Successful students will demonstrate the application of what they are learning in practice, not merely display a knowledge of the theory of writing on quizzes and tests. There are two, possibly three, quizzes of learned material in any of these courses. The remaining assessments are completed through class participation, and through the application of written and oral communication skills in the form of submitted papers or class presentations.

Rhetoric II is a Thesis-Prep course, meaning the actual writing of the 20-page thesis and 15-20 minute speech are completed in *Rhetoric III*. Relying on and requiring the continued application of the skills learned in *Rhetoric I*, students in *Rhetoric II*, will go through the process of writing and researching many shorter analysis papers. Students can use the opportunity to settle into a genre/area of interest as they complete their writing assignments for the *Rhetoric II* year, which should then provide some substantive "expertise" as they approach their *Rhetoric III* thesis and speech.

The shorter assignments (and by shorter I mean bi-weekly or monthly, papers each approximately 5-7 pages in length) will provide the students with a wide range of written skill development concepts including **abstracts, source summaries, critical reviews, analysis of case materials, thesis refutation, exploratory essays, reflection papers, literary analysis, and writing within various course disciplines**. As I mentioned, a student can settle-in on an area of focus for each of these assignments (a particular topic of interest, or a specific author for study) and then apply the learned content to their *Rhetoric III* process if they like. Or, they can use the course for exploration to get some sense for what topics are available to them before setting on a topic for their Senior Thesis in *Rhetoric III*. MLA formatting and style guidelines will be expected to be observed in all written submissions during *Rhetoric II and III*.

While some of the supplemental selections will be provided to students, they will largely be responsible for their own resources and research — finding authors, written essays, substantive articles, letters and speeches which they find interesting and thought-provoking. The instructor will reserve "veto power" for any selections students make. Students, however, will be instructed in how to determine reputable sources from less substantive sources.

Additionally in *Rhetoric II*, students will continue their application and study of Writing with Clarity and Style, covering the final 30 or so schemes and tropes. Application of these schemes and tropes, and those learned in *Rhetoric I*, should be exemplified and utilized with increasing proficiency throughout the student's rhetorical career. Students will continue the development of their Commonplace Journal, and with discretion, utilize the material they have collected.

Students will also be exposed to the final two Canons of Rhetoric, Memory and Delivery — and will be presented with opportunities to develop both skills over the course of the year. The selections they are choosing for written analysis will also be used for recitation purposes. Their analysis selections will also provide them with the kindling to create their own persuasive discourses, which, at times, they will write — but present orally.

To be clear, the bulk of the course will not focus on public speaking. Because it is a thesis preparation course, the primary function of *Rhetoric II* will be to teach and prepare a student to approach their *Rhetoric III* Senior Thesis project. More concerted time and focus will be given to Memory and Delivery in *Rhetoric III*.

REQUIRED COURSE TEXTS: All texts are required materials for this course, and the same texts will be used in all courses in this series: Rhetoric I, Rhetoric II, and Rhetoric III.

- (1) Classical Rhetoric for the Modern Student (ISBN: 978-0195115420)
- (2) The Rhetoric and Poetics of Aristotle (ISBN: 978-0075546023)
- (3) Writing with Clarity and Style - A Guide to Rhetorical Devices for Contemporary Writers (ISBN: 978-1884585487).
- (4) The MLA Handbook for Writers of Research Papers — 7th Edition

STUDENT EXPECTATIONS: PREPAREDNESS

Incoming students to Rhetoric II should have a working knowledge and familiarity with the informal fallacies (a good preparation would be The Art of Argument), and an ability to apply the principles of formal argument construction (along the lines of Discovery of Deduction). Students who have completed *The Argument Builder* are also well suited and ideally prepared to embark on this journey into Rhetoric I. It would also be beneficial to the student if he has taken a course in Executive Function Skill development, like *How to Be a Student* (see Executive Function Skills below), and also read How to Read a Book, by Adler and VanDoren.

Students should also be familiar with professional writing standards and adhere to one of the common options, employing those standards consistently in their own writing when necessary. Acceptable professional writing standards include MLA, Chicago and Turabian Style Manuals. These three style manuals are all widely accepted for college students and academics and beginning to adhere to one of these standards is essential for college-bound students. While there will be some latitude granted to incoming Rhetoric I students as they

practice employing consistency with their chosen writing style, subsequent Rhetoric courses will require a more familiar application.

Students should also be prepared to write, rewrite, and write some more. Rhetoric in its application is an ongoing series of exercises in expression and editing. Having a teachable spirit, an interest in self-development, and a willingness to engage in both sides of peer evaluation with gentleness, humility and graciousness is essential to learning this discipline.

Prerequisites for *Rhetoric II* include the ability to apply and demonstrate use of informal and formal logic as applied to rhetorical discourse; application of *Rhetoric I* content, implementation of the concepts from Adler and Van Doren's How to Read a Book, as well as proficiency of MLA formatting and style. See Student Expectations below for more information about preparedness.

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Students enrolling in the Rhetoric Program are expected to demonstrate high-level Executive Function Skills. Executive Function Skills speaks 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.

Each teacher will invariably have his own set of requirements and skills he requires students to bring to their studies. *Generally* speaking, I believe there are five such qualities that are necessary for my students in various subjects; and I believe they would be accepted as "good" by many other teachers as well.

- 1. An Engaged Student:** One who is willing to step into the arena of class discussion, ask questions, supply answers, generate the internal dialogue necessary to determine if what's being discussed is important and necessary to himself.
- 2. Note Taking:** A student who during and after being engaged with the class has been trained to note important and relevant content in an organized fashion (Cornell Notes would be a great option). His notes would then be consulted, independently, for application in assignments and assessments.
- 3. Attention to Detail & Preparedness:** These students are ones who consistently adhere to deadlines, submission requirements, adhering to style guides and codes, confirm technology is working prior to the start of class, be responsible to determine how to proceed after an absence, be responsible for consulting his course syllabus and adjusting as the class proceeds, etc.
- 4. Employ Critiques:** These students are ones who receive feedback to one of their submissions, and then are sure 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.

5. Initiative/Maturity: This student would hear the teacher comments and be able to assess whether or not the teacher was describing his work, and then take the initiative to schedule office hours with his teacher if necessary.

During online discussions, students will review answers, pose questions, explain and justify their answers and solution. 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, participate actively in class discussions and practices. Students are expected to 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.

All assignments will be due in Mrs. Hodge's email inbox prior to the start of class each day. Students turning in late work will earn a 5% penalty for each day the assignment is late. Students may submit type-written work via an email attachment or via an online document provider (like Google Docs), or they may hand write, scan and attach their work to an email. Photographs of completed assignments will not be accepted as they are incredibly difficult to read.

STUDENT EVALUATION:

While pursuing Rhetoric II through Scholé Academy will be "restful" (it will also be rigorous in some places) 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. Rhetoric, like the studies of Grammar and Logic, is a "core" 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 upper-level Classical Education. In that sense then, attaining a mastery of Rhetoric II is its own reward and as the teacher I can 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 be the *magna cum laude* students. Students who do adequate but not praiseworthy work be designated *satis*. *Non satis* means lacking sufficiency or adequacy.

non satis (not sufficient)

magna cum laude (with great praise)

cum laude (with praise)

satis (sufficient, satisfactory)

Inasmuch as you might be fully on board with this grading method in theory, there will undoubtedly be the need to complete a college transcript with either a numeric or traditional letter grade. I absolutely understand that and will provide that grade to the requesting parent at the end of each semester.

STUDENT EVALUATION: MASTERY PORTRAIT

Mastery portrait: Students who are prepared to take Rhetoric II are typically high school-aged students (approximately ages 16-18) who have been trained in formal and informal logic, have experience in analyzing writings and readings for themes and validity, and are accustomed to writing and expressing their ideas on a wide range of topics. At the completion of this course *cum laude* students will be able:

- To employ the classical method of theory, imitation and practice students will be introduced to the theory (structure, rules, skills, elements, of rhetoric; they will study and seek to imitate great examples of rhetoric (both historical and contemporary); they will practice what they learn in their own attempts at writing and speaking. Specifically students will:
 1. master rhetorical devices (schemes & tropes) for application, practice and demonstration
 2. memorize & implement effective quotations for application
 3. master the basic components of the art of rhetoric applied to a wide range of academic writing assignments
 4. develop excellent, eloquent, beautiful and persuasive writing and speeches
 5. present several speeches & several written works from various discourse perspectives
- Students will understand the ethical implications of rhetoric with regard to their immediate academic objectives, its role as a discipline, its role in political history and its impact today.
- Students will also be guided in development of the virtues of Truth, Goodness and Wisdom. Ideally, students will employ wisdom in governing self - refraining from unnecessary and petty argumentation instead developing discernment in conflict and resolution. By the end of the course students should understand that knowledge, rational argumentation and reason are not complete without a humble, teachable spirit; one that is responsible to appropriately engage skills and tools with generosity and respect for others, even their opponents (and their teacher).

STUDENT EVALUATION: GRADING

Mrs. Hodge will communicate with students regarding assignment feedback and grading through the free online grading system, LearnBoost. The teacher will provide students with more detailed information and access to the class grade page when the course begins.

Student's grades will be comprised of:

1. Writing/Speaking Workshop Portfolio Collection: 50% of the grade
2. Class Participation: 20% of the grade
3. Writing with Clarity and Style: 15% of the grade.
4. Commonplace Journals: 15% of the grade

ACADEMIC DISHONESTY:

Plagiarism is a serious and punishable offense. Proper citation of all sources is essential to the academic endeavor. Remember to cite any source if the information is not common knowledge or is an opinion obtained through any source. A plagiarized assignment will result in a failing grade. Students should consult their chosen style manual (see Student Expectations above) for specific direction on obtaining, quoting and paraphrasing sources.

THE VIRTUAL CLASSROOM:

We will be using 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 (via email) 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 <http://www.ScholéAcademy.com>.

Students will submit documents by scanning and uploading them to their personal computer, then attaching those files as .pdfs to an email. They may submit their work to logicinstruction@gmail.com.

ABOUT THE INSTRUCTOR:

Joelle Hodge was one of the original-founding members of Classical Academic Press, is an author, a consultant/speaker, and teaches logic and rhetoric at Scholé Academy online. She is the co-author of two, top-selling logic books, *The Art of Argument* and *The Discovery of Deduction* both published by Classical Academic Press.

She holds a BA in history/political science from Messiah College in Grantham, Pennsylvania. She began her career as a staffer to United States Senator Arlen Specter (R-Pa) before finding her professional home in the world of classical education in 1999. She has more than eighteen years of logic-teaching experience—many of which were spent at a classical school in Harrisburg, Pennsylvania. There she also developed much of their logic and rhetoric curricula.

Currently, Classical Academic Press hosts Joelle’s consultant offerings, where she engages with educators across the country, tailoring workshops for classical schools and co-ops that seek to train their teachers in the fundamentals of dialectic, and rhetoric-stage pedagogy.

Beginning with the 2016-17 academic year, she will also serve as Senior Teacher for Scholé Academy, where she will not only continue to offer courses, but also assist other SA teachers in developing their most productive and inspiring classrooms.

Concurrently, Joelle provides year-round, private, multidiscipline tutoring services to a classically educated family living abroad. Mrs. Hodge teaches the summer course *How to Be a Student* as well as the following yearlong classes: Informal Logic: *The Art of Argument*, Formal Logic: *The Discovery of Deduction*, *Rhetoric 1*, and *Rhetoric 2 & Senior Thesis Prep*.