



Rhetoric I

Fall 2020-Spring 2021

“[S]peech is designed to indicate the advantageous and the harmful, and therefore also the right and the wrong; for it is the special property of man in distinction from the other animals that he alone has perception of good and bad and right and wrong and the other moral qualities, and it is partnership in these things that makes a household and a city state.”

—Aristotle, *Politics*

“Rhetoric may be defined as the faculty of observing in any given case the available means of persuasion.”

—Aristotle, *Rhetoric*

Course Description

Students in this course will study and practice the art of rhetoric: persuasive writing and speaking. Using *Rhetoric Alive! Book 1*—which explores the principles of winsome speech as developed by Aristotle—the course guides students through a study of the theory and application of the essential components of persuasion. In their study of rhetoric, students will encounter, discuss, and analyze classic examples of rhetoric, spanning from Pericles’s “Funeral Oration” to Martin Luther King Jr.’s “Letter from Birmingham Jail.” Students also develop their own rhetorical skill through workshops, imitation assignments, and oratory presentations. This course equips students to speak and write persuasively with wisdom and eloquence.

Instructor: Miss Coleman

Contact: ccoleman.scholeacademy@gmail.com

Class times: Mondays and Wednesdays 11 a.m. -12:15 p.m. (EST)

Class dates: September 8-January 21, with the exception of the holidays listed on the Scholé Academic Calendar

Office hours: TBD, also by appointment

Required Course Texts: *Rhetoric Alive! Book 1: Principles of Persuasion*

A Note on Work for this Course and Late Work

Work for this course will include reading assignments, preparation for giving speeches and recitations, writing assignments, and preparation for exams. I will post your assignments for the week on Schoology; assignments will be given to you for each of the five days of the week so that you know what to work on each day. It would be a good idea to print this weekly student lesson plan at the beginning of each week and put it into a binder, along with your notes for the course. No additional work will be assigned on the days that we meet for class, but I will include a note about what we will be doing in class that day.

You should strive to complete the assignments on-time because this will allow you to gain the most out of this class. It is your responsibility to have your assignments completed by the time they are due. If for some reason you are unable to complete an assignment by the due-date, please send me an email to let me know and include your plan for completing the work. There is no numeric penalty for turning in an assignment late. Completing the assignments late, however, means that you will fall behind in the course and this will affect both your ability to participate well in class and your ability to master the material.

Attendance

If you know that you are going to miss a class, please send me an email to let me know in advance. You will need to take the initiative to complete the material you missed (watch the video of the class and make sure you understand any material that was covered).

That said, videos are no substitute for the dynamic back-and-forth of class discussion. Regular attendance is essential for learning the course material.

Contacting Miss Coleman

Please email me with any questions or concerns that you have. I will do my best to respond within 24 hours of receiving your email. If there is an issue or concern that requires a lengthier conversation, we can also set up a Zoom meeting instead.

COURSE MAP

Our class will follow the outline below, but please note that this outline is subject to change; the pace will be adjusted as needed. We will aim to cover 4 to 4.5 chapters each quarter and will follow the course sequence as laid out in the *Rhetoric Alive* text. The course is structured to allow ample time to study and discuss each new concept and then put that concept into practice. The highlights from each chapter are listed below; these highlights indicate the main learning objective (the main question), key text for discussion and key assignment for each chapter. Throughout the semester, you will work on memorizing several excerpts from great speeches and delivering them to the class; these recitations will be assigned as time permits. If there is an exam or quiz, you will be given plenty of time to study and you will be given a study guide to help you prepare.

Quarter 1

Chapter 1: Introduction to Rhetoric

What is Rhetoric?

Discuss selections from Plato's *Republic*

Analysis of an Advertisement

Chapter 2: *Ethos* - the Speaker's Credibility

What is *ethos* and why is it important?

Discuss George Washington's "A Faithful Friend to the Army"

Workshop of Choice

Chapter 3: *Pathos* - Guiding the Audience's Emotion

What is *pathos* and why is it important?

How do you guide the audience's emotion?

Discuss Act 3, Scene 2 from Shakespeare's *Julius Caesar*

Conjuring the Emotions Workshop

Chapter 4: The Enthymeme

What is an enthymeme and how do you form one?

Discuss Patrick Henry's "Give Me Liberty or Give Me Death!"

Practice writing Enthymemes

→Quarter 1 exam on terminology, what rhetoric is, and quick, timed persuasive essay

Quarter 2 -

Chapter 5: More on *Logos*

What is inductive reasoning? What is deductive reasoning?

How can you use maxims, fables, examples, and comparison to make your argument more persuasive?

Discuss selections from Plato's *Phaedrus*

Workshop (only one)

Chapter 6: Canon One - Invention (Discovery)

What is the canon of invention?

How do you go about this stage in the rhetoric process?

Discuss Martin Luther King Jr.'s "Letter from Birmingham City Jail"

Workshop: Commonplace Competitions

Chapter 7: Canon Two - Organization (Arrangement)

What are some of the best ways to order the content of your persuasive speech/essay?

Discussion Text: Organizing Emily Dickinson

Ordering an Essay Workshop

Chapter 8: Canon Three - Style

What does the style of a speech have to do with its persuasiveness?

How do you fine-tune the style of your speech?

Discuss John F. Kennedy's "Discuss Not What Your Country Can Do For You"

Stylish Sentences Workshop and Fairy Tale Retold

→Quarter 2 Exam on the first three canons of invention and quick, timed persuasive essay

Quarter 3

Chapter 9: Canon Four - Memory

What role does memory play in the art of persuasion?

What are some tools to help you remember?

Discuss selections from Augustine's *Confessions*

Memory Palace Workshop - Poetry and Recitation

Chapter 10: Canon Five - Delivery (Presentation)

How do you deliver a speech well?

Discuss John Hilton's "A Talk About Giving A Talk"

Student Presentations (Putting it all into action)

Chapter 11: Deliberative Rhetoric

What is deliberative rhetoric?

Discuss Winston Churchill's "Blood, Sweat, and Tears" speech or FDR's "A Day That Will Live in Infamy"

Sales Pitch Grab Bag Workshop

Chapter 12: Epideictic Rhetoric

What is this kind of rhetoric?

What are some techniques and tools that you can use to praise the virtue of a thing? (How can you persuasively praise what is worthy of praise?)

Discuss Pericles' "They Were Worthy of Athens" and Douglas MacArthur's "Duty, Honor, Country"

Tribute Writing Workshop

→Quarter 3 Exam on memory, delivery, and deliberative and epideictic rhetoric, short writing exercises on these different canons of invention and different kinds of rhetoric

Quarter 4

Chapter 13: Judicial Rhetoric

What is judicial rhetoric?

What does the rhetoric of wrongdoing look like?

Discuss Sir Thomas More's "Judge's To My Condemnation"

Mock Trial on *Giant vs. Jack*

Chapter 14: Fallacies and Sophistry

How can you spot a bad argument?

Discuss the *Encomium of Helen*

Fashioning Fallacies Workshop or Fallacious Advertisement Analysis

Final Speeches

Rhetoric in Current Events: Research and Analysis

→Quarter 4 Exam with writing exercises on the different kinds of rhetoric covered this quarter and analyzing fallacious arguments

How to be a Good Learner in this Class:

- ❖ Come prepared to class: come to class on-time, with the material for the day completed, ready to participate in discussion, with all the materials you need on hand (note-taking paper, a pencil, etc.)

- ❖ During class, be present - do not be eating, sleeping, or using your cell-phone

- ❖ Participate in class: ask good questions; share your thoughts; when you are not talking, be attentive to the person who is talking - give them your full attention and take the time to consider their ideas and share your thoughts in response; do your best when delivering your speeches and recitations

- ❖ Be respectful of others in the discussion; if you disagree, express your disagreement politely and carefully

- ❖ Strive for mastery of the material

Grade Breakdown and a Note on How to think about Grades in this Class

Our primary goal in this course is to learn how to examine ideas and argue convincingly for ideas which, under examination, prove to be true. At the end of the semester, you will receive a final grade; this is, unfortunately, a necessary thing. It is important not to let the earning of a good grade become your primary goal in this course; if this becomes your main goal, you will rob yourself of the joy of learning the material. The goal is to develop skills in debate and to sharpen your mind and become as adept with each skill as you possibly can. So, when you sit down to prepare a persuasive essay, for example, do your best push away the thought that says, 'I need to get a good grade on this essay so that I can get a good grade in this class'; instead think, 'Why do I think that it is better for people in cities to travel by trains than by cars?' and 'How am I going to convince them, with all the tools I've learned in this class, that it is better for people in cities to travel by trains?' Do you want to just earn a letter stamped on a paper, or would you like to aim at developing the skill to speak your mind on one of the great debates in the

realm of urban planning? Keep your bar for yourself high; strive to develop a mind and a voice that is to be reckoned with, not just an ‘A-student.’

To the end of helping you keep your focus on learning and off grade-earning, I will not put letter grades or percentages on all of your assignments. Instead, I will give you concrete feedback on what you did well and what you need to continue working on. If you are concerned about how you are doing in the class, we can have a conversation about that.

***Participation** (Contribution to class discussions): 30%

Essays and Speeches: 40%

Additional Assignments: (workshops, debates, presentations, exams): 30%

*A Note on Participation - Participating actively in class will do much for you in terms of learning the course material. There are many ways to participate actively in class; answering a question that comes up in the course of discussion is just one way to participate. Other ways include asking a good question (sometimes this is a question for clarification, other times this is a more substantial question), responding to a peer’s idea by expressing agreement or polite disagreement or building on what they have said. Keep in mind that when you articulate your thoughts and questions you are helping yourself and those around you learn. If you are struggling to participate, or don’t know how to participate, again, this is something I would be glad to discuss with you.

Magna Cum Laude: 95%-100% B=89% to 80% Cum Laude: 85%-94% C=79% to 70%
Satis: 75-84% D=69% to 60% Non Satis: 74% and below

Academic Integrity

Students will often take assessment tests and/or quizzes privately at home. Exams are closed-book unless otherwise noted by the teacher. 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. Proper citation of all sources is essential to the academic endeavor. Your work should be your own. Remember to cite any source you

are referring to if the information is not common knowledge or is an opinion from any other source. A plagiarized assignment will result in a failing grade.

About the Instructor:



Miss Coleman completed her undergraduate studies in English and Latin at Hillsdale College, where she was awarded a fellowship to study the life and writing of Winston Churchill. She has taught middle school and high school students in subjects ranging from Humane Letters and Scripture to Literature and Life Science. She loves creating an atmosphere where her students can experience wonder and pursue the truth together through Socratic dialogue. She has an active interest in permaculture farming and exploring the ways ecosystems work together to enhance communities. When not teaching, she enjoys playing the violin, running, reading, writing, and cooking.