



## RHETORIC THESIS

**Yearlong Course  
2022-2023**

**ELIGIBLE  
STUDENTS:**  
Grades 11-12



**Instructor:** Andy Newman

**E-mail:** [a.newman.scholéacademy@gmail.com](mailto:a.newman.scholéacademy@gmail.com)

**Class Dates:** Tuesday, September 6, 2022, and runs through Friday, May 26, 2023

**Class Times:** Monday and Wednesday, 2-3:15 p.m. EST

### **SCHEDULE FOR RHETORIC THESIS:**

Classes will take place on Monday and Wednesday (EST) for 32 weeks and 64 classes on the following dates:

**September:** 7, 12, 14, 19, 21, 27, 29.

**October:** 3, 5, 10, 12, 17, 19, 24, 26, 31.

**November:** 2, 7, 9, 14, 16, **Thanksgiving Break**, 28, 30.

**December:** 5, 7, 12, 14, **Christmas Break**.

**January:** **Christmas Break**, 9, 11, 16, 18, 23, 25, 31.

**February:** 1, 6, 8, 13, 15, **Winter Break**, 27

**March:** 1, 6, 8, 13, 15, 20, 22, 27, 29.

**April:** **Holy Week**, 10, 12, 17, 19, 24, 26.

**May:** 1, 3, 8, 10, 15, 17, 22, 24.

**Q1: September 6 - October 28, 2022;**  
**Q2: October 31, 2022 - January 20, 2023;**  
**Q3: January 23 - March 24, 2023;**  
**Q4: March 27 - May 27, 2023**

*\*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 cancelled by the instructor will be made up at an alternate time designated by the instructor.*

*\*\*Due to the disproportionate number of national holidays that fall on Mondays, Scholé Academy and St. Raphael School do not cancel classes for holidays beyond those listed above.*

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## **RHETORIC THESIS COURSE MAP:**

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The outline below represents a rough sketch for how this course will proceed. Instructor may adjust pacing to suit the needs of the class.

### **QUARTER 1**

1. Find Your Topic
2. Explore Your Topic
3. Find Your Issue
4. Explore Your Issue
5. Find an Expert

### **QUARTER 2**

1. Research Your Issue
2. Create an Outline
3. Write the Statement of Facts
4. Write the Argument
5. Write the Counterargument

### **QUARTER 3**

1. Write the Introduction
2. Write the Conclusion
3. Choose a Brilliant Title
4. Put It All Together
5. Bring the Language to Life

#### QUARTER 4

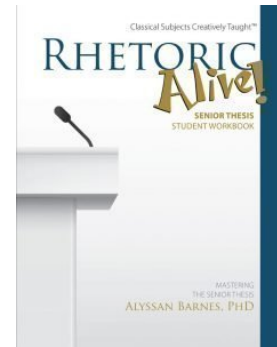
1. Turn It into a Speech
2. Memorize It
3. Plan Gestures
4. Make Eye Contact
5. Mark Up the Speech
6. Be Ready for Thesis Day

**OFFICE HOURS:** Office hours are available upon request. Please contact the instructor to schedule a mutually convenient meeting time.

#### REQUIRED COURSE TEXTS:

*Rhetoric Alive! Senior Thesis: Student Workbook:* ISBN-13: 978-1600513572

*Speak Like Churchill, Stand Like Lincoln:* ISBN-13: 978-0761563518



#### OPTIONAL COURSE TEXTS:

*Office of Assertion: An Art of Rhetoric for the Academic Essay:*

ISBN-13: 978-1932236453; ISBN-10: 1932236457

*Scalia Speaks: Reflections on Law, Faith, and a Life Well Lived:* ISBN-13: 978-0525573326

*MLA Handbook, 8th Edition:* ISBN-13: 978-1603292627; ISBN-10: 1603292624\*\*

*Turabian Handbook, 9th edition:* ISBN-13: 978-0226430577; ISBN-10: 022643057X\*\*

*APA Handbook, 7th edition:* ISBN-13: 978-1433832734; ISBN-10: 433832739\*\*

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

\*\*Different subjects require different citation methods. Depending on what topic the students individually choose, I will show them the appropriate citation methods. Once the student decides on a particular method, I will recommend they purchase that book, however it is not required.

## **RHETORIC THESIS COURSE DESCRIPTION:**

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*Rhetoric Thesis: For purposes of clarity, this course should not only be considered for high school seniors, but also for any student wanting to write a substantial thesis and corresponding speech for delivery.*

Rhetoric Thesis prepares students to meet the challenges of college-level writing in the liberal arts tradition. The thesis paper is the culmination of classical students' high school scholarship, as it provides an opportunity for them to showcase not only their content knowledge but also their ability to engage persuasively in "the Great Conversation." The thesis process—from the initial stage of finding a topic to the final day of presentation—is a jungle within which many students quickly find themselves lost. This course is a step-by-step guide that leads students through the process of writing a thesis paper, helping them avoid the typical false starts and dead ends of the journey. The course instructor walks alongside students as they engage in the challenging task of preparing and presenting a thoughtful, original response to an issue. Grounded in classical rhetorical theory, this course guides students through the 5 canons of rhetoric, piece by piece, as they write the 6 sections of their *oratio*. Students will ultimately become thinkers who can combine their wit, wisdom, eloquence, reason, and ethics for future writing endeavors. The course culminates with students presenting their theses to a panel, allowing time for Q&A at the end.

## **STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS**

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This course is suitable for high school students, and particularly (although not exclusively) for 12th graders. To be successful in this course, you will need to have a few pre-requisite skills. Make sure each of these descriptions is true of you. If you aren't sure, talk to your instructor who can help make sure the course will be a good fit.

- Reads at or above a tenth-grade level.
- Composes essays with confidence
- Successfully completed Rhetoric I through Scholé Academy or has comparable experience in classical rhetoric
- Listens, take notes, and is willing to engage in group discussions (extroversion not required!)
- Capable of guided, independent reading and research
- Types sufficiently well to transcribe a lengthy essay without frustration
- Possesses basic computer skills—browsing, accessing assignments, scanning, e-mailing, and managing files
- Has the intellectual and spiritual maturity to entertain opinions that are contrary to his or her own established beliefs

## STUDENT EXPECTATIONS IN ACTION

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Students will be following the sequence of study contained in *Rhetoric Alive! Senior Thesis*. During class discussion, students will review answers, pose questions, and explain and justify their answers. 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.

Students who have not submitted their homework to the appropriate Schoology assignment folder prior to the start of class may be asked to refrain from joining the live class session or invited into a separate Zoom breakout room to work privately until they have completed the day's assignment. A day spent in a breakout room will be counted as an absence from class.

All assignments will be due into the appropriate Schoology Assignment folder prior to the start of class each day. Students turning in late work may earn a 10% penalty for each day the assignment is late. Students will submit their work by scanning their homework pages and uploading it into the Schoology assignment window. **Photographs of completed assignments will not be accepted as they are incredibly difficult to read.**

## STUDENT EVALUATION: GRADING

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While pursuing the Rhetoric Thesis through Scholé Academy will be “restful”, 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. Instructors will assign the following grades to a 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.

For most high school students, there will undoubtedly be the need to complete a college transcript with either a numeric or traditional letter grade. Traditional percentage grades will be provided and will be readily accessed on the Rhetoric Thesis Schoology page. Additionally, your instructor will provide a transcript of that grade to the requesting parent at the end of the year.

## STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

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The instructor will communicate with students regarding assignment feedback and grading through the free online grading system, Schoology. The teacher will provide students with more detailed information and access to the Rhetoric Thesis course page.

### A - Participation (62%)

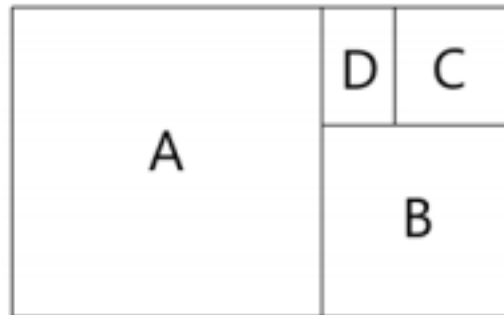
- Completion of workbook exercises
- Attending and contributing to class
- Communicating outside of class
- Completing speaking exercises in class

### B - Academic Thesis Paper (24%)

- Quality of writing
- Thoroughness of research
- Strength of arguments

### C - Oral delivery / Speech presentation (9%)

### D - Oral defense (5%)



## STUDENT EVALUATION: ACADEMIC DISHONESTY

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Students will often take assessment tests and/or quizzes privately at home—sometimes proctored by parents. 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. Parents are likewise responsible to take appropriate measures to ensure student accountability.

Plagiarism—the act of representing someone else's work as one's own—is a serious and punishable offense. Proper citation of all sources is essential to the academic endeavor.

Research documentation is a learned skill, and students should not live in fear of mistakes; but they should consistently and conscientiously strive to cite any source if the information is not common knowledge or is an opinion obtained through another source. A plagiarized assignment will result in a failing grade. Students should consult their chosen style manual ([See Optional Course Texts](#) above) for specific direction on obtaining, quoting and paraphrasing sources.

### **THE VIRTUAL CLASSROOM:**

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We will be using the 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 the [Technology in the Classroom](#) section of the Student Parent Handbook.

Students will submit documents by scanning and uploading them to their personal computer, then attaching those files as .pdfs to an email. They will submit their work to the Rhetoric Thesis Schoology assignment page (access granted after enrollment is secured).

### **ABOUT THE INSTRUCTOR:**

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**Andy Newman** calls western Nebraska home, the borderland where Midwest and West shake hands. There he has taught literature, composition, history, journalism, and humanities at the high school and college levels for twenty years. He has long been drawn to classical Christian education. And he is as excited as he is thankful to now be fully in its orbit and looks forward to working with students in the humanities, rhetoric, and logic. His education is varied, having earned master's degrees in history and English from the University of Wyoming and the University of Nebraska at Omaha, respectively.

Most recently, he earned a MTh in Applied Orthodox Theology from the Antiochian House of Studies and an MA in Biblical Theology from John Paul the Great Catholic University, and, in fall of 2021, completed the coursework for the PhD in Humanities from Faulkner University and has begun work on the dissertation. A tonsured Reader, he is active in parish ministry at Assumption Orthodox Christian Church in Bayard, Nebraska, and is in the process to be ordained to the priesthood.