Rhetoric II and Senior Thesis Prep: Developing Your Rhetorical Fingerprint
Yearlong 2014-15

Class Dates: Monday and Wednesday, September 8—May 20
Class Time: 1:00—2:00 p.m. (EST)
Grade Level: Grades 10-12
Instructor: Joelle Hodge
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Prerequisites: It is recommended that students complete an introductory course in rhetoric before enrolling in this course. Rhetoric I and/or The Argument Builder provide sufficient experience for this purpose.

Registration:
To register for Rhetoric II or other Scholé Academy courses visit www.ClassicalAcademicPress.com/ScholeAcademy.

Course Description:
Completing this course is the equivalent of one high school credit. 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.

Students entering Rhetoric II will build on the concepts they learned in Rhetoric I by continuing to develop their “rhetorical fingerprint.”

Course Texts:
The course will use three primary texts:
(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
All texts are required materials for this course, and these materials will be used in all courses in this series: Rhetoric I, Rhetoric II, and Rhetoric III.

**Student Expectations:**
Incoming students to Rhetoric II should have a completed Rhetoric I or be able to demonstrate excellence in written and oral communication. They should have a firm understanding of the history of rhetoric, the ethics associated with rhetoric and the 5 Canons of Rhetoric. They should also be able to display a working knowledge and familiarity with the informal fallacies. Preparatory books would include, but are not limited to: *The Art of Argument, The Discovery of Deduction* and *The Argument Builder* (all available through Classical Academic Press).

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, Rhetoric II and Rhetoric III 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.

**Student Evaluation:**
While pursing the 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 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, the 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.
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.

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 the fundamentals of rhetoric, schemes and tropes, modes of persuasion, and formal and informal logic. Students should 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)
  2. memorize & implement effective quotations
  3. master the fundamentals of rhetoric
  4. develop excellent, eloquent, beautiful and persuasive writing and speeches
  5. begin thesis selection & development
  6. present source summaries and abstract for their thesis
  7. present research proposal support of their thesis
  8. present counter arguments to research in refutation of their thesis
  9. present written and oral delivery of researched thesis for peer and teacher critique

- 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).

**Grading:** Teachers 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: 30% of the grade
2. Class Participation (including peer critiques): 20% of the grade
4. Writing with Clarity and Style: 15% of the grade.
5. Thesis Project (including drafts): 20% of the grade
6. Quote 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) is listed in the Student-Parent Handbook, which can be found at www.ClassicalAcademicPress.com/ScholeAcademy.

Students will submit documents by uploading them to an online project site. Students will be given the location of this online site once the course begins.

**About the Instructor:**

**Joelle Hodge** has taught logic for several years at a classical school in Harrisburg, PA and has co-authored two logic books, *The Art of Argument: An Introduction to the Informal Fallacies* and *The Discovery of Deduction: An Introduction to Formal Logic*, both published by Classical Academic Press. Joelle holds a B.A. in Political Science from Messiah College in Grantham, Pennsylvania. Jolie teaches several course for Scholé Academy including: the Art of Argument course in the fall, spring, and yearlong terms; the Discovery of Deduction course in the fall, spring, and yearlong terms; Rhetoric I as a year-long course; and Rhetoric II as a year-long course.
**SCHEDULE**

**CLASS SESSIONS:**
Classes will take place from 1:00—2:00 p.m. (EST) for 32 weeks and 64 classes on the following dates*:

- September: 8, 10, 15, 17, 22, 24, 29
- October: 1, 6, 8, 13, 15, 20, 22, 27, 29
- November: 3, 5, 10, 12, 17, 19
- December: 1, 3, 8, 10, 15, 17
- January: 12, 14, 19, 21, 26, 28
- February: 2, 4, 9, 11, 16, 18, 23, 25
- March: 2, 4, 9, 11, 16, 18, 23, 25
- April: 6, 8, 13, 15, 20, 22, 27, 29
- May: 4, 6, 11, 13, 18, 20

*Please note the above dates and times are the anticipated class sessions for this course. However, all dates are subject to change as 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.

**OFFICE HOURS:**
In addition to scheduled class times, teachers will generally designate an optional weekly session as needed. During “Office Hours” students may raise questions, seek assistance, or review class material.

**COURSE MAP:**

**QUARTER 1**
(weeks 1 & 2)
- 3-year overview: what should the student be able to do by the end of the three years of Rhetoric training?
- Review of Invention, Arrangement and Style
- Review of the Fundamentals of Rhetoric
- Review of the Modes of Persuasion

1. MEMORY
2. Writing with Clarity & Style (and repetition)
3. Quote Journal: 4 approved quotes this quarter (cumulative)
4. Formal Practice/ peer critique of delivery

**QUARTER 2**
1. DELIVERY
2. Writing with Clarity & Style (and repetition)
3. Quote Journal: 4 approved quotes this quarter (cumulative)
4. Formal Practice/ peer critique of delivery

QUARTER 3
2. Writing with Clarity & Style (and repetition)
3. Quote Journal: 4 approved quotes this quarter (cumulative)
4. Formal Practice/ peer critique of delivery

QUARTER 4
1. Source Summaries, Research Proposal, Abstract
2. Writing with Clarity & Style (and repetition)
3. Quote Journal: 4 approved quotes this quarter (cumulative)
4. Formal Practice/ peer critique of delivery