Rhetoric I: Developing Your Rhetorical Fingerprint  
Yearlong 2015-2016

Class Dates: Tuesdays and Thursdays, September 8 - May 19  
Class Time: 12:00 p.m. - 1:15 p.m. EST  
Instructor: Joelle Hodge  
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REGISTRATION:  
To register for Rhetoric I or other Scholé Academy courses, visit www.ClassicalAcademicPress.com.

COURSE DESCRIPTION:  
Completing this course is the equivalent of one high school credit. The study of rhetoric 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 with the years of material they’ve acquired, and the ability to eloquently and persuasively express their point of view to both like-minded and opposing thinkers.

Rhetoric I students will learn the “grammar” of rhetoric; the history of the discipline; the essential components of oral, written, and rational communication; and how to apply these skills through theory, imitation and practice.

COURSE TEXT:  

STUDENT EXPECTATIONS:  
Incoming students to Rhetoric I 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 The 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.
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 are all essential to learning this discipline.

**Student Evaluation:**
While pursuing Rhetoric I will be “restful” (it will also be rigorous at times), Scholé Academy also recognizes 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 is its own reward.

The teacher will assign the following grades based on students’ 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. If students need to complete a college transcript with a numeric or letter grade, the teacher will provide a traditional grade upon request at the end of the course.

**Mastery portrait:** Students who are prepared to take Rhetoric I are typically high school-aged students (approximately ages 16-18) who have been trained in formal and informal logic, have experience in analyzing texts 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 do the following:

- Employ the classical method of theory, imitation and practice
• Study and seek to imitate great examples of rhetoric (both historical and contemporary), and practice what they learn in their own attempts at writing and speaking
• Master rhetorical devices (schemes and tropes)
• Memorize and implement effective quotations
• Master the basic components of the art of rhetoric
• Develop excellent, eloquent, beautiful, and persuasive writing and speeches
• Present several speeches and written works
• 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-restraint 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: 20% of the grade
3. Writing with Clarity and Style: 15% of the grade.
4. Speech Analysis Essays (including drafts): 20% of the grade
5. 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. 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:
Scholé Academy uses 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. Enrolled students will be provided with a link (via email) that will enable them to join the virtual classroom.
Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting www.ClassicalAcademicPress.com.

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

**ABOUT THE INSTRUCTOR:**

Joelle Hodge has taught logic for fifteen 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.

Joelle teaches several courses for Scholé Academy, including *The Art of Argument*, *The Discovery of Deduction*, Rhetoric I, and Rhetoric II & Senior Thesis Prep. She also provides private consultant and family tutoring services for an international family living abroad.

**SCHEDULE**

**Class Sessions:**

Classes will take place on Tuesdays and Thursdays, 12:00 p.m. - 1:15 p.m. EST, for thirty-two weeks on the following dates*:

2015:

September (7 sessions): 8, 10, 15, 17, 22, 24, 29
October (9): 1, 6, 8, 13, 15, 20, 22, 27, 29 [END Q1]
November (6): 3, 5, 10, 12, 17, 19 (Break)
December (6): 1, 3, 8, 10, 15, 17 (Break)

2016:

January (8): (Break, con’t), 5, 7, 12, 14 [END Q2], 19, 21, 26, 28
February (7): 2, 4, 9, 11, (Break), 18, 23, 25
March (7): 1, 3, 8, 10, 15 [END Q3], (Break), 29, 31
April (8): 5, 7, 12, 14, 19, 21, 26, 28
May (6): 3, 5, 10, 12, 17, 19 [END Q4]

*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**
- Orientation
  1. INVENTION
  2. Writing with Clarity & Style (and repetition)
  3. Quote Journal: 10 approved quotes this quarter (cumulative)
  4. Fundamentals of Rhetoric
  5. Modes of Persuasion: *logos*

**Quarter 2**
1. ARRANGEMENT
2. Writing with Clarity & Style (and repetition)
3. Quote Journal: 10 approved quotes this quarter (cumulative)
4. Speech Analysis
5. Fundamentals of Rhetoric
6. Modes of Persuasion: *ethos*

**Quarter 3**
1. STYLE
2. Writing with Clarity & Style (and repetition)
3. Quote Journal: 10 approved quotes this quarter (cumulative)
4. Speech Analysis
5. Fundamentals of Rhetoric
6. Modes of Persuasion: *pathos*

**Quarter 4**
1. Review of Invention, Arrangement & Style
2. Writing with Clarity & Style (and repetition)
3. Quote Journal: 10 approved quotes this quarter (cumulative)
4. Speech Analysis
5. Fundamentals of Rhetoric
6. Review Modes of Persuasion