



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

Rhetoric I

Developing Your Rhetorical Fingerprint

Yearlong 2017/18



ELIGIBLE STUDENTS:

Rising 10th–12th graders who have completed the necessary prerequisites for Rhetoric I (see *Prerequisites for Rhetoric I* section below).

Class Dates: Begin Tuesday, September 5, 2017; running through Thursday, May 17, 2018.

Class Times: **Tuesdays & Thursdays: 12:30–1:45p.m** (EST)

Instructor: Joelle Hodge

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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.

Scholé's 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
- learned how to approach the writing assignments in college-level liberal arts courses
- written a 20+ page thesis
- written and delivered a 10- to 15-minute oral presentation

RHETORIC I COURSE DESCRIPTION

Completing this course is the equivalent of one high school credit. As with all of Mrs. Hodge's courses, student success is largely based on the application of learned concepts, not regurgitation of facts. Successful students will demonstrate the application of what they are learning in practice, not merely by displaying a knowledge of the theory through quizzes and tests. Most assessments are completed through class participation, as well as through the application of written and oral communication skills in the form of submitted papers or class presentations.

Generally speaking, Rhetoric I is intended to present the basics, the foundational information and introduction to answer the questions *What is rhetoric?* and *How can I apply the foundational elements of rhetoric into my writing?* It begins with selected readings from *The*

Rhetoric and Poetics of Aristotle, followed by a dedicated reading and analysis of Edward Corbett's *Classical Rhetoric for the Modern Student*, in which students learn the Five Canons of Rhetoric (but will focus primarily on the first three: Invention, Arrangement, and Style) as well as the Common Topics.

The texts are highlighted and illuminated with writing workshop assignments, selected supplemental readings, and analytical writing assignments, as well as mastery of approximately 30 schemes and tropes presented in Robert Harris's *Writing with Clarity and Style*. Additionally, students begin a Commonplace Journal, which includes universally applicable quotations organized into themes and mastered over the course of the year. The class culminates in a two-part project that requires the application of learned, written rhetorical skills and two class presentations.

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*

RHETORIC I COURSE SCHEDULE

Classes will take place on **Tuesdays & Thursdays from 12:30–1:45p.m** (EST) for 32 weeks and 64 classes on the following dates*

September (8): 5, 7, 12, 14, 19, 21, 26, 28

October (9): 3, 5, 10, 12, 17, 19, 24, 26, 31

November (7): 2, 7, 9, 14, 16, **[Thanksgiving Break]** 28, 30

December (4): 5, 7, 12, 14, **[Christmas Break]**

January (7): **[Christmas Break]**, 9, 11, 16, 18 **[End 1st Semester]**, 23, 25, 30

February (8): 1, 6, 8, 13, 15, 20, 22, 27

March (7): 1, 6, 8, 13, 15, 20, 22, **[Holy Week]**

April (8): 3, 5, 10, 12, 17, 19, 24, 26

May (6): 1, 3, 8, 10, 15, 17 **[End 2nd Semester]**

**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*

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 I COURSE MAP

QUARTER 1:

- Orientation
 1. INVENTION
 2. Writing with Clarity & Style (and repetition)
 3. Quote Journal: 4 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: 8 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: 12 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: 16 approved quotes this quarter (cumulative)
4. Speech Analysis
5. Fundamentals of Rhetoric
6. Review Modes of Persuasion

STUDENT EXPECTATIONS: PREREQUISITES FOR RHETORIC I

1. Scholé's *The Art of Argument* (or equivalent course studying the Informal Fallacies of Logic)
2. Scholé's *The Discovery of Deduction* (or equivalent course studying the Formal Fallacies of Logic)

Additional Expectations

It would also be beneficial to the student if he has taken a course in Executive Function Skills development, such as *How to Be a Student* (see Executive Function Skills below), and also read *How to Read a Book* by Adler and VanDoren.

Students should be familiar with professional writing standards and adhere to MLA formatting guidelines for all written submissions in Rhetoric I. MLA style is widely accepted for college students and mastery of a style (like MLA) is essential for college-bound students.

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 EXPECTATIONS: EXECUTIVE FUNCTION SKILLS IN GENERAL

Students enrolling in the Rhetoric I course are expected to demonstrate high-level Executive Function Skills. Executive Function Skills speak 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, and generate the internal dialogue necessary to determine if what's being discussed is important and necessary to himself.

2. Note Taking: A student who, both 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: A student who consistently adheres to deadlines, submission requirements, and style guides and codes; confirms technology is working prior to the start of class; and is responsible to determine how to proceed after an absence, consulting the course syllabus and adjusting as the class proceeds, etc.

4. Employ Critiques: One who receives feedback on a submission and then is sure to apply that feedback to future assignments rather than repeating mistakes. Such a student also gleans information from the live class critiques of fellow students and notes mistakes to avoid by learning from others.

5. Initiative/Maturity: This student would hear the teacher's 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.

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS IN ACTION

During online discussions, students will review answers, pose questions, and explain and justify their answers and solutions. 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 and to 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 will not be permitted to join the live class session. Those students will be invited into a separate Zoom breakout room to work privately until they have completed the day's assignment. After they have completed their homework submission, they will be permitted to rejoin the class in session. A day spent in a breakout room will constitute 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 will 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

While pursuing Rhetoric I 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 I is its own reward. 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.

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. Traditional percentage grades will be provided and can be readily accessed on the Rhetoric I Schoology page. Additionally, I will provide a transcript of that grade to the requesting parent at the end of each semester.

STUDENT EVALUATION: ASSIGNMENT TYPES & WEIGHTS

Mrs. Hodge 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 II course page.

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. Commonplace Journals: 15% of the grade

STUDENT EVALUATION: MASTERY PORTRAIT

Mastery portrait: Students who are prepared to take Rhetoric I are typically high school-age 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, and 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 and tropes)
 2. memorize and implement effective quotations
 3. master the basic components of the art of rhetoric
 4. develop excellent, eloquent, beautiful, and persuasive writing and speeches
 5. present several speeches and several written works
- 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 and self, refraining from unnecessary and petty argumentation and 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: ACADEMIC DISHONESTY

Students will often take assessment tests and/or quizzes privately at home. 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. 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 the free online “virtual classroom” software provided by Zoom, one of the leading companies that offers 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 e-mail students a link 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 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 I Schoology assignment page (access granted after enrollment is secured).

ABOUT THE INSTRUCTOR

Joelle Hodge was one of the original founding members of Classical Academic Press, is an author and 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 U.S. 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.

She serves as Senior Teacher for Scholé Academy, where she not only continues to offer courses but also assists 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, and Pre-Algebra.