

Rhetoric I
Rhetoric Alive! Book 1: Principles of Persuasion

ELIGIBLE STUDENTS:

10th-12th grade students who have completed logic courses equivalent to Scholé Academy's Informal Logic (*The Art of Argument*) and Formal Logic (*The Discovery of Deduction*), will be prepared for this course. Students who have completed Scholé's Persuasive Writing course (*The Argument Builder*) are further equipped to tackle this course material.

Please note: Students who complete this course will earn 1 high school credit in the area of speech and debate, language arts or composition.

Class Dates: Tuesday, September 4, 2018 through Wednesday, May 16, 2019.

Class Times: **Tuesdays & Thursdays: 12:30-1:45 PM (EST)**

Instructor: Phaedra Shaltanis

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SCHEDULE FOR *RHETORIC I*:

CLASS SESSIONS DATES:

Classes will take place on **Wednesdays & Fridays: 12:30-1:45 (EST)** for 32 weeks and 63 classes on the following dates* --

September (8): 4, 6, 11, 13, 18, 20, 25, 27

October (9): 2, 4, 9, 11, 16, 18, 23, 25, 30

November (6): 6, 8, 13, 15, [**Thanksgiving Break**] 27, 29

December (4): 4, 6, 11, 13, [**Christmas Break**]

January (8): [**Christmas Break**], 8, 10, 15, 17 [**End 1st Semester**], 22, 24, 29, 31

February (8): 5, 7, 12, 14, [**Winter Break**], 19, 21, 26, 28

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

April (7): 2, 4, 9, 11, [**Holy Week**] 23, 25, 30

May (5): 2, 7, 9, 14, 16 [**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.*

RHETORIC ALIVE! BOOK 1 COURSE MAP:

QUARTER 1

1. Introduction, Rhetoric and Philosophical Reasoning: Plato's *Republic*
2. Three Rhetorical Appeals (*logos, ethos, pathos*): ad analysis
3. Speaker Credibility: G. Washington, speech excerpt
4. Guiding the Audience's Emotions: *Julius Caesar*, conjuring emotions
5. The Enthymeme: P. Henry, E. Dickinson, syllogisms

QUARTER 2

1. *Logos* and Types of Reasoning: inductive reasoning, *Phaedrus*, fable
2. Section 2 Exam
3. The Canon of Invention (Discovery): topics and subtopics, M.L. King Jr., Reagan
4. The Canon of Arrangement (Organization): *exordium, narration, partitio, confirmation, refutation, peroratio*, ordering essays
5. The Canon of Elocution (Style): schemes and tropes
6. Figures of Speech: J.F. Kennedy; fairy tale retold

QUARTER 3

1. The Canon of Memory: mnemonics, Augustine, memory palace
2. The Canon of Delivery (Presentation): J. Hilton, Shakespeare
3. Section 3 Exam
4. Student Presentations: putting principles of Delivery into action
5. Deliberative Rhetoric: goodness and happiness; Churchill, FDR
6. Epideictic Rhetoric: beauty and virtue; Pericles, MacArthur

QUARTER 4

1. Judicial Rhetoric: truth and justice; T. More, mock trial
2. Fallacies and Sophistry: formal and informal fallacies, *Gorgias*
3. Final Speeches: applying rhetorical principles
4. Rhetoric in Current Events: research, analysis
5. Section 4 Exam

OFFICE HOURS: Wednesdays and Fridays 12:45-1:15 or by request.

REQUIRED COURSE TEXTS:

Rhetoric Alive Book 1: Principles of Persuasion

OPTIONAL COURSE TEXTS:

RHETORIC ALIVE BOOK 1 COURSE DESCRIPTION:

This dynamic course will engage high school students in an interactive study of rhetoric, which is persuasion with the goal of motivating people toward the good. *Rhetoric Alive! Book 1* provides a general review of logic as well as intense practice in the principles of persuasive writing and speaking.

Through *Rhetoric Alive! Book 1*, students will explore the principles of winsome speech as developed by Aristotle, who believed rhetoric was a counterpart to both dialectic and ethics. By examining classic examples of speeches, dramatic soliloquies, and narrative excerpts, students will recognize the components of persuasive argumentation. They will study the theory and application of rhetorical essentials: the three appeals, the three types of speech, and the five canons of rhetoric. As students encounter models of excellence, they will implement the skills they've learned by completing written assignments, workshops, and oratory, which help to promote individual rhetorical style.

Students will be asked to write various works including fables, speeches, analogies, essays, poetry and reflections. These assignments enable students to practice cumulative rhetorical skills with heavy emphasis on applying the principal elements studied. Additionally, students will analyze numerous works of notable orators and discuss them during class sessions, thereby avoiding common errors and striving toward the true and just.

As is the goal with rhetoric, this course aims to equip students for wise, eloquent speaking and writing. As such, both active participation in class discussion and completion of projects are essential for growth in this area. Mrs. Shaltanis will facilitate the conversation as students explore virtuous ideas and dialogue in a safe, restful setting. Students are expected to contribute each week and will be encouraged to stretch their comfort levels.

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Students enrolled in Rhetoric 1 will be expected to show development of Executive Function Skills, which are qualities and practices well suited for the growing student. Students should expect to advance in their reading, writing and speaking abilities as they utilize classic modes of thinking and discussing. They should aim for:

1. Productive Participation in Discussion

Students are mindful of their peers during dialectic periods and strive to maintain a balance between pensive listening and thoughtful responding. Compassion is evidenced through gracious conversation even as disagreements occur. Honoring others in a Socratic setting allows the guests (students) to restfully seek understanding in the realm of truth. They should be willing to join class discussion, ask questions, and supply answers. Further, they should approach class time as an opportunity to grow in self-knowledge as well as historical understanding. Thus, they should expect to engage

with others during each class.

2. Self-Motivation

Students are able to determine appropriate pacing measures to thoroughly complete all assignments. They are managers of their time, seeking quiet, unpressured opportunities to pursue the text. They increase in knowledge by conducting research if necessary, looking up new vocabulary, and asking questions. They are active in note taking and can discern the concepts most important to the goal of the discussion and assignments. They provide adequate time to write rough drafts, study for quizzes and tests, and polish assignments. Additionally, they muster enthusiasm for the course material with an eye toward growing in virtue and eloquence.

3. Careful and Intuitive Reading

Students should practice analytical reading and demonstrate persistence as they encounter difficult texts. They should bring accumulated knowledge to the text, implementing critical questioning as demonstrated in class by the teacher. Rather than glossing over challenging concepts and phraseology, they should determine the passage's purpose and employ careful reading practices. A single attentive reading may not suffice and students should be prepared to reread as needed.

4. Organization and Responsibility

Students should employ organizational techniques that increase success: taking notes during class, annotating while reading, connecting ideas, and striving to retain significant factual information. Students shall be adept at using a keyboard and submitting assignments; they should be timely and punctual; they should be familiar with the required technology and take ownership in their academic pursuits by monitoring their own progress. They should recognize their duty to the class as a whole and celebrate the opportunity to grow.

STUDENT EXPECTATIONS IN ACTION

Students will be following the sequence of study contained in *Rhetoric 1*, which includes carefully searching the text and partaking of the vast content offered. Regular assignments will include workshops such as essay and fable writings, recitations, oratory, and practices.

Both writing and speaking use critical rhetoric skills, and the class will engage in various activities of each; thus, students should possess adequate proficiency in public speaking. Students shall remain on pace with the course schedule and thereby will be able to contribute to class discussion; in this way, they honor their peers and teacher and uphold the high and noble act of learning. They should maintain respect for others, which includes being mindful of class agenda, submitting all assignments on time, arriving to class promptly and prepared, and requesting help from the teacher as needed.

As the course progresses, students will be invited to contribute observations from their daily lives in order to bridge the distance between “book learning” and “life experience.” Students absorbed in the coursework will detect logical fallacies and rhetorical elements that will serve to promote their understanding and help them synthesize critical concepts. Additionally, students will sharpen their skills as they encounter and compare various forms of rhetoric, ultimately fortifying their grasp on the principal elements of persuasion.

Learners will participate in class discussions through active listening, asking and answering questions, and building the conversation with informed contributions. All students are expected to be prepared with readings and assignments completed, and all should engage during class time. They should take notes during lectures and discussions and maintain an orderly system of outlines and assignments to be studied as the course advances.

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 them 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 Alive!* 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.

The study of rhetoric is vital to the upper school classical student. It synthesizes lower level dialectic practice with growing ethical understanding, promoting students who think deeply and express themselves eloquently. Students who apply themselves to vigorous study and practice will be rewarded with virtuous growth, edging closer to the profound ideal of “a good man speaking well.” 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 will be readily accessed on the *Rhetoric 1* Schoology page. Additionally, Mrs. Shaltanis will provide a transcript of that grade to the requesting parent at the end of the year.

STUDENT EVALUATION: MASTERY PORTRAIT

Mastery portrait: Students who complete this course will have gained a treasury of powerful persuasive techniques to be used not only in academic pursuits but also in adulthood. The skills developed during *Rhetoric 1* will serve students by enhancing their communication with others and broadening their understanding of persuasion in action.

- At the completion of this course *cum laude* students will be able to expound on and provide examples of the three appeals (*ethos*, *pathos* and *logos*), the three types of speech (judicial, epideictic, and deliberative), and the five canons of rhetoric (Invention, Organization, Elocution, Memory and Delivery).
- Additionally, students will be prepared to explain the purpose of proficient and eloquent oratory and defend its usefulness.
- Further, students will have the ability to discern which techniques and principles are best applied in various scenarios. They will be cognizant of barriers common to argumentation and will be prepared to employ skills pertaining to different contexts.
- Finally, their studies will yield a great breadth of appreciation and understanding in terms of spoken and written excellence. By analyzing chief rhetorical works, students will have the capacity to imitate while developing their own style.

STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

Mrs. Shaltanis 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 [Western History](#) course page.

Student's grades will be comprised of:

1. [Quizzes: 30% of the grade](#)
2. [Class Participation: 20% of the grade](#)
3. [Projects and Exams: 20% of the grade.](#)
4. [Additional Assignments \(workshops, speeches, exercises\): 30% of the grade](#)

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 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 1](#) Schoology assignment page (access granted after enrollment is secured).

ABOUT THE INSTRUCTOR:

Phaedra Shaltanis has taught in private and classical schools for over 20 years and is educating her four children in the classical tradition. After earning a BA in speech communication and K-12 education from Concordia University, Wisconsin, she began teaching high school Writing, Literature, Spanish and Art in Lutheran schools.

Her involvement with Scholé Academy includes teaching American Literature, British Literature, Western History, Rhetoric I, and *Well-Ordered Language Level 1*. She currently directs a high school tutorial program, trains and mentors teachers, conducts seminars on classical education and provides fine art instruction at a Classical high school.