



Upper School Rhetoric Thesis

Yearlong 2019-2020

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1. INCOMING STUDENT PROFILE

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, let's talk, and I 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

2. SCHEDULE

Class Dates: September 4–May 22

Class Times: M/W 9:30 a.m. EST, 60–75 min.

32 weeks and 63 classes on the following dates:

September (8): 4, 9, 11, 16, 18, 23, 25, 30
 October (9): 2, 7, 9, 14, 16, 21, 23, 28, 30
 November (6): 4, 6, 11, 13, 18, 20, [Thanksgiving Break]
 December (4): 2, 4, 9, 11 [Christmas Break]
 January (8): [Christmas Break], 6, 8, 13, 15 [End 1st Semester], 20, 22, 27, 29
 February (6): 3, 5, 10, 12 [Winter Break], 24, 26
 March (9): 2, 4, 9, 11, 16, 18, 23, 25, 30
 April (7): 1, [Easter], 13, 15, 20, 22, 27, 29
 May (6): 4, 6, 11, 13, 18, 20, [End 2nd Semester]

- In case of necessary planned absences, I will plan to get a substitute or record the session ahead of time.
- In case of unexpected absences (family emergency, power outage, sudden illness, etc...) I will plan to offer an alternate independent assignment or make-up session if possible.

3. OFFICE HOURS

If a parent or student needs to meet with me, please try to schedule a time during scheduled office hours. If you have a recurring schedule conflict with these times or have a time sensitive need, please feel free to request an alternate time and I will do my best to accommodate. *When you request a meeting, please specify a time zone.*

- Scheduled office hours: Friday, 9:30-10:30am EST
- Book a weekday appointment: <https://adamlockridge.youcanbook.me/>
- Request an alternate time via e-mail

4. COURSE TEXTS

Rhetoric Alive! Senior Thesis: Student Workbook

Late Summer 2018 Release

Writing with Clarity & Style: 2nd Edition.

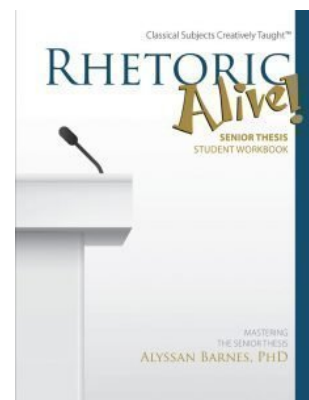
ISBN-13: 978-1138560093; ISBN-10: 113856009X

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

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

Optional, Supplementary Text:

MLA Handbook, 8th Ed. ISBN-13: 978-1603292627; ISBN-10: 1603292624



5. COURSE DESCRIPTION

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 five canons of rhetoric, piece by piece, as they write the six sections of their oration. Students will ultimately become thinkers who can combine their wit, wisdom, eloquence, reason, and ethics for future writing endeavors.

6. Virtual School Technology

All course materials can be accessed via our learning management system **Schoology** (www.schoology.com). The live virtual classroom will be the first link provided in the list of course materials. This will open a video conferencing application called **Zoom**. Students will receive an access code to the Schoology course in a separate e-mail from the teacher prior to the start of the course.

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 and uploading them to the course assignment page.

7. Academic Integrity

In my years of teaching I have rarely caught a student in an outright lie or blatant cheating. Far more common, however, is the student who attempts to "fly under the radar." Some students think that escaping detection when they neglect their duties is an acceptable behavior. A few might even justify such image management tactics as "respect"—not wanting the teacher to know that they have disobeyed or forgotten instructions. Strategic omission, feigning knowledge, and (of course) outright deceit are all toxic to the educational process.

School affords many opportunities for success and failure—great and small. Success can be good, because it is satisfying and motivating to enjoy the rewards of honest effort. Failure can be good too, as the pain can be transformed into "growing pain" by learning from our mistakes. Teachers learn to do their job more effectively by paying attention to the mistakes of their students. Covering up or brushing up your mistakes circumvents all these benefits. A student who deceives stands only to reap the harvest that he did not plant (creating false feelings and impressions of success), and it shields him from learning the lessons that he needs to mature. Telling the truth (even when it hurts) is good for you, and it is the key to academic integrity.

8. Schedule and Assessment

Weeks 1–3	Find and explore general topic [chapters 1 and 2]	25 points
Week 4	Find specific issue [chapter 3]	25 points
Week 5	Explore specific issue [chapter 4]	25 points
Week 6	Find and meet with an outside expert [chapter 5]	50 points
Weeks 7–10	Research the issue [chapter 6]	100 points
Week 11	Write the background (<i>narratio</i>) [chapter 8]	50 points
Week 12	Write the argument (<i>confirmatio</i>) [chapter 9]	100 points

[If possible, at this point your class will host a symposium for discussion of the various topics.]

Week 13	Write the counterargument (<i>refutatio</i>) [chapter 10]	100 points
Week 14	Write the introduction (<i>exordium</i>) [chapter 11]	25 points
Week 15	Write the conclusion (<i>peroratio</i>) [chapter 12]	25 points
Week 16	(1–2 days) Choose a brilliant title [chapter 13]	25 points
Week 17	Put together all the pieces [chapter 14]	25 points
Week 18	Add stylistic elements [chapter 15]	25 points
Week 19	Adapt the thesis into a speech [chapter 16]	25 points
Week 20	Memorize the overall form of the presentation [chapter 17]	25 points
Week 21	Plan and practice gestures [chapter 18]	25 points
Week 22	Practice eye contact [chapter 19]	25 points
Week 23	Mark the draft for delivery [chapter 20]	25 points
Week 24	Prepare for thesis presentation day [chapter 21]	25 points
Week 25	Present the thesis!	250 points
Weeks 26–27	Make revisions* to final written draft and submit**	

* Final score may be raised up to one letter grade for improvements to written draft.

** Diploma and transcript will be held until the final draft is submitted.

900–1000 points = A

800–899 points = B

700–799 points = C

600–699 points = D

599 and below = F

9. FOUNDATIONAL GOALS

Here is a prayer that we will sometimes use at the beginning of class. I encourage the students to use it in their daily study sessions as well. The prayer clearly articulates the foundational goals that I hope each student will daily embrace.

O Most-good Lord!
Send down upon us the grace of Thy Holy Spirit,
Who grants us gifts and strengthens the powers of our souls,
so that by attending to the teaching given us, we may grow
to the glory of Thee, our Creator,
to the comfort of our parents,
and to the service of the Church and our native land. Amen

10. About the Teacher

Adam lives in rural Kansas where he and his wife homeschool their four children. Adam studied Philosophy at the University of Kansas and received his MA in Philosophy from the University of Memphis. As a philosophy student, Adam was most interested in the history of philosophy. Over the past ten years, Adam has taught a variety of subjects in 5th-12th grades, mostly in the humanities. His study of philosophy taught him the joy of carefully reading old books and gave him a Socratic paradigm for in-class discussion—two essential components of his teaching style.



Although Adam's teaching interests have largely gravitated towards teaching the Great Books and classical rhetoric, he started his career as a 5th grade teacher at Westminster Academy in Memphis, Tennessee. After that, Adam taught Middle School Logic, Ancient History, three levels of High School Rhetoric, and Senior Capstone. For two of his years at Westminster he also served as the Director of Instruction.

In 2014 Adam became the Executive Director of St. Raphael School, an online program designed for Orthodox Christian homeschooling students. He designed their Liberal Arts curriculum, an integrated humanities program inspired by Eastern Christian spirituality and Orthodox Christian history. This is Adam's second year teaching at Scholé Academy, and he looks forward to teaching logic, rhetoric, history, and literature. Adam also serves as the Academic Director for St. Raphael School, now a part of Scholé Academy.

While teaching is one of Adam's favorite activities, he has a variety of interests which help remind him that, although "the unexamined life is not worth living," it is also true that the "unlived life is not worth examining." Thus, he tries to pull his nose out of a book (or away from the computer) long enough to take his wife to a concert, read to his children, go on a walk with his dog Buck, mow the churchyard, fix something that is broken, or otherwise hold back the forces of primordial Chaos.