

Course Overview

Rhetoric has been a staple of western education since classical times. Famous Americans, from Thomas Jefferson to Martin Luther King Jr., have drawn much from their classical forbearers, ultimately creating their own rich tradition of oratory. While Rhetoric can be simply defined as the art of being well-spoken, many in the tradition of been wary of mere eloquence. John Quincy Adams said, “. . . eloquence is, according to the manner in which it is applied, either a blessing or a curse; the pest of nations, or the benefactress of humankind.” At their best, great Americans throughout the centuries have used eloquence as both a blessing and a benefactress.

This course teaches the art of rhetoric as derived from the classical world, but exposes students to this liberal art through the robust American tradition of oratory. Students will learn this art by being instructed in rhetorical theory, by imitating the best writings and speeches America has to offer, and by regularly producing original compositions (repeating the classical pedagogical cycle of theory, imitation, and practice). Moreover, throughout the course, students will take several passes through the five rhetorical canons: Invention, Arrangement, Style, Memory, and Delivery. The course begins by providing introductory exposure to each canon and proceeds by moving through the elements of each again and again, digging deeper into each canon at each pass.

There is a heavy emphasis on composition in this course. During the year, students will learn, imitate, and practice the following: the various types of rhetoric, the *progymnasmata* exercises, the five canons of rhetoric, the five-fold form of a discourse, the three modes of persuasion, the common topics, and much more. All of this will be done through studying exemplars of American oratory, such as Madison’s *Federalist Papers*, Lincoln’s “Second Inaugural Address”, and Martin Luther King Jr.’s “I Have a Dream” speech. The goal of this course, however, is *not* merely to produce well-spoken young men and women. On the contrary, this course has in mind the cultivation of eloquent young citizens who love truth, goodness, and beauty as it has been embodied in our common American heritage.

Homework Assignments

Rhetoric will require regular reading and composition. Each week students will have specific readings and regular composition assignments. As this course is about developing eloquence, students will often be required to speak before their peers. Another regular practice will be building a traditional Commonplace Book (a practice that nearly all educated members of the founding generation diligently undertook).

Texts and Resources

Adams, John Q. *Lectures on Rhetoric and Oratory: Delivered to the Classes of Senior and Junior Sophisters in Harvard University, Vol. 1 of 2 (Classic Reprint)* . Vol. 1, Forgotten Books, 2012.

Adams, John Q. *Lectures on Rhetoric and Oratory: Delivered to the Classes of Senior and Junior Sophisters in Harvard University, Vol. 2 of 2 (Classic Reprint)* . Vol. 2, Forgotten Books, 2012.

Corbett, Edward P. J., and Robert J. Connors. *Classical Rhetoric for the Modern Student*. Oxford University Press, 1999.

Great Hearts Academies. *American Rhetorical Tradition Primary Source Reader, unpublished, 2019.*

Course Outline

Types of Rhetoric: Students will explore all three types of classical rhetoric: ceremonial, deliberative, judicial. Additionally, they will be exposed to more minor types such as epistolary (letters) and homiletic (sermons).

The Five Canons of Rhetoric: Students will study the five canons in depth throughout the entire course. The canons include: invention, arrangement, style, memory, and delivery. These comprise all of the tools that students will need to become more persuasive writers and speakers.

Invention: Students will learn the art of invention. The first canon will provide tools for students to help them create arguments. Through studying invention, students will learn how to find something worth saying.

Arrangement: Students will learn the art of arrangement. The second canon will provide tools for students to help them organize (i.e., arrange) what they have invented. Through studying arrangement, students will learn the parts of a discourse and how to craft them effectively.

Style: Students will learn the art of style. The third canon will provide tools for students to help them wordsmith what they have invented and arranged. Through studying style, students will learn how to bring their writing to life by becoming both more clear and more creative.

Memory and Delivery: Students will learn the arts of memory and delivery. The fourth and fifth canons will provide tools for students to help them become more effective speakers. Through studying memory and delivery students will learn how to use preparation, decorum, speed, volume, tone, gestures, *et cetera*, to complement and enhance their spoken discourse.

The Three Appeals: As part of invention, students will learn how to identify and use ethos, pathos, and logos. They will learn how to use these appeals as essential means of persuasion and when to emphasize one over the others, depending on the audience and the type of discourse.

Topics: Common and Special: As part of invention, students will learn how to identify and use the topics common to all modes of discourse: definition, division, comparison, relationship, circumstances, and testimony. Additionally, they will learn that those topics uniquely concern special types of discourse such as the ceremonial, deliberative, and judicial.

Syllogisms and Enthymemes: As part of invention, students will learn the basic rules for syllogisms (categorical, disjunctive, and conditional). Additionally, they will be thoroughly exposed to the special type of rhetorical syllogism called the enthymeme. While logical syllogisms employ deduction to arrive at certain conclusions, enthymemes use deduction from contingent factors to arrive at plausible conclusions. As part of their study of syllogisms, students will also learn common logical fallacies.

The Five-Fold Form: As part of arrangement, students will learn how to identify and employ all five parts of a discourse. All discourses begin with an *introduction* and a *statement of facts*. These are followed by *division*, *proof/refutation*, and *conclusion*. As students compose their own works of rhetoric they will be asked to follow this structural pattern. In their reading of historical works of rhetoric they will be asked to identify these various parts.

Confirmation and Refutation: As part of arrangement, students will learn how to employ effective proofs and refutations. They will practice employing these parts of a discourse in various ways to fit a given rhetorical situation. They will practice beginning with proof and moving to refutation; beginning with refutation and moving to proof; and alternating between proofs and refutations.

Figures of Speech: Tropes and Schemes: As part of style, students will learn to use various types of figures of speech in their writing. While tropes deal with the meaning of words and phrases, schemes deal with the structure of words and phrases. Student will learn at least of the following figures of speech: metaphor/simile, personification, synecdoche, hyperbole, parallelism, antithesis, antimetabole, chiasmus, anaphora, *et cetera*.

Student Assignments

Reading Assignments

1. Abraham Lincoln's "Second Inaugural Address"
2. Abraham Lincoln's "Gettysburg Address"
3. Martin Luther King, Jr.'s, "I Have a Dream Speech"
4. John Quincy Adams' Lectures on Rhetoric and Oratory, Lectures VII, XV, XXV, XXXVI
5. Federalist No. 10 and 51
6. Abigail Adams's "Letter to John Adams"
7. Mason Locke (Parson) Weems's fable, "George Washington and the Cherry Tree" episode from the biography of Washington
8. Washington's Farewell Address
9. Selections from Nixon and Kennedy debates
10. First Draft of Declaration of Independence
11. Martin Luther King's "Letter from Birmingham Jail"
12. Excerpt from *To Kill a Mockingbird*
13. Brown v Board of Education
14. Excerpts of the Webster-Hayne debates.
15. Proceedings of the Committee of Correspondence. July 19th, 1774
16. Galloway's Speech to Continental Congress, September 1774
17. H.L. Menken on the Scopes Monkey Trial, with focus on arrangement and statement of facts
18. Transcript of Darrow and Bryan from Scopes Trial
19. George W. Bush's "Remarks at the National Day of Prayer and Remembrance Service"
20. Tony Blair's "Memorial Service for British Victims of September 11 Terrorist Attacks"
21. Billy Graham's 9/11 Message from the Washington National Cathedral
22. Paine, Thomas—selections from Common Sense
23. Henry, Patrick, "Give Me Liberty"
24. Brutus 1 and "We the People, or We the States?"
25. Washington's Newburgh Address
26. Emerson's, "Concord Hymn"
27. Seneca Falls Declaration of Sentiments
28. Susan B. Anthony, "Women's Right to Vote."
29. Frederick Douglass' "The Meaning of July Fourth to the Negro"
30. Henry Wadsworth Longfellow, "Paul Revere's Ride"
31. Franklin Delano Roosevelt's "The Four Freedoms"
32. Eleanor Roosevelt's "The Struggle for Human Rights"
33. Abraham Lincoln's Lecture on Discoveries and Invention
34. Mark Twain, The War Prayer
35. "Letter to His Wife" by Sullivan Ballou
36. "Letter to Ted" by Teddy Roosevelt
37. James Baldwin, "Letter to my Nephew"
38. Flannery O'Connor, "To Maryat Lee"

Composition/Writing Assignments

1. 2-3 times a week compose a reflection in the Common Place book on topics related to that week's study.
2. Regular *copia* exercises.
3. Write a two-minute Farewell Address to the Academy.
4. Write an analytical essay on the Declaration of Independence.
5. Write a *chreia* using a statement from one of the primary texts discussed in class.
6. Write a speech that refutes either Galloway's speech or "Proceedings..."
7. Write short introduction for an oration, picking circumstances of oration from a list of possible topics.
8. Write an original statement of facts based on the facts of the Scopes trial.
9. Write an analysis essay on Bryan's or Darrow's argument from the Scopes trial.

10. Write a policy memo on the decision to use atomic weapons in Japan.
11. Write a comparison essay that compares and contrasts one of the 9/11 speeches and Kennedy's eulogy of Frost.
12. Write a funeral oration of two for a real or fictional person in the community.
13. Write a speech meant to inspire a new tradition or call a friend to action.
14. Write and deliver an Encomium
15. Pick any historical event from 1980-2010 and write a speech responding to the event imitating one element of Lincoln's style in an original speech.
16. Imitate either Lincoln's conciliar style or Twain's antagonistic style in A War Prayer.
17. Compose either a love letter to a family member or an advisory letter to a friend or younger sibling
18. Write a letter to the editor about an issue that you care about. Then write a letter to a friend discussing the same issue.

Yearly Pacing Guide

The pacing guide is broken up by week. Most weeks plan for four days per week. This leaves room for additional assessments, extra composition days, and days off of school for a variety of reasons. The unit materials are found in the accompanying Unit Guides. The “day” listed corresponds to these guides.

While this course was built with a weekly rhythm, units often last a few weeks or more. Since students will return to the study of each of the five canons multiple times, the Unit Plans provide guidance on how each unit builds on the previous unit. The goal is to bring students to a greater mastery of the course material with each pass through the canons, both in terms of theory and practice.

NB. The following guide is subject to slight revisions based on the year. It is intended to give a rough sketch of what is covered in each quarter. All teachers understand that these things are malleable to a certain extent. Major assignments and assessments are included.

First Quarter

Week 1

Unit 1, Day 1: Introduction to Rhetoric
Unit 1, Day 2: Introduction: Overview of Invention
Unit 1, Day 3: Introduction: Overview of Arrangement
Unit 1, Day 4: Introduction: Overview of Style

Week 2

Unit 1, Day 5: Introduction: Subjects, Stasis, Persuasion
Unit 1, Day 6: Introduction: Special Topics: Ceremonial, Deliberative, and Judicial
Unit 1, Day 7: Introduction: Common Topics
Unit 1, Day 8: Introduction: Appeals: Ethos, Pathos, Logos

Week 3

Unit 1, Day 9: Introduction: Introductions and Statement of Facts
Unit 1, Day 10: Introduction: Refutation
Unit 1, Day 11: Introduction: Conclusions
Unit 1, Day 12: Delivery: Farewell Address to the Academy

Week 4

Unit 1, Day 13: Introduction: Identifying Parts of a Discourse (five-fold form)
Unit 1, Day 14: Introduction: Identifying Parts of a Discourse (continued)
Unit 1, Day 15: Introduction: Types of Media via Nixon-Kennedy Debates
Unit 1, Day 16: Introduction: Analytical Essay on Parts of a Discourse.

Week 5

Unit 2, Day 1: Invention: Thesis, Common Topic: Definition
Unit 2, Day 2: Invention: Definition Analysis: “Letter from a Birmingham Jail”
Unit 2, Day 3: Invention: Square of Opposition
Unit 2, Day 4: Invention: Syllogisms

Week 6

Unit 2, Day 5: Invention: Intro to Categorical Syllogism and Informal Fallacies
Unit 2, Day 6: Invention: Identifying Categorical Syllogisms and Fallacies
Unit 2, Day 7: Invention: Identifying Categorical Syllogisms and Fallacies (continued)
Unit 2, Day 8: Invention: *Progymnasmata* - Chreia

Week 7

Unit 2, Day 9: Invention: Intro to Enthymemes
Unit 2, Day 10: Invention: Identifying and Creating Enthymemes
Unit 2, Day 11: Invention: Identifying and Creating Refutations
Unit 2, Day 12: Delivery: Presentation - Should the Colonists have gone to war?

Week 8

Unit 2, Day 13: Invention: Intro to Copia
Unit 2, Day 14: Invention: Copia (continued); The Virtues of the Orator
Unit 2, Day 15: The Virtues of the Orator (continued)
Unit 2, Day 16: Delivery: Present Copia Exercise

Week 9

Unit 3, Day 1: Arrangement: Parts of a Discourse Analysis: Lincoln's Second Inaugural
Unit 3, Day 2: Arrangement: Parts of a Discourse Analysis: "Letter from a Birmingham Jail"
Unit 3, Day 3: Arrangement: Elements of Introductions
Unit 3, Day 4: Arrangement: Elements of Introductions (continued).

Second Quarter

Week 1

Unit 3, Day 5: Arrangement: Parts of a Discourse: Lincoln's Second Inaugural
Unit 3, Day 6: Arrangement: Parts of a Discourse: "Letter from a Birmingham Jail"
Unit 3, Day 7: Arrangement: Types of Introductions
Unit 3, Day 8: Arrangement: *Progymnasmata* - Narrative

Week 2

Unit 3, Day 9: Arrangement: Revisiting Statements of Fact
Unit 3, Day 10: Arrangement: Statements of Fact (continued)
Unit 3, Day 11: Arrangement: Organizing Statements of Fact
Unit 3, Day 12: Arrangement: Creating Statements of Facts.
Unit 3, Day 13: Arrangement: Intro to Confirmation and Refutation

Week 3

Unit 3, Day 14: Arrangement: Background to Scopes Trial: Bryan and Darrow
Unit 3, Day 15: Arrangement: Identifying Confirmation and Refutation: Scopes Trial
Unit 3, Day 16: Arrangement: Identifying Confirmation and Refutation: Scopes Trial (continued)
Unit 3, Day 17: Arrangement: *Progymnasmata* - Confirmation/Refutation

Week 4

Unit 3, Day 18: Arrangement: Elements of a Conclusion
Unit 3, Day 19: Arrangement: Elements of a Conclusion
Unit 3, Day 20: Arrangement: Review the Parts of a Discourse
Unit 4, Day 1: Style: Figures of Speech: "The Gettysburg Address"
Unit 4, Day 2: Style Identifying Schemes and Tropes in "The Gettysburg Address"

Week 5

Unit 4, Day 3: Style: Comparing Style: Everett vs Lincoln
Unit 4, Day 4: Delivery: Recite "The Gettysburg Address" / Introduce Presidential SIMEX Preparation
Unit 5, Day 1: Deliberative Rhetoric: Presidential SIMEX - Presentations and Feedback
Unit 5, Day 2: Deliberative Rhetoric: Presidential SIMEX - Presentations and Feedback
Unit 5, Day 3: Deliberative Rhetoric: Presidential SIMEX - Presentations and Feedback

Week 6

Unit 5, Day 4: Deliberative Rhetoric: Presidential SIMEX - Debrief and Takeaways
Unit 6, Day 1: Ceremonial Rhetoric: Examples - Robert Frost's Eulogy
Unit 6, Day 2: Ceremonial Rhetoric: Examples - 9/11 Remarks - George W, Bush
Unit 6, Day 3: Ceremonial Rhetoric: Examples - 9/11 Remarks - Billy Graham

Week 7

Unit 6, Day 4: Ceremonial Rhetoric: Comparing 9/11 Remarks
Unit 6, Day 5: Ceremonial Rhetoric: Figures of Speech - The Gettysburg Address
Unit 6, Day 6: Ceremonial Rhetoric: *Progymnasmata* - Encomium / Invective
Unit 6, Day 7: Ceremonial Rhetoric: Review Ceremonial Rhetoric and Figures of Speech.

Week 8

Unit 6, Day 8: Ceremonial Rhetoric: Intro to Composing a Funeral Oration: Pericles and Lincoln
Unit 6, Day 13: Ceremonial Rhetoric: Composing a Funeral Oration
Unit 6, Day 14: Ceremonial Rhetoric: Composing a Funeral Oration (continued)
Unit 6, Day 15: Ceremonial Rhetoric: Deliver Funeral Oration
Unit 6, Day 15: Ceremonial Rhetoric: Deliver Funeral Oration (continued)

Week 9

Semester Review and Exam

Third Quarter

Week 1

Unit 7, Day 1: Invention: Logos and the writings of Thomas Paine and Patrick Henry
Unit 7, Day 2: Invention: Ethos and the writings of Thomas Paine and Patrick Henry
Unit 7, Day 3: Invention: Pathos and the writing of Thomas Paine and Patrick Henry
Unit 7, Day 4: Invention: Identifying and using the Three Modes of Persuasion

Week 2

Unit 7, Day 5: Invention: Background to the Federalist Papers (particularly #10)
Unit 7, Day 6: Invention: “Federalist 10” and the Elements of Invention
Unit 7, Day 7: Invention: “Federalist 51” and the Elements of Invention
Unit 7, Day 8: Invention: Identifying and using Enthymemes

Week 3

Unit 7, Day 9: Invention: Common Topics and Opposition to COTUS
Unit 7, Day 10: Invention: “Brutus 1” and the Elements of Invention
Unit 7, Day 11: Invention: “We the People? or We the States?” and the Elements of Invention
Unit 7, Day 12: Invention: Comparing arguments for and against the COTUS

Week 4

Unit 8, Day 1: Delivery: Intro. to Washington’s Newburg Speech
Unit 8, Day 2: Delivery: Student Practice
Unit 8, Day 3: Delivery: Student Practice
Unit 8, Day 4: Delivery: Student Presentations

Week 5

Unit 9, Day 1: Arrangement: The Declaration of Independence
Unit 9, Day 2: Arrangement: Seneca Falls Declaration
Unit 9, Day 3: Arrangement: *Progymnasmata* - Comparison
Unit 9, Day 4: Arrangement: *Progymnasmata* - Comparison (continued)

Week 6

Unit 9, Day 5: Arrangement: Outline Douglass’ The Meaning of 4th of July to the Negro
Unit 9, Day 6: Arrangement: Outline MLK Jr.’s “I Have a Dream”
Unit 9, Day 7: Arrangement: *Progymnasmata* - Attack a Law
Unit 9, Day 8: Arrangement: *Progymnasmata* - Attack a Law (Continued)

Week 7

Unit 9, Day 9: Senior Thesis - Review and Feedback
Unit 9, Day 10: Senior Thesis - Review and Feedback (Continued)
Unit 9, Day 11: Senior Thesis - Review and Feedback
Unit 9, Day 12: Senior Thesis - Review and Feedback

Week 8

Unit 10, Day 1: Style: Lincoln’s Second Inaugural; Tropes and Figures
Unit 10, Day 2: Style: Lincoln’s Second Inaugural: Troped and Figures (continued)
Unit 10, Day 3: Style: Twain’s War Prayer
Unit 10, Day 4: Style: Recitation - Lincoln -or- Twain

Week 9

No schedule content due to the Senior Trip

Fourth Quarter

Week 1

Unit 11, Day 1: American Letters: "Letter to his Wife" by Balou
Unit 11, Day 2: American Letters: "Letter to Ted" by Roosevelt
Unit 11, Day 3: American Letters: Letter Writing Exercise
Unit 11, Day 4: American Letters: Letter Writing Exercise (continued)

Week 2

Unit 11, Day 5: American Letters: "Letter to My Nephew" by Baldwin & "To Maryat Lee" by O'Connor
Unit 11, Day 6: American Letters: Rhetorical comparison
Unit 11, Day 7: American Letters: Letters Writing Exercise #2
Unit 12, Day 8: American Letters: "Letter from Birmingham Jail" by MLK Jr.

Week 3

Unit 12, Day 1: Judicial Oratory: Introduction
Unit 12, Day 2: Judicial Oratory: Special topics, Issues, and stasis
Unit 12, Day 3: Judicial Oratory: Stasis Theory
Unit 12, Day 4: Judicial Oratory: Example (Classical) - Cicero's Pro Milone

Week 4

Unit 12, Day 5: Judicial Oratory: Example (Classical) - Cicero's Pro Milone (continued)
Unit 12, Day 6: Judicial Oratory: Example (American) - Silkwood vs. Kerr-McGee
Unit 12, Day 7: Judicial Oratory: Example (American) - Silkwood vs. Kerr-McGee (continued)
Unit 13, Day 1: Declamations: Introduction; Teacher Demonstration

Week 5

Unit 13, Day 2: Declamations: Introduction; Group Work
Unit 13, Day 3: Declamations: Introduction; Group Work (continued); Final Project
Unit 13, Day 4: Declamations: Final Project - Invention
Unit 13, Day 5: Declamations: Final Project - Invention

Week 6

Unit 13, Day 6: Declamations: Final Project - Arrangement
Unit 13, Day 7: Declamations: Final Project - Arrangement
Unit 13, Day 8: Declamations: Final Project - Style
Unit 13, Day 9: Declamations: Final Project - Style

Week 7

Unit 13, Day 10: Declamations: Final Project - Memory & Delivery
Unit 13, Day 11: Declamations: Final Project - Student Presentations
Unit 13, Day 12: Declamations: Final Project - Student Presentations
Unit 13, Day 13: Declamations: Final Project - Student Presentations

Rhetoric (Grade 12)



Week 8

Unit 13, Day 14: Declamations: Final Project - Student Presentations

Unit 13, Day 15: Declamations: Final Project - Student Presentations

Unit 13, Day 16: Declamations: Final Project - Student Presentations

Week 9

Finish Presentations and Final Exam