

STUDY GUIDE FOR COMM 308

Every student will draw one concept from the list below, and will be expected to discuss that concept in relation to one other idea below, in a single lucid, insightful and substantive 5-minute answer. Lucidity is a matter of economy and coherence; insight is gained through both careful study and taking time to reflect on the concepts with imagination; substance is achieved through using specific examples from lecture, etc. to develop your answer. In order to do well on this final, make the following "moves" in your answer: (1) Give an introductory remark or two to set the tone, motivate and preview your "speech." (2) Overview both concepts. (3) Elaborate on them individually. (4) Discuss their relation one to another. (5) Conclude, as you would any good speech, with a summary and a decisive close. Good luck!

Rhetoric in the Classical Liberal Arts

Positive vs. Contingent

The Five Canons of Rhetoric

Categorical Syllogism

Aristotle's Definition of Rhetoric

Tallmon's def. of Practical Reasoning

Aristotle's Three "Modes of Artistic Proof"

Enthymeme

Sir Francis Bacon's definition of rhetoric

Aristotle on probability

Figures of speech

Dialectic

*Style*

Law of contradiction

Aristotle's three "kinds of rhetoric"

Common Material Fallacies

Casuistry

Cicero's *Topica*, sections 79-80 & 93-95

Rhetorical Reasoning

Weaver on topics

Stasis

Boethius on "artisans of argument"

Maxims

Jonsen's Topology

Topoi

Tallmon on Casuistry

Phronesis

stasis system

Burden of Proof

Presumption of the Status Quo

Burden of Rejoinder

Learning rhetoric was, according to Aristotle and Plato, learning to speak the truth to fellow human beings in a way that respects their freedom and helps them achieve excellence.