



WITTENBERG ACADEMY

Rhetoric I
Michaelmas/2016
Dr. James Tallmon

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About Rhetoric I: The third in the trivium of language arts (core courses in critical thinking,) Classical Rhetoric aims at teaching students to speak and to write the truth persuasively. To this end, students will compose and deliver speeches as well as analyze and evaluate important orations, both classical and modern, according to the classical rhetorical canons of invention, arrangement, and style.

There are various approaches to the study of rhetoric. The primary assumption upon which this course is based is that thinking is fundamental to speech. The art of speech-making is examined by, first, introducing the student to the role of rhetoric in the liberal arts tradition. Rhetoric, long considered the cornerstone of the liberal arts, is the art of persuasive speaking. The study of rhetoric provides a foundation in speech composition upon which the course builds. The course builds on that foundation by studying, in a very systematic, and highly integrated fashion, tools for practical reasoning. Again, those tools are approached in a manner that equips students to be at home in the realm of ideas (i.e., to analyze, critique, refute and persuade about ideas.)

Rhetoric I is a required and foundational course, best taken in the freshman year. Class meets “Live” Monday mornings at 9 a.m. Central Time. Some live sessions will be reserved for lecture, some for speeches, and some for “Open Office Hours” (getting answers to your nuts-and-bolts questions). Chapel is held Tuesdays at 3 p.m. Central. All other work is done “asynchronously,” which means at your convenience, but at my pace. I set the due dates and introduce topics at a pace that we need to maintain in order to maximize learning and to finish the course by November 23. At strategic points in the term, as we prepare for major assignments, or when your teacher perceives there is confusion about some concept or expectation sufficient to warrant some “face time,” there will be additional Live Chat sessions. Two of these, tied to assignments, will be mandatory; others are voluntary. Attendance at these sessions will be factored into your participation mark. (Attendance points for what is expected; full participation points for going beyond what is expected.)

Assignments/Grading:

A. Attendance and participation:

If you expect to miss an assignment deadline for any reason, let me know in advance (a call or email will suffice.) Whether or not a late assignment is accepted must be determined, in advance, in dialog with Dr. Tallmon. You will be penalized for submitting late work. If you miss due to an emergency, you will be permitted to submit work missed without penalty. If you fail to communicate the nature of your absence, you will not be able to submit missed work. I am happy to visit with you about material missed, but prefer that you first get updated from a peer, then schedule a tutorial. Papers are due on the date specified and will not be accepted without penalty later than 4:30 p.m. (Central Time) of the due date. No paper is accepted late without prior permission. 20 pts will be awarded for “perfect attendance.”

NOTE: Dr. Tallmon will be watching closely how much time you spend logged-in to class.

B. Assignments:

Oral Presentations –50% or (500 pts)

- Personal Story (100 pts)
- Informative (100 pts)
- Persuasive Speech (200 pts)
- Ceremonial (100 pts)

Papers—40% or (400 pts)

- Analysis of Controversy (200 pts)
- Rhetorical Criticism—10% or (100 pts)
- Final Reflection Paper—10% or (100 pts)

Participation— 10% or 100 pts. total

- 2 pop quiz @ 20 pts + 2 live chat @ 40 pts + Attendance = 20 pts
- Extra credit for full participation = 20 pts!

C. Grading Scale:

90-100% A

80-89% B

70-79% C

60-69% D

59% and below: F

Academic Integrity:

Each day we strive, but fail, to keep all ten commandments. You will have the opportunity, one way or another, to break all ten commandments during class. Knowing the law and knowing we are gravely negligent in keeping the law should have us constantly on our knees beseeching our Father in heaven for mercy. While our place should be on our knees (or perhaps moreso, our place should be hell), in His infinite mercy, God sent His Son to the world to seek and to save us, the lost and condemned. We rise then and stand in the grace poured out on us on the cross. Yet, we do not use our freedom in that grace to indulge the sinful nature. As such, we strive for academic integrity in all we do and say in class. One of the most pointed areas of academic integrity would fall under the auspices of the seventh commandment. In your writing and interaction with one another in discussions, I certainly encourage you to use our readings and other materials from class or outside of class. I even encourage you to comment upon the work and words of others from class. However, in all these things, in order to hold firm the seventh commandment, we must always cite our sources so as to not steal that which is not ours. Give credit where credit is due. This applies to direct quotations and summarizing what someone else has said. We will utilize MLA citation format in our formal writing. Citations in discussions can be informal references to the writings or materials. (See the handout, “Plagiarism 101”) Students caught plagiarizing will fail this course.

Tentative Course Outline

Date	Lecture Title	Discussion/Assignment
9/6	Course structure/Rhetoric in the Liberal Arts	Review syllabus and learning objectives; assign "Personal Story" speech
9/7-11	Introduction to classical canons of rhetoric	Watch on your own "I Have a Dream" M.L. King, Jr.
9-12	Introduction to Great Speeches Series; discuss "I Have a Dream"	Assign policy speech series; assign informative Watch Bobby Kennedy's Eulogy on MLK, Jr.
9/13-18	Choosing a Policy Topic; The canon of Disposition; Great Speeches; The Rhetorical Situation	Lady Thatcher's Eulogy on Ronald Reagan; Lloyd Bitzer's "The Rhetorical Situation"; Personal Story Speech due 9/18
9/19	Library Instruction; Supporting Material; On Rhetorical Criticism	Application & troubleshooting
9/20-25		Policy topics due 9/25;
9/26	Great Speeches; Analysis of Controversy	President Bush's Address to the Joint Session of Congress regarding 9/11; Assign Analysis of Controversy Speech
9/27-10-2	Review Stock Issues Model; Mandatory Live Chat	"I Have a Dream" exercise; Informative due 10/1
10/3	All about the Analysis of Controversy Speech	Application & troubleshooting
10/4-9	The Canon of Style (pt. 1)	Analysis of Controversy Speech due 10/7
10/10	Discuss Richard M. Weaver	Read <i>Phaedrus</i> ; Weaver, "Phaedrus & Nature of Rhetoric"
10/11-16	Focus on Weaver and Persuasive research	post to discussion board (one week "window")
10/17	Introduction to Cold War Rhetoric	"13 Days"; JFK Medley; Assign Student's Choice
10/18-23	Continue Persuasive research	Adlai Stevenson's "UN Missile Crisis"; Jeanne J. Kirkpatrick, "KAL 007"
10/24	Tests for truth; Composing fully developed lines of argument	Logic Tutorial; post to "Art of Persuasion" threads
10/25-30	Aristotle on Dialectic & Rhetoric; Ethos, Pathos & Logos	Fallacies exercise; Aristotle's <i>Rhetoric</i> , Book I; Chpts. 1-3; finish writing, practice & polish Persuasive Speech
10/31	Focus on Ethics of Rhetoric	Quintilian, <i>Institutes of Oratory</i> , Bk. VI on Ethos & Pathos
11/1-6	Application & Troubleshooting; Assign Rhet. Crit.	Application & Troubleshooting; Personal Story, Inf, AofC, DB grade appeal window closes
11/7	Persuasive Speeches Live	Persuasive Speech delivered Live 11/7
11/8-13	Great Speeches: Pathos & Style	Reagan Medley; Gettysburg Address exercise; Longinus, "On the Sublime"
11/14	On Oral Interpretation and Oratory	Rhetorical Criticism Paper due 11/14
11/15-20	Application & Troubleshooting	Develop your thoughts, in collaboration with Dr. Tallmon for the Final Reflection Paper
11/21	Ceremonial Speech (5 minutes-ish)	Ceremonial Speech due 11/21
11/22-23	Work on final revision of Paper	Final Reflection Paper due 11/23