

CURRICULUM OVERVIEW: RHETORIC I

COURSE DESCRIPTION

Course Description: Rhetoric I is an English composition and speech class. The entire Progymnasmata (composition) curriculum is reintroduced and reviewed.

DAILY/WEEKLY RHYTHM

The class begins with a quotation or a discussion question in order to foster community and turn our minds toward the task at hand. We then begin each class with prayer. Following prayer, we might review the previously assigned composition portion or analyze a piece of rhetoric using the categories of logos, pathos and ethos. We then move to a new portion of our composition or continue our discussion about the components of beautiful communication after which a student may demonstrate through his or her own presentation. The speeches may be a recitation from a student's composition or extemporaneous. The majority of the class is spent in composition. Students review 12 of the stages of the Progymnasmata and also learn the final two stages: thesis, and law; thus, they will have completed the fourteen stages of Progymnasmata. During the year the students read from Erasmus' *On Copia* and Mary Oliver's *Poetry Handbook*. The tenth graders participate in a poetry project that includes their own poetry plus gathering poetry from other sources. During the fourth quarter, students read and discuss Hermogenes' *On Issues*. Here they work through the introduction in preparation for Rhetoric II.

CONTRIBUTION TO LEARNING GOALS

Students will learn to be confident and clear communicators through the daily rhythms of writing and speaking. They will review invention (generating arguments), arrangement, and style. Students will learn to read and listen analytically; think critically; and communicate clearly, persuasively, and imaginatively both in writing and in speaking. Figures of speech are demonstrated throughout student compositions. Selected poems are memorized. Students will begin preparing for their junior thesis project by beginning the reading of Hermogenes' *On Issues*.

LEARNING OBJECTIVES

Rhetoric I has a variety of learning objectives that are discussed fully in the *Curriculum Guide for Rhetoric I*.

ASSESSMENT

Students are assessed through the following: composition assignments, speeches and speaking exercises, rhetorical analysis, poetry memorization, and grammar analysis.

PARENT INVOLVEMENT

Parents are encouraged to check RenWeb and follow their student's progress. My communication procedures with parents consist of the lesson plans, homework, and grades located in RenWeb. I also communicate via email—updating parents on upcoming events and projects. Phone calls and parent/teacher conferences (which occur twice each year – once in the fall and once in the spring) will be vehicles of communication between us. It is my desire to be available to you and your child; please feel free to email and/or call me with any questions or concerns. I also will be happy to meet with you; simply request a conference via e-mail and I will set up a time.

MORAL EDUCATION

It is our desire that the Rhetoric I students grow in knowledge and in their ability to communicate, and that they also grow in truth and in their relationship with Jesus Christ. To help focus the student in this area, Rhetoric I focuses on the beautiful in order to have our minds and hearts captivated by the beauty of God. We do this by memorizing beautiful poetry and through the imitation of beautiful writing and speaking. Each class begins with prayer, and whenever possible, opportunity is given to integrate our faith into the curriculum, into class discussions, and into the students' work. Class discussions teach the students how to relate to one another in gentleness and love. The students also participate in serve days, 2 retreats (fall and winter), and weekly chapels.

CURRICULUM

Assorted poems, Holt's Grammar, Erasmus' *On Copia*, Mary Oliver's *Poetry Handbook*, Progymnasmata, and Hermogenes' *On Issues*, Matt Whiting's *Grammar of Poetry*.