

Kolbe Academy Home School

ENGLISH 3: COMPOSITION AND RHETORIC HIGH SCHOOL ENGLISH

Rhetoric by Aristotle
Classical English Rhetoric by Farnsworth

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COURSE TITLE: High School English 3: Composition and Rhetoric

COURSE DESCRIPTION:

According to the Ignatian method, Kolbe Academy's English courses are designed to help form the student's abilities to effectively speak, write, and act. As this is a rhetoric and composition course, the emphasis is on speaking and writing in various modes of persuasion. This course will take an in-depth look into Aristotle's *Rhetoric* in order to analyze famous speeches according to the three divisions of rhetoric (Political, Ceremonial, and Forensic) and three means of persuasion (Ethos, Pathos, Logos). The course will also challenge students to enhance their speaking and writing through several methods of modeling. The students will model figures of speech, famous speeches, and persuasive techniques in the style of Cicero. Please see course plan methodology if the student is seeking the Kolbe Academy Core (K) designation for this course.

COURSE TEXTS:

FIGURES OF SPEECH (FAR)	❖ Farnsworth, Ward. <i>Farnsworth's Classical English Rhetoric</i> . David R. Godine, Publisher, 2016.
RHETORIC (AR)	❖ Aristotle. <i>Rhetoric</i> . Translated by William Rhys Roberts, Dover, 2004.
COMPOSITION (HANDOUTS/ MLA)	❖ High School English 3: Composition and Rhetoric Handout Packet of essays <ul style="list-style-type: none"> • Provided at no charge with the course plan in the Parent Portal, in print for enrolled students receiving printed course plans, or as a digital download when the course plan is ordered from the bookstore.
	❖ <i>MLA Handbook Eighth Edition</i> . Modern Language Association of America, 2016.
<i>Rhetoric Study Guide</i> (RSG)	❖ <i>Rhetoric Study Guide Set</i> . Kolbe Academy Press, 2020.

NOTE: The following abbreviations will be used in the course plan, (AR) for *Aristotle's Rhetoric*, (HANDOUTS) for Handouts Packet, (FAR) for the *Farnsworth's Classical English Rhetoric* text, (RSG) for the Rhetoric Study Guide Set, and (MLA) for the *MLA Handbook*, Eighth Edition.

COURSE OBJECTIVES:

- ❖ The student will understand and apply the principles found in *Aristotle's Rhetoric*
- ❖ The student will learn how to write according to Cicero's "Six Steps of Persuasion"
- ❖ The student will learn classical figures of speech by example and application
- ❖ The student will learn how to analyze the effectiveness of his & others' writings
- ❖ The student will grow in confidence as a writer and speaker

SKILLS TO BE DEVELOPED:

The student will learn how to:

- ❖ Analyze & write speeches according to proper use all three divisions of rhetoric. (Political, Ceremonial, Forensic)
- ❖ Analyze & write speeches according to proper use of the means of persuasion (Ethos, Pathos, Logos)
- ❖ Write memorable statements through the practice of the figures of speech
- ❖ Define and divide terms, both technically and more generally
- ❖ Write thoughtful analytical and argumentative speeches
- ❖ Target the audience of a chosen topic and write in a concise and convincing manner

AT A GLANCE:

In Semester 1 (Content & Form) the student will read Aristotle's *Rhetoric* and Farnsworth's *Classical English Rhetoric* [Figures of Speech] with the goal of analyzing and writing several speeches in the forms of: Ceremonial, Political, and Forensic. The student will do weekly reading in Aristotle, complete study guide questions and analyze speeches during the even weeks of the course. The student will also enhance their writing with the integration of the figures of speech and creative composition assignments during the odd weeks.

In Semester 2 (Audience & Cicero) the student will continue reading Aristotle and Farnsworth while taking a closer look at audience and how to persuade through Ethos, Pathos, and Logos. The student will follow Cicero's six steps of persuasion to write a lengthy persuasive speech while demonstrating skills in argumentation and logic.

SCOPE AND SEQUENCE:

1. Weekly Reading in Aristotle and Figures of Speech (alternated weekly)
2. Major Composition Assignments:

Semester One**Quarter One:**

- Analysis of Speeches (1 Ceremonial, 1 Political, 1 Forensic)
 - Lou Gehrig "Farewell to the Yankees"
 - Thomas More "Speech at Trial"
 - Patrick Henry "Give Me Liberty or Give Me Death"
- Political Speech Case Study
 - Charles de Gaulle "Appeal of June 18th"
- Lesser/ Greater Essay (Using Aristotle's means of persuasion)

Quarter Two:

- Short Ceremonial Speech (Write a short Ceremonial Speech to praise a loved one) modeling after Edmund Burke's Eulogy for Marie Antoinette.
- Forensic Speech: Defense against accusations of "Laziness"
- Forensic Case Study
 - "Socrates Defense"

Semester Two

Quarter Three:

- Analysis of Ethos, Pathos, Logos in George Bush's "9/11 Address to the Nation"
- Analysis of Anger & Calmness in "What to a Slave is Your Fourth of July?"
Fredrick Douglass
- Advertisement Assignment with different appeals
- Major Speech Assignment begins: Ethos & Pathos of topic (Building Credibility, Targeting Audience and Emotion)

Quarter Four:

- Major Speech Assignment: Working Outline
- First Draft
- Enhancement and Delivery of Speech (Figures of Speech Wrap up & Delivery techniques)

3. Three-Part Exams: Figures of Speech (Objective) Aristotle (Short Answer) Case Study (Essay)

SUGGESTED GRADING METHODOLOGY:

The following grading methodology is suggested, but as with all of Kolbe Academy's high school courses, the course plan is designed to be tailored by parents to meet the educational needs of their student(s). Please see "Tips for Adapting This Curriculum" and "Kolbe Core Course Requirements" below in the course syllabus.

Rhetoric Study Guide Questions: 20%
Weekly Composition: 20%
Major Assignments: 30%*
Exams: 30%

*You might want to allow the student to revise major assignments to get a portion of the points back.
See

Weekly Composition & Major Assignments: In the Appendix of this course, you will find rubrics and student samples for the composition assignments.

Study Guides: (5 points per question) 5 complete and correct, 4 complete and correct but needs more detail, 3 partially correct, 2 incorrect, 0- no attempt. Have the student grade his or her study guide questions each week and assign a grade. An answer key to the study guide questions for each week is found in the study guide set for this course.

TIPS FOR ADAPTING THIS CURRICULUM:**Aristotle & Study Guide – Semester 1**

There will be weekly writing activities to help students put their rhetorical wisdom into practice. Some parents might wish to replace some of the written work with a discussion, especially for students who have an auditory learning style. It may also be helpful for the auditory learner to listen to Aristotle's *Rhetoric* in addition to reading the work. There are several free audio versions of the text available online. Even if the student listens to the work, it is highly encouraged to annotate and take notes in the book along with the reading. Annotation tips will be given in the course plans.

Aristotle & Cicero- Semester 2

At the end of quarter four the student will have the opportunity to perform a speech that they will work on throughout semester two. This is a great opportunity to encourage creativity and adapt the project to their strengths and weaknesses. For example, you can have the student record the presentation, present it to the family, share it with a homeschool co-op or group of friends. They can add a PowerPoint presentation to their delivery. This project is a strong demonstration of the skills learned throughout the year, and therefore, altering to your student's needs is essential.

Figures of Speech

The figures of speech will help the student enhance his written work. If you feel your student needs more practice utilizing the figures of speech, encourage him to model specific examples from the text, or for more creative students, have them write a poem using the figures for the week. The more practice the better. It can also be helpful to have "scavenger hunts" where the student can look through current literature for examples of the figures of speech. Shakespeare and Scripture are two places figures of speech can be found with ease. If the student is grasping the concept of the figure of speech earlier in the reading and does not require more practice, the instructor may choose to have the student skip the extra examples in the Farnsworth text and simply focus on the concise definition and example provided in the course plans.

DIPLOMA REQUIREMENTS:

Summa Cum Laude students must complete the entire Kolbe Academy proposed curriculum as written. ***Summa*** students must fulfill the requirements for the Kolbe Core (K) as outlined in this English course plan. In 9th grade, ***Summa*** students must pursue the (H) designation in at least one of the following courses: Theology, Literature, or History. In 10th grade, ***Summa*** students must pursue the (H) designation in at least two of the following courses: Theology, Literature, or History. In 11th grade, ***Summa*** students must pursue the (H) designation in all three of the following courses: Theology, Literature, and History. In 12th grade, ***Summa*** students must pursue the (H) designation in all four of the following courses: Theology, English, Literature, and History. ***Magna Cum Laude*** and ***Standard*** diploma candidates may choose to pursue the (H) or (K) designation, but are not required to do so. If the student is not pursuing either of these designations, the parent has the option of altering the course plan as desired. ***Magna Cum Laude*** students must include a combination of 5 years of English and Literature courses in high school, two of which must be Literature. ***Standard*** diploma students must include a combination of 3 years of English and Literature in high school.

KOLBE CORE COURSE REQUIREMENTS:

- ❖ **If a student is seeking the Kolbe Core (K) course designation**, he needs to be able to successfully complete the midterm and semester exams. In order to properly prepare for the exam, Kolbe Core students must complete all the lessons in the course plan. At the end of each semester, parents should indicate that the student is seeking the Kolbe Core designation by marking the report card with the (K) designation before the course name. Both the completed report card and all materials requested of Kolbe Core students listed in the chart below must be included in the semester grade report package.

The Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) designation. The Kolbe academic advisor has the final decision in awarding the designation for the course. **If no designation on the transcript is desired, parents may alter the lesson plans in any way they choose and any two pieces of written sample work are acceptable to receive credit for the course each semester.** If you have any questions regarding what is required for the (K) or (H) designations or diploma type status, please contact the academic advisor department at 707-255-6499 ext. 5 or by email at advisors@kolbe.org.

REQUIRED SAMPLE WORK:

Designation*	No Designation	K
Course Title	English 3: Composition and Rhetoric	English 3: Composition and Rhetoric
Semester 1	Any TWO samples of written and graded work from Semester 1.	1. <i>Complete</i> Midterm 1 Exam 2. <i>Complete</i> Semester 1 Exam
Semester 2	Any TWO samples of written and graded work from Semester 2.	1. <i>Complete</i> Midterm 2 Exam 2. <i>Complete</i> Semester 2 Exam

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course.

◆ ◆ ◆ FIRST SEMESTER ◆ ◆ ◆

WEEK 1		
<p>Note to student: This week you will learn how Aristotle defines rhetoric, and how it can be utilized. You will focus on a close reading of the text with notes, annotations, and study guide questions. Then, you will complete a short composition assignment to put your rhetorical wisdom into practice.</p>		
RHETORIC	AR: Ch. 1 RSG	<p>Read Chapter One of Aristotle, annotate and take notes</p> <p>Annotation Guide:</p> <ul style="list-style-type: none"> • Highlight essential terms • Write notes in the margins • Develop a color-coding system for common topics • Use post-it notes or a small notebook if writing in the book is not permitted <p>Work: Use your notes to complete the Week 1 Study Guide Questions</p>
COMPOSITION	Weekly Composition Assignment	<p>Answer the following prompt in a one to two paragraph response using the AXES paragraph model to explain.</p> <p><u>PROMPT:</u> Why is it essential to understand both sides of an argument? Use examples and textual evidence from <i>Aristotle's Rhetoric</i>, Chapter One to support your answer.</p> <p>Body paragraph (AXES): <i>Topic Sentence</i> Assertion- Topic Sentence assertion eXamples- Textual evidence, analogies, examples Explanation- How do your examples demonstrate your assertion? Significance- What is the significance of this assertion and example? <i>Concluding sentence</i></p> <p>Note: Each element in AXES is not limited to one sentence, rather it is simply one aspect of the paragraph.</p>
<p>Note to instructor: Students should try to answer the Study Guide questions while reading. The Study Guide questions will help with reading comprehension; the composition assignment will help them practice the skills they are developing. You may adapt the curriculum for more auditory learners by substituting some of the composition assignments for verbal discussions. Note that grading rubrics are found in the appendix of this course.</p>		

WEEK 2

Note to student: As we learn about rhetoric, we will practice enhancing our words through the figures of speech. This week you will learn five new figures of speech. The figures of repetition learned this week will be essential in making your work memorable and impactful. Your goal is to memorize the definitions and examples listed below, while learning to utilize them for future speeches and assignments. There will be multiple examples and definitions of the figures of speech in the Farnsworth reading; however, you are only expected to memorize the ones listed in the weekly course plans.

<p>FIGURES OF SPEECH</p>	<p>FAR: 1-31 RSG</p>	<p>Read: Pages 1-31 of Farnsworth</p> <p>Annotation Guide:</p> <ul style="list-style-type: none"> • Highlight essential terms • Write notes in the margins • Develop a color-coding system for common topics <ul style="list-style-type: none"> ○ Ex: <i>Julius Caesar</i> & <i>Gettysburg Address</i> examples should be collected throughout the year for our case studies. • Use post-it notes or a small notebook, if writing in the book is not permitted <p>Work: Use your notes to complete the Week 2 Study Guide Questions</p> <p>Memorize Definition & Quote:</p> <p><u>Epimone</u>- Repetition of phrases "The horror! The horror!" (Conrad, <i>Heart of Darkness</i>)</p> <p><u>Diacope</u>- Repetition of words with a few words in between.</p> <p><u>Epizeuxis</u>- Repetition consecutively, but sometimes with a brief interruption. "O Romeo, Romeo! wherefore art thou Romeo." (Shakespeare, <i>Romeo and Juliet</i>)</p> <p><u>Epanalepsis</u>-Repetition of the same phrase at the beginning and the end. "Romans, countrymen, and lovers! Hear me for my cause, and be silent, that you may hear: believe me for mine honor, and have respect to mine honor, that you may believe...." (Shakespeare, <i>Julius Caesar</i>)</p> <p><u>Anaphora</u>- Repetition at the start of successive clauses. "We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing</p>
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		confidence and growing strength in the air, we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender....” (Churchill, speech in the House of Commons)
COMPOSITION	Weekly Composition Assignment	<p>Write: Use the figures of speech from this week to create five memorable introductory lines. Then do one of the following:</p> <ol style="list-style-type: none"> 1. Try to improvise a short speech to a friend, sibling, or parent using your favorite example. 2. Have a parent or sibling guess what the speech could be about based upon your fascinating introductory lines.
<p>Note to instructor: The best way to memorize and utilize the figures of speech is through practice. If your student is struggling to create examples, have the student model the same grammatical structure as the example quote several times with different content. Mirroring part of speech and grammatical form can assist in the understanding of the figure of speech itself.</p> <p>Ex:</p> <p>“Romans, countrymen, and lovers! Hear me for my cause, and be silent, that you may hear: believe me for mine honor, and have respect to mine honor, that you may believe....”</p> <p>“Teachers, students, and friends! Trust me for my words, and be alert, that you may trust: believe me for mine integrity, and have faith in mine integrity, that you may believe...”</p>		

WEEK 3		
<p>Note to student: This week you will build upon the idea that rhetoric is an art meant to be studied through methods and structures. Aristotle will advise you on the difference between proofs in dialectic and rhetoric, focusing heavily on the use of example and enthymeme. More importantly, you will learn the three elements of speechmaking, the three means of persuasion and the three divisions of rhetoric.</p>		
RHETORIC	<p>AR: CH. 2-3</p> <p>RSG</p>	<p>Read: Chapters two and three of Aristotle, annotate and take notes</p> <p>Annotation Guide:</p> <ul style="list-style-type: none"> • Highlight essential terms • Write notes in the margins • Develop a color-coding system for common topics • Use post-it notes or a small notebook, if writing in the book is not permitted <p>Work: Use your notes to complete the Week 3 Study Guide Questions</p>
COMPOSITION	<p>HANDOUTS</p> <p>Major Assignment Week!</p>	<p>Prompt: Use the chart that you filled out in this week's study guide to analyze the following speeches:</p> <ol style="list-style-type: none"> 1. Lou Gehrig's "Farewell to the Yankees" (Ceremonial) 2. Thomas More's Speech at his Trial (Forensic) 3. Patrick Henry's "Give Me Liberty or Give Me Death" (Political) <p>Format of Assignment: <i>All in one document</i></p> <ol style="list-style-type: none"> 1. Submit an annotated copy of each of the speeches (notes in the margins, underlined statements, thoughts, etc.) 2. Submit a paragraph summary of each speech 3. Submit an analysis of each speech according to the specific mode of division and the chart from this week's study guide. Use textual support from the speech itself with proper MLA in-text citations. 4. Submit a paragraph response explaining which speech you enjoyed the most and why.
<p>Note to instructor: Use the Speech Analysis Rubric found in the appendix of this course to grade this assignment. In this stage of the student's academic career, in-text citations and support from the text are an important way to enhance each composition assignment.</p>		