

Well-Trained Mind Academy  
**Preparation for Rhetoric Writing**

**Course Site:** <https://wtma.blackboard.com>

**Course Goals**

- to provide students with basic knowledge of seven foundational compositional forms (chronological narrative, description, biographical sketch, sequence, explanation, comparison, narrative by significance) and their uses in history, science, and other fields;
- to teach skills in topic selection, research, note-taking, and documentation
- and to encourage original research and writing as preparation for the Rhetoric Writing Series.

**Required Texts**

Coursepack--Excerpts from *Writing With Skill*, Levels 1-3.

A notebook (any kind is permissible).

**Assignments**

*Weekly Writing Assignments:* There will be weekly writing assignments that will apply the concept learned in the previous week.

*Short Essays:* Over the course of the year, there will be several “short essays.” They will be 2-4 pages in length, and will combine and review concepts learned in class in the previous weeks.

*Final Research Paper:* Students will utilize skills learned throughout the year to complete a final composition based on their own research of a chosen topic.

**Grading Breakdown**

*Weekly Writing Assignments:* 40%

*Short Essays:* 30%

*Final Research Paper:* 20%

*Participation:* 10%

**Example Schedule**

- |           |  |
|-----------|--|
| <b>1</b>  | <b>Narrative Summaries and Outlining</b>                 |
| <b>2</b>  | <b>Chronological Narrative of a Past Event</b>           |
| <b>3</b>  | <b>Chronological Narrative of a Scientific Discovery</b> |
| <b>4</b>  | <b>Place Description</b>                                 |
| <b>5</b>  | <b>Scientific Description</b>                            |
| <b>6</b>  | <b>Description of a Person</b>                           |
| <b>7</b>  | <b>Biographical Sketch</b>                               |
| <b>8</b>  | <b>Sequence of a Natural Process</b>                     |
| <b>9</b>  | <b>Notes and Documentation</b>                           |
| <b>10</b> | <b>Writing from Notes</b>                                |

11	<b>Narrations and Sequence in History</b>
--	<i>Thanksgiving Break</i>
12	<b>Introductions and Conclusions</b>
13	<b>Explanation by Comparison</b>
14	<b>Brainstorming, Researching, Drafting</b>
--	<i>Winter Break</i>
--	<i>Winter Break</i>
15	<b>Explanation by Definition in Science</b>
16	<b>Explanation by Definition in Science</b>
--	<b>Midterm Week</b>
17	<b>Explanation by Definition in History</b>
18	<b>Temporal Comparisons</b>
19	<b>Temporal Comparisons</b>
20	<b>Combining the Topoi in History</b>
21	<b>Combining the Topoi in Science</b>
22	<b>Combining the Topoi</b>
23	<b>Summaries, Outlines, Topic Sentences</b>
24	<b>Narration by Significance</b>
--	<i>Spring Break</i>
25	<b>Instructional and Experimental Sequences</b>
26	<b>Explanation by Cause and Effect in History</b>
27	<b>Explanation by Cause and Effect in History / Science</b>
28	<b>Explanation by Cause and Effect in Science</b>
29	<b>Explanation by Cause and Effect / Analysis and Review</b>
30:	<b>Analysis and Review / Independent Projects</b>
31:	<b>Independent Projects</b>
32:	<b>Independent Projects</b>
	<b>Finals Week</b>

The Well-Trained Mind Academy  
**Rhetoric I**

Course Blackboard site: [wtma.blackboard.com](http://wtma.blackboard.com)

### **Required Texts**

- Killgallon, Don and Jenny. *Paragraphs for High School: A Sentence Composing Approach*. Portsmouth, NH: Heinemann, 2012. ISBN 9780325042534
- Larson, Michael. *Durable Design: Classical Oration for Speeches and Essays*. North Charleston, SC: CreateSpace, 2012. ISBN 9781475087598

(Note: Additional primary source materials will be provided through Blackboard as they become necessary.)

Terminology Source: <http://rhetoric.byu.edu/>

### **Course Description**

The first year of a three-year high school sequence. Introduction to the techniques of persuasive writing. The initial focus is on sentence and paragraph construction; students then move on to the progymnasmata exercises (narrative, description, fable, proverb, anecdote, refutation/confirmation, commonplace, praise and blame, comparison, speech-in-character) to teach thesis establishment, development, and support; the year concludes with the construction of a persuasive piece following the pattern established by Aristotle in *Rhetoric*.

### **Written Assignments**

- *Weekly written work* (70%): Write on assigned topics.
- *Final Project* (15%): Choose a thesis and defend it using the pattern established in Aristotle's *Rhetoric*. 1200-1500 words.

### **Quizzes and Tests**

- *Midyear Exam*—Timed Essay (5%): Be prepared to write one of the progymnasmata exercises studied so far within an assigned time frame.
- *Class Participation*: Contribution to the ongoing discussions in class (10%).

### **Example Schedule**

Weeks 1-6	Sentence and Paragraph Construction
Weeks 7-11	The Progymnasmata I: Fable, Narrative, Anecdote (“Chreia”), Maxim

Thanksgiving Weeks 12-14	The Progymnasmata II: Refutation, Confirmation, Commonplace
Winter Break Weeks 15-16	The Progymnasmata III: Enconium and Invective (vituperation)
Midterm Exams Weeks 17-19	Timed Essay, no lectures
Weeks 20-24	The Progymnasmata IV: Comparison, Personification, Description
Spring Break Weeks 25-31	Components of Classical Oratorion: Exordium, Narratio, Partitio, Confirmatio, Refutatio, Peroratio
Week 32	Thesis and Construction
Exams	Final Project Prep
	Final Project

**The Well-Trained Mind Academy**  
**Rhetoric II**

**Course Blackboard site:** wtma.blackboard.com

**Required Text**

- Kane, Thomas. *The New Oxford Guide to Writing*. New York: Oxford University Press, 1994. ISBN 9780195090598
- Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*, with Readings. 4th Edition. New York: W. W. Norton & Company, forthcoming June 2018. ISBN 9780393631685

Any further readings or materials will be provided by the instructor.

**Course Description**

The second year of a 3-year high school sequence. Based on Thomas Kane's *New Oxford Guide to Writing* and incorporating other rhetoric resources, this course follows our Rhetoric I class. Continued attention to the development of sophisticated sentences and paragraphs; development of different forms of the persuasive essay; use of classical rhetoric techniques to support topics; finding subjects and constructing theses; close examination of how to make use of sources in support of arguments; research techniques.

**Written Assignments**

- *Weekly written work* (60%): Write on assigned topics.
- *First Major Project* (10%) 1500-2000 words. Choose a thesis and defend it, using the rhetorical techniques and strategies covered in the first 19 weeks of class.
- *Second Major Project* (15%): 2500-3000 words. Choose a thesis and defend it, using rhetorical techniques and referring to properly cited authorities and sources.

**Quizzes and Tests**

- *Midyear Exam*—Timed Essay (5%): Be prepared to write one of the topics studied so far within an assigned time frame.
- *Class Participation*: Contribution to the ongoing discussions in class (10%).

**Example Schedule:**

**Weeks 1-4                      Sentences and Diction**

Word choice; sentence styles; concision, emphasis, rhythm, variety; clarity, simplicity, figures of speech

**Weeks 5-7                      The Expository Paragraph**

Structure and development: illustration and restatement, comparison, contrast and analogy, cause and effect, definition, analysis, and qualification.

**Weeks 8-10                    Description and Narration**

Objective and subjective description; use of detail, metaphor, and simile; methods of organizing narrations; point of view and tone.

**Week 11                        Subjects and Topics**

Commonplace books and journals; asking questions to find topics; freewriting and brainstorming; thesis statements and statements of purpose; the scratch outline.

**Thanksgiving**

**Weeks 12-14                Focus on the Essay, Part One**

Organizing the essay: beginning, middle, and end.

**Winter Break**

**Weeks 15-16                Focus on the Essay, Part Two**

Voice, persona, and tone

**Midterm Exams            Timed Essay, no lectures**

**Weeks 17-19                First Major Project**

**Weeks 20-21                Understanding Sources**

Finding reliable sources; the art of summarizing; the art of quoting; correct citation.

**Weeks 22-24                Responding to Sources**

Using sources in the construction of your own argument; rhetorical techniques for agreeing and disagreeing; additional research skills.

**Spring Break**

**Weeks 25-29                Developing Your Voice**

Metacommentary, writing across the curriculum: scholarly writing in the humanities, sciences, and social sciences.

**Weeks 30-32                Second Major Project**

***Exam Week***

The Well-Trained Mind Academy  
**Rhetoric III**

**Course Blackboard site:** [wtma.blackboard.com](http://wtma.blackboard.com)

**Required Texts**

- Horner, Winifred Bryan. *Rhetoric in the Classical Tradition*. New York: St. Martin's Press/Palgrave Macmillan, 1988. ISBN 9780312002527
- Kolln, Martha, and Loretta Gray. *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. 7th edition. New York: Pearson, 2012. ISBN 9780321846723
- Desiderius Erasmus of Rotterdam. *On Copia of Words and Ideas*, trans. Donald B. King and H. David Rix. Milwaukee, WI: Marquette University Press, 2007. ISBN 9780874622126

**Course Description**

The third year of the Academy's 3-year high school sequence. This course follows our Rhetoric II class. The focus is on advanced techniques in classical rhetoric; sophisticated, deliberate sentence and paragraph structure; analysis and understanding of both classical and modern essays in order to sharpen understanding; and the practice of scholarly forms in preparation for college writing.

**Written Assignments**

- *Weekly written work* (35%): Write on assigned topics.
- *First Major Project* (10%): 1500-2000 words. Choose a thesis and defend it, using the rhetorical techniques and strategies covered in the first 13 weeks of class.
- *Second Major Project* (10%): 2500-3000 words. Choose a topic for research and complete a research paper with properly cited sources
- *Third Major Project* (10%): 3000 words. Choose a thesis and defend it, using the rhetorical techniques and strategies covered over the course of the year.
- *Fourth Major Project* (20%): 4,000 words. Choose a thesis and defend it, using the rhetorical techniques and strategies covered over the course of the year. This project will take the place of the final exam.

**Quizzes and Tests**

- *Midyear Exam*—Timed Essay (5%): Be prepared to write one of the topics studied so far within an assigned time frame.

- *Class Participation*: Contribution to the ongoing discussions in class (10%).

### **Example Schedule:**

**Weeks 1-3                    Rhetorical Grammar I: The Structure of Sentences**  
Sentence patterns, coordination and subordination, sentence rhythm, tone, and diction

**Weeks 4-5                    Research and Authority**  
Review of proper techniques in research, documentation, and citation

**Weeks 6-9                    Invention**  
Finding topics; formulating a strong thesis statement; making use of definition, classification, comparison, contrast, cause and effect.

**Weeks 10-11                Fallacies**  
Identifying and avoiding material, logical, and psychological fallacies.

### **Thanksgiving**

**Weeks 12-13                Rhetorical Grammar II: Form and Function**  
Advanced adverbials, adjectivals, nominals, and other stylistic variations.

**Week 14                      First Major Project**

### **Winter Break**

**Weeks 15-17                Arrangement**  
Structuring the essay; methods of opening; organization, proofs, and conclusions.

**Weeks 18-20                Style**  
Establishing your distinctive point of view and style; figures of speech; point of view, persona, tone.

**Week 21                      Rhetorical Grammar III: The Power of Punctuation**  
The effects of punctuation choices on persuasion.

**Weeks 23-24                The Research Paper**  
Subject selection, identifying authorities, note taking, drafts, form.

### **Spring Break**

**Week 25                      Second Major Project (Research Paper)**

**Weeks 26-28**                    **Preparing for College Writing**

Common college forms: short literature paper, response paper, timed essay exam

**Weeks 29-30**                    **Text Analysis**

Analyzing, understanding, and writing about *On Copia of Words and Ideas*

**Weeks 31-32**                    **Third Major Project**

**Exam Week**                    **Fourth Major Project**