

Rhetoric Syllabus

Piedmont Classical High School, 2017-18

Ms. Fennell

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<http://pchs-fennell.weebly.com>

Room 133

Tutorials: Wednesdays, 3:40-4:30pm

Description

Welcome to Rhetoric at Piedmont Classical High School! This course will be devoted to the history, theory, practice, and implications of rhetoric, the art and craft of persuasion through

- Analyzing persuasive texts and speeches
- Creating and producing persuasive texts and speeches

Through class discussions, presentations, and written assignments, you will get to practice your own rhetorical prowess. Through the readings, you'll also learn some ways to make yourself a more efficient reader as you turn your analytical skills on the texts themselves. This combination of reading, speaking, and writing will help you succeed in:

- learning
- to read actively and think critically
- techniques of rhetorical analysis
- techniques of argument
- to enhance your written and oral discourse with appropriate figures of speech
- some techniques of oral presentation and the use of visual aids and visual rhetoric.

Senior Project: In addition to learning and practicing rhetoric, you will also complete a citizenship project entitled MyImpact Challenge, created by the Bill of Rights Institute. The project is designed to foster a robust understanding of the meaning of citizenship in civil society through guided curriculum, a project, and a citizenship fair.

Textbook: *Rhetoric Alive! Principles of Persuasion* (Book 1), Alyssan Barnes, Ph.D. (Classical Academic Press)

Materials Needed: pens (any color except red), pencils, loose-leaf notebook paper (college rule preferred), 1" to 2" binder (or you may share a binder with another class if necessary), 3-hole pocket folder, colored pencils and/or markers, highlighters, dividers, notecards. Textbooks may be purchased online (optional).

Course Content

From *Rhetoric Alive!*

Section 1: A Brief Introduction: Why Bother with Rhetoric?

Section 2: The Three Rhetorical Appeals

Section 3: The Five Canons of Rhetoric

Section 4: The Three Kinds of Rhetoric

Section 5: Rhetoric Gone Wrong

Section 6: A Brief Conclusion: The Good Student Speaking Well

Senior Project: MyImpact Challenge: A Citizenship Project of the Bill of Rights Institute

Unit 1: Defining Citizenship

Unit 2: Charity and Citizenship

Unit 3: Entrepreneurship and Citizenship

Unit 4: Government and Citizenship

Unit 5: Final Paper and Project

Learning Outcomes

By the end of the year, successful students will

- Think like rhetors: that is, be able to analyze and use a variety of persuasive techniques in a variety of communicative contexts.
- Demonstrate familiarity with a range of histories and theories of rhetoric from the classical period through the twentieth century.
- Demonstrate familiarity with important issues in current composition theory, and the ability to connect these issues with major rhetorical theories.
- Present, explain, and analyze major positions in rhetorical theory.
- Demonstrate mastery of the course material and the art and purpose of rhetoric as a whole

Grading Scale and Breakdown of Grading

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 and below.

Engagement (homework, discussion, participation, classwork, etc.)	50%
Tests/Projects/Major Essays	35%
Quizzes/Minor Essays	15%

Students who need extra help or who are failing the course are encouraged to attend after-school tutorials on Wednesdays from 3:40-4:30pm for extra help or to make up work.

Late Work Policy

I accept late work up to three days past the original due date for 50% of the grade.

Expectations in Ms. Fennell's Rhetoric

In addition to following all rules and policies required by Piedmont Classical High School, I also require the following:

1. Be prepared:

- Be on time.
- When entering the classroom, do so quietly. After you're seated, begin working on either your warm-up assignment (on board/on your desk), or anything we are currently working on in class. If you are turning in late work, please submit it in the "Late Work" bin at the front of the classroom.
- Bring required and necessary materials with you to each class (required).
- Do not be late. Continual tardies will require me to follow the school's procedures for handling tardies. Information about this is available in the student handbook.
- Please stay in your seat throughout class except to sharpen your pencil, dispose of trash, go to the bathroom (with permission), or to ask the teacher a question.
- We will work until the bell rings. Do not line up at the door before the dismissal bell.

2. Be respectful:

- If I am talking, please remain silent until I am finished. This same rule applies to your peers. If a fellow student is participating during a class discussion, do not interrupt them. Wait your turn and either raise your hand so that you can be called on to speak, or speak after your peer has finished talking. We will not talk over each other when having class discussions.
- Disrespect toward the teacher, each other, or a school administrator will not be tolerated.
- Everyone has opinions and thoughts and ideas, and each has the right to be heard and appreciated. Please be respectful of what your peers are saying. You may not always agree with them or understand the significance of what they're saying, but please do not voice these thoughts or opinions without an appropriate counterargument (discussion); if you cannot respond respectfully and thoughtfully, do not respond at all. Everyone has something to say; let's let them say it. You may just learn something from it.
- Be courteous and polite.
- Do not curse in class. Using explicit or vulgar language will result in parent contact and an office referral.
- Keep your hands to yourself and do not touch or damage other people's property, including the school's and the teacher's.
- There is a reason and a benefit to everything we will do in Rhetoric, and if it's not immediately clear, I will be happy to explain it to you. Remember: if you don't know or understand something, ask. This is one of the foundations of learning.

3. Be positive:

- Bad attitudes are contagious. Please enter my Rhetoric classroom with either a good attitude or a suppressed bad attitude. Please do not complain about assignments, activities, reading, or other people.

- Bullying is NOT TOLERATED in Ms. Fennell's class. Bullying is unwanted, aggressive behavior among school-age children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. Anyone participating in bullying will be referred to Mrs. Cobb or Mr. Martin. For more information on bullying, visit <http://www.stopbullying.gov/what-is-bullying/definition/#types>
- Some days can be tough. Let's try to leave our issues at the door, but should you be having a particularly hard day, please let me know.

4. Reminders:

- No cheating, copying, plagiarizing, or sharing or purchasing of assignments. This will not be tolerated and will result in a 0 for the assignment, parent contact, and office referral.
- No phones, iPods, or similar electronic devices allowed in the classroom unless by permission of the teacher for academic purposes only. Phones must be on silent and put away while in my class unless otherwise instructed. If I see your phone, I will ask you to give it to me until after class. If your phone becomes an issue for you, I will take your phone and it may be picked up in the office at the end of the day by you or your parent, depending on the offense. No earbuds or headphones, please.
- No fidget spinners or similar devices of any form allowed in the classroom. Please do not bring these to class.
- Violations of any of these rules will result in appropriate action.

Consequences

When students choose to break a school or classroom rule, cause a disruption, or be noncompliant (refusing to do what you've been asked to do), they WILL receive consequences, which include the following:

- **Verbal warning (first offense)**
- **Parent contact (second offense)**
- **Administrator referral (third offense)**
- **After-school detention**
- **Removal from the classroom for the period**

Attendance

- Daily attendance is essential to academic success. Students are expected to attend school daily. In the event that a student needs to miss school, the absence may be excused if the absence has 1) been approved in advance, or,
- 2) falls into one of the excused absence categories. A parent note is required within three days of the student's return to school to be excused. Class work and homework that is missed due to an unexcused absence may be made up, but it will be recorded at no more than 50%. Students are responsible for getting all missed work. They are expected to check Weebly, ask a peer, or ask me. Students have 3 school days to turn in missed work.

Tardies

- Students are expected to be in class on time. Excessive tardiness disrupts classroom instruction and exhibits disrespect to me and the other students in class. Three or more tardies to my class in one quarter will be considered excessive. Parents will be notified if tardiness becomes excessive and Mrs. Cobb will be notified. Class time missed due to excessive tardies may need to be made up.

Absentee Procedures

If you are absent, see me or the "Missed Work" folder at the front of the classroom for your missed assignments when you return. You are responsible for making up the work you have missed within one week, including quizzes and tests.

Restroom Procedure

- Please use the restroom before you come to class. You are only to leave the classroom when there is an emergency. Should you have to go during class, please raise your hand and let me know. I will provide you with a hall pass.
- You may not leave class to use the restroom during the first 10 minutes or the last 10 minutes of class.

This syllabus is a tentative outline of this course and may be updated as deemed necessary by the instructor. Make sure you fill out the information sheet for my class and sign the bottom indicating you and your student have read and understand the contents of this syllabus. If you have any questions, please feel free to contact me by email.

**RETURN THIS SHEET TO YOUR RHETORIC TEACHER, Ms. Fennell, in
Room 133.**

Student Name (please print) _____

Students and Parents/Guardians,

After reading and understanding the syllabus and class expectations for this course, please sign below and return this sheet to Ms. Fennell by **Tuesday, September 5, 2017**. If you have any questions or concerns, please make a note below or contact me as soon as possible to discuss.

****Parents:** The fastest and easiest way to reach me is through email. Please contact me at kfennell@piedmontclassical.com if you ever have a concern about your student. You may also call the school and messages will be returned within 24 hours. Thank you.

Parent/Guardian:

I have read the syllabus and understand the classroom rules, procedures, and grading policies for this course. I understand that the student is required to follow all PCHS and classroom policies and procedures, and that consequences for failure to follow these rules will be as outlined in the syllabus and student handbook.

Parent/guardian **signature**

Date

Parent/guardian **phone number**

Other phone number (cell/work)

Best time to reach by phone: _____

Parent/guardian **email address**

Parent/guardian preferred method of contact: **(Circle one)** email or phone

Student:

I have read all course information and understand my responsibilities in this class.

Student **signature**

Date

My Wish List

If you'd like to help contribute to my classroom supply of resources, please feel free to bring in any of the following.

Kleenex

Pens/Pencils

Markers/Colored pencils

Hand sanitizer

Notecards

Notebook paper

Dry erase markers

Glue sticks

Computer/copy paper