

Skills for
RHETORIC

Student Developing
Persuasive
Communication
James P. Stobaugh

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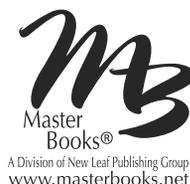
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“Come, let us glorify the Lord and praise His name forever . . .” (Psalm 34:3)



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Using Your Student Textbook

How this course has been developed:

1. **Chapters:** This course has 34 chapters (representing 34 weeks of study).
2. **Lessons:** Each chapter has four instructive lessons, taking approximately 45 to 60 minutes each, with an exam or writing assignment due on Friday.
3. **Grading:** Depending on the grading option chosen, the parent/educator will grade the daily concept builders, and the weekly tests and essays.
4. **Course credit:** If a student has satisfactorily completed all assignments for this course, it is equivalent to one credit of writing and one credit of speech.

Throughout this course you will find the following:

1. **Chapter learning objectives:** Always read the “First Thoughts” and “Chapter Learning Objectives” in order to comprehend the scope of the material to be covered in a particular week.
2. **Concept builders:** Students should complete a daily concept builder Monday through Thursday. These activities take 15 minutes or less and emphasize a particular concept that is vital to that particular chapter topic. These will relate to a subject covered in the chapter, though not necessarily in that day’s lesson. Answers are available in the teacher guide.
3. **Weekly essay tests:** Students will write one essay per week. These are available in the teacher guide and online.
4. **Daily prayer journal:** Students are encouraged to write in a prayer journal every day. A parent/educator may include this in the overall grade. If so, it is encouraged that the grade be based on participation rather than on the content, since this is a deeply personal expression of a student’s walk with God.
5. **Final project/portfolio:** Students will correct and rewrite their weekly essays for their final portfolio.
6. **Research paper:** Starting in chapter 22, students will begin the process of preparing a research paper. This will be due at the end of the course.

What you will need each day:

1. A notepad or computer for your writing assignments.
2. A pen or pencil for taking notes and for essays.
3. A prayer journal so you can keep a record of your prayers and devotions.
4. Daily concept builders, weekly essays/speeches, and weekly essay tests and are available in the teacher guide.

Preface

The rise of relativism has had disastrous results. British historian Philip Johnson laments “the great vacuum” that has been filled with totalitarian regimes and facile thinking. Rhetoric ferrets out truth. If there is no truth, can there be any sense of authority? And can a society survive if there is no authority? Without a legitimate, honest, well-considered rhetoric, will history be reduced to the pleasure principle? Literary criticism, at least in the area of the written classics, forces us to dance with reality.

In some ways, American evangelical Christianity’s loss of rhetorical skills — and I think rhetoric is akin to apologetics — has presaged disaster in many arenas. Without rhetoric, we Christians have no tools to engage modern culture. In some ways, we have lost mainline denominations to neo-orthodoxy, and we have lost universities to liberals. Where is a modern Jonathan Edwards? A modern C.S. Lewis? Good thinking and good talking may redeem the Church from both the overzealous

and the skeptic. Rhetorical skills may help us regain the intellectual and spiritual high ground we so grievously surrendered without a fight.¹ George Marsden in *The Soul of the American University* and Leslie Newbigen in *Foolishness to the Greeks* both conclude that we Christians have conceded much of American culture to modernism by our inability to merge thought and communication in a clear thought and inspiration. We fail to persuade modernist culture. Without the main tool to do battle — rhetoric — evangelicals allow orthodoxy to be sacrificed on the altar of relativism.

In conclusion, *Skills for Rhetoric* is more than an English course: it is an attempt to equip you to participate in apologetics.

¹ Alister McGrath, *Evangelicalism and the Future of Christianity* (Downers Grove, IL: InterVarsity Press, 1995).

Weekly Implementation Schedule — Suggestions

If you follow this schedule, you will get all your work done in a timely way.

1. **Have students write in a prayer journal at least three times/week.** Journal writing is one of the best forms of reflection. The prayer journal should be a narrative of their spiritual journey. Encourage the entries to be mechanically correct, but the primary purpose is to pique creativity and spiritual formation. In *Skills for Rhetoric*, students are invited to journal through 1 and 2 Kings.
2. **Have students produce a Final Portfolio for Chapters 1–21;** the research paper will be added last. The Final Portfolio should include corrected essays, speeches, literary reviews, writing journal, vocabulary cards, pictures from field trips, and other pertinent material. In this teacher's edition, teachers will be prompted to engage students in progress discussions.
3. **Guide students through the research paper process in Chapters 22–34.** As students proceed through the process, teachers will be prompted on how to complete all requisite components of the research paper. At the end of each chapter, parent/educators will be prompted to engage students in progress discussions.
4. **Make sure students submit the Final Portfolio and complete the Research Paper.** The final portfolio should include corrected essays, speeches, literary reviews, writing journal, vocabulary cards, pictures from field trips, and other pertinent material. The research paper will include: a cover sheet, outline with thesis statement, the paper itself, a works cited (bibliography) page, and appropriate footnotes. Throughout the research process, you can collect and comment on the preliminary bibliography, preliminary outline with thesis statement, notes, revised outline, first draft with footnotes, rewrites, and works cited page. Working the research in stages tremendously aids the process for students, keeps parents/educators apprised of student progress and/or frustrations, and aids the final evaluation. Learning good strategies and techniques for research is a vital tool for future success in any writing program.

Writing Task: Overview (Part One)

Chapter 1

Style (Writing and Speaking): Components of Writing and Planning

Public Speaking Task: Types and Purposes of Speeches and The Outline

First Thoughts

The heart of *Skills for Rhetoric* is the notion of rhetoric, which is the ability to communicate effectively through the written and spoken word. Written and spoken are the crucial concepts of understanding rhetoric. Rhetoric is a discipline demanding that the writer dutifully follow rules of grammar, logic, and communication to explain, describe, and clarify.

Quality rhetoric is important and necessary. Greek philosophers proffered that a democracy demands a responsible, well-considered rhetoric. It is absolutely necessary that we participate in legitimate conversation about important issues. Rhetoric will help us do that.

Chapter Learning Objectives

In chapter 1 we examine the basic components of rhetoric: speaking and writing.

Look Ahead for Friday

- Turn in a final copy of essay and speech
- Take Weekly Essay/Test

Write a one or two-page essay of your choice or an essay on the topic “My Many Virtues.” Next, underline the thesis statement, *italicize the introduction*, put in **bold letters the transitions**, and, finally, type/write the CONCLUSION IN CAPITAL LETTERS.

Emphasize the following elements of essays: starting point, purpose, form, audience, voice, and point of view.

This essay should include an outline with thesis statement, a rough draft, several revisions, a final copy, and five new (circled) vocabulary words. Your essay must pay particular attention to style (focus, content, organization).

Compose a one-minute speech on the topic “My Many Virtues” and present it in front of an audience like your family. Entice and earn your audience’s interest with your introduction, fulfill the promise that you make in the introduction, and then present your audience with a final conclusion(s).

Lesson 1

Rhetoric as Heart of Apologetics

Rhetoric is at the heart of apologetics, a systematic argumentative discourse in defense of Christianity. It is my prayer that these courses will ultimately prepare you to think apologetically.

To ignore rhetoric is to invite ourselves on a dangerous search for truth. Our mindless search for relevance and literalness has gotten us pretty lost in the cosmos. When something we seek is easily obtained by computer chip or digital photograph, then we lazily refuse to engage ourselves in the discipline of metaphor. For example, love is not easily photographed. Only the metaphor does it justice. Question: if we lose the written metaphor, will we also lose love? How can we understand 1 Corinthians 13 without first understanding metaphor? Metaphor, or comparison between two ostensibly dissimilar phenomena, is absolutely critical to understanding abstract theological concepts, and, for that matter, it is critical to creative problem solving.

The problems of this age demand a kind of thinking that is promoted and encouraged by rhetoric. The problems of this age will literally remain unsolved. However, rhetoric, through the power of metaphor, will invite this generation to look for more creative solutions. Immorality, for instance, will not be removed unless we look to the written Word, that is, the Bible, for answers. Nothing in our experience offers a solution. We will not understand the Bible unless we can employ metaphorical

thinking. How else will we apply the Savior's ethical teachings spoken 2,000 years ago? Metaphor, along with other mysteries, has been victim of 20th-century pretension, pomposity, and obsequious thinking.

Loss of metaphor is only the beginning of the problem. Gertrude Himmelfarb, *On Looking into the Abyss*, laments that great literary works are no longer read — and if they are, there are no rules for interpreting them. In philosophy, indeed in all communication, truth and reality are considered relative. Without rules, the rhetorician is invited to come to any kind of conclusion and is on pretty shaky ground. Gordon Conwell's seminary professor David Wells, in *God in the Wastelands*, argues that evangelical Christians who believe in a personal relationship with God, as well as non-Christians, have both drunk from the trough of modernity. We have both embraced a sort of existential faith instead of a confessional faith. If it feels good, do it and believe it. Unless evangelicals participate in serious apologetics, God will be “weightless.”

Daily Assignment

- Students will complete Concept Builder 1-A.
- Prayer journal: Students are encouraged to write in their prayer journal every day.
- Students should systematically review their vocabulary words daily.

Writing style concerns quality and substance, not content. Simple stated, style is the way you write. An effective style includes six components: focus, concreteness, vitality, originality, grace, and commitment.

CONCEPT
BUILDER
1-A

Pre-writing Phase: The Thinking Game

Often called the brainstorming phase, the pre-writing phase is the time you decide what your topic is. What questions must you answer? You should articulate a thesis (a one-sentence statement of purpose for why you are writing about this topic. The thesis typically has two to four specific points contained within it). You should decide what sort of essay this is — for instance, a definition, an exposition, a persuasive argument — and then design a strategy. The first step is the thinking game. It is a technique to perform an in-depth brainstorm of your topic:

On a separate piece of paper, use this worksheet to begin the essay: The Causes of the American Civil War
State issue in five sentences. State issue in two sentences. State issue in one sentence.

Name three or more subtopics of issue.

Name three or more subtopics of the subtopics.

What information must be known to solve the problem or to answer the question?

State the answer to the question/problem.

State issue in five sentences. State issue in two sentences. State issue in one sentence.

Once the question is answered/solved, What one or two new issues/answers may arise?

Lesson 2

Style (Writing and Speaking): Overview

Who is the audience? What is the task? How can you bring your reader to a point of enlightenment? Are you trying to entertain? To inform? Both? Answers to these and other stylistic questions will focus your paper and move your reader to a desired conclusion or it will move your reader into a place of confusion. Is the focus clearly stated? To what audience is this essay written? Does it focus the reader or confuse the reader? Are your ideas totally relevant and fully developed? Finally, is your paper logically organized?

'Tis hard to say, if greater Want of Skill
Appear in Writing or in Judging ill,
But, of the two, less dang'rous is th' Offence,
To tire our Patience, than mislead our Sense:
Some few in that, but Numbers err in this,
Ten Censure wrong for one who Writes amiss;
A Fool might once himself alone expose,
Now One in Verse makes many more in Prose.¹

Writing is indeed a task that requires skill.

¹ *An Essay On Criticism* by Alexander Pope, With Introductory And Explanatory Notes. Go to www.gutenberg.org. type "Alexander Pope"

Daily Assignment

- Students will complete Concept Builder 1-B.
- Prayer journal.
- Students should outline all assigned essays and speech for the week.

CONCEPT
BUILDER
1-B

Pre-writing Phase: Thesis

A thesis statement:

- tells the reader how you will interpret the significance of the subject matter under discussion.
- tells the reader what to expect from the rest of the paper.
- directly answers the question asked of you. A thesis is an interpretation of a question or subject, not the subject itself.
- is usually a single sentence somewhere in your first paragraph that presents your argument to the reader. The rest of the paper, the body of the essay, gathers and organizes evidence that will persuade the reader of the logic of your interpretation. (www.unc.edu/depts/wcweb/handouts/thesis.html.)

Match the following thesis statement and its description.

- | | |
|--|--|
| _____ The American Civil war was caused by many different reasons. | A. This is a very good thesis statement. It clearly states the purpose of this essay. |
| _____ The American Civil War was no doubt the worst war ever fought! | B. This statement merely restates the essay topic. It is too general. |
| _____ While many antebellum issues like immigration and the reform movement added to the causes of the American Civil War, the main cause was slavery expansion. | C. The thesis does not invite speculation. It informs. |
| _____ You the reader will be surprised when I tell you about the causes of the American Civil War! | D. This statement is too general and, some would argue, inaccurate. The author of this essay is probably not credentialed to make such a broad generalization. |

Writing Tips

Pre-writing Phase Often called the brainstorming phase, the pre-writing phase is the time you decide on exactly what your topic is. What questions must you answer? You should articulate a thesis (a one-sentence statement of purpose for why you are writing about this topic. The thesis typically has two to four specific points contained within it). You should decide what sort of essay this is—for instance, a definition, an exposition, a persuasive argument—and then design a strategy. For example, a

clearly persuasive essay will demand that you state the issue and give your opinion in the opening paragraph.

Next, after a thesis statement, you will write an outline. *No matter what length the essay may be, 20 pages or one paragraph, you should create an outline.*

One of the best ways to organize your thoughts is to spend time in concentrated thinking, what some call brainstorming. Thinking through what you want to write is a way to narrow your topic.

Sample Outline

Persuasive Paper with Three Major Points (Arguments)

- I. Introduction: Thesis statement includes a listing or a summary of the three supportive arguments and introduces the paper.
- II. Body
 - A. Argument 1 - Evidence (transition words or phrases or sentences to the next topic)
 - B. Argument 2 - Evidence (transition words or phrases or sentences to the next topic)
 - C. Argument 3 - Evidence (transition words or phrases or sentences to the conclusion)
- III. Conclusion: Restatement of arguments and evidence used throughout the paper (do not use the words “in conclusion”—just conclude).

NOTE: For greater detail and explanation of outlining, refer to a composition handbook. Careful attention should be paid to parallel structure with words or phrases, to correct form with headings and subheadings, to punctuation, and to pairing of information. Correct outline structure will greatly enhance the writing of any paper.

Sample Outline

Expository Essay with Four Major Points

- I. Introduction: Thesis statement includes a listing or summary of four examples or supports and introduces the paper.
- II. Body
 - A. Example 1 - Application (transition words or phrases or sentences to the next topic)
 - B. Example 2 - Application (transition words or phrases or sentences to the next topic)
 - C. Example 3 - Application (transition words or phrases or sentences to the next topic)
 - D. Example 4 - Application (transition words or phrases or sentences to the conclusion)
- III. Conclusion: Restatement of thesis, drawing from the evidence or applications used in the paper (do not use the words “in conclusion”—just conclude).

NOTE: For greater detail and explanation of outlining, refer to a composition handbook. Careful attention should be paid to parallel structure with words or phrases, to correct form with headings and subheadings, to punctuation, and to pairing of information. Correct outline structure will greatly enhance the writing of any paper.

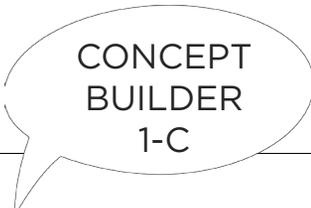
Writing Phase Every essay has a beginning (introduction), a middle part (body), and an ending (conclusion). The introduction must draw the reader into the topic and usually presents the thesis to the reader. The body organizes the material and expounds on the thesis (a one-sentence statement of purpose) in a cogent and inspiring way. The conclusion generally is a solution to the problem or issue or question or is sometimes a summary. Paragraphs in the body are connected with transitional words or phrases: *furthermore, therefore, in spite of*. Another effective transition technique is to mention in the first sentence of a new paragraph a thought or word that occurs in the last

sentence of the previous paragraph. In any event, the body should be intentionally organized to advance the purposes of the paper. A disciplined writer always writes a rough draft. Using the well-thought-out outline composed during the pre-writing phase is an excellent way to begin the actual writing. The paper has already been processed mentally and only lacks the writing.

Rewriting Phase Despite however many rewrites are necessary, when the writer is satisfied that she has effectively communicated her subject, she is ready to write the final copy.

Daily Assignment

- Students will complete a daily Concept Builder.
- Prayer journal.
- Students should write rough drafts of all assigned essays and speech.



CONCEPT
BUILDER
1-C

Building an Outline

Next, after a thesis statement, you will write an outline. No matter what length the essay may be, 20 pages or one paragraph, you should create an outline.

Why create an outline?

- Helps you organize your ideas
- Shows the relationships among ideas in your writing
- Defines the limit and purpose of your essay

How do I create an outline?

- Determine the purpose (thesis) of your paper.
- Determine the audience to whom you are writing.

Then:

- Organize: Group related ideas together. I give you two ways to do that in the following exercises.
- Order: Arrange material in subsections from general to specific or from abstract to concrete.

owl.english.purdue.edu/owl/

Remember: An outline is a critical, necessary step!

Create an outline on the topic “My Many Virtues:”

Public Speaking: Overview

Types and Purposes of Speeches

The Speech Outline

General Types of Speeches:

- Informative (didactic) speech,
- Impromptu (extemporaneous) speech,
- Persuasive speech

Every speech has a beginning, middle, and end. The beginning is called the introduction, the middle is called the body, and the end is called the conclusion. The main purpose of the introduction is to capture the reader's attention. The purpose of the body is to fulfill the promise given in the introduction, and the final thoughts in the speech bring a conclusion to the audience. The theme of the essay is reiterated. The body is normally two-thirds to three-fourths of the entire speech. A speech can include many points, but the speaker usually chooses to make one to three main points. Subordinate points support the main points, which likewise are backed by ample evidence.

In speech writing, as in essay writing, the outline is critical. The introduction normally includes a provocative statement or rhetorical question with supporting statements to propel the listener in the intended direction. As in essay writing, stating the thesis or purpose of the speech in the introduction is a necessity. Next, the body presents the many points with supporting details and argument. Finally, the conclusion restates the arguments, summarizes the points, and brings solution or conclusion.

Sample Speech

Introduction: (The thesis is underlined; the transition to the first body paragraph is also underlined.)

Death and pretense are real entities with which we will all ultimately deal. Jesus really died on the cross. This was not some metaphorical event or pretense or some dramatic hoax. No, He really died. Today, we have as much problem believing that Jesus died as we do that He arose from the grave. Our ever-present media promises us eternal bliss and immortality. Eat your vegetables, drink plenty of water, take these vitamins, exercise daily, and you will live forever. Nowadays, we pretend death will not affect us, but it was not always so.

[This introduction sets the tone, direction, and content for the reader. The reader knows to expect some commentary about death in general, about the death of Jesus, and something about pretense and understandings about death. Next, the body of the speech fulfills the expectations that the introduction has set up. Notice the points from the introduction.]

Body: (The speech's major points are highlighted in bold. The transitional sentences are underlined.)

Death was something our parents and grandparents had to face with more finality and frequency, perhaps, than we do. The average life span was lower than it is now. **Medical science** was not as successful as it is now in saving human life. Infant mortality was higher. Since there were fewer hospitals and no nursing homes, sick and dying relatives died at home. It was the custom years ago for the "wake" to be held in the family's living room, followed by the burial of the dead in a local church cemetery. When our grandparents went to

church on Sundays, they were reminded of the reality of death as they passed the marble grave markers of their loved ones. Death was always present in one form or another. There is another death that was significant then, as it is now.

Conclusion: (The final thoughts in this speech excerpt bring the audience a conclusion. The theme of death, with its surrounding attitudes of pretense or reality, is reiterated).

Jesus Christ died on the cross. He was not pretending. There was no magic trick. He was really dead—really dead. He did not die quietly in bed with all His friends surrounding Him. No, He died a humiliating, messy, public death. In other words, until the women visited the tomb, one thing was certain on this first Easter morning: Jesus bar Joseph was very, very dead. That explains why, at first, the disciples did not believe these women who had been sent to them specifically by Jesus. If you had watched the Lord die on a cross two days previously, would you have believed them? In this tangible world, death and dying are not mere pretense. It is into the world of reality, of death and dying, that the early disciples—and you and I—are invited to enter by the Apostle Paul.

Daily Assignment

- Students will complete Concept Builder 1-D.
- Prayer journal.
- Review the assigned text. Keep vocabulary cards.
- This is the day that students should write, and then rewrite, the final drafts of their assigned essay and speech.



CONCEPT
BUILDER
1-D

Top Ten Most Frequent Essay Problems

1. Agreement between the Subject and Verb: Use singular forms of verbs with singular subjects and use plural forms of verbs with plural subjects.
WRONG: Everyone finished their homework.
RIGHT: Everyone finished his homework (*Everyone* is an indefinite singular pronoun.)
2. Using the Second-Person Pronoun — “you,” “your” should rarely, if ever, be used in a formal essay.
WRONG: You know what I mean (Too informal).
3. Redundancy: Never use “I think” or “It seems to me”
WRONG: I think that is true.
RIGHT: That is true (We know you think it, or you would not write it!)
4. Tense consistency: Use the same tense (usually present) throughout the paper.
WRONG: I was ready to go, but my friend is tired.
RIGHT: I am ready to go, but my friend is tired.
5. Misplaced Modifiers: Place the phrase or clause close to its modifier.
WRONG: The man drove the car with a bright smile into the garage.
RIGHT: The man with a bright smile drove the car into the garage.

6. Antecedent Pronoun Problems: Make sure pronouns match (agree) in number and gender with their antecedents.
WRONG: Mary and Susan both enjoyed her dinner.
RIGHT: Mary and Susan both enjoyed their dinners.
7. Parallelism: Make certain that your list/sentence includes similar phrase types.
WRONG: I like to take a walk and swimming.
RIGHT: I like walking and swimming
8. Affect vs. Effect: Affect is a verb; Effect is a noun unless it means to achieve.
WRONG: His mood effects me negatively.
RIGHT: His mood affects me negatively.
RIGHT: The effects of his mood are devastating.
9. Dangling Prepositions: Rarely end a sentence with an unmodified preposition.
WRONG: Who were you speaking to?
RIGHT: To whom were you speaking?
10. Transitions: Make certain that paragraphs are connected with transitions (e.g., furthermore, therefore, in spite of).
RIGHT: Furthermore, Jack London loves to describe animal behavior.

Problem Sentence	Problem #	Correct Sentence
I believe that Nazi Germany started World War II.	3	Nazi Germany started World War II.
Hitler attacked Stalin in 1941; he destroyed most of Russia's military.		
The German army attacked on July 22, 1941, but the Russian army is not ready.		
The German soldier attacked the railroad station with a black SS uniform.		
The surprise attack completely affected the outcome of the first year of fighting.		
The German army loved to fight and overwhelming its enemies.		
You should know that Germany almost captured Moscow in 1941.		
Every soldier finished their tour of duty.		
Hitler and his generals enjoyed his victories.		
Ultimately the German army won the Kiev campaign because they tried to.		