

In Production

Writing & Rhetoric Book 11: Thesis Part 2

This next book will incorporate the preceding skills learned throughout the Writing & Rhetoric series while also advancing students' skills in putting forth a proposition or thesis and guiding them in the creation of dynamic and powerful speeches. Students will learn from masters of oratory, past and present, by studying the great speeches of Demosthenes, Plato, Thurgood Marshall, Ronald Reagan, John F. Kennedy, and Malala Yousafzai, among others. The 5 canons of rhetoric, the topics of invention, and the 3 branches of rhetoric also receive thoughtful consideration.

Students will deliver 3 practice speeches (or declamations) of their own creation in the manner of the branches of rhetoric: deliberative, judicial, and epideictic. As students gain skill, they will learn to delight in discourse as a way “to enlighten the understanding, please the imagination, move the passion, and influence the will” (George Campbell).

Writing & Rhetoric Book 12: Declamation

Declamations, which are essentially reinterpretations of an important or famous speech, are the training exercises in eloquence that marked the capstone of Roman rhetorical instruction. Book 12 reconstructs these ancient exercises and adapts them for use today, offering a systematic approach to rhetorical invention and enabling students to forge a clear pathway to eloquence. These declamation exercises will sharpen a variety of rhetorical skills and complete students' prior training in eloquence. Along the way, they will gain oratorical dexterity through practice exercises and use the skills and strategies learned in the previous books to further build their persuasive imagination.

When you're finished with Book 10...

While Books 11 and 12 are in production, here are some suggested tracks depending on what your student has previously studied and mastered:

Junior High Students (Grades 7–8)		
Suggested Track Suggested track if your student has some informal logic background.*	Alternative Track A Alternative track if your student has not yet studied the informal fallacies.	Alternative Track B Alternative track if you want to include poetry or debate.
<i>The Argument Builder</i> [†]	<i>The Art of Argument</i> ^{†**}	<i>The Argument Builder</i> [†]
<i>Rhetoric Alive! Book 1</i>	<i>The Argument Builder</i> [†]	<i>Everyday Debate & Discussion</i> [†]
	<i>Rhetoric Alive! Book 1</i>	<i>The Art of Poetry</i>
High School Students (Grades 9–11)		
4-Year Track Suggested track for including rhetoric, poetry, and debate.	2-Year Track Shorter track if you want to include debate.	Alternative 2-Year Track Alternative shorter track if you want to include poetry.
<i>Rhetoric Alive! Book 1</i>	<i>Everyday Debate & Discussion</i> [†]	<i>The Art of Poetry</i>
<i>The Art of Poetry</i>	<i>Rhetoric Alive! Book 1</i>	<i>Rhetoric Alive! Book 1</i>
<i>Everyday Debate & Discussion</i> [†]		
<i>Rhetoric Alive! Senior Thesis</i>		

*We recommend that students also study formal logic—but this should be a part of a separate logic track and curriculum.

[†]This text could be completed in either a semester (at 4–5 days per week) or a year (at 2–3 days per week).

***The Art of Argument* is technically a logical art (rather than rhetoric) but is nicely paired with *The Argument Builder*. We recommend that every student study both *The Argument Builder* (introduction to rhetorical argument building) and *The Art of Argument* (an introduction to the way arguments go wrong).