

Appendix C Outline

The following is an outline starter for Appendix C (pp. 487-492 in the Speech text). Any place you find something blank, you are to fill in those spaces. If you see a dash after a number or letter, write a definition after the dash. The document is “view only.” Make a copy and put it in your English 10 Google Drive folder until you are ready to submit it to Google Classroom.

This assignment serves two purposes: (1) to allow you to organize the subject matter from the appendix so you will be able to remember it and (2) to practice the standard outline form that you will use for every speech you deliver this semester.

PUT ALL OF YOUR ANSWERS/CHANGES IN CAPITAL LETTERS.

Mr. _____

_____ 10

__ August 201__

Appendix C Outline

The Rhetorical Tradition (pp. 487 – 492)

1. Purpose statement: The purpose of this appendix is to supplement the information provided in the speech text’s first chapter about speaking opportunities within a democracy. Appendix C will inform beginning speech students about the origins of rhetoric, the definition of “rhetoric,” the five canons of rhetoric, classical rhetorical analysis, the classical methods of persuasion, and speech criticism (critical speaking about how a speaker can best appeal to his audience).

2. Introduction: (Imagine that you are giving a speech to beginning speech students about the rhetorical tradition. Write what you would say to catch their attention and foreshadow the rest of your speech. Use two or three sentences.)

The Rhetorical Tradition

I. The Origins of Rhetoric

A. An early speech class

1. Everyone in a court in Syracuse had to present his own _____, so people searched for those who could _____ them.

2. Corax, a Sicilian Greek, developed a set of rules for public speaking which helped students _____ their arguments.

3. Corax’s rules served society by providing a peaceable way to solve _____ disputes.

4. Traditionally, rhetoric is a response to _____.

5. Eventually, _____ displaced weapons as a way to solve disputes.

B. Early Rhetoricians

1. Why rhetoric was so important to the Greeks

a. An honest, good orator, speaking well, could sway an audience and gain _____.

b. Then those scholars could _____ the skills to their pupils.

2. Two great Greek rhetoricians

a. Isocrates

1. Most _____ rhetoric teacher in Athens.

2. Once spent _____ years preparing an Olympic festival speech.

b. Aristotle

1. Not as influential in his own time.
2. However, much of what students study in speech classes today can be traced to his _____.

II. Defining rhetoric (Add one sentence to summarize each definition.)

A. Common sense definition – “the art of _____”

B. Whately’s definition – “the art of _____”

C. Aristotle’s definition – “the art of _____”

FILL IN THE BLANKS CONCERNING THE SPAM MODEL OF COMMUNICATION.

1. S_____

2. P_____

3. A_____

4. M_____

III. The five canons of rhetoric

- A.
- B.
- C.
- D.
- E.

IV. Classical rhetorical analysis uses the SP_____ method.

V. Classical methods of persuasion

A. _____ methods draw upon information found in libraries, newspapers, interviews, and countless other sources.

B. Artistic methods

1. Logos

- a. Logos is the appeal to r_____
- b. Building the logical appeal
 1. Syllogism definition -
 2. Premise definition-
 3. Enthymeme definition -

2. P_____ (the appeal to the audience’s _____)

3. E_____ (based on the speaker’s _____)

- a. Expertise
- b. Perceived good int_____ and tru_____
- c. Making a good _____

VI. Speech criticism - To evaluate a speech, you must think c_____ about Aristotle’s three appeals to determine which were important to the speech’s success or failure.