BR: D19

What are the 5 canons of rhetoric? Review pp. 120-121

Define Each:

Invention – Planning what you'll be saying

Arrangement – How will you organize your information?

Style – Take what you've planned, and use the best words and way to share it.

Memory – The most impressive way to share info is to have it memorized

Delivery – Be ready to actually share what you want to share!

Review & Scope

► These last few days, we'll review the info from Ch. 7 and excerpts of Ch. 9 ("Clarity, Coherence, Conciseness", pp 163-170, and "Delivery", pp 175-176) that we covered, as well as the <u>logical fallacies</u> that we discussed.

► We'll have a review & quiz* (*if needed) next time, and then the final class will be a chance for you guys to give feedback about the class!

Ch. 7 Continued

▶ We discussed already the first part of Ch. 7, re: The 5 canons of Rhetoric:

- ▶ Invention
- ▶ Arrangement
- ▶ Style
- ▶ Memory
- ▶ Delivery

▶ What are the **two approaches** to invention?

- ▶ First: Quintilius suggested that we ought to know as much as possible so that we are well-informed and can easily debate topics on a whim.
- ▶ Second: Knowing where and how to find or generate information for debate. Both are important.

How to Invent Debate Topics

▶ Aristotle came up with some "topics" or "places to find an argument". These include (see pp. 124-125)

   ▶ Definition by class or category

   ▶ Division of whole into parts

   ▶ Comparision by Similarity, Difference, Degree, etc.

   ▶ Cause and Effect

   ▶ Contradictions

   ▶ Authority, Testimonial, Statistics, etc.

Stases: Places where arguments begin / start

- See pp 126-128:
  - <u>Fact</u>: Is this issue actually a concern? Does it exist?
    - Ex: Is global warming actually real?
  - <u>Definition</u>: What is this issue actually? Are people arguing about two different things?
    - Ex: What do we mean by "Illegal immigration"?
  - <u>Quality</u>: How serious is this issue? Is it bad / good?
    - Ex: Even though graffiti might exist, is it necessarily bad?
  - <u>Procedure</u>: What ought we to do about the situation? How can we resolve it?
    - Ex: Can decreasing vehicle emissions actually help with climate change?

Research:

- Why does research matter?
- Do sources matter?
- How does this affect ethos?

Style:

- What is <u>clarity</u> anyway?
  - Why does it matter?
- What is <u>coherence?</u>
  - Why does it matter?
- What is <u>conciseness</u>?
  - Why does it matter?

Delivery: p 175-76

- What is delivery?
- Why should we care?

Fallacies We've Covered:

D4 - Red Herring

D5 Appeal to Authority

D6 Broken Window Fallacy

D7 Argument by Pigheadedness Fallacy

D7,8 Argument by Pigheadedness Fall...

D9 Biased Sample Fallacy

D10 False Dilemma

Fallacies We've Covered:

- D11 – Alleged Certainty
- D13 – Questionable Cause
- D14 – Cherry Picking
- D15 – Ad Hominem
- D16 – Begging the Question
- D17 – Slippery Slope
- D18 – Appeal to Pity

Fallacies We've Covered:

- D1 - Argument by Personal Charm
- D2 - Argument by Moderation
- D3 - Incomplete Comparision
- D4 - Avoiding the Issue
- D5 - Galileo Fallacy
- D19 - Ad Fidentia
- D20 - Ad Populum - Common Belief
- D21 - Ad Ignorantiam

Fallacies We've Covered:

- D6 Blind Authority Fallacy
- D7 - Appeal to Desperation
- D10 - Argument by Gibberish
- D11 - Non Sequitur (it does not follow)
- D12 - Nirvana or Perfect Solution Falla...
- D13 - Appeal to Force argumentum a...
- D14 Circular Reasoning
- D15 Alphabet Soup Fallacy
- D16 Lying with Statistics