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## Trivium Grammar Logic Rhetoric Initial Study Plan

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Scientia  
 Quadrivium  
 Classical Christian Education Made Approachable  
 Trivium 21c  
 A Companion to Twelfth-Century Schools  
 Rhetorical Grammar  
 Not Trivial  
 Locke, Language and Early-Modern Philosophy  
 Farnsworth's Classical English Style  
 The Trivium in College Composition and Reading  
 Logic as a Liberal Art  
 Teachers in Early Modern English Drama  
 Greek Alphabet Code Cracker  
 Beauty in the Word  
 Fra Francisc Moner's Bilingual Poetics of Love and Reason  
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 The Case for Classical Christian Education  
 Increasing Academic Achievement with the Trivium of Classical Education  
 The Metalogicon of John of Salisbury  
 Martianus Capella and the Seven Liberal Arts  
 The Cambridge History of Medieval Philosophy  
 Back to the University's Future  
 Quadrivium  
 An Introduction to Classical Education  
 Origins of the Modern Mind  
 A Concise Companion to the Study of Manuscripts, Printed Books, and the Production of Early Modern Texts  
 Trivium Mastery  
 Recovering the Lost Tools of Learning  
 The Logical Renaissance  
 The Lost Tools of Learning  
 Trivium  
 Shakespeare's Use of the Arts of Language  
 The Liberal Arts Tradition  
 The War Against Grammar  
 Designing Your Own Classical Curriculum  
 Grammar  
 Repairing the Ruins

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### JASLYN PHILLIPS

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**Scientia** Crown House Publishing

What is a good education? What is it for? To answer these questions, Stratford Caldecott shines a fresh light on the three arts of language, in a marvelous recasting of the Trivium whereby Grammar, Dialectic, and Rhetoric are explored as Remembering, Thinking, and Communicating. These are the foundational steps every student must take towards conversion of heart and mind, so that a Catholic Faith can be lived out in unabashed pursuit of the True, the Good, and the Beautiful. Beauty in the Word is a unique contribution to bringing these bountiful aspects of the Real back to the center of learning, where they rightfully belong. If your concern is for the true meaning of education for your children, here is the place to begin. "Those responsible for new initiatives in Catholic schooling have a chance to recreate the inner spirit of education and not just its outer frame. They will not easily find a programme more inspirational than the one presented

here." - Aidan Nichols "Stratford Caldecott offers a rare combination of intelligence and profound vision, yet combines this with accessibility and luminous transparency." - Catherine Pickstock

**Quadrivium** Canon Press & Book Service

In the twenty-first century there are two ways to study logic. The more recent approach is symbolic logic. The history of teaching logic since World War II, however, casts doubt on the idea that symbolic logic is best for a first logic course. Logic as a Liberal Art is designed as part of a minority approach, teaching logic in the "verbal" way, in the student's "natural" language, the approach invented by Aristotle. On utilitarian grounds alone, this "verbal" approach is superior for a first course in logic, for the whole range of students. For millennia, this "verbal" approach to logic was taught in conjunction with grammar and rhetoric, christened the trivium. The decline in teaching grammar and rhetoric in American secondary schools has led Dr. Rollen Edward Houser to develop this book. The first part treats grammar, rhetoric, and the essential nature of logic. Those teachers who look down upon rhetoric are free, of course, to skip those lessons. The treatment of logic itself follows Aristotle's division of the three acts of the mind (Prior Analytics 1.1). Formal logic is then

taken up in Aristotle's order, with Parts on the logic of Terms, Propositions, and Arguments. The emphasis in Logic as a Liberal Art is on learning logic through doing problems. Consequently, there are more problems in each lesson than would be found, for example, in many textbooks. In addition, a special effort has been made to have easy, medium, and difficult problems in each Problem Set. In this way the problem sets are designed to offer a challenge to all students, from those most in need of a logic course to the very best students.

**Classical Christian Education Made Approachable** Oxford University Press

Rhetorical Grammar encourages writers to recognize and use the structural and stylistic choices available to them and to understand the rhetorical effects those choices can have on their readers. Rhetorical Grammar is a writer's grammar - a text that presents grammar as a rhetorical tool, avoiding the do's and don'ts so long associated with the study of grammar. It reveals to student writers the system of grammar that they know subconsciously and encourages them to use that knowledge to understand their choices as writers and the effects of those choices on their readers. Besides providing key strategies for revision, Rhetorical Grammar presents systematic discussions

of reader expectation, sentence rhythm and cohesion, subordination and coordination, punctuation, modifiers, diction, and other principles. Studying grammar from this rhetorical point of view defines the study of language as an intellectual exercise designed to open up students' minds to the versatility, beauty, and possibilities of language.

**Trivium 21c** Springer Nature

Bringing together a broad range of case studies written by a team of international scholars, this Concise Companion establishes how manuscripts and printed books met the needs of two different approaches to literacy in the early modern period. Features essays illustrating the particular ways a manuscript and a printed book reflect the different emphases of an elite, private and an egalitarian, public culture, both of which account for the literary achievements of the Renaissance Includes wide-ranging essays, from printing the Gospels in Arabic to a contemporary reconceptualization of Shakespeare's Titus Andronicus Increases accessibility through a rubric organized around archival and manuscript studies; the provenance of texts and the authority of editions; and studies of genre, religion and literary history Announces the recovery of archival documents, which in some instances are over four hundred years old Places translations of Milton's Latin, Greek, and Italian alongside the original texts to increase accessibility for a wide audience of students and scholars Provides an invaluable platform for highlighting on-going attention to the history of the book and its corollary subjects of reading and writing practices in the 1500s and 1600s

**A Companion to Twelfth-Century Schools** Bloomsbury USA

From the bestselling author of Cultural Literacy, a passionate and cogent argument for reforming the way we teach our children. Why, after decades of commissions, reforms, and efforts at innovation, do our schools continue to disappoint us? In this comprehensive book, educational theorist E. D. Hirsch, Jr. masterfully analyzes how American ideas about education have veered off course, what we must do to right them, and most importantly why. He argues that the core problem with American education is that educational theorists, especially in the early grades, have for the past sixty years rejected academic content in favor of “child-centered” and “how-to” learning theories that are at odds with how children really learn. The result is failing schools and widening inequality, as only children from content-rich (usually better-off) homes can take advantage of the schools’ educational methods. Hirsch unabashedly confronts the education establishment, arguing that a content-based curriculum is essential to addressing social and economic inequality. A nationwide, specific, grade-by-grade curriculum established in the early school grades can help fulfill one of America’s oldest and most compelling dreams: to give all children, regardless of language, religion, or origins, the opportunity to participate as equals and become competent citizens. Hirsch not only reminds us of these inspiring ideals, he offers an ambitious and specific plan for achieving them. “Hirsch’s case is clear and compelling. His book ought to be read by anyone interested in the education and training of the next generation of Americans.”—Glenn C. Altschuler, The Boston Globe “Hirsch once again challenges the prevailing “child-centered” philosophy, championing a return to a “subject-centered” approach to learning.”—Publishers Weekly

*Rhetorical Grammar* Rowman & Littlefield

Lockman details an authentic classical Christian home education that teaches three simple skill sets--language, critical thinking, and communication.

**Not Trivial** Catholic University of America Press

Provides a brief summation of classical education, its history, and how its implementation increases academic achievement.

*Locke, Language and Early-Modern Philosophy* John Wiley & Sons

A reissue of a classic text, Norms and Nobility is a provocative reappraisal of classical education that offers a workable program for contemporary school reform. David Hicks contends that the classical tradition promotes a spirit of inquiry that is concerned with the development of style and conscience, which makes it an effective and meaningful form of education. Dismissing notions that classical education is elitist and irrelevant, Hicks argues that the classical tradition can meet the needs of our increasingly technological society as well as serve as a feasible model for mass education.

*Farnsworth's Classical English Style* Univ of California Press

Repairing the Ruins is a collection of essays about classical education.

Best Sellers - Books :

**The Trivium in College Composition and Reading** Cambridge University Press

This volume addresses the central question facing the future of higher education around the world, whether and why universities need to exist at all. This book accepts the question’s premise: It is not clear that the university is any longer needed as an institution -- that is, unless its defenders recover what had made the university the revolutionary institution that over the past two centuries has not only defined the shape of modern systematic inquiry but also the distinctiveness of the societies that have housed them. In short, what is required is a reanimation of the spirit of Wilhelm von Humboldt for our times; hence the book’s title and subtitle. Humboldt was responsible for relaunching the university as the vanguard institution of 'Enlightenment' to which we continue to pay lip service – and sometimes not much more than that. Admittedly, the task of relaunching Humboldt today is made difficult because many of the concrete achievements associated with the Humboldtian university – not least academic disciplines and nation-states – are increasingly seen as problematic if not obsolete. However, the global reach of the Humboldtian vision in its 19th century and 20th century heyday offers hope that it may be recovered in the 21st century. The book focuses on the performative character of the academic vocation, what Humboldt memorably characterized as the 'unity of research and teaching' in the same person, a role model for students and society at large. The book's seven chapters develop this theme in a historically and philosophically nuanced way in terms of the Humboldtian vision of knowledge, sense of free expression and critical judgement, and commitment to translation and publicity.

**Logic as a Liberal Art** Yale University Press

"The famous Grecian Urn of Achilles has been stolen ... The Greek alphabet is the key to decoding the clues and recovering the stolen treasure. Learn all of the Greek letters from alpha to omega along with their phonetic pronunciation. Decipher the encoded clues from witnesses to discover the identity of the thief and to trace the escape route. You will learn to sound out English words with the Greek alphabet and you will even be able to write in your own Greek-letter code"--Page 4 of cover

**Teachers in Early Modern English Drama** Harvard University Press

The Logical Renaissance: Literature, Cognition, and Argument, 1479-1630 is the first substantial account of early modern English literature's deep but uncharted relationship with logic. The nature and functions of logic have been largely misunderstood in literary criticism of the period, where it is often seen as sterile and formalistic: either an overcomplex remnant of Medieval philosophy superseded by rhetoric, or part of a Ramist pedagogy so stripped back that it had little to offer in the way of creative inspiration. Katrin Ettenhuber shows instead that early modern writers encountered in their study of logic a vibrantly practical art of argument and reasoning, which provided rich opportunities for imaginative engagement and artistic appropriation. The book opens with a clear and accessible introduction to the logical terms and concepts that will guide the discussion. It charts changes in logic education between the late fifteenth and early seventeenth centuries, before presenting a series of case studies that illustrate the creative applications of logic across a wide range of genres, including epic and lyric poetry, drama, and religious prose. The Logical Renaissance demonstrates, for the first time, logic's central role in the literary culture of early modern England.

*Greek Alphabet Code Cracker* Ignatius Press

This Companion to Twelfth-Century Schools provides a comprehensive update and new synthesis of the last three decades of research. The fruit of a contemporary renewal of cultural history among international scholars of medieval studies, this collection draws on the discovery of new texts, the progress made in critical attribution, the growing attention given to the conditions surrounding the oral and written dissemination of works, the use of the notion of a “community of learning”, the reinterpretation of the relations between the cloister and the urban school, and links between institutional history and social history. Contributors are: Alexander Andrée, Irene Caiazzo, Cédric Giraud, Frédéric Goubier, Danielle Jacquart, Thierry Kouamé, Constant J. Mews, Ken Pennington, Dominique Poirel, Irène Rosier-Catach, Sita Steckel, Jacques Verger, and Olga Weijers. See inside the book.

**Beauty in the Word** Bloomsbury Publishing USA

The rhetoric of reasoning -- Profiles by metaphysics -- The genetics of Moner's wisdom text.

**Fra Francesc Moner's Bilingual Poetics of Love and Reason** Ravenio Books

Newspapers are filled with stories about poorly educated children, ineffective teachers, and cash-strapped school districts. In this greatly expanded treatment of a topic he first dealt with in *Rediscovering the Lost Tools of Learning*, Douglas Wilson proposes an alternative to government-operated school by advocating a return to classical Christian education with its discipline, hard work, and learning geared to child development stages. As an educator, Wilson is well-equipped to diagnose the cause of America's deteriorating school system and to propose remedies for those committed to their children's best interests in education. He maintains that education is essentially religious because it deals with the basic questions about life that require spiritual answers-reading and writing are simply the tools. Offering a review of classical education and the history of this movement, Wilson also reflects on his own involvement in the process of creating educational institutions that embrace that style of learning. He details elements needed in a useful curriculum, including a list of literary classics. Readers will see that classical education offers the best opportunity for academic achievement, character growth, and spiritual education, and that such quality cannot be duplicated in a religiously-neutral environment.

**Wisdom and Eloquence** Crossway

The Cambridge History of Medieval Philosophy comprises over fifty specially commissioned essays by experts on the philosophy of this period. Starting in the late eighth century, with the renewal of learning some centuries after the fall of the Roman Empire, a sequence of chapters takes the reader through developments in many and varied fields, including logic and language, natural philosophy, ethics, metaphysics, and theology. Close attention is paid to the context of medieval philosophy, with discussions of the rise of the universities and developments in the cultural and linguistic spheres. A striking feature is the continuous coverage of Islamic, Jewish, and Christian material. There are useful biographies of the philosophers, and a comprehensive bibliography. The volumes illuminate a rich and remarkable period in the history of philosophy and will be the authoritative source on medieval philosophy for the next generation of scholars and students alike.

*The Making of Americans* Heinemann Educational Books

This bold and brilliant book asks the ultimate question of the life sciences: How did the human mind acquire its incomparable power? In seeking the answer, Merlin Donald traces the evolution of human culture and cognition from primitive apes to artificial intelligence, presenting an enterprising and original theory of how the human mind evolved from its presymbolic form.

**Norms and Nobility** Farnsworth's Classical English

This book is an ideal introduction to classical education written by the headmaster of an established classical academy. It traces the history of classical education and describes its modern renaissance. The book also highlights the distinctive elements of the movement including its emphasis on teaching grammar, logic and rhetoric (the Trivium), and the extraordinary achievements of students who are receiving a classical education. Other sections address the role and benefit of classical language study (Latin and Greek) and integrated learning through a study of the great books of western civilization. The book is written in a colloquial, engaging style, with several anecdotes, diagrams and charts. This book is especially recommended to parents just beginning their examination of classical education. We have priced this booklet (and the Audio CD) very low so that schools and co-ops can affordably distribute it to parents. We encourage homeschoolers to give this booklet to other parents who may wish to consider classical education.

**The Trivium** Crossway

Composed of six previously published works.

**The Case for Classical Christian Education** Longman Publishing Group

In a powerful and original contribution to the history of ideas, Hannah Dawson explores the intense preoccupation with language in early-modern philosophy, and presents an analysis of John Locke's critique of words. By examining a broad sweep of pedagogical and philosophical material from antiquity to the late seventeenth century, Dr Dawson explains why language caused anxiety in various writers. Locke, Language and Early-Modern Philosophy demonstrates that developments in philosophy, in conjunction with weaknesses in linguistic theory, resulted in serious concerns about the capacity of words to refer to the world, the stability of meaning, and the duplicitous power of words themselves. Dr Dawson shows that language so fixated all manner of early-modern authors because it was seen as an obstacle to both knowledge and society. She thereby uncovers a novel story about the problem of language in philosophy, and in the process reshapes our understanding of early-modern epistemology, morality and politics.

- [I Will Teach You To Be Rich: No Guilt. No Excuses. Just A 6-week Program That Works \(second Edition\)](#)
- [It's Not Summer Without You](#)
- [Brown Bear, Brown Bear, What Do You See?](#)
- [Our Class Is A Family \(our Class Is A Family & Our School Is A Family\) By Shannon Olsen](#)
- [If He Had Been With Me By Laura Nowlin](#)
- [I Love You To The Moon And Back By Amelia Hepworth](#)
- [Adult Children Of Emotionally Immature Parents: How To Heal From Distant, Rejecting, Or Self-involved Parents](#)
- [The Democrat Party Hates America](#)
- [A Court Of Wings And Ruin \(a Court Of Thorns And Roses, 3\)](#)
- [Oh, The Places You'll Go!](#)