

## General Conclusion

The medieval trivium of logic, rhetoric and grammar is still the basis of critical reading, thinking and writing today. In her freshman composition class at St. Mary's College in South Bend, Indiana, Sister Miriam Joseph, CSC, defined these three related subjects in the following way:

“*Grammar* gives expression to all states of mind or soul – cognitive, volitive, emotional – in sentences that are statements, questions, wishes, prayers, commands, exclamations. In this sense, grammar has a wider scope than logic; and so does rhetoric, which communicates all these to other minds.

“*Rhetoric* judges which of a number of equivalent grammatical symbols for one idea is best for communication in the given circumstances; for example, steed, horse; silver, argent. Grammar deals only with the sentence, with one thought; logic and rhetoric deal with extended discourse, with relations and combinations of thoughts.

“*Logic* is addressed only to the intellect; rhetoric, including poetry, is addressed not only to the intellect but also to the imagination and the affections in order to communicate the pleasant, the comic, the pathetic, the sublime.

“*Logic* may function without rhetoric or poetry: but these without logic are shallow. Grammar is requisite to all” (*The Trivium* 45).

The internalization of the various skills involved in writing takes years to accomplish. As Sister Miriam Joseph points out, language expresses every shade of meaning and intention; students' experiences with writing only become meaningful when they are seen as an on-going part of a greater conversation with the ideas contained in the texts they are reading. Understanding the process of writing as a writer is different from understanding the subject matter of a particular field as a student; writing is the vehicle for a synthesis of all the parts of the curriculum. To a large extent this synthesis cannot be taught; it is gained by students' willingness to surrender themselves to the grand adventure of growing intellectually, morally, and spiritually in the Western tradition. Needless to say, the more writers focus on participation in the processes of thinking and responding to ideas, the more writing will improve

The goal of all writing is the clear, intentional, conscious articulation of what the writer wants an audience to know and why. There is no end to the process of writing or to the acquisition of its tools. It is our hope that the curriculum of Ave Maria University will move everyone connected to this school to a deeper, fuller, and richer life through its emphasis on writing.

## Bibliography and Resources

### Online Resources

1. OWL (Online Writing Lab) at Purdue University.  
Purdue's OWL is a tremendous resource for tutors and students containing a wealth of information and many online writing tutorials.

<http://owl.english.purdue.edu>

2. Purdue resource page for other OWLs.

<http://owl.english.purdue.edu/internet/owls/writing-labs.html>

3. A Glossary of Rhetorical Terms with Examples (University of Kentucky).

<http://www.uky.edu/ArtsSciences/Classics/rhetoric.html>

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