This conference would not have been possible without the generous support of the following organization and institutions.
Each GIFT-RC presenter will be located at the table number indicated on the previous page. There will be five GIFT-RC “sessions”, the first at 9:00 am, the second at 9:20, the third at 9:40, the fourth at 10:00, and the fifth at 10:20 am. During each session, the GIFT-RC presenter will discuss her or his course assignment, exercise, or strategy for approximately ten minutes, with another five or so minutes in each session for questions and discussion. Please attend as many GIFT-RC sessions as you can.

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2010 NCA Summer Conference
Teaching Rhetorical Criticism/Critical Inquiry
Conference Planning Committee

Rob Asen
Cara Finnegan
Jim Jasinski
John Murphy
Kirt Wilson

Special thanks to
Margaret Birmingham
Erica Jolly
Clay Ross
Bryan Walsh
In the late twentieth and early twenty-first centuries, criticism and critical inquiry have become the rhetorician’s raison d’être. We spend the bulk of our professional lives analyzing messages. While rhetoricians have not abandoned instruction in message production, rhetorical pedagogy today is typically analytic and hermeneutic. While courses labeled Rhetorical Criticism, Presidential Rhetoric, Public Address, Political Communication, or the Rhetoric of Social Movements will have varying emphases, they all share a basic objective: they require students to examine messages. The purpose of this summer conference is to provide a forum in which teacher/scholars in rhetoric can engage issues in critical pedagogy, including assignment development, curricular design (individual courses as well as course sequences), and the conceptual underpinnings of rhetorical pedagogy. Our objective this week-end is to discover ways that we can better prepare students to engage a range of critical objects.

GIFT-RC
(Great Ideas for Teaching Rhetorical Criticism)

Rasmussen Rotunda, Wheelock Student Center

Table #1  Barry Brummett, University of Texas
  “Teaching Rhetorical Criticism in a Large Course”
Table #2  Ann E. Burnette, Texas State University-San Marcos
  “Short and Suite: Making Rhetorical Criticism Accessible”
Table #3  R. Benjamin Crosby, Iowa State University
  “A Basic Conceptual Framework for Beginning Students in Rhetorical Criticism”
Table #4  Jean Jones, Edinboro University of Pennsylvania
  “One Artifact, Various Methods: Moving Beyond Rote in Teaching Rhetorical Criticism”
Table #5  Zach Justus, California State University, Chico
  “Objective: Connecting Theory and Praxis”
Table #6  Kathleen McConnell, San José State University
  “Using Groundhog Day to Teach about Motive”
Table #7  Catherine Helen Palczewski, University of Northern Iowa
  “The Category Exercise: Developing Critical Thinking”
Table #8  Rae Lynn Schwartz-DuPre, Western Washington University
  “Critical Reading / Comprehension Note Taking Assignment”
Table #9  Amy R. Slagell, Iowa State University
  “Overcoming the Knee-Jerk Reaction in the Rhetorical Criticism Classroom”
Table #10  Christina M. Smith, Ramapo College of New Jersey
  “Visual Model of Persuasion”
Table #11  Don Waisanen, University of Southern California
  “Comically Sketching Rhetorical History: The Athenian Public Forum as Critical Foundation”
Table #12  Larry A. Williamson, University of San Diego
  “Text, Context, and Popularity: Adapting Brummett’s Brand of Rhetorical Criticism to the Undergraduate Mind”

Continental Breakfast
Wheelock Student Center Lounge

Welcome/Plenary Session #1

The Challenges of Teaching Rhetorical Criticism and Critical Inquiry

Rasmussen Rotunda, Wheelock Student Center

Chair:  Jim Jasinski, University of Puget Sound

Presenters:
  Vanessa Beasley, Vanderbilt University 
  “No Critic Left Behind: Showing Your Work in the Creative Classroom”
  Dan Brouwer, Arizona State University 
  “Lessons from Critical Pedagogy: Enacting Reflexivity and Embodiment in our Teaching of Rhetorical Criticism”
  Robert Rowland, University of Kansas 
  “Purpose, Evidence, and Pedagogy in Rhetorical Criticism”

Opening Reception
Wyatt Atrium/Ferguson Plaza
Continental Breakfast
Wheelock Student Center Lounge

Plenary Session #2
The Role of Method in Teaching Rhetorical Criticism and Critical Inquiry
Rasmussen Rotunda, Wheelock Student Center
Chair: Cara Finnegan, University of Illinois
Presenters: Karlyn Kohrs Campbell, University of Minnesota
“The Challenges of Textual Analysis”
Charles Morris, Boston College
“Queering Method in Rhetorical Criticism”
A. Susan Owen, University of Puget Sound
“Rhetorical Criticism and the Moving Image”

Concurrent Sessions #1
1-A The Purpose and Challenges of Teaching Rhetorical Criticism and Critical Inquiry at R-1 Institutions and the Graduate Level
Murray Board Room, Wheelock Student Center
Chair: Kristan Poirot, Texas A&M University
Presenters: Suzanne Daughton, Southern Illinois University-Carbondale
“Of Sailing Ships, Yoga, and Microscopes: The Value of Flexibility in Rhetorical Criticism”
Kristy Maddux, University of Maryland
“Crafting Lessons in Rhetorical Criticism”
John Murphy, University of Illinois
“Detecting Rhetorical Criticism”

Concurrent Sessions #4 continued
4-D The Problems and Challenges Associated with and Strategies for Teaching Students to Analyze Oeuvres, Eras, Genres, and Herds
Trimble Forum, Trimble Hall
Presenters: Jim Darsey, Georgia State University
Steve Browne, Penn State University
This workshop will focus on how to teach critical concepts and techniques that facilitate the diachronic study of voice. The workshop’s leaders approach the concept of voice from a perspective that allows for both the evolution of a single speaker’s rhetoric, e.g., the rhetorical career of Elizabeth Cady Stanton, and the multiple voices of a community that strive toward a common goal, e.g., radical abolitionist rhetoric from 1831-1850.

Reception/Dinner
Wyatt Atrium/Ferguson Plaza
Concurrent Sessions # 4 continued

4-B The Problems and Challenges Associated with and Strategies for Teaching Students to Analyze Controversies, Social Movements, Discursive Formations, and Similar Critical Objects
Howarth Hall, Room 201
Facilitators: Rob Asen, University of Wisconsin
Jeff Drury, Central Michigan University

Teaching students to critique large bodies of discourse raises a number of pedagogical challenges. Working with extensive primary materials requires a scheme for organizing material in a manageable, condensed form. This sort of criticism also invites careful attention to developing a critical framework, since many prevalent approaches to criticism have been developed for the single text. Critics also must consider issues of representation, reflecting on the relationship between particular claims and wider themes in large bodies of discourse. This workshop will introduce some important questions about criticism and encourage participants to share their scholarly and pedagogical experiences and ideas.

4-C The Problems and Challenges Associated with and Strategies for Teaching Students to Analyze the Individual Text
Howarth Hall, Room 212
Chair: Jim Jasinski, University of Puget Sound
Presenters: Andrew Hansen, Trinity University
“Semantic Role Structures in Close Reading”
Jim Jasinski, University of Puget Sound
“Analyzing Syntactical Imagery”
Robert Terrill, Indiana University
“Purpose and Disposition in Textual Analysis”

1-B The Purpose and Challenges of Teaching Rhetorical Criticism and Critical Inquiry at the Undergraduate Level and Liberal Arts Institutions
Rasmussen Rotunda, Wheelock Student Center
Chair: Maegan Parker Brooks, University of Puget Sound
Presenters: Paul Achter, University of Richmond
“Balancing Rhetorical Criticism and Rhetorical Theory in the Undergraduate Classroom”
Denise Bostdorff, College of Wooster
“Teaching Rhetorical Criticism as Part of an Undergraduate Research Program”
Peter Ehrenhaus, Pacific Lutheran University
“Reflections on the Places for Criticism in a Professional Communication Program”
Cindy Koenig Richards, Willamette University
“Rhetorical Criticism and the Development of Engaged Citizens”

1-C The Challenges of Teaching Critical Inquiry in “Non-Methods” Courses or Courses not Explicitly Devoted to Critical Inquiry
Trimble Forum, Trimble Hall
Facilitator: David Zarefsky, Northwestern University

Broadly speaking, rhetorical criticism offers accounts of rhetorical works. It assumes that the works (whether products, artifacts, or processes) are not transparent in meaning, implications, or significance. The accounts explain the work by providing answers to two general questions: (a) What’s going on here? and (b) So what? This session will focus on how teachers can help students in classes that are not explicitly concerned with criticism and/or critical methods learn to answer these questions.
Lunch
(Lunch service until 1:30 pm)

Plenary Session #3
The Role of Theory in Teaching Rhetorical Criticism and Critical Inquiry
Rasmussen Rotunda, Wheelock Student Center
Chair: Rob Asen, University of Wisconsin
Presenters:  Jim Aune, Texas A&M University
            “Thinking Theory Through History”
            Barbara Biesecker, University of Georgia
            “Reading’ Rhetorical Theory, ‘Doing’ Rhetorical Criticism”
            Jeremy Engels, Penn State University
            “Teaching Theory Without Being Too Theoretical”
            Chris Lundberg, University of North Carolina
            “On Not ‘Not Defining Rhetoric”

Concurrent Sessions #2
2-A Critical Logics: Teaching on the Borders of Practice, Body, and Event
Trimble Forum, Trimble Hall
Presenters:  Tom Goodnight, University of Southern California
            Meg Zulick, Wake Forest University
Pragmatics, Informal Logic, and Good Reasons are well-known frames for rhetoric and reasoning. Rhetorical criticism works across the borders of such conventional implicature by attention to physically prior facts of matter that confront critical logic with its own limitations. The limitation of the body confronts us with the finitude and mortality of knowledge that can fit the human frame. Practices are non-negotiable human experiences around which logic must adapt in order to be relevant to living. Events are those unpredictable and irreversible happenings that change the nature of the matters logic must engage. This session will begin with an impromptu speech writing exercise recreating the moment of differentiation between logic and tradition as presented in Gorgias’ Encomium of Helen, and moves on to pursue rhetorical inquiries at the unpredictable junctures of critical logic and materializing conditions.

Plenary Session #5
The Relationship Between Rhetorical Criticism and Critical Inquiry in Rhetorical Studies and Critical/Cultural Studies
Rasmussen Rotunda, Wheelock Student Center
Chair: Christine Harold, University of Washington
Presenters:  Lisa Flores, University of Colorado
            “The Heart of the Discipline: Between Rhetorical Criticism and Whiteness Studies”
            Ron Greene, University of Minnesota
            “Rhetorical Criticism and the Limits of Interpretation”
            John Sloop, Vanderbilt University
            “Critical/Cultural Studies and the Art of Handgun Maintenance: A Pedagogy for the Careerist and the Citizen”

Concurrent Sessions # 4
4-A The Role of Context and Archival Research in the Rhetorical Criticism and Critical Inquiry Courses
Murray Board Room, Wheelock Student Center
Presenters:  Leah Ceccarelli, University of Washington
            Davis Houck, Florida State University
            Cara Finnegan, University of Illinois
Our objects of critical analysis pose a variety of interpretive puzzles. One way to help students explore those puzzles is to help them understand those objects as products of their time, situation, context, and/or era. This workshop addresses the challenge of teaching context and archival research to undergraduate and graduate students. The presenters will share some of the specific archival and research materials, class exercises, and assignments they use to help students understand the importance of context research. Presenters will provide workshop participants with access to a web-based package of electronic materials used in the workshop (e.g., PDFs of archival materials, web links, notes, etc.) which they may adapt for use in their own classrooms.
**Concurrent Sessions #3 continued**

**3-D The Problems and Challenges Associated with and Strategies for Teaching Students to Analyze Oeuvres, Eras, Genres, and Herds**

Trimble Forum, Trimble Hall

Presenters:  Jim Darsey, Georgia State University  
Steve Browne, Penn State University

This workshop will focus on how to teach critical concepts and techniques that facilitate the diachronic study of voice. The workshop’s leaders approach the concept of voice from a perspective that allows for both the evolution of a single speaker’s rhetoric, e.g., the rhetorical career of Elizabeth Cady Stanton, and the multiple voices of a community that strive toward a common goal, e.g., radical abolitionist rhetoric from 1831-1850.

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**Lunch**

*(Lunch service until 1:30 pm)*

Rasmussen Rotunda, Wheelock Student Center

**Lunch Speaker**

Rod Hart, University of Texas  
“The Absence of Wonder”

Introduction: Vanessa Beasley, Vanderbilt University

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**2-B The Role of Writing in Criticism and Critical Inquiry Courses**

Murray Board Room, Wheelock Student Center

Presenters:  Cara Finnegam, University of Illinois  
A. Susan Owen, University of Puget Sound

With its strong emphasis on the role of language and argument in discourse, the criticism course is an ideal site for helping undergraduates develop writing skills. In addition, graduate students benefit intellectually and professionally from a concrete focus on writing. This workshop explores ways to use the criticism course to help students improve their writing. We will present an overall approach to teaching writing in the criticism course as well as offer participants a variety of specific exercises and ideas for use in the classroom.

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**2-C The Role of Imitation and Models in Teaching Rhetorical Criticism and Critical Inquiry**

Rasmussen Rotunda, Wheelock Student Center

Chair:  Marita Gronnvoll, Eastern Illinois University

Presenters:  Joshua Gunn, University of Texas  
“Critical Pink Eye”  
Mary Stuckey, Georgia State University  
“Imitation as Adaptation”  
Robert Terrill, Indiana University  
“On the Imitating Attitude”

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**Dinner**  *(On your own)*
3-B The Problems and Challenges Associated with and Strategies for Teaching Students to Analyze Controversies, Social Movements, Discursive Formations, and Similar Critical Objects

Howarth Hall, Room 201

Facilitators: Rob Asen, University of Wisconsin
Jeff Drury, Central Michigan University

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3-C The Problems and Challenges Associated with and Strategies for Teaching Students to Analyze the Individual Text

Howarth Hall, Room 212

Chair: Jim Jasinski, University of Puget Sound

Presenters: Andrew Hansen, Trinity University
“Semantic Role Structures in Close Reading”
Jim Jasinski, University of Puget Sound
“Analyzing Syntactical Imagery”
Robert Terrill, Indiana University
“Purpose and Disposition in Textual Analysis”

Concurrent Sessions #3

3-A The Role of Context and Archival Research in the Rhetorical Criticism and Critical Inquiry Courses

Murray Board Room, Wheelock Student Center

Presenters: Leah Ceccarelli, University of Washington
Davis Houck, Florida State University
Cara Finnegan, University of Illinois

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