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Pronouns: she/her/hers

TEACHING PORTFOLIO TABLE OF CONTENTS

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TEACHING PHILOSOPHY

When teachers create space for students to habitually act as agents of change *inside* the classroom, I believe that students acquire more confidence to make their ideas matter *outside* the classroom. As such, the most central tenet of my teaching philosophy is that students should possess agency to define the terms of their educational experiences. I let students set the tone for our class by livening students' learning, facilitating constructive failure, and valuing all voices.

Learning becomes more memorable when students play an exciting role in guiding the direction of course sessions. To create an environment where students acquire knowledge they will remember, I prioritize lively learning strategies that make entertainment compatible with intellectual rigor. Upon observing my teaching, a former supervisor once wrote that my classroom is "like a live radio show," and indeed, I often ask students to depict content to their classmates through theatrical activities. For instance, in Public Speaking, I invite groups to write and perform a skit wherein the characters deploy logical fallacies. Audience members then guess which fallacies drove each plot, and the session becomes a means for students to test one another on course concepts while practicing public speaking skills. I also gamify courses to get students involved during sessions. In Rhetorical Criticism, students play a game of "Guess Who" with images of celebrities. While half the class divides into pairs and takes part in the game, the other half observes and conducts an ideological criticism of their classmates' behavior, attending to how game participants stereotype celebrities. Students eventually switch roles so that everyone has the chance to be silly while they process this difficult rhetorical method. A Colorado State University (CSU) student once summarized on an evaluation, "[Lauren] worked hard to make sure we were both learning and having fun." Because fun is difficult to forget, I aim to instill in students an enthusiasm for classroom experiences by allowing them to steer their own growth.

Apart from active learning, I build a classroom environment in which students have agency to be vulnerable—one where course participants feel comfortable messing up. Students are compelled to invest in a course when they know they belong. To encourage feelings of safety, I facilitate conversations that help students develop friendships and engage in collaborative learning. While teaching Public Argumentation, for instance, I ask students to practice refutation when speaking about their unpopular food opinions before requiring them to debate one another while discussing a controversial issue. Additionally, during Interpersonal Communication, my students take a personality quiz and collectively strategize about using their results to improve communication during group work. When students know each other, they support each other through failure. I am also not above sharing my own vulnerabilities with students; when discussing anxiety in Public Speaking, I often narrate my fears of talking in front of people despite my decade of competitive speech. Moreover, in Rhetorical Criticism, I share struggles with academic writing by telling students about the first "D" letter grade I received on an essay. As one Front Range Community College (FRCC) student remarked, "Lauren didn't just create an atmosphere of community... She fostered an incredibly safe space where vulnerability sprouted more vulnerability."

In addition to fostering comfort in vulnerability among my undergraduates, I strive to meet the same goal when teaching graduate students. In my role as a co-instructor of record in a graduate-level communication pedagogy course, I routinely perform teaching demos to first-year graduate students during which I run an undergraduate lesson and invite graduate teaching assistants to role play as undergraduates. In these demos, I tell graduate students to ask me challenging questions and to behave in adversarial ways so that our session becomes a simulation for managing tough classroom moments. Although teaching demos can expose my weaknesses as an instructor, my willingness to engage in pedagogical vulnerability collapses hierarchies between graduate students and me, demonstrating that imperfection is an inherent, necessary condition for

growing as a teacher. A CSU student once noted that within my classroom, they “felt safe making mistakes and goofs.” In the end, students are their most agentive selves when they are not scared to take risks. Rather than creating an environment where students become preoccupied with the potential consequences of their work, I establish a culture of support so that students can focus on the learning process. Because I encourage learners to recognize our shared humanity and the inevitability that we all “goof” sometimes, they leave my courses less afraid of making mistakes.

Alongside efforts to produce a compassionate culture of failure, I promote agency by ensuring all students have a voice. To do so, I always solicit midterm feedback, post students’ anonymous responses on slides, and spend a session collaborating with them to brainstorm ways I might implement their feedback. While I generally prefer to teach without slides because I feel that it makes students more agentic in the classroom, I created more slides during one semester when several students requested it on their midterm evaluations. Another way I give students voice is by providing opportunities for them to literally develop their voices on important issues. In multiple classes, I assign “choose your own adventure” service-learning and activist projects, wherein students must complete activities such as volunteering for a social justice organization, helping with a political campaign, or joining a protest. One political communication student volunteered for a campus organization aimed at reducing stigma surrounding drag performance and combatting anti-drag legislation. Another pair of my gender and communication students is working to transform communication practices surrounding global human trafficking, and they created an infographic with a powerful rhetorical intervention campaign that they posted around campus. My students’ commendable projects illustrate that instructors can enhance motivation and spark passion for societal change by letting students choose their educational paths. By structuring my courses to give students a say in their learning, I design classes that include students by accommodating their individual needs.

In addition to giving students voice in determining course curriculum, I advance inclusionary politics that support all students’ agency to share their lived experiences and know they will be valued. To moderate discussions of power and oppression, I engage in culturally responsive teaching meant to respect the perspectives of marginalized students, starting with uncontroversial premises to get students to accept inclusive, controversial ideas. For example, when talking about the importance of recognizing one’s privilege in society, I begin by dividing my students into small groups and telling them they will participate in a scavenger hunt that mimics “The Amazing Race.” I note that each group will complete several tasks around campus, and the first to finish all their assigned responsibilities wins. Little do my students know that some groups get assigned more tasks than others; the game is intentionally rigged. Upon discovery of the inequity built into this activity, my students express their distaste for the game’s unfairness. Yet, after I have gotten students to accept the notion that games should be fair, it becomes easier for them to recognize that the term “privilege” represents how life affords people varying opportunities to win the game of life. This activity ultimately depoliticizes privilege by prompting students’ reflection on how the “rules” of our world may or may not be stacked in their favor. By asking students to grapple with systemic inequity, these conversations communicate that my classroom is space for leveling the playing field—one in which all voices can (and do) speak.

By enlivening classroom experiences, cultivating comfortability with failure, and offering opportunities for all voices to be heard, I invest wholeheartedly in the notion that students should possess agency to make the most of their educational experiences. My classroom will always serve as a place where students can have fun, embrace failure, and be themselves—a space for students to write their own educational stories and develop an agentic capacity that will empower them to transform a world beyond the university.

QUALITATIVE STUDENT FEEDBACK

Note: Full copies of my course evaluations are available upon request.

SPCM 675: Communication Pedagogy (CSU)

- “I have thoroughly enjoyed your presence in pedagogy and around the [office]; you really light up the place! I always look forward to your mini-lectures, and you have really been an inspiration to how I want to teach. Having you as an instructor role model has been such a blessing!”
- “Words can’t express, Lauren. You’ve been so incredibly helpful and kind and generous this semester. Thank you so much.”
- “Thank you so much for everything that you’ve done for us during the semester! Your help has, of course, been invaluable, but your positivity and kindness has also been such a helpful and guiding light as we’ve gotten our footing here at CSU!”
- “You made teaching 10,000x easier and have made our hardest semester doable. You’re a light in our lives, you work so hard, and I am so grateful!”
- “Thank you for slaying daily and being a solid example of what great teaching looks like.”
- “I really appreciate the work you’ve put in just for us to succeed! It speaks volumes to your character!”

SPCM 420: Political Communication (CSU)

- “Lauren is a truly incredible teacher. She makes the classroom fun and welcoming but also communicates the expectations and information so well. Lectures are impactful, easy to understand, and encourage thinking. The assignments in this class are relevant and helpful, and she provides quick and important feedback. Her dad jokes are incredible, her presence is kind, and her support is so appreciated. I am walking away from this class truly knowing the content, not just memorizing it to test and then forgetting. Definitely a favorite class and a favorite teacher!”
- “The course environment was extremely inclusive, captivating, and fun to be in.”
- “I believe that she taught the course in a way that encouraged us to commit to learning.”
- “Lauren expected a lot of us but also pushed us to grow and do our best.”
- “The instructor did a great job engaging the class with in-class activities. The instructor was also great at responding to student feedback about the course throughout the semester.”
- “One of the best teachers I have had during my time at university. Great person, great teacher, and a great class. I would highly recommend taking a class with her.”
- “Lauren created a great safe environment for all of us to engage.”

SPCM 412: Rhetorical Criticism (CSU)

- “I loved this class, and I learned a lot about academic writing along with public facing [writing]. I have had a good mixture of learning and fun with all the in class activities and alternative audience projects. One of my favorite classes I’ve taken in college.”
- “Overall, it was an inclusive environment, and I love participating in this course. I felt challenged by the content.”
- “I was always thoroughly impressed with the speed with which feedback was given on assignments, and the in-depth nature of the comments. It was incredibly helpful and contributed greatly to my learning and improvement.”

- “We were free to express our thoughts and feelings with little judgment from those around us. This is why we held each other to high standards, so we were able to learn not only from the professor but from everyone.”
- “Lauren Buisker created such a safe space. The environment was always very positive, and I never felt judged.”

SPCM 207: Public Argumentation (CSU)

- “The timing of feedback was very good and was enough to understand what to fix for the next project.”
- “The instructor wanted us to succeed and had reasonable expectations. She was always there to support us if we had any questions or concerns.”
- “Overall, I loved Lauren as an instructor and would take a class with her again. She is very kind and helpful as well as understanding.”
- “I love the way Lauren chose to structure her class, I think she's a great teacher and I'm grateful that I had her for this course.”

SPCM 200: Public Speaking (CSU)

- “The instructor is one of the best that I've had in all of my years of learning. Their care for the students' understanding and growth makes the course feel welcoming, as well as their ability to involve the students in a comfortable way and brighten their day. I left class knowing I have the skills to be a better speaker and happier with myself as I felt my anxiety lessen. Thank you for a wonderful first semester of college.”
- “Lauren was a phenomenal professor. She is one of the best professors I have had at CSU so far. She was super relatable to the class and always made everyone feel included. She worked hard to make sure we were both learning and having fun. Her activities within class time were always so much fun to participate in.”
- “Lauren is a wonderful instructor. She is both friendly and direct with her communication of expectations, policies, assignments, etc. She put in a great effort to make the learning environment inclusive, friendly, interesting, supportive and productive. I would recommend her course sections to other students.”
- “The timing of feedback was incredibly quick. I always appreciate how hard Lauren worked on getting us our feedback. You can tell that she loves her students and she works to hard to create the best classroom environment. And the feedback was always super helpful.”
- “She focused very solidly on building skills for public speaking and I feel significantly more equipped for public speaking in my future.”
- “I felt like Lauren made it so the classroom was a place where everyone felt welcomed.”
- “I really appreciate how much effort you put into creating our in-class activities. I feel that all of them helped me to prepare for our speeches and I enjoyed them. I also appreciate the level of feedback you would provide us with on our speeches.”
- “I thoroughly enjoyed Public Speaking, it quickly became my favorite class this semester even though it was the one I was dreading the most. I tell all of my friends who are considering taking the course to try to take it with Lauren. She has been an amazing teacher.”
- “Instructor is fun and down to earth, really good at teaching the subject.”

SPCM 100: Communication and Popular Culture (CSU)

- “Ms. Buiscker was a wonderful professor, and I highly recommend her as she puts in lots of effort in her class, which shows. I enjoyed the opportunity to learn from her as a human, but also from the topics we discussed in class.”
- “Lauren was a good professor that was clear about expectations and due dates.”
- “She expects us to be respectful and open-minded, and she is really understanding of students’ stress.”
- “I loved having Lauren as my instructor - she was always super positive and made class engaging. She was also very knowledgeable on the content.”

COM 1250: Interpersonal Communication (FRCC)

- “Lauren's way of organization and orchestrating the class gave each student the opportunity to get out exactly what they would put into this class. She didn't simply instruct and teach but rather created a class where each student had the option of coming out of this class a significantly better person than they were before.”
- “You made this class enjoyable with your good energy, humor, and support. You are passionate about the content, and it shows.”
- “You have a unique way of teaching, and as a student that is a visual and kinesthetic learner and struggles with focusing, you made it very easy to not get distracted in class by providing all of the interactive, discussion-oriented, visual, and on hands learning. Thank you very much for your feedback and for providing a great class.”
- “I feel that Lauren worked really hard to help create a sense of community throughout the semester.”
- “I love your teaching style and you made interpersonal communication learning engaging, fun and interactive.”

COM 1150: Public Speaking (FRCC)

- “Lauren was great in the way she encouraged us to think outside of the box. By making activities and challenges that involved the whole class, Lauren was able to demonstrate difficult concepts and allow us to practice them. By building a strong sense of community in the classroom Lauren made it a safe place to fail or succeed, but most importantly to learn.”
- “I mostly gained a lot of confidence that I didn't know I could have in public speaking. It definitely wasn't easy, but I feel a lot better equipped for any future speeches or even interviews I have to do in life. I'm really glad I decided to take this class this early on in my career.”
- “With questions of the day, Lauren encouraged us to be silly and vulnerable and reduce the expectation of a false self. I really appreciate the ways in which she pushed us to become friends and a community, especially at 8 A.M.”
- “There was never a doubt about what I could improve on and what expectations there were. When feedback was presented, it was never negative, but instead an opportunity to grow and get better.”
- “This was the best class community I had this semester.”
- “Lauren's flexibility, encouragement, and clear expectations all gave way to success.”
- “I think most of us were all terrified for going into this course and came out having had a great time while overcoming a lot of anxiety. I also really appreciated having an open environment.”

CMN 111/112: Intro to Oral and Written Communication I/II (UIUC)

- “She always had this energy that lightened up the room.”
- “She was very thorough, kind, and genuinely wanted to be there.”
- “The instructor was really nice, and I loved coming to her class. She always wants to help and see everyone succeed.”
- “My instructor always came to class excited and ready to teach the class in a meaningful way. She was an amazing teacher who taught efficiently and fairly but was also understanding if unfortunate circumstances raised.”
- “She also showed that she cared about her teaching and all her students.”
- “The instructor was super energetic and seemed to always have fun. She made sure the class felt involved and engaged.”
- “[Lauren] understood different positions the students were in and respected all of them.”
- “I loved my instructor, as she made the class a lot more enjoyable and truly made the environment comfortable for everyone when we had to present.”
- “The instructor was extremely knowledgeable in her field, no question went unanswered.”
- “Lauren was always super helpful and patient with the class when we had questions and was willing to review instructions in depth to make sure that we understood the assignment. It was clear that she made in effort to make the class fun.”
- “The instructor made the course run very smoothly. Lauren truly enjoyed teaching and her students. Lauren was very clear on her expectations and was always available to lend a helping hand.”
- “Lauren always had really fun activities to do in class and it really helped me connect more with my classmates and enjoy the class a lot.”
- “My teacher was amazing. She was fair, clear, and helped improve my communication skills tremendously.”
- “Lauren always had a plan and made class fun and effective. She is the best instructor I've ever had.”

QUANTITATIVE STUDENT FEEDBACK

Colorado State University

Note: Rather than asking students to rank instructors on a points system, CSU lists the below evaluation categories and asks students whether each one was a strength of the course. In the first three charts, I list the number of students in each of my courses who stated that the evaluation categories were a strength of the course. The final CSU chart compiles my scores from all my CSU classes.

COURSES AND SCORES				
EVALUATION CATEGORIES	SPCM 200: Public Speaking Fall 2021	SPCM 200: Public Speaking Fall 2021	SPCM 200: Public Speaking Spring 2022	SPCM 200: Public Speaking Spring 2022
Support from Instructor	9/10	10/10	15/16	13/14
Instructor Communication	9/10	10/10	16/16	14/14
Inclusive Environment	10/10	10/10	15/16	14/14
Clarity of Expectations and Grading	9/10	10/10	13/16	13/14
Timing of Feedback	7/10	10/10	16/16	14/14

COURSES AND SCORES				
EVALUATION CATEGORIES	SPCM 200: Public Speaking Fall 2022	SPCM 100: Pop Culture Fall 2022	SPCM 420: Political Comm. Spring 2023	SPCM 100: Pop Culture Spring 2023
Support from Instructor	18/18	22/25	23/23	28/28
Instructor Communication	18/18	23/25	22/23	28/28
Inclusive Environment	18/18	22/25	23/23	28/28
Clarity of Expectations and Grading	18/18	23/25	23/23	27/28
Timing of Feedback	16/18	22/25	21/21	27/28

COURSES AND SCORES				
EVALUATION CATEGORIES	SPCM 412: Rhetorical Criticism Fall 2023	SPCM 200: Public Speaking Fall 2023	SPCM 207: Public Argumentation Spring 2024	SPCM 420: Political Communication Spring 2024
Support from Instructor	13/13	20/20	8/8	4/4
Instructor Communication	13/13	20/20	8/8	3/4
Inclusive Environment	13/13	20/20	8/8	4/4
Clarity of Expectations and Grading	12/13	20/20	8/8	4/4
Timing of Feedback	13/13	19/20	8/8	4/4

	STUDENT TOTALS	PERCENTAGE TOTALS
Support from Instructor	183/189	96.8%
Instructor Communication	184/189	97.4%
Inclusive Environment	185/189	97.9%
Clarity of Expectations and Grading	180/189	95.2%
Timing of Feedback	177/187	94.7%

Front Range Community College

Note: Students at FRCC rank instructors on a scale of 1-5 for each evaluation category. I listed the average of each category for individual sections I taught at FRCC in the first chart and the average score across all sections in the second chart.

COURSES AND SCORES					
EVALUATION CATEGORIES	COM 1250: Interpersonal Comm. Summer 2022	COM 1150: Public Speaking Fall 2022	COM 1150: Public Speaking Spring 2023	COM 1150: Public Speaking Summer 2023	COM 1150: Public Speaking Fall 2023
Instructor created community	5.00	5.00	4.36	4.38	4.92
Feedback helped students improve	4.72	4.50	4.21	4.50	4.67
Students felt encouraged to participate	4.79	4.80	4.29	4.38	4.77
Students felt engaged	4.72	4.60	4.14	4.25	4.77
Timely feedback	4.57	4.33	4.07	4.50	4.40

	AVERAGES	PERCENTAGE TOTALS
Instructor created community	4.73	94.6%
Feedback helped students improve	4.52	90.4%
Students felt encouraged to participate	4.61	92.2%
Students felt engaged	4.50	90.0%
Timely feedback	4.40	88.0%

University of Illinois at Urbana-Champaign

Note: UIUC students rank instructors on a scale of 1-5 for each evaluation category. I listed the average of each category individual sections at UIUC in the first two charts. The survey questions changed from semester to semester, which is represented by the “N/A” blocks. The final chart compiles my scores from all my UIUC classes.

COURSES AND SCORES				
EVALUATION CATEGORIES	CMN 111: Oral & Written Comm. I Fall 2019	CMN 111: Oral & Written Comm. I Fall 2019	CMN 112: Oral & Written Comm. II Spring 2020	CMN 112: Oral & Written Comm. II Spring 2020
Instructor’s overall teaching effectiveness	4.80	4.90	4.71	4.78
Instructor seemed to enjoy teaching	4.80	5.00	4.81	4.89
Instructor’s knowledge	4.80	4.90	4.76	4.94
Instructor clearly stated expectations	4.79	4.80	4.29	4.38
Instructor evaluated work meaningfully	4.90	4.90	4.76	4.89
Instructor preparedness	4.90	4.90	4.86	4.89

COURSES AND SCORES				
EVALUATION CATEGORIES	CMN 111: Oral & Written Comm. I Fall 2020	CMN 111: Oral & Written Comm. I Fall 2020	CMN 112: Oral & Written Comm. II Spring 2021	CMN 112: Oral & Written Comm. II Spring 2021
Instructor’s overall teaching effectiveness	5.00	4.29	4.64	4.90
Instructor seemed to enjoy teaching	5.00	5.00	4.91	5.00
Instructor’s knowledge	5.00	4.86	N/A	N/A
Instructor clearly stated expectations	5.00	4.71	4.82	4.70
Instructor evaluated work meaningfully	4.75	4.62	4.64	5.00
Instructor preparedness	5.00	4.93	N/A	N/A

	AVERAGES	PERCENTAGE TOTALS
Instructor's overall teaching effectiveness	4.75	95.0%
Instructor seemed to enjoy teaching	4.93	98.6%
Instructor's knowledge	4.88	97.6%
Instructor clearly stated expectations	4.82	96.4%
Instructor evaluated work meaningfully	4.81	96.2%
Instructor preparedness	4.91	98.2%

LETTERS OF STUDENT SUPPORT

Written by Jo Carroll

Front Range Community College, Class of 2023

Colorado State University, Class of 2025

September 2024

I write this letter in the highest regard to recommend Lauren Buisker as an educator. I have been lucky enough to take two of Ms. Buisker's classes in my collegiate career and have been impressed each time, warranting such a letter.

My first experience in Ms. Buisker's classroom came in the spring semester of 2023 at Front Range Community College. There I participated in her Public Speaking course, SPCM 150. In a previous career I had been managing non-profit programming – which involved public speaking. I was apprehensive in my ability to learn new things in her class, but I was quickly proven wrong. Ms. Buisker challenged me and all the students in her class to think creatively in ways that encouraged us to use our knowledge and interests, but also in a way that forced us to face the uncomfortable and expand our perspectives. I remember one of the first exercises in her class where she brought in an assortment of random objects, giving each person one, and then making them present the object to the class. She quickly broke down barriers of difference and anxiety by leading in example, allowing herself to take the first step in risking her own ego so we would do the same to learn and grow. Even with materials pre-selected by the state, she found ways to relate them to our interests and make them her own so we all felt we had a stake in the educational journey.

With this experience, when I transferred to Colorado State University, I specifically sought out another of her classes. In the spring of 2024, I took her Political Communication course, SPCM 420. Even knowing her teaching style, her methods again were unexpected and pushed me to learn beyond what I had thought we would. Specifically, she pioneered a project in the class where we all had to participate in a local political organization to apply our readings and learnings. During the process she guided us and made us feel comfortable in applying our knowledge, making it low pressure while still making it impactful. Ms. Buisker also took on the exceptionally hard task of moderating a political communications course during an incredibly tense political season. Despite the divide, she gave space to all ideas so that we could better understand them, each other, and the way political communications evolve – something that truly takes nuance and skill. The piloted program proved to be successful as well, having allowed students to better understand their education and find career opportunities after.

In sum, it is remarkably easy for me to write this letter in support of Ms. Buisker due to her outstanding abilities and my confidence that she will be an asset to any classroom and work environment that she is charged with. I firmly believe in her abilities to unify diverse classrooms, educate on complex topics, and make the act of learning a journey accessible to all. Ms. Buisker is truly one of the most gifted educators I have had the pleasure of coming across, and she is someone who I will always remember as a determining influence in my education. It saddens me to know that Ms. Buisker's graduation will mean an end to her tenure as my educator, but it fills me with joy knowing that others will get to experience her many gifts in the same way I have.

Jo Carroll



Written by Isabel Henry

Colorado State University, Class of 2024

September 2024

I am writing to express my enthusiastic support for Lauren Buisker, who has been an invaluable mentor and educator during my time as a student at Colorado State University. I had the privilege of taking Political Communication with Lauren, and my experience in her class had a profound impact on both my academic and personal growth.

Lauren stands out not only for her expertise in communication studies but also for her remarkable ability to meet students where they are and push them to reach their fullest potential. She set us up for success, ensuring we had all the support and resources necessary to excel. Lauren consistently presented complex theories and topics in an engaging way, fostering curiosity while creating a classroom environment that encouraged meaningful discussions and the sharing of diverse perspectives, beliefs, morals, and values.

One aspect of Lauren's teaching that I found particularly impactful was the detailed feedback she provided on our writing assignments. I eagerly anticipated the return of each paper, not just for the grade but for her insightful comments and reflections. Her feedback was genuine and constructive, helping me improve with each assignment, both in her class and beyond. Lauren's thoughtful dedication to each student's growth was clear, as she took the time to provide personalized guidance and ensured we fully understood her comments and knew how to apply them.

In Lauren's class, I wrote two of the papers I'm most proud of from my college experience. I can truly attribute this to her teaching style, mentorship, and unwavering dedication to her students' success. Thanks to her guidance, I became a stronger writer and a more confident student. A year and a half later, I still find myself rhetorically analyzing political speeches the way we did in her class. Few classes have left such a lasting impression, and it's a testament to Lauren's expertise and the vibrant learning community she cultivated.

Beyond the classroom, Lauren's commitment to her students' success is evident. She made time for one-on-one meetings, provided thoughtful academic and professional guidance, and even went out of her way to support me at my first national conference. As one of the few undergraduates presenting, I was nervous, but seeing Lauren in the audience made me feel both reassured and supported. Her presence at that moment exemplifies the kind of mentor she is—always in her students' corner, offering unwavering support, both inside and outside the classroom.

As students, we often recommend professors based on who has the easiest curriculum, but I always tell my peers to take any class they can with Lauren Buisker. She is kind, knowledgeable, and will challenge you to be your very best. You'll walk away as a better writer and a stronger student, all while enjoying her warmth and occasional dad jokes. It was an honor to learn from Lauren and a true privilege to be mentored by her.

Isabel Henry

A handwritten signature in cursive script that reads "Isabel G. Henry". The signature is written in black ink and is positioned below the typed name.

FACULTY TEACHING OBSERVATIONS

Written by Dr. Ziyu Long



COLORADO STATE UNIVERSITY

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December 15, 2023

Hi Lauren,

I am writing to thank you for guest lecturing for SPCM433 on our cutting-edge Organizational Communication research day!

Your teaching presentation titled "Understanding organizational sexual harassment" was so informative and thought-provoking as you taught the class about the definition, consequences, and communication practices to respond to sexual harassment. Students have expressed to me that they found your talk highly relevant and useful. Your short lecture on the topic was packed with useful information and research insights. Your teaching activities, including reflecting on CSU's sexual harassment policy, determining what counts as "sexual harassment," and the role playing activity at the end, really engaged students to think about this issue from a communicative lens and how they can respond to sexual harassment. Two-thirds of the class raised their hand and contributed to class discussions and ALL participated actively during the small group exercises. I am impressed by how you can create such inviting, engaging, and inclusive learning moments for students to engage with a challenging topic. Good work!

Again, thanks for coming into class and teaching us about sexual harassment in the workplace! We really appreciate it.

Take care,
Dr. Long

Written by Dr. Katie L. Gibson



COLORADO STATE UNIVERSITY

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To: Lauren Buisker, Graduate Teaching Assistant
From: Katie L. Gibson, Ph.D. – Director of the Basic Course
(SPCM 200) RE: Annual Teaching Observation
Date: 9/29/2022

Thank you for the opportunity to visit and observe your section of SPCM 200: Public Speaking on September 29, 2022. As you know, the Department of Communication Studies at Colorado State University makes a commitment to teaching excellence in all of our classrooms. We use these observations as one component of our assessment of whether each of our instructors is meeting this high standard or not. Based upon my observation, I am happy to report that you have **exceeded** the expectations for excellent teaching in the department.

While I observed many of your teaching strengths during this session, I would like to emphasize a few here:

Teaching Persona/Classroom Climate: You have a wonderful teaching persona that balances warmth and humor with your confident command of the classroom. I love the sense of fun that you bring to the classroom. You also manage the class very well: visiting groups, keeping folks on task, and encouraging participation from all corners of the classroom. You do a wonderful job creating a classroom climate that is lively, focused, and welcoming.

Student Participation: Your students were eager to participate in the day's lesson, which is a credit to the inviting climate of your classroom. You called on your students by name, you asked follow-up questions that engaged their contributions, and you created many opportunities for them to ask questions and seek clarification. I could tell that your students felt comfortable with one another and with sharing their ideas and perspectives with you—so kudos to you for fostering active participation! I also appreciated the variety of learning activities you incorporated in the session. From large group discussion to small group application, these activities were well organized, thoughtfully planned, and kept your students engaged throughout the entire session.

Content Expertise: The day's lesson showcased your teaching experience and your excellent grasp of the course concepts. Your presentation skills are also superb—which adds to the expertise you project as an Instructor of Public Speaking. Your choice to organize the class session around an in-class public deliberation that you then used to demonstrate organizational patterns for the upcoming speech was very effective. (I shared your activity with our first year GTAs after leaving your class, so thank you!) I also appreciated how you addressed common struggles and pitfalls that students experience

with this assignment. Finally, I loved your comments at the conclusion of the lesson that reflected on the role of public deliberation in our democracy more broadly. Reflections like these support student motivation by encouraging them to see the “big picture” and I appreciated your point that behind every “losing” side in public deliberation are real human beings. Overall, the session left me impressed with your content expertise and your skilled development of a lesson that successfully supported student comprehension of a complex speech assignment.

Some minor points to consider moving forward:

The group activity generated great participation and reflection on the upcoming assignment. The mini-lecture you delivered after the activity was excellent and the students seemed eager to use the workshop time provided to apply what they learned to their upcoming speech. The class structure was thoughtful and very effective --I would just shorten the group activity a bit so the students have more time to workshop what they learned from the day’s lesson.

We all have one or two students who resist group activities in our classrooms. Your classroom is small which presents difficulties for moving desks, but I encourage you to scan for these students before the activity begins and ask them to move their desks into their circles. I find that these students are less likely to disengage if their desks are fully incorporated into their group’s space.

Based upon your teaching observation:

	Please come see me to address the concerns I have laid out below
X	I see no need to meet – keep up the good work (you are, of course, welcome to stop by to discuss further if you are so interested).

Thank you again for the opportunity to visit your classroom and to witness your teaching in action. Both the Department of Communication Studies and I appreciate your work — we are lucky to have you representing us in SPCM 200.

Sincerely,



Katie L. Gibson, Ph. D.

Professor

Basic Course Director, SPCM 200: Public Speaking

Written by Dr. Grace Giorgio

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN



March 22, 2021

Dear Lauren~

Thank you for inviting me to your CMN 112 class today! I truly enjoyed sitting back and watching you interact with your students in a manner that was engaging, informative and fun. You clearly manage to make the Zoom context engaging as your students (mostly) had their cameras on and all engaged with the in-class activities with enthusiasm. Without a doubt, today's class was successful for the reasons I will list below.

Your class met at noon via Zoom on Monday, March 22nd, 2021. Before class began, you played music which is a nice way to welcome them as they enter the "classroom." When class began you indicated what the day's agenda would be: a poll followed up by two impromptus. I was struck by how your voice seemed ready to go—a bit speedy maybe out of nerves from being observed (it slowed down as class continued so maybe so) but this is natural. It is always nerve-racking to be observed while teaching. But that is not what struck me most—instead, it almost felt like a live radio show! You brought so much enthusiasm to the class with your voice and Zoom presence. No wonder the students are so engaged!

Today's class aimed to prepare your students for their Unit Two speeches, which they will run as asynchronistic videos. You indicated that they will be assigned speeches to watch and remark on so that the speeches have actual audiences besides you. Before heading into the main activities, you asked the students if they have questions which they did not; though after class a student hung out to ask how to make the video (slap to face). It does seem some students will always ask the much-needed question aside from their peers (happens all of the time in my classes these days). From there you launched a poll on job interview preparation, all meant to get them thinking about how they need to prepare for presenting their speeches extemporaneously. Of course, we don't memorize our interview answers as we can barely anticipate what they will be. This analogy worked really well and it is one I would suggest we use in the course manual.

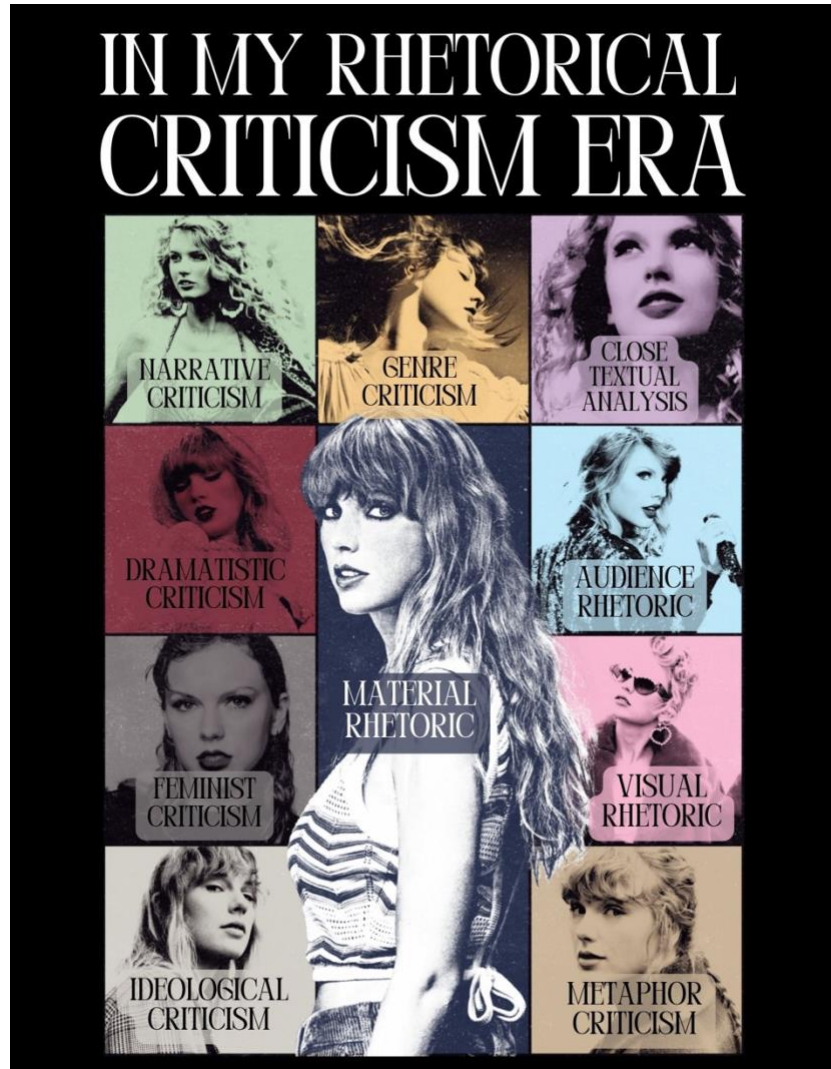
You followed the poll with two impromptus: Zoom telephone and question of the day. The telephone activity worked well and was clearly placed before the follow up activity as it took longer to do and set the students up for practicing extemporaneous speaking. You concluded this exercise with a discussion of using a keyword outline and how to speak with one's audience and not at it. Storytelling can be a useful tool for teaching public speaking as this exercise showed. After this exercise, you conducted the second impromptu in which you asked your students to find a red object (or blue if they could not find one right away) and to use their informercial voice to sell the object to the class. This one worked well too as it was quick and fun. The students had very good attention getters and worked with persuasive

techniques to sell their object. As you told them, energetic voices are persuasive. You used the last five minutes of class to go over the significance of extemporaneous speaking and offered to answer questions about the speech. You told them about office hours and offered to stick around for individual questions.

This was an excellent class—well organized, efficient use of time and had clear purpose. Your students know they are in good hands with you as their teacher. But what really stood out was how you engaged with them interpersonally, indicating your own struggles with a keyword outline and telling them your own answer to the questions of the day. Overall, I enjoyed spending time in your CMN 112 classroom today. Thank you for all of the good work you are doing for our students and our course!

Grace Giorgio
Course Director of Oral and Written Communication I/II

SPCM 412: Evaluating Contemporary Rhetoric
Fall 2023 Syllabus



Instructor: Lauren L. Buisker, M.A. (she/her) – Please call me Lauren!

Office Hours: By appointment on Tuesdays and Thursday from 11:30am-1pm (via MS Teams OR in-person at my office)

Office Location: BSB A208

Email: Lauren.Buisker@colostate.edu

Section: 001

Time: Tuesdays and Thursdays, 3:30pm-4:45pm

Place: Clark, C 250

REQUIRED COURSE MATERIALS

- ✓ Sarah Kornfield, *Contemporary Rhetorical Criticism* (Strata Publishing, Inc., 2021).
- ✓ Additional readings will be posted to Canvas.

COURSE DESCRIPTION

In this course, students will explore and evaluate contemporary persuasive communication in order to understand and assess a variety of forms of messages and symbols. Students will assume the role of the rhetorical critic, taking an analytical lens to the world around them and developing a sensitivity to the ways in which various rhetoric(s) compel ourselves and a diversity of audiences. This course will move through discussing what rhetoric and rhetorical criticism are and ought to do, different objects of study and the best methods for approaching them, as well as a variety of critical approaches to the practice of rhetorical criticism that are keen to dynamics of power, privilege, identity, and culture. The ultimate goal of this class is for students to produce compelling pieces of rhetorical criticism after reading, discussing, and reflecting on several exemplary models. Students will also learn how to translate rhetorical criticism for non-academic audiences.

COURSE OBJECTIVES

- ✓ To understand, assess, analyze, and apply key terms, concepts, and theories rhetorical scholars use to evaluate contemporary rhetoric.
- ✓ To develop the sensitivity of a rhetorical critic that is keyed into the ways in which various rhetoric(s) compel a diversity of audiences based on a firm understanding of dynamics of power, privilege, identity, and culture.
- ✓ To produce a thoughtful, compelling, extended piece of rhetorical criticism for an academic audience that advances a critical perspective on an object, artifact, or text in the world.
- ✓ To produce small pieces of rhetorical criticism that are written for non-academic audiences.
- ✓ To become more comfortable providing and receiving critical, constructive feedback.
- ✓ To leave the course without despising writing! :)

COURSE ORGANIZATION

Each week, we will cover a different critical approach for conducting rhetorical criticism. With the exception of Week 1, Tuesdays are reading days, which means that all readings are due on Tuesdays and that we will spend our Tuesday sessions unpacking the week's reading materials through discussions, activities, and mini lectures. Thursdays are application and writing days, meaning that we will do activities where we apply the week's critical approach to contemporary texts, talk about writing assignments, and practice our writing skills during those sessions. Additionally, we will often have workshop time during our Thursday sessions where you will have the opportunity to work on your final critical essay.

COURSE POLICIES

- ✓ **Attendance:** Attendance is essential for your success in this course. Although you will not be deducted points for each absence, most class meetings will include an In-Class Engagement Activity that is worth points. If you are not in class, you are unable to earn points for the In-Class Engagement Activity unless you email me in advance with an excusable absence (determined at the

instructor's discretion). If you miss a class for an unexcused reason, you are responsible for all material discussed that day. Plan to get the notes for any missed days from a classmate.

- ✓ **Attendance Sign-In:** To be scored for In-Class Engagement Activities, you must sign the attendance sheet that I pass around the room each class. The attendance sheet is proof that you were present, so if you come to class but forget to sign the attendance sheet, **you might not get credit for the session's activities.**
- ✓ **Classroom Environment:** The effectiveness of this course is dependent on the creation of an encouraging and safe classroom environment. Exclusionary, offensive, or harmful speech is not acceptable in general, and in some cases is subject to university misconduct and/or harassment policies. We are all responsible for upholding the [CSU Principles of Community](#) and creating a positive environment that affords all students equal respect and opportunity. I expect each of you to help establish and maintain an environment where you and your peers can contribute without fear of ridicule or harmful language. Even when you strongly disagree with someone/something, you are expected to be mindful of the ways that our identities and experiences position us in the classroom. It is important in any situation that you respect the perspectives, ideas, and ideologies of your peers—barring any that are exclusionary or intolerant.
- ✓ **Content Warning:** Some of the course readings and classroom discussions this semester may involve mature and potentially challenging topics. If you are struggling with the course materials, here are some tips: Read the syllabus so that you are prepared in advance. You can approach me ahead of time if you'd like more information about a topic or reading. If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the counseling center.
- ✓ **CSU Land Acknowledgement:** Colorado State University acknowledges, with respect, that the land we are on today is the traditional and ancestral homelands of the Arapaho, Cheyenne, and Ute Nations and peoples. This was also a site of trade, gathering, and healing for numerous other Native tribes. We recognize the Indigenous peoples as original stewards of this land and all the relatives within it. As these words of acknowledgment are spoken and heard, the ties Nations have to their traditional homelands are renewed and reaffirmed. For more, visit: <https://landacknowledgment.colostate.edu/>
- ✓ **“D” or “F” Grade Meeting Policy:** I fundamentally don't enjoy failing anyone. I care about your success in the course, so I'm willing to work with you individually to help you achieve your goals. Therefore, if you receive a grade of a “D” or an “F” on any of the writing assignments in this course, I am requiring that you schedule a meeting with me during office hours to debrief before the next essay is due. This meeting needs to be scheduled at least 24 hours after you received your grade. If I don't hear from you within a week after releasing the speech grades, I will email you to set up a time. The purpose of this meeting is for us to chat about areas for improvement, for me to clarify any expectations, and for us to create a plan so that you can productively move forward with future writing.
- ✓ **Email:** Please do not email me via Canvas; it will take longer for me to respond to you if you use Canvas because I check it far less regularly than my CSU email. To receive a quicker response, please send your emails to Lauren.Buisker@colostate.edu.

I answer emails within regular business hours (8am-5pm M-F). On weekdays (M-F), you can expect a response from me within 24 hours. If you email me on a weekday and I fail to respond within 24 hours, feel free to send me a follow-up. You should not, however, send me follow-ups if you have not given me 24 hours to respond. You also should not send a follow-up if you email me on a Saturday and I don't get back to you right away on Sunday. I occasionally will respond to emails on weekends, but the 24-rule doesn't apply here because instructors use weekends to relax, too. :)

- ✓ **Extensions:** Life happens. If you are dealing with extenuating circumstances, **PLEASE** ask me for an extension on writing assignments if you are considering turning in incomplete work or plagiarizing your essays. Of course, there is not a guarantee that I approve an extension, but I will do my best to work with you so long as you email me **BEFORE** the assignment deadline.
- ✓ **Grading:** I operate under what is called a "24/7" grading policy. This means you must wait 24 hours after receiving your grade to consult me about it. This gives a "cooling off" period between when you get your assignment and our discussion, so you can consider my feedback and we can approach each other in a respectful manner. Additionally, I will only discuss changing grades within 7 days after you get feedback for an assignment. That means you cannot come to me during the last week of the course and ask me to change a grade or make up an assignment from the early weeks of the course. Be prompt if you have a dispute regarding a grade.
- ✓ **Late Work:** Because this class includes a significant amount of writing, drafting, feedback from myself/peers, and revising, turning assignments in on time is imperative. As such, assignments will be docked 10% for each **calendar day** they are late unless an extension is pre-approved by the instructor. This means that if you earn a 93% on an assignment but turn it in two days late, you will receive a 73% in the gradebook. If you turn in an assignment late that is part of a class peer-review activity (e.g., the literature review and analysis drafts), you **forfeit your opportunity to participate in peer-review and lose the points attached to peer-review assignments.**
- ✓ **Office Hours:** My office hours are *by appointment*, meaning that you should email me **at least 15 minutes in advance** of my office hours if you plan on attending. I will always be available to chat on Tuesdays and Thursdays from 11:30am-1pm. Even so, you should email me before attending office hours with a brief description of your question/concern so I can best prepare to help you during our conversation. Giving me time for preparation helps me do a better job helping you! If the office hour times listed here do not work for you, email me and we can set up a different time that works for both of us. I am also holding my office hours in the Morgan Library this semester. The room location may vary, so another reason you need to email me in advance is so that I can let you know which study room I have reserved. I'm also happy to chat via MS Teams if that's easier!
- ✓ **Plagiarism:** This course adheres to the [Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code](#). A key feature of academic integrity is avoiding plagiarism. The University defines plagiarism as **“the copying of language, structure, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgment. Examples include a submission of purchased research papers as one’s own work; paraphrasing and/or quoting material without properly documenting the source.”** All written assignments must be your own and must be original and specific to this course. **Work originally written for another course is *not* acceptable.** Material taken from other sources **must be**

appropriately cited. If you are found to have plagiarized any of your work in this course, you may be liable for disciplinary action as discussed in the CSU General Catalog and Student Conduct Code. All written assignments will be processed through TurnItIn. If I suspect that you have plagiarized with a platform that Turnitin does not detect (e.g., Chat GPT), **I will require you to do an oral defense of your paper during my office hours before I grade your assignment.**

- ✓ **SDC Accommodations:** This class is committed to being accessible for students regardless of ability or health. If you are a student who will need accommodations in this class due to a disability or chronic health condition, please provide me with an accommodation letter from the Student Disability Center (SDC, formerly RDS) so that I may implement your accommodations as soon as possible. Please meet with me during my office hours to give me the letter and/or to further discuss your needs. If you do not already have these letters, please contact the SDC as soon as possible to initiate the accommodation process. The SDC is located in room 121 of the TILT building. You can contact them at 970-491-6385 or visit www.disabilitycenter.colostate.edu.
- ✓ **Tardiness:** Walking in late to class is a distraction to your instructor and your classmates, so please avoid tardiness. If you miss any In-Class Engagement Activities due to tardiness, you **will not** receive credit for that activity.

CAMPUS RESOURCES

- ✓ Rams take care of Rams! For helpful policies and resources provided by Colorado State University, follow this link or scan the QR code below, which includes resources to:

1. Canvas Information and Technical Support
2. Universal Design for Learning/Accommodation of Needs
3. Copyrighted Course Materials
4. Undocumented Student Support
5. Food Insecurity
6. Title IX/Interpersonal Violence
7. Religious Observances
8. CSU Principles of Community
9. Diversity and Inclusion
10. Student Parents/Guardians/Caregivers
11. Student Case Management
12. Mental Health and Wellness



- ✓ **Other Campus Resources Not Listed Above**

- **Health Services:** The [CSU Health Network](#) is located on the southeast corner of campus. Each student has access to medical, counseling, health education, and prevention services.
- **Adult Learner & Veteran Services (ALVS):** “As an adult and/or veteran student, access a broad range of resources aimed to support your academic and professional advancement.” For more information, visit this [link](#).
- **Career Center:** “Access a variety of tools to guide your job search, continue your career training, and connect with fellow students and employers.” For more information on this resource, please visit this [link](#).

- **Office 365:** “Download and install the full version of Microsoft Office on up to five computers – free of charge.” To take advantage of this resource, please visit this [link](#).
- **Victim Assistance Team (VAT):** “We provide information about academic, legal, medical, emotional, and student conduct resources to survivors of sexual assault, sexual harassment, relationship violence, stalking, peeping, and/or who are adult survivors of childhood sexual abuse. We also offer support to secondary survivors, such as intimate partners, friends, family, and you. Our advocates are here to serve people, no matter how they identify. We serve cisgender, transgender, and gender-nonconforming folks. We serve people who identify as heterosexual, gay, lesbian, bisexual, or queer.” Call **970-492-4242** and ask to speak with an advocate or visit this [link](#).
- **Women and Gender Advocacy Center:** “Receive confidential crisis intervention and support including information about academic, legal, medical, emotional, and other resources for survivors of sexual assault, relationship violence, and stalking.” If you or a fellow student may need this support, please visit this [link](#).
- **Writing Center:** “Our goal is to engage our community in conversations about writing; to that end, we provide [face-to-face](#) and [online consultations for writers](#) in all disciplines working on all types of writing from traditional research papers to electronic texts such as websites and blogs.”
- **Library:** “Access the full extent of CSU's library databases, electronic journals, and services provided by the distance learning library team.” For more information about this resource, please visit this [link](#).
- **Student Resolution Center:** “Receive confidential assistance with navigating interpersonal conflicts, appeal processes, and university policies/procedures.” For more information, please visit this [link](#).

COURSE ASSIGNMENTS

Final Critical Essay Assignments (550 points total)

Assignment:	Points:	Due Date:
Topic Proposal	20	9/7
Essay Check-In 1	15	9/14
Literature Review Draft	100	9/21
Peer Review 1	25	9/28
Essay Check-In 2	15	10/12
Analysis Draft	100	10/19
Peer Review 2	25	10/26
Introduction Draft	50	11/2
Final Critical Essay	200	11/16

Other Assignments (450 points total)

Assignment:	Points:	Due Date:
Collaborative Writing Activity	50	10/5
Alternative Audience Project	100	Due throughout the semester
In-Class Engagement Activities	150	Due throughout the semester
Final Group Podcast	150	12/13

Please see below for brief descriptions of each assignment. More specific assignment descriptions and rubrics are posted to Canvas.

Final Critical Essay Assignments (550 points total)

- ✓ **Final Critical Essay (200 points):** Your reading, writing, revising, and learning in this class will culminate in writing your own piece of rhetorical criticism that is due during Week 13 of the course (15-20 pages). This kind of writing project is most successful when approached with multiple drafts, rounds of revision, and opportunities for feedback. As such, your Final Critical Essay is broken down into the multiple assignments and drafts that are described below.
- ✓ **Topic Proposal (20 points):** During Week 3 of the course, you will turn in an approximately 1-page written topic proposal for your Final Critical Essay in the course. In this proposal, you will need to identify what text(s) you'll be analyzing, explain your overarching research question, and propose three methods that could help you answer your research question/build your essay's argument.
- ✓ **Literature Review Draft (100 points):** During Week 5 of the course, you will turn in a draft of your literature review for your Final Critical Essay (4-6 pages).
- ✓ **Analysis Draft (100 points):** During Week 9 of the course, you will turn in a draft of the analysis section for your Final Critical Essay (minimum = 6-9 pages).
- ✓ **Introduction Draft (50 points):** During Week 11 of the course, you will turn in a draft of your introduction for your Final Critical Essay (minimum = 2-3 pages).
- ✓ **Essay Check-Ins (2 @ 15 points apiece):** On two occasions during the semester (Weeks 4 and 8), we will not have class so that I can meet with each of you to discuss my feedback on your paper drafts, talk about your goals for the project, and address any questions you might have. Each meeting will last for about 15 minutes, and you will sign up for your time slot while we're in class. Missed meetings cannot be rescheduled, and you will not receive points for this assignment if you don't come to your meeting.
- ✓ **Peer Reviews (2 @ 25 points apiece):** Peer review is a significant part of the process of making your writing better. You will learn more about your writing (strengths, areas for improvement, anxieties, motivations, etc.) from letting your peers read your work and reading theirs than you could ever learn from writing in isolation. During Week 6 of the course, you will read and provide feedback on a classmate's literature review draft. During Week 10 of class, you will read and provide feedback on another partner's analysis draft. You will be evaluated based on the quality and tone of feedback you provide, and we will talk more about how to write constructive feedback in class.

Other Assignments (450 points total)

- ✓ **Collaborative Writing Activity (50 points):** By Week 7 of the course, you and a classmate (or multiple classmates) will engage in a collaborative writing activity (list of possible activities posted to Canvas). The purpose of this assignment is to make writing something that can be enjoyable and done in good company, not an inherently miserable and isolating process. You'll be expected to jot down some brief, bullet-point reflections about your experience with the activity, and I will ask you to share your thoughts in class on 10/5.
- ✓ **Alternative Audience Project (100 points):** Most of us won't probably write academic papers for the rest of our lives, but we likely will have to produce writing for audiences outside of academic settings. As such, once during the semester, you will conduct a rhetorical criticism of a text using

one of the approaches we discuss in class, but your writing on the topic will be directed at a non-academic audience. Here are some examples of projects you might do (but you could do something else as well): critiquing a text via a blog post with visuals, creating a video essay, recording a podcast, writing a poem, crafting a Twitter thread or social media campaign, analyzing an organization's PR strategy that you might work for/producing a consulting summary for that organization, etc. We'll start doing these projects after week 5 of the course. You'll sign up for a critical approach that you are interested in (Dramatistic, Genre, Metaphor, Ideological, Feminist, Audience, Visual, Material), and your project will be due the Tuesday we cover that topic in the course. The day you turn in your project, you'll be expected to come to class ready to make brief, informal remarks about your project.

- ✓ **In-Class Engagement Activities (15 @ 10 points apiece):** Good attendance is crucial for your success in this class. While I will not formally score attendance, I will run 19 in-class engagement activities on random, unannounced days in the course that will be worth 10 points each. These activities are completion points; if you are in class and you do them, you will get the points! If you are not in class, however, you will not receive any points (and cannot make up these activities unless you both pre-notify me of your absence AND have an excusable reason for being gone.
- ✓ **Final Group Podcast (150 points):** In groups of 4-5, you will prepare a 10-15-minute podcast where you apply one of the critical approaches we used this semester to a rhetorical text. You'll be evaluated on your overall creativity, whether you made the content accessible to a podcast audience, and your ability to collaborate with your group members. We will listen to these podcasts during our final exam session as we reflect on what we have learned and celebrate the end of the semester!

GRADING POINT SCALE

Point Range	Grade
933-1000	A
900-932	A-
867-899	B+
833-866	B
800-832	B-
767-799	C+
700-766	C
600-699	D
599 and below	F

COURSE SCHEDULE

- *I reserve the right to change this schedule at any time.*
- Anything labeled as "Read" means you must complete these things before class starts.
- With the exception of Week 1, all readings are due on Tuesdays and all assignments are due on Thursdays.

Week 1: Introduction to Rhetorical Criticism

		Welcome and Course Overview
Tuesday	8/22	<i>Read:</i> <ul style="list-style-type: none"> • Syllabus

Thursday	8/24	<p>Introduction to Rhetorical Criticism and Ranting about Writing Woes</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> • Kornfield, “Chapter 1: Introduction to Rhetorical Criticism.” <p><i>Due:</i></p> <ul style="list-style-type: none"> • Nothing! :)
Week 2: Close Textual Analysis		
Tuesday	8/29	<p>Close Textual Analysis</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> • Kornfield, “Chapter 2: Rhetorical Analysis and Critical Essays” • Kornfield, “Appendix A: Writing a Critical Essay” (pp. 267-272). • Neville-Shepard, “‘Better Never Means Better for Everyone’: White Feminist Necropolitics and Hulu’s <i>The Handmaid’s Tale</i>”
Thursday	8/31	<p>Writing A Critical Essay: Research Questions, Thesis Statements, and Lit Reviews</p> <p><i>Due:</i></p> <ul style="list-style-type: none"> • Nothing! :)
Week 3: Narrative Criticism		
Tuesday	9/5	<p>Doing Narrative Criticism</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> • Kornfield, “Chapter 3: Narrative Criticism” • Kornfield, “Appendix B: Analyzing a Single Text or Multiple Texts” (pp. 275-278) • Dann and Cunningham, “The Viewer-As-Detective: <i>Big Little Lies</i> and the Productive Liminality of Complex Mystery Television”
Thursday	9/7	<p>Narrative Criticism; Finding and Reading Academic Sources</p> <p><i>Due:</i></p> <ul style="list-style-type: none"> • Topic Proposal due to Canvas by 11:59pm
Week 4: Check-Ins		
Tuesday	9/12	Check-ins – No Class
Thursday	9/14	Check-ins – No Class

		<i>Due:</i> <ul style="list-style-type: none"> • Essay Check-in 1 due by 5pm
Week 5: Dramatistic Criticism		
Tuesday	9/19	Doing Dramatistic Criticism <i>Read:</i> <ul style="list-style-type: none"> • Kornfield, “Chapter 4: Dramatistic Criticism” • Murphy and Harris, “White Innocence and Black Subservience: The Rhetoric of White Heroism in <i>The Help</i>”
Thursday	9/21	Dramatistic Criticism; Providing and Receiving Constructive Feedback <i>Due:</i> <ul style="list-style-type: none"> • Literature Review Draft due to Canvas by 11:59pm
Week 6: Genre Criticism		
Tuesday	9/26	Doing Genre Criticism <i>Read:</i> <ul style="list-style-type: none"> • Kornfield, “Chapter 5: Genre Criticism” • Gibson, “A Rupture in the Courtroom: Collective Rhetoric, Survivor Speech, and the Subversive Limits of the Victim Impact Statement”
Thursday	9/28	Genre Criticism; Writing Across Audiences <i>Due:</i> <ul style="list-style-type: none"> • Peer Review 1 due to Canvas by 11:59pm
Week 7: Metaphor Criticism		
Tuesday	10/3	Doing Metaphor Criticism <i>Read:</i> <ul style="list-style-type: none"> • Kornfield, “Chapter 6: Metaphor Criticism” • Kornfield, “Appendix A: Writing a Critical Essay” (pp. 263-266) • Anderson, “Presidential Pioneer or Campaign Queen?: Hillary Clinton and the First-Timer/Frontrunner Double Bind”
Thursday	10/5	Metaphor Criticism; Collaborative Writing <i>Due:</i> <ul style="list-style-type: none"> • Collaborative Writing Activity due at 3:30pm to Canvas
Week 8: Check-Ins		

Tuesday	10/10	Check-ins – No Class
Thursday	10/12	Check-ins – No Class <i>Due:</i> <ul style="list-style-type: none"> • Essay Check-in 2 due by 5pm
Monday		W Drop Period Ends
Week 9: Ideological Criticism		
Tuesday	10/17	Doing Ideological Criticism <i>Read:</i> <ul style="list-style-type: none"> • Kornfield, “Chapter 7: Ideological Criticism” • Hsu, “Irreducible Damage: The Affective Drift of Race, Gender, and Disability in Anti-Trans Rhetorics”
Thursday	10/19	Ideological Criticism; Writing an Introduction <i>Due:</i> <ul style="list-style-type: none"> • Analysis Draft due
Week 10: Feminist Criticism		
Tuesday	10/24	Doing Feminist Criticism <i>Read:</i> <ul style="list-style-type: none"> • Kornfield, “Chapter 8: Feminist Criticism” • Hoerl, “The Impossible Woman and Sexist Realism in NBC’s <i>Parks and Recreation</i>”
Thursday	10/26	Feminist Criticism; Writing Conclusions <i>Due:</i> <ul style="list-style-type: none"> • Peer Review 2 due to Canvas by 11:59pm
Week 11: Audience Rhetoric		
Tuesday	10/31	Evaluating Audience Rhetoric <i>Read:</i> <ul style="list-style-type: none"> • Kornfield, “Chapter 9: Audience Rhetoric” • Dunn, “Grinding against Genocide: Rhetorics of Shame, Sex, and Memory at the <i>Memorial to the Murdered Jews of Europe</i>”
Thursday	11/2	Audience Rhetoric; Strengthening Your Prose <i>Due:</i> <ul style="list-style-type: none"> • Introduction Draft due to Canvas at 11:59pm

Week 12: Visual Rhetoric		
Tuesday	11/7	Evaluating Visual Rhetoric <i>Read:</i> <ul style="list-style-type: none"> • Kornfield, “Chapter 10: Visual Rhetoric” • Friz and Fernholz, “The Male Gaze in the Medical Classroom: Proximity, Objectivity, and Objectification in ‘The Pornographic Anatomy Book’”
Thursday	11/9	More Visual Rhetoric <i>Due:</i> <ul style="list-style-type: none"> • Nothing! :)
Week 13: Workshop Week		
Tuesday	11/14	In-Class Paper Writing Workshop <i>Read:</i> <ul style="list-style-type: none"> • Nothing! :)
Thursday	11/16	Out-of-Class Paper Writing Workshop Day <i>Due:</i> <ul style="list-style-type: none"> • Final Critical Essays due to Canvas at 11:59pm
Monday-Friday	11/20-11/24	Fall Recess – No Class
Week 14: Material Rhetoric		
Tuesday	11/28	Evaluating Material Rhetoric <i>Read:</i> <ul style="list-style-type: none"> • Kornfield, “Chapter 11: Material Rhetoric” • Davis, “Space, Place, and Countervisuality in Montgomery: A Rhetorical Analysis of the National Memorial for Peace and Justice”
Thursday	11/30	Material Rhetoric; Creative Writing about Rhetoric <i>Due:</i> <ul style="list-style-type: none"> • Nothing! :)
Week 15: Wrapping Up the Semester		
Tuesday	12/5	In-Class Podcast Workshop Day <i>Read:</i> <ul style="list-style-type: none"> • Nothing! :)
Thursday	12/7	End of Semester Reflections; Course Evaluations

		<i>Due:</i> <ul style="list-style-type: none">• Nothing! :)
Finals Week		
Wednesday	12/13 2pm- 4pm	Final Exam Session <ul style="list-style-type: none">• Group Podcast due; we will listen to them in class as we celebrate the end of the semester!