SFF/RRG COVER SHEET
(This should be the top page)
(To be typed)

Application Receipt Deadline: 4:00 p.m. Thursday, September 26, 2013

Type of application: □ SFF □ RRG □ Both
Review Panel: □ natural, physical and applied sciences □ humanities □ social sciences
Collaborative Application: □ No □ Yes
Descriptive Project Title (Limited to 120 character, including spaces)

Rhetorical Listening: The Next Stage

This project involves (check all that apply):
□ Human Subjects □ Vertebrate animals □ Recombinant DNA □ Radioactive Materials

Does this SFF/RRG application request graduate student support? □ Yes □ No

Name: Krista Ratcliffe
Department: English

Phone: 288-7179 Email: krista.ratcliffe@marquette.edu

Academic Rank: □ Assistant Professor □ Associate Professor □ Full Professor
MU Hire Date: August 1993

Have you searched for external funding? □ Yes □ No

If yes, explain how you searched for external funding (even if your efforts were not successful)

What other support are you currently receiving?

I have been invited to give paid talks on this topic during AY 2013-14 at Syracuse University, the University of Maryland, the University of New Mexico, and the 2014 Rhetoric Society of America luncheon.

Applicant signature and date

Chain/Unit Administrator signature and date
(2) Abstract (250 words)

For this SFF project, I will write an article that answers the research question: what is the next stage in the development of the theory of rhetorical listening, a theory that I first proposed in my 1998 CCC article “Rhetorical Listening” and later extended in my 2005 book Rhetorical Listening: Identification, Gender, Whiteness. To answer this question, I will offer my own ideas as well as classify the research of scholars who have employed my theory of rhetorical listening for a variety of ends. My own ideas include: discussing how rhetorical listening helps us think about the question of how to create a civic civic discourse when different sides are not civil, discussing how cultural logics (i.e., ways of reasoning common to groups of people) may be defined as enthymemes (i.e., rhetorical syllogisms), and discussing how rhetorical listening presumes the existence of raced cultural spaces. Other scholars’ ideas include: using rhetorical listening for discussing a variety of issues, such as educational policy, composition pedagogy, feminist methodology, peacemaking, cross-cultural communication, and critical race studies’ projects, among others.

The significance of this proposed SFF article is threefold: this project will answer questions that have been posed to me since the publication of my article and book; this project will classify scholarship that has employed my theory, identifying and evaluating trends; and this project will serve as a springboard for research by other scholars, which will help solidify listening as a rhetorical art important to rhetoric and composition studies. (This solidification move was initiated in a recently published edited collection entitled Silence and Listening as Rhetorical Arts, which I co-edited with Cheryl Glen and which was published by Southern Illinois UP in 2011).

(3) Project Description

(a) Background: In 1914, the National Council of Teachers of English split into two factions: English Studies and Speech Communication. In that split, the four rhetorical arts of reading, writing, speaking, and listening were separated. Reading and writing were relegated to English departments; speaking and listening, to speech communication departments. In 1998 I published an article in a major journal in my field, CCC, that posed listening as a rhetorical art for English studies, more particularly for its subfield of rhetoric and composition studies. Then in December of 2005 I extended my thinking about listening in rhetoric and composition studies by publishing a book entitled Rhetorical Listening: Identification, Gender, Whiteness, which posed several research questions: (1) What happens if listening is brought back into English studies via rhetoric and composition studies as a critical thinking tactic to be laid alongside reading and writing? (2) What happens if rhetorical listening is posed as a tactic that rejects the agonistic rhetorical tradition (grounded in war metaphors of strategy, winners, etc.) and embraces a non-agonistic tradition that asks people to lay ideas side by side in order not to pick the “right” one but to see how one idea may inform the other and vice versa. And (3) What happens if rhetorical listening is used to listen to intersecting discourses of gender and whiteness in US culture, in rhetoric theory, and in writing pedagogy? My book won three major book awards in my field: the 2006 JAC Gary Olson Award for best book in rhetorical theory, the 2007 CCCC Outstanding Book Award, and the 2007 Rhetoric Society of America Book Award.

Since that time, other scholars have employed my theory for a variety of projects, such as educational policy (Wible), composition pedagogy (Bloom et al; Fleckenstein; Goncalves; Palimieri), rhetoric studies (Bizzell; Ronald & Ritchie), women’s oratory (Gold & Hobbs), communication ethics (Arnett & Roberts), rhetorical historiography (Ballif), composition
research methodology (Nickson; ), feminist methodology (Royster et al; Flynn et al; ), peacemaking, cross-cultural communication, religion (Bruder; FitzGerald), reception studies (Goldstein & Machor), sexuality studies (Goncalves; Landreau) and critical race studies’ projects (Ryden & Marshall), etc. (See bibliography). I have also been asked on several occasions to speak on the question of “What are the next stages for rhetorical listening?” In AY 2013-2014, I will be offering answers to this question at three major universities who have invited me to speak (Syracuse University, University of Maryland, University of New Mexico) as well as at one keynote conference luncheon (RSA in San Antonio in May). These four talks will be 10-page chatty oral presentations with PowerPoint slides. But they will serve as a basis for half of the 25-page article that I am proposing for this SFF.

In this article, which I hope to publish in CCC (a major rhetoric and composition article where my first article was published), I will make two moves: (1) discuss my own thinking about the evolution of my theory of rhetorical listening (i.e., discussing how rhetorical listening helps us think about the question of how to create a civil civic discourse when different sides are not civil, discussing how cultural logics (ideologies) may be defined as enthymemes, and discussing how rhetorical listening presumes the existence of raced cultural spaces), and (2) classify and respond to the way that other scholars have used my theory of rhetorical listening. The result will be an article that will discuss the significance of my theory as well as serve as a springboard for other scholars’ future research on listening. In this way I hope to encourage the continued research on listening in rhetoric and composition studies.

(b) Specific Research Objectives

- To research the rhetoric and composition as well as the interdisciplinary scholarship that has built on my theory of rhetorical listening.
- To classify the above research.
- To write an article that defines the next stages for developing my theory of rhetorical listening, drawing both from (a) my own thinking, which I will draw from the papers I give this coming academic year, and from (b) the results of my research on other people’s use of my theory, research that I will conduct during this SFF period.

(c) Work Plan: (July 1, 2014 - August 15, 2014)

- July 1-21: Read research (books and articles) by other scholars who have built on my theory of rhetorical listening, classifying as I go.
- July 22-Aug. 15: Write an article, building from my own thinking via the papers I will give at Syracuse, U of Maryland, U of New Mexico, and Rhetoric Society of America Conference luncheon and, mostly, integrating the research of what other scholars have done with my theory during the past eight years.

(d) Relationship to Research Goals

- This article will tie up the questions that remain after the publication of my article and my book about rhetorical listening
- This article will, I hope, inspire other scholars and students to continue to employ rhetorical listening as a rhetorical art in their scholarship, their teaching, and their cultural interactions.

- Once this article is completed, I can turn my attention to my next book project, The Blood Trope, a study of how blood has been used (literally and metaphorically) as grounds for discriminatory arguments and practices in politics, religion, science, and literature.

(4) Bibliography

Ballif, Michelle. *Theorizing Histories of Rhetoric* (Feb 25, 2013) $35.29

Bizzell, Patricia. *Rhetorical Agendas: Political, Ethical, Spiritual* (Aug 12, 2005) $50.30


---. *Vision, Rhetoric, and Social Action in the Composition Classroom* (Nov 16, 2009) $29.92


Goldstein, Philip, and James L. Machor. *New Directions in American Reception Study* (Jan 30, 2008) $34.99


Landreau, John, and Nelson Rodriguez. *Queer Masculinities: A Critical Reader in Education* (Explorations of Educational Purpose) (Sep 28, 2011) $100.95

Nickoson, Lee, Mary P Sheridan and Gesa E KirschWriting. *Studies Research in Practice: Methods and Methodologies.* (2012). $37.95


Ronald, Kate, and Joy Ritchie. *Teaching Rhetorica: Theory, Pedagogy, Practice.* (Sep 20, 2006) $30.88

SFF/RRG PROJECT BUDGET

Name(s): Krista Ratcliffe

Department(s): English

Project Title: Rhetorical Listening: The Next Stage,

SFF/RRG BUDGET TABLE

*Double click on the table, and then add your budget figures:*

<table>
<thead>
<tr>
<th>Type of Application (Y/N)</th>
<th>Item</th>
<th>Funds Requested from the Committee on Research</th>
<th>Funds Requested from Other Sources</th>
<th>Source of Other Funds</th>
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<td>$5,500.00</td>
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<td>Graduate Research Assistant(s)</td>
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<td>Undergraduate Research Assistant(s)</td>
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<td>Other Personnel, please list.</td>
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<td>Consultants/Professional Services, please list.</td>
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RRG PROJECT BUDGET JUSTIFICATION

On a separate sheet under the heading "RRG Project Budget Justification," describe each item you listed in the RRG portion of the budget table. The description should enable reviewers to understand a) how the cost of each item was computed, and b) how the budget items relate to your project objectives.

NOTE: Awardees will be notified before winter break. RRG funds may be spent in an 11-month period. Awardees must provide spending plans for two fiscal periods: 1) Start Date of February 1 – 6/30 (current fiscal year), and 2) 7/1 – 12/31 (next fiscal year). RRG funds are bound by fiscal year budgeting restraints. Awardees will be required to provide carefully crafted and accurate spending plans for these two periods. Funds budgeted in any fiscal period must be spent in that fiscal year or they will no longer be available. Awardees will work with ORSP staff to administer their awards.

Application Kit 13-14
(6) Budget Justification.

Of the $1100 requested, I will use $979.66 to buy the books listed in the bibliography (the prices below are listed with each book’s bibliography entry). These books will stock my library, a task I’ve fallen behind on while being chair of English.

$35.29
$97.99
$38.00
$55.17
$43.96
$32.94
$28.16
$37.95
$32.89
$110.26
$100.95
$29.92
$38.95
$33.20
$29.47
$34.99
$30.40
$30.88
$50.30
$30.40
$30.40
$27.19
$979.66

The remainder of the money requested ($120) will be used to copy articles in which scholars employ my theory of rhetorical listening.

(7) Results of Prior SFF/RRG:

Because I haven’t applied for either an SFF or RRG since I was awarded a SFF in 1997, there is no record on my current computer as to what that 1997 project was.
(8) Curriculum Vitae

Special Field: Rhetoric and Composition Studies (within English)

Degrees: PhD, 1988, The Ohio State University; MA, 1982, Ball State University; BS, 1981, Ball State University

Academic Experience:
- Chair of English, Fall 2007-2013; reelected for third term 2013-2016
- 1998-07 Associate Professor, English, Marquette University
- Director of First-Year English, 2002-07; Acting Chair, Spring 2005
- 1993-98 Assistant Professor, English, Marquette University
- 1988-93 Assistant Professor, English & Women Studies, U of Missouri

I. ADMINISTRATIVE ACCOMPLISHMENTS

Chair Accomplishments, 2007-12 (in cooperation with English faculty)
- Helped plan and design space for department move into a new building
- Initiated & oversaw curriculum review of undergraduate curriculum
- Encouraged development of minors (Writing-Intensive; Literature of Diverse Cultures)
- Conducted 8 faculty searches, increased gender and ethnic diversity of department
- Developed a post-tenure review by which tenured faculty earn a 2-2 teaching load
- Increased transparency in departmental proceedings:
  - Wrote down, approved, and posted policies to departmental web site
  - Explained processes for scheduling, salary, RA appointments, etc.
  - Held group meetings for untenured faculty to discuss P&T requirements
- Worked with deans to counter faculty salary compression/inversion
- Helped establish FAME (Friends and Alumni of Marquette English)
- Conducted revision of departmental Mission Statement
- Conducted revision of Goeden Endowed Chair Guidelines
- Conducted clarification of departmental P&T Guidelines
- Established mentor system for yearly junior faculty reviews and triennial associate professor reviews

First-Year Composition Director Accomplishments, 2002-07
- Redesigned FYE (2-course sequence) to Academic Literacy and Public Literacies grounded in rhetoric and literacy theories as well as WPA best practices.
- Established an interdisciplinary FYC Board, with members from all colleges
- Invited graduate students to participate in taskforce to compile a FYE reader
- Invited graduate students to participate in taskforce to redesign FYE units
- Initiated the graduate student position of Assistant Director
- Initiated a peer mentor program for new TAs
- Streamlined program assessment process
- Conducted a 2-week TA Orientation each August
- Conducted ½-day professional development workshops for teaching staff each semester
- Administered daily functions of FYE’s teachers, students (@90 sections per semester)
- Encouraged scholarship (students/my own) on composition pedagogy, program admin.
- Participated with UW-M in yearly grad student conference about FYE program design

II. PUBLICATIONS:

Single-Authored Books:
rhetorical theory; 2007 CCCS Outstanding Book Award; and 2007 Rhetoric Society of America Book Award]


**Co-Authored Book:**


**Edited Books:**


**Chapters in Books:**


**Articles (in refereed journals)**

2005 “Whiteness Studies,” *Rhetoric Review,* vol. 24, no. 4, (2005): 359-373. [This is a co-authored introduction to a Special Edition Symposium that I was invited to guest co-edit.]

2003 “The Current State of Composition Scholar/Teachers: Is Rhetoric Gone or Just Hiding
Out?” *Enculturation*, vol. 5, no. 1, (Fall 2003): http://enculturation.gmu.edu/5_1/ratcliffe.html


**Book Reviews & Review Essays: 4**

**Other Publications: 7**

**Forthcoming**

Invited Entry: “Mary Daly,” *Encyclopedia of the Bible and Its Reception*. De Gruyter P.

**In Progress**

Article: “Responses to Rhetorical Listening” [proposed project for SFF]
Article: “Teaching Rhetorical Theory as Tactics for Rhetorical Analysis”
Book project: Rhetorics of the Blood Trope: Ethnicity, Religion, Gender, and Science
Co-Edited Collection: Haunting Whiteness (with Tammie Kennedy & Joyce Middleton)

**III. PARTICIPATION IN PROFESSIONAL MEETINGS / PAPERS PRESENTED**

**International Meetings**


**Selected National Meetings and Lectures**

*[NOTE: I presented 68 national papers 1986 to 2006; below is my work as a Full Prof.]*


2010 *Paper Presented as Visiting Scholar:* “Rhetorical Listening: What’s Next?” University of Wisconsin, Madison, Nov. 2010. [Invited to spend 1 day with graduate students, advising them on projects and presenting paper to rhetoric and composition group.]


2010 *Paper Presented as Visiting Scholar:* “Where is the Field of Rhetoric and Composition Studies?: Updating the 20th-21st century Chapter in Horner and Gaillet’s *The Present State of Scholarship in Historical and Contemporary Rhetoric.*” University of Michigan, Ann Arbor, March 2010. [Invited to spend 2 days with graduate students, advising them on projects and presenting paper to rhetoric and comp group.]


2009 *Workshop Organizer & Leader:* “Career Retreat for Associate Professors,” Rhetoric Society of America’s Summer Institute, Penn State University, June 26-28, 2009.


2007 *Paper Read:* “Reading A Room of One's Own to Teach Rhetoric and Writing.” Virginia Woolf Conference, Oxford, OH, June 2007


**Local Meetings/Lectures**

[NOTE: I presented 33 papers/talks locally 1993 to 2007; below is my work as a Full Prof.]

2012 *Speaker:* “How to Publish,” Association of Graduate Student Workshop, Marquette University, Milwaukee, WI, March 2012

2012 *Speaker:* “Gender Diversity,” Celebrating Diversity at Marquette—Diversity Dialogue, Marquette University, Milwaukee, WI, February 2012

2011 *Guest Lecturer:* “Rhetorical Listening.” [Led discussion and answered graduate students’ questions about my scholarship on rhetorical listening], Alice Gillam’s Feminist Rhetoric Seminar, UW-M, November 2011

2011 *Speaker:* “Call to Service on Behalf of Faculty,” Inauguration of President Scott Pilarz, Marquette University, Milwaukee, WI, September 2011

2009 *Speaker:* “Why We Read Persepolis,” First-Year Student Convocation, Marquette University, Milwaukee, WI, August 2009

2009 *Guest Lecturer:* “Rhetorical Listening.” [Led discussion and answered graduate students’ questions about my scholarship on rhetorical listening], Alice Gillam’s Feminist
Rhetoric Seminar, UW-M, Fall 2009
2009 Guest Lecturer: “How Universities Work,” Association of English Graduate Students, Marquette University, Milwaukee, March 2009
2007 Guest Lecturer: “Rhetorical Listening,” [Led discussion and answered graduate students’ questions about my scholarship on rhetorical listening], Alice Gillam’s Feminist Rhetoric Seminar, UW-M, Fall 2007

V. NATIONAL COMMITTEES [below is my work 2000-present]
2013 Invited Consultant: Notre Dame Writing Program, Notre Dame U, South Bend, IN
2012-14 President & 2012 Conference Organizer: Rhetoric Society of America (RSA)
2012- Co-Editor with Jerry Murphy: Landmark Essays in Rhetoric Series, Routledge.
2012- Member: Editorial Board for SWR (Studies in Writing and Rhetoric)
2012-14 Chair: Research Book Award Committee (CCCC)
2010-11 President Elect: Rhetoric Society of America (RSA)
• Program Planner: 2012 RSA Conference in Philadelphia
2010- Member: Editorial Board for Rhetoric & Democratic Deliberation Book Series, Penn State UP
2009-12 Appointed Member: Gender (now Diversity) Task Force (to Mentor Associate Professors to Full), RSA
2008-11 Appointed Member: Advisory Committee for PMLA (the journal for MLA)
2007-10 Elected Member: RSA (Rhetoric Society of America) Board
• Summer Institute Leader, Penn State U, 2009
Elected Member: MLA Division of Teaching Writing Planning Committee
2007 Invited Consultant: External Review of the English Department, John Carroll University, Cleveland, OH
2007-08 Appointed Member: CCCC Database Taskforce (to design CIP codes for rhetcomp programs)
2004-05 Member: CCCC Nominating Committee
2004-05 President, College Forum, NCTE
2003-04 Appointed CCCC Representative: College Forum, NCTE
2000-02 President: Coalition of Women Scholars in the History of Rhetoric & Composition
• Organized yearly Coalition meeting at CCCC’s (panels & mentoring sessions).
• Created first web page for the organization
• Arranged site for the Third Biennial Feminism(s) & Rhetoric(s) Conference

VI. UNIVERSITY COMMITTEE SERVICE [below is my work as a Full Prof.]
2011 Member: University Task Force on Interdisciplinarity in terms of Race, Class, and Gender (summer)
2008-10 Co-Chair: University Committee for Centennial Celebration of Women at Marquette
• Co-Chair: Academic Subcommittee
2002-10 Co-chair: Manresa First-Year Reading -- Book Selection Committee
2003-09 Member (A&S Rep): University Committee on Teaching
2008 Advisory Member: Search Committee for Vice President of Student Affairs
2006-07 Member: Strategic Planning Committee
2000-07 Member: Marquette University Women’s Chair in Humanities Committee