**INTRO**

Three theorists that impact writing pedagogy are Bain, Katz, and Berlin. Each define rhetoric in their work 🡪 their definitions don’t have rhetoric as persuasion but as where language is effective, spoken and written (BAIN), shows how to communicate (katz), systems destined to be replaced (Berlin).

Due to shift away from FP 🡪 newer/different methods needed for teaching writing.

**Bain**

Contributions to writing pedagogy? 🡪 result of move away from faculty psychology (FP).

How? 🡪 In move away from faculty psychology attention given to language and instruction.

Language quote 🡪

Instruction 🡪 The principles. Paragraph. Learn by example. Rhetorical principles applied to paragraphs. (as seen in paragraphs). Going beyond the sentence. More than just a sentence at a time.

Link to Kitzhaber 🡪 ??? Needs to be more than example of different thoughts/approaches to rhetoric and composition as result of shift away from FP.

 Kitzhaber’s dissertation provides an in-depth historical overview of 19th century rhetorical theory, and the higher education system and its curriculum. His dissertation is credited with initiating the “reevaluation of rhetoric in American education that made the so-called paradigm shift in composition during the 1960s possible” (vii). The importance of this history is the understanding that a change was needed, and came about, as a result of the institutions and disciplines that preferred to focus on the mind. For Foucault, the institutions and discipline is what is referred to as a system. Using Foucault’s concept of systems aids in understanding how Kitzhaber’s dissertation and definition of rhetoric led to making rhetoric more practical and situated within communication. The purpose of this paper is to demonstrate how using Foucault’s archeological method can lead to a deeper understanding of the systems that created knowledge and therefore our approach to rhetoric, which ultimately leads us to a view of rhetoric as epistemic.

 In 1893 a general consensus is reached, and rhetoric is thus defined as “the art of communication” (p. 149). Ultimately, these shifts lead scholars in rhetoric to address the social aspect of writing, the practice of writing, and other areas explored during this transitional phase. Kitzhaber’s contribution of a definition of rhetoric that is linked to language and human communication allows for a different understanding and approach to language. If “language is the medium of human communication,” then rhetoric is the “art which shows how to make this communication most effective” (p. 141). Rhetoric as communication is as significant to the field then, and now, because it moves away from persuasion and allows for rhetoric to be linked and applied to writing and the language that is used to communicate. This definition of rhetoric moves it from being “predominantly abstract” (p. 205) to a discipline that is more concrete, and visible within writing practices implemented in university curriculums. The attention now directed at writing made rhetoric practical, and therefore practiced more easily.

🡪 His specifics. Chapter 11

**Berlin**