

Evaluative Logic



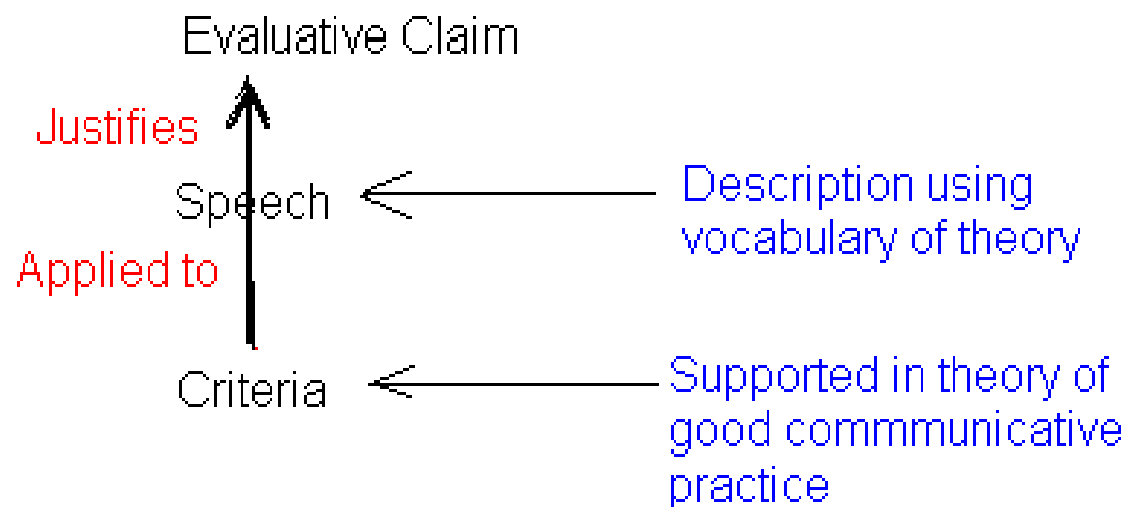
What I am trying to do?



- As much a way of thinking as a way of writing
- *A structure of the parts that make up a critical claim.*
- Identify the elements that shape critical judgment.

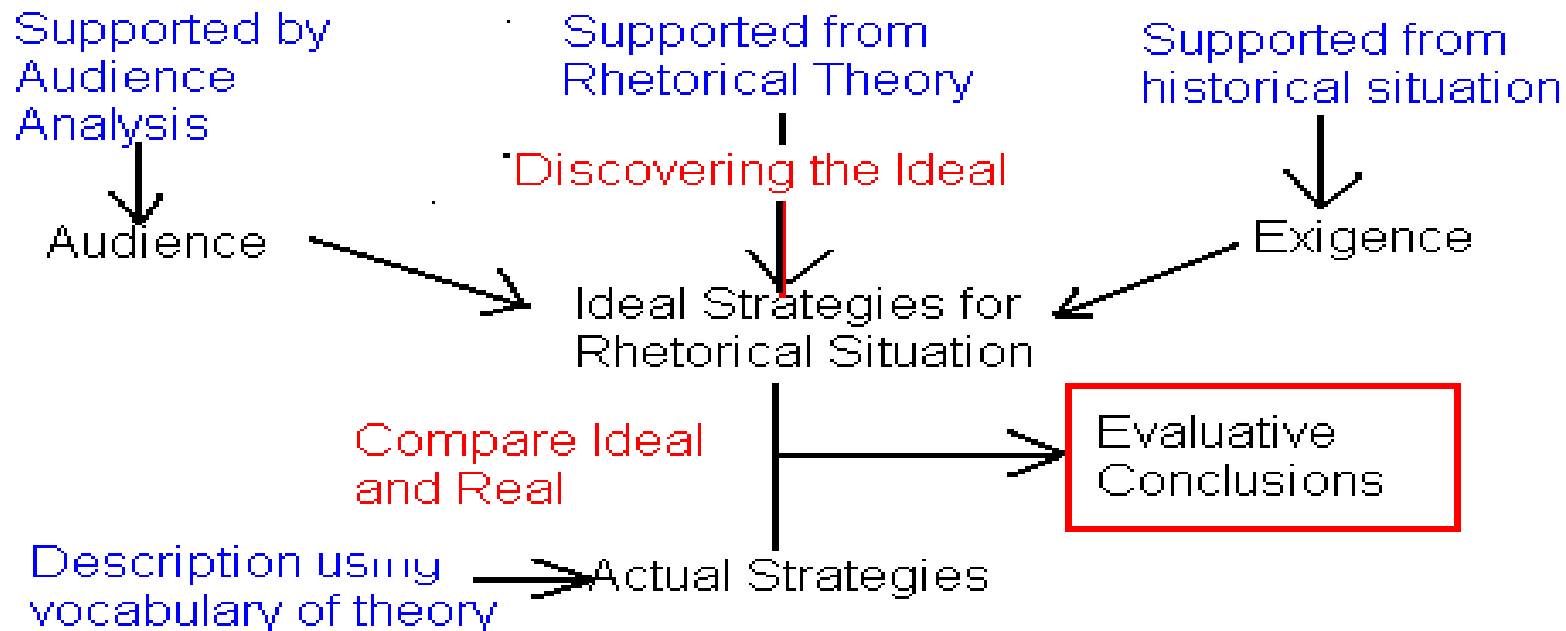
Patterns of Evaluative Logic

General Pattern of Evaluative Logic



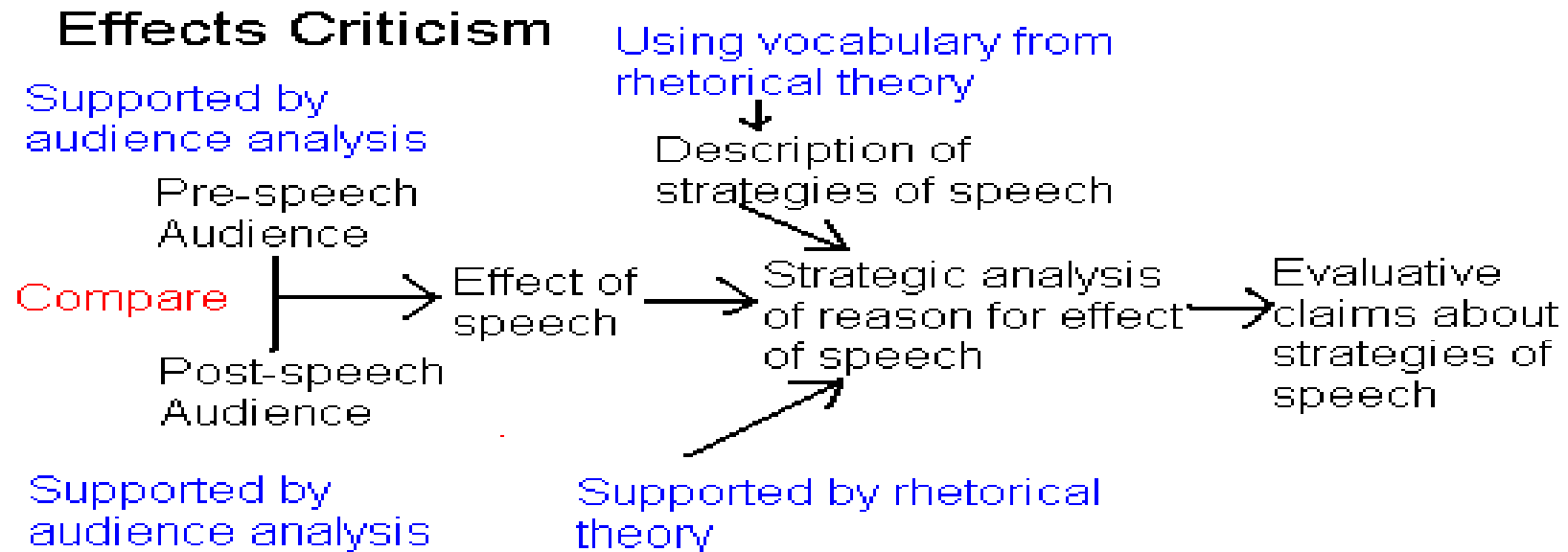
Patterns of Evaluative Logic

Ideal Analysis



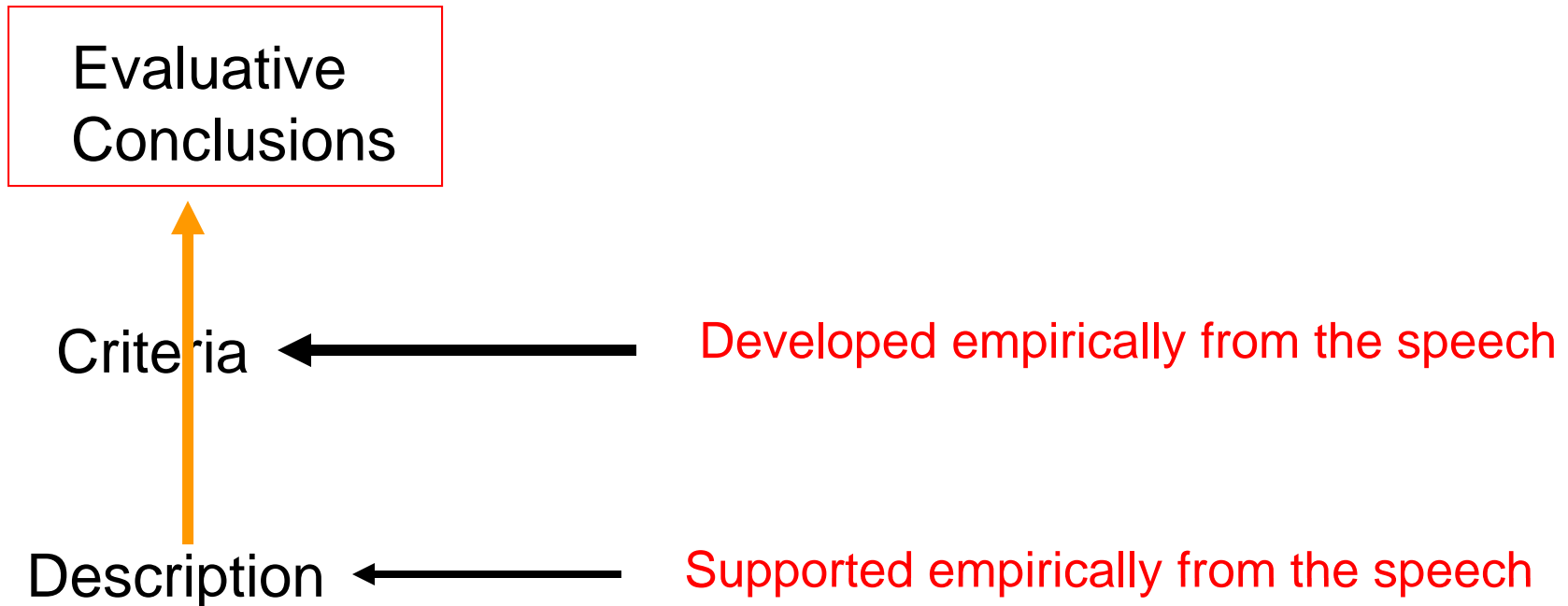
Arnold, Carroll C. *Criticism of Oral Rhetoric*. New York: Macmillan, 1974.

Patterns of Evaluative Logic



Thonssen, Lester, and A. Craig Baird. *Speech Criticism: the Development of Standards for Rhetorical Appraisal*. New York: Roland Press, 1948.

Intrinsic Criticism

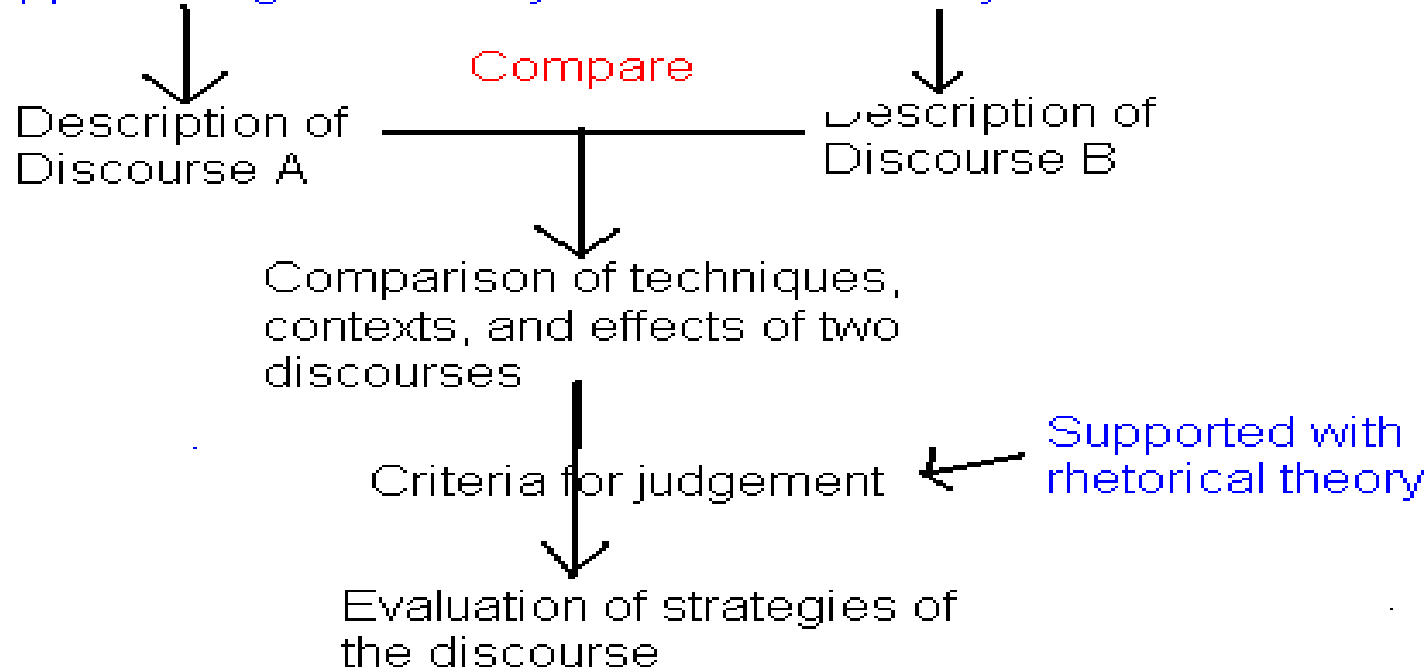


Scott, Robert L. "Rhetoric That Postures: An Intrinsic Reading of Richard M. Nixon's Inaugural Address." *Western Speech* 34 (1970): 46-52.

Patterns of Evaluative Logic

Analog Analysis

Support using vocabulary of rhetorical theory



Rosenfield, L. W. "A Case Study in Speech Criticism: The Nixon-Truman Analog." *Speech Monographs* 35 (1968): 435-450.

Argument in Criticism



Brockriede, Wayne. "Rhetorical Criticism as Argument." *Quarterly Journal of Speech* 60 (1974): 165-174.

- Seeking definition of significant insight
 - More the critic infers beyond direct experience, the better
- Key to this is argument. Dimensions of argument:
 1. Inferential Leap
 2. Perceived rationale to justify leap
 3. Choice among competing claims
 4. Regulation of uncertainty
 5. Willingness to risk

Argument in Criticism



Then judges some characteristic types of criticism

- **Evaluation**
 - Identify criteria & philosophic or theoretical foundations
 - Offer data on applications
 - Note our general model
- **Descriptive**
 - Not acceptable Criticism
- **Classification**
 - Unacceptable if it only applies categories
- **Explanation or Interpretive Criticism**
 - Use of more general category system yields insight
 - Pick category system for explanatory power (eclectic)
 - Sets up interaction between act and criteria

Critical Modes: Formal Criticism



- Evaluates speeches against a normative standard
- Used much more in teaching than in our published research

Critical Modes: “How it works”



- **Usually, mechanistic in Pepper’s terms**
 - Deals with effectiveness
 - Seeks to explain how something works
 - Analytic in character: divides into parts and sets in motion
 - Applies theories of “how rhetoric works”
- **Theory using/Theory building**
- **Typically, based on persuasion model: rhetors use language to influence others**
- **Most common in our research**

Critical Modes: Synthetic



- Contextualist or Organic in Pepper's terms
 - Constructs communication as *interpretive* power humans use to shape action, generally socially
 - Text/context relationship key
 - Quality/texture dialectic key to critic
 - Stranding
- “Theory” contextually located; taken less seriously; specific to case
- Important Variations: ideological, cultural
 - Strands rhetoric back into history, ideology, culture, etc.
- Criticism “thickens” experience of the criticism

	Formal Criticism	Neo-Aristotelian Criticism	Contextualist Criticism
Intellectual Roots	Formism	Mechanism	Contextualism or Organicism
Evaluative . . .	Based in performance theories	If so, basis is effectiveness	Based on pragmatic impact
Interpretive	Only which form (norm or genre) applies	May be primarily interpretive/ explanatory	With which strands from context does text construct meaning?
Fundamental inquiry	How well is speech performed	How persuasive is message	How is meaning (including action) per-formed
Theory of truth	Does it meet norm?	Does theory map practice? Does rhetoric produce effect?	What is impact of strategy?

Wraggean “Criticism”



- Constructs rhetoric as the process in which society develops, works out, evolves ideas
 - Speakers contribute to the complex of ideas
- Fundamentally contextualist history
 - Human interpretation is a force in history
 - We should study ideas in their rhetorical/historical process

Wragge, Ernest J. "Public Address: A Study in Social and Intellectual History." *Quarterly Journal of Speech* 33 (1947): 451-457.