

14 March 2016

To the Department of Communication:

On March 2nd, I observed JR Briscoe teach in my Research Methods course. JR serves as my Teaching Assistant, overseeing the lab portion of the course, during this 2016 spring term. Rhetorical analysis is more in JR's wheelhouse than in mine, and he agreed to teach this subject to our class.

The goal of the class was to expose students to rhetorical traditions and analytical frameworks. The second part of the semester in this class has a "greatest hits" feel to it as students are toured through a wide array of methodological approaches.

JR readily exhibits ease and connection with our students, is very engaged with them, and enjoys a freedom from the anxieties and preoccupations of overseeing a class session. His conversational style is engaging and draws students into the goals of the class session. In the 90-minute class session—he made successful efforts to demystify the topic of rhetorical analysis, excite students about the reach they can exercise with this approach, and stimulate their thinking with his own area of research using RA.

He was in conversation with our class for the entire period. There was no clear didactic mode, but rather a well-crafted variety of questions, prompts, stimulus, and content from the text. It felt seamless and students were notably engaged for the entire period. A particularly effective aspect of his instruction was the easy integration of visual and aural resources. These aids did not overtake or upstage his time with students, but rather underscored and punctuated concepts conveyed. Including his own experiences, challenges, points of interest, and research journey was an empowering window into the process of writing/research for students.

JR Briscoe exhibits the best of teaching in higher education. He utilizes dynamic examples, interesting media, and student involvement to approach topics from multiple angles. I am so pleased to claim him as my co-instructor in Methods (COMM 3330), and feel confident in his ready abilities to engage a class and manage the enterprise of teaching in higher education.

Sincerely,



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