The Charting Method is effective for courses that have clear lecture formats. For example, if you will need to know how information relates chronologically, a chart can be especially useful. Charts can also be useful when you need to memorize a lot of theorists or authors and their ideas with which they are associated.

<table>
<thead>
<tr>
<th>Year</th>
<th>Author</th>
<th>Title</th>
<th>Main Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1925</td>
<td>Herbert Wichelns</td>
<td>The Literary Criticism of Oratory</td>
<td>1. Outlined difference between literary and rhetorical criticism 2. Employed neo-classical criticism 3. Concerned with a speech’s effect on an audience</td>
</tr>
<tr>
<td>1941</td>
<td>Kenneth Burke</td>
<td>The Rhetoric of Hitler’s Battle</td>
<td>1. Dramatic criticism 2. Critique should make moral judgment</td>
</tr>
<tr>
<td>1947</td>
<td>Ernest Wrage</td>
<td>Public Address: A Study in Social and Intellectual History</td>
<td>1. Interested in ideas and how they spread. 2. Thought you could find ideas in everyday objects/works.</td>
</tr>
<tr>
<td>1954</td>
<td>Wayland Parrish</td>
<td>The Study of Speeches</td>
<td>1. A critic must be well-educated 2. Effect of the speech wasn’t as important as the quality of the speech</td>
</tr>
<tr>
<td>1968</td>
<td>Lloyd Bitzer</td>
<td>The Rhetorical Situation</td>
<td>1. Situations arise that demand responses 2. A speech is for a particular audience at a particular time 3. Every speaker faces constraints</td>
</tr>
<tr>
<td>1970</td>
<td>Edwin Black</td>
<td>The Second Persona</td>
<td>1. &quot;2nd persona is ideal audience for a speech 2. No formula for criticism; let the text speak 3. Don’t just study the immediate effect, long-term too</td>
</tr>
<tr>
<td>1972</td>
<td>Forbes Hill</td>
<td>Conventional Wisdom – Traditional Form – The President’s Message of Nov. 3, 1969.</td>
<td>1. Written in response to Campbell’s critique of Nixon 2. Focus on speaker’s ability to persuade</td>
</tr>
<tr>
<td>1974</td>
<td>Michael Leff &amp; Gerald Mohrmann</td>
<td>Lincoln at Cooper Union: A Rhetorical Analysis of the Text</td>
<td>1. Bridges classical with close reading criticism 2. Analyze speech on its own terms</td>
</tr>
<tr>
<td>1983</td>
<td>Philip Wander</td>
<td>The Ideological Turn in Modern Criticism</td>
<td>1. Foundations for Critical Cultural Studies 2. Had radical political intentions with criticism</td>
</tr>
<tr>
<td>1993</td>
<td>Mari Tonn, Valerie Endress, &amp; John Diamond</td>
<td>Hunting and Heritage on Trial in Maine: A Dramatistic Debate . . .</td>
<td>1. Used media fragments to build critique 2. pentadic (act, agent, agency, scene, purpose) analysis</td>
</tr>
</tbody>
</table>

Chart created by Heather Bertrand, notes compiled by members of the Communication Studies Graduate class of 2010.