

Contents

Foreword, <i>Charles Bazerman</i>	xv
Acknowledgments	xvii
1 INTRODUCTION AND OVERVIEW	1
Issues in Rhetorical Invention	2
<i>Differences over the Nature, Purpose, and Epistemology of Rhetorical Invention</i>	3
The Nature of Invention	3
The Purposes of Invention	3
Invention's Epistemology	3
<i>Arguments over Inventional Pedagogy</i>	4
Organization and Scope of the Text	4
2 DEFINITIONS	6
Classical Terms	6
Modern Terms	8
Terms from Poststructuralism, Postmodernism, and Cultural Studies	10
3 HISTORICAL REVIEW: ISSUES IN RHETORICAL INVENTION	11
PART I: THEORETICAL ISSUES	13
Greek Views	13
<i>Interpretations of Sophistic Invention</i>	13
<i>Interpretations of Plato's Views of Invention</i>	17
<i>Inventional Issues in Aristotle's Rhetoric</i>	19

Subject Positions 22
Review: Greek Rhetorical Invention 22

Roman Views 22

Invention in Rhetorica ad Herennium 23
Cicero's Conceptions of Invention 24
Inventional Issues in Quintilian's Rhetoric 27
Subject Positions 28
Review: Roman Rhetorical Invention 28

Inventional Issues in Second Sophistic, Medieval,
 and Renaissance Rhetorics 29

Second Sophistic Issues 30
Inventional Issues in Medieval Rhetoric 31
Renaissance Conceptions of Invention 34
Subject Positions 36
*Review: Invention in Second Sophistic, Medieval,
 and Renaissance Rhetorics* 37

Eighteenth- and Nineteenth-Century Discussions
 of Invention 38

Eighteenth-Century Invention 38
Nineteenth-Century Invention 41
Subject Positions 43
Review: Eighteenth- and Nineteenth-Century Invention 44

PART II: PEDAGOGICAL ISSUES 45

Greek Discussions of Inventional Pedagogy 46

Art (techne) 46
Sophists 47
Plato 49
Aristotle 50

Roman Discussions of Inventional Pedagogy 51

Rhetorica ad Herennium 51
Cicero 52
Quintilian 53
Review: Roman Inventional Pedagogy 55

Inventional Pedagogy in the Second Sophistic and
Medieval Periods 56

Second Sophistic Period 56

Medieval Period 57

Inventional Pedagogy from the Renaissance
through the Nineteenth Century 58

Renaissance 58

Eighteenth Century 59

Nineteenth-Century Britain 60

Nineteenth-Century United States 61

Women's Rhetorical Education 62

Current-Traditional Pedagogy 63

*Review: Pedagogy from the Renaissance
through the Nineteenth Century* 64

**4 ISSUES OVER THE NATURE, PURPOSE, AND
EPISTEMOLOGY OF RHETORICAL
INVENTION IN THE TWENTIETH CENTURY 65**

Interdisciplinary Contexts for the Revival of
Invention 66

Philosophical Studies 66

Semiotics and Tagmemic Linguistics 70

Psychological Studies 70

Literacy Studies 71

The State of Invention at Mid-Twentieth
Century 72

Awakening Interest in Invention 73

Early Studies of Invention: Mid-1960s
to Mid-1970s 76

Rhetoric as Epistemic 76

New Invention Theories in Rhetoric and Composition 78

Prewriting 78

Classical Invention 79

Tagmemic Invention 80

Research on Invention 81

Review: Early Studies of Invention 83

New and Elaborated Theories of Invention: Mid-1970s to Mid-1980s	84
<i>Cognitive Invention</i>	84
<i>Nonrational Invention and Shaping, Imagining, Forming</i>	86
<i>Burkean Invention</i>	87
<i>More on Classical Invention and Tagmemic Invention</i>	88
<i>Further Discussions on Rhetoric as Epistemic</i>	88
<i>Rhetorical Invention as Hermeneutics</i>	91
<i>Critiques, Cautions, and Rejoinders</i>	93
<i>Overviews of Inventional Theories</i>	94
<i>Review: Elaborated Theories of Invention</i>	95
Diversified Invention: Mid-1980s to the New Millennium	96
<i>Invention in the Disciplines</i>	96
<i>Social Construction and Invention</i>	100
<i>Counterstatements and Socio-Cognitive Invention</i>	101
<i>Further Cognitive and Creativity Studies</i>	103
<i>Deconstruction, Poststructuralism, Postmodernism, and Invention</i>	104
<i>Critical Rhetoric</i>	107
<i>Epistemic Rhetoric: The Third Discussion</i>	109
<i>Cultural Critique</i>	110
<i>Invention and Civic Discourse</i>	111
<i>Feminist Invention</i>	112
<i>Inventional Diversity</i>	114
<i>More on Hermeneutics</i>	114
<i>Review: Diversified Invention</i>	115
Invention in the New Millennium	116
Chapter Synopsis	118

5 ISSUES OVER INVENTION PEDAGOGIES 120

Issues	120
<i>The Relative Importance of Four Formative Factors</i>	120
<i>The Merits of Different Inventional Strategies</i>	121

<i>The Social Nature of Invention</i>	122
<i>Invention as Interpretive or Productive</i>	123
<i>Rhetoric as Constructing or Conveying Knowledge</i>	123
Issues over Inventional Pedagogies	123
<i>Prewriting Pedagogy</i>	123
<i>Pedagogy for Classical Invention</i>	124
Textbooks	124
Collections of Essays	125
Specific Pedagogies: The Enthymeme	126
Specific Pedagogies: Topics	127
<i>Tagmemic Inventional Instruction</i>	128
<i>Freewriting</i>	129
<i>Burkean Invention</i>	131
<i>Larson's Heuristic</i>	132
<i>The Double-Entry Notebook, the Uses of Chaos, and Shaping</i>	133
<i>Journals</i>	134
<i>Inquiry Strategies</i>	134
<i>Problem-Solving Strategies</i>	136
<i>Invention in Writing Across the Curriculum</i>	137
<i>Online Inventional Practices</i>	139
<i>Visual Rhetoric and Invention</i>	141
<i>Feminist Inventional Practices</i>	142
<i>Pedagogies of Deconstruction, Cultural Studies, and Postmodernism</i>	142
Deconstruction Pedagogies	142
Cultural Studies Pedagogies	143
Postmodernism Pedagogies	144
Evaluations of Inventional Pedagogies	146
Chapter Synopsis	148
6 GLOSSARY, <i>Kelly Pender</i>	149
7 ANNOTATED BIBLIOGRAPHY, <i>Kelly Pender</i>	164
Bibliography and Works Cited	201
Index	241