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Message from the Editor: The Power of Community

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FROM THE EDITOR

Message from the Editor: The Power of Community
By Karla Hunter

“Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results.”
— Andrew Carnegie

Once again, our volume represents the combined efforts of dozens, including submitting authors, reviewers, and editors. Once again, we, the editors of Discourse, owe a tremendous debt of gratitude to all of them. The passion and dedication that launched this newly-revitalized journal after a 20-year hiatus could not be sustained without the breadth and depth of the support we continue to receive.

It is through this spirit of collegiality and collaboration that we strive to continue our service to the communication discipline. Our lead invited article by Joshua Westwick and Kelli J. Chromey celebrates an incredible outcome of the community building power of our classes. The second invited article by Andrea Carlile highlights the wisdom of one of the debate community’s greats—long-time debate coach and judge Judy Kroll, to whom this volume is dedicated.

Two research articles appear in this volume. The first, by John R. Katsion, provides an analysis of the communicative power of the visual images that appear on currency; and the second, by Scott Anderson, analyzes the history and implications surrounding President Obama’s rhetoric in response to a racial controversy.

Our section of Great Ideas For Teaching Students (GIFTS) this year begins with an article that argues for the importance of expanding our teaching of rhetoric to include non-Western cultures and outlines a method for doing so (Sarah Drury). The section continues with GIFTS to help us strengthen our students’ abilities to assess logical fallacies (Nancy Bressler), and to empower our students in the quest for social justice (Phillip E. Wagner), followed by those offering tools to aid students in day-to-day conversations (Nathaniel Simmons) and in their ever-increasing needs for virtual teaming skills (Brian Britt & Kristen Hatten). The volume closes with an only slightly-tongue-in-cheek recommendation for helping students overcome the fear of giving constructive criticism in peer feedback by playing out and discussing a slightly embarrassing instructor scenario (Stephanie Kelly).

As a scholar and an instructor, I am as enthusiastic about grasping, applying, and teaching the combined knowledge, wisdom, and experience this volume offers as I am about the privilege of bringing it to you.