### Former Distinguished Faculty Lecturers

The Distinguished Faculty Lecture, inaugurated in 1961, is one of the most important functions for faculty, community, and students in the Riverside Community College District. Each spring, RCCD's faculty selects one of its own to present this prestigious lecture on a scholarly subject.

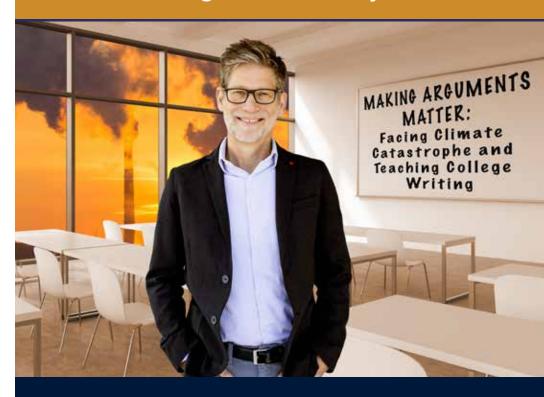
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# Riverside Community College District 61<sup>st</sup> Distinguished Faculty Lecture



### Jeff Rhyne, Ph.D.

Moreno Valley College Professor of English

Thursday, April 6, at Moreno Valley College Student Academic Services Building, Room 121

**Tuesday, April 18, at Riverside City College**Bradshaw Building, Hall of Fame

Tuesday, April 25, at Norco College Brenda and William Davis Center for Student Success, Room 217

#### **About the Lecturer**

Jeff Rhyne is professor of English at Moreno Valley College. He earned tenure and rank of associate professor in 2010 and was promoted to full professor in 2017. He currently serves as the chair of the Department of Communications, English & World Languages and as the vice president of the RCCD Faculty Association representing MVC.

Rhyne earned an English degree from Pomona College in 1991, a master's degree in 1998 and a Ph.D. in English in 2002 from the University of California, Riverside.

Prior to his current roles at Moreno Valley College, Rhyne served in a number of faculty roles such as assistant editor of the 2007 Institutional Self-Study Report in Support of Initial Accreditation; subsequently, he was the lead writer and editor of the 2009 Institutional Self-Study Report in Support of Initial Accreditation; he served as the Writing and Reading Center coordinator and assistant chair of the Communications Department from 2010 to 2016; he also served as Moreno Valley College's Academic Senate vice president in 2020 to 2021; and as the District's Faculty Association Full-time Faculty MVC representative from 2017 to 2022.

Rhyne has been teaching since 1992 when he started his career as a high school English teacher. He subsequently taught English as a foreign language in Lithuania and at California State University, Northridge. During his career in post-secondary education, he has taught college composition and a range of American and African American literature courses at UCR, Pomona College, University of Redlands, and Indiana University at South Bend before starting at Moreno Valley College in 2006.

Rhyne has co-edited a collection of essays, *Aesthetics in a Multicultural Age* (Oxford UP, 2002), and he has authored several minor publications.

## Making Arguments Matter: Facing Climate Catastrophe and Teaching College Writing

Credible scientists have been telling the world for over forty years that Earth's atmosphere has been warming due to the massive increase of greenhouse gases emitted by human technologies and human activities. However, the actions that have been taken over the last few decades have been too slow and too inadequate. It's now not uncommon to see news headlines that we are at a "point of no return" beyond which Earth may not be able to recover. Given all of the information, the impassioned warnings, and the arguments that we must act decisively and rapidly, why haven't we changed our behaviors in significant ways?

In this talk, I analyze reports on global warming and arguments about the climate crisis to theorize why more people are not alarmed, and thus more motivated, to make or advocate for impactful changes.

Understanding why some arguments matter—why and how they impact thinking enough to change behavior—is essential to Earth's future in the context of the climate catastrophe. Why arguments matter is also a crucial question we ask students to face in our college classes. The conclusions I draw about the climate arguments that matter reflect lessons I've learned teaching critical reading, critical thinking, and writing for almost thirty years. My hope is that my reflections on which arguments matter might keep us thinking both about what we can do to address global warming and about how we approach teaching our students: not just critical thinking and argument but also our approaches to supporting all of our students in their learning journeys.