Nathan E. Stormer loves being in the classroom. He views each course as an opportunity to excite students and to open their world more. His teaching approach is simple and matches his outlook: try to coax students out of their normal routine, help them look and feel differently about their experiences, and introduce them to how much fun it is to think hard thoughts. In his career he has had the privilege of teaching individuals ranging from first-year to advanced doctoral students. His specialty is rhetoric, which runs the gamut from teaching practical, skill-based material like public speaking or argumentation to abstract philosophy about language, embodiment, perception, reason and aesthetics. This range of material allows him to discuss fundamental issues with students, such as what constitutes influence, why people believe what they believe, and how difficult it is to understand one another or to act together in common purpose. For Stormer, the most exciting teaching challenges involve helping students see that big questions are embedded in practical, ordinary problems of communication, like making sense of the news, sharing a story or convincing someone to vote — questions like: How is it that we always say more and less than we mean? Where does my identity derive from? How does the environment or culture affect my ability to communicate? What is a “word” or an “image” after all? His criteria for success as a teacher have always been the quality of classroom conversation, the volume of the laughter and the number of light bulbs popping above students’ heads.