**UNIT III: ROGERIAN ACTIVITY**

**DAY ONE (MONDAY):**

* Pair up.
* Find an issue you disagree on.
	+ *Do not argue about it.*
* Get out a phone with a timer.
* One person speaks, one listens for 2 minutes.
	+ Speaker should talk about *why* they hold this position.
	+ Listener must be focused on them, but must not speak.
* After that, listener should take some notes and ask any clarifying questions.
	+ Perhaps ask *how* the other person came to that position.
* Then, shake hands.

**HOMEWORK:**

Using the notes you took during your “opponent conversation” on Monday, write three paragraphs addressing the following: 1) Explain your opponent’s position, summarizing it fairly and informing us why he/she takes that position. 2) Discuss what is right, good, or excellent about your opponent’s argument. 3) Respond to your opponent’s argument by highlighting your common ground. **Do not propose a solution (yet).**

**DAY TWO (WEDNESDAY):**

* Come back together with your opponent.
* Shake hands.
* Read to your opponents your summary of their argument. They must agree that it is accurate. Then, listen to their summary of your argument.
* Discuss the common ground you both identified.
* Try to find a possible solution together.
* Present to the class.
	+ Each person describes the other's perspective and why he/she holds it (you must represent that person and their position well). Be sure to praise the other person.
	+ Then, talk about your common ground together and any solutions you found.
	+ *(This presentation should be no more than 3 minutes in length.)*

**UNIT III: ROGERIAN ACTIVITY**

***TCC Pedagogy Presentation***

***Sara Kelm***

**Initial Context**

* Baylor University – ENG 1304 (second semester freshman year)
* Textbook: *Perspectives on Argument*, Wood/Miller (Pearson, Baylor edition)
* Argument: summary/response, Toulmin, Rogerian, final research project (same topic)

**Rationale**

* Teaches students how to mediate between opposite viewpoints
* Common ground helps them identify what’s at stake (for various stakeholders)
* Shows them how difficult it is to find solutions/compromises that please everyone
* Gets them to know a classmate and talk through ideas, as well as present those ideas

**Goals**

* To help students practice talking and listening to other perspectives
* To have students practice putting an opposing argument into their own words
* To make students identify the common ground between opposing arguments
* To ask students to look for compromises and solutions with someone on the “other side”

**Behind the scenes**

* Mix-up Mondays
* Most common issue? “We don’t disagree on anything!”
* Shaking hands – demonstrating presence and civility

**Follow-up discussion**

* Is there any such thing as “neutral language”?
* What kinds of arguments does this process work best for?
* Can this work on paper, without conversation?
* What happens when there cannot be agreement? (Dissensus)
* What is the value of common ground?
* What different goals does this kind of argument have?

**Resources**

Brent, Doug. “Young, Becker and Pike's ‘Rogerian’ Rhetoric: A Twenty-Year Reassessment.” *College English,* vol. 53, no. 4, 1991, pp. 452-466.

Davis, James T. “What Is the Future of ‘Non-Rogerian’ Analogical Rogerian Argument Models?” *Rhetoric Review*, vol. 31, no. 3, 2012, pp. 327-332.

Lunsford, Andrea A. “Aristotelian vs. Rogerian argument: A Reassessment.” *College Composition and Communication,* vol. 30, no. 2, 1979, pp. 146-151.

Hairston, Maxine. "Using Carl Rogers' Communication Theories in the Composition Classroom." *Rhetoric Review*, vol. 1, no. 1, 1982, pp. 50–55.

Young, Richard E, Alton L. Becker, and Kenneth L. Pike. *Rhetoric: Discovery and Change*. New York: Harcourt, 1970.