

ROGERIAN PERSPECTIVES:

Collaborative Rhetoric for Oral
and Written Communication

Nathaniel Telch, Editor



Rogerian Perspectives Collaborative Rhetoric For Oral And Written Communication

Thomas J. Farrell, Paul A. Soukup



Rogertian Perspectives Collaborative Rhetoric For Oral And Written Communication:

Rogertian Perspectives Nathaniel Teich, 1992 Advancing the application of Carl Rogers ideas this book presents new theoretical and practical views of Rogerian influences on rhetorical theory the teaching of writing and pragmatic discourse Practically the contributors focus on the dynamics of Rogerian communication in real world contexts extending Rogers person centered principles into classroom interactions peer response groups and other collaborations Theoretically discussions situate Rogerian principles within the contexts of persuasive and dialogical rhetoric and of psychoanalytic and philosophical intersubjectivity Also included are transcripts of an interview with Rogers and a forum discussion epitomizing Rogerian principles in action

Empathy in Counseling and Psychotherapy Arthur J. Clark, 2014-01-14 The purpose of this text is to organize the voluminous material on empathy in a coherent and practical manner filling a gap that exists in the current therapeutic literature Empathy in Counseling and Psychotherapy Perspectives and Practices comprehensively examines the function of empathy as it introduces students and practitioners to the potential effectiveness of utilizing empathic understanding in the treatment process Employing empathy with full recognition of its strengths and limitations promotes sound strategies for enhancing client development As an integral component of the therapeutic relationship empathic understanding is indispensable for engaging clients from diverse backgrounds This cogent work focuses on understanding empathy from a wide range of theoretical perspectives and developing interventions for effectively employing the construct across the course of treatment The book also presents a new approach for integrating empathy through a Multiple Perspective Model in the therapeutic endeavor Organized into three sections the text addresses empathy in the following capacities historical and contemporary perspectives and practices in counseling and psychotherapy theoretical orientations in counseling and psychotherapy and a Multiple Perspective Model in counseling and psychotherapy This widely appealing volume is designed for use in courses in counseling and therapy techniques theories of counseling and psychotherapy and the counseling internship and is a valuable resource for counselors psychotherapists psychologists psychiatrists social workers and other related fields of inquiry in the human services

Everyone Can Write Peter Elbow, 2000-01-27 With *Writing without Teachers* OUP 1975 and *Writing with Power* OUP 1995 Peter Elbow revolutionized the teaching of writing His process method and its now commonplace free writing techniques liberated generations of students and teachers from the emphasis on formal principles of grammar that had dominated composition pedagogy This new collection of essays brings together the best of Elbow's writing since the publication of *Embracing Contraries* in 1987 The volume includes sections on voice the experience of writing teaching and evaluation Implicit throughout is Elbow's commitment to humanizing the profession and his continued emphasis on the importance of binary thinking and nonadversarial argument The result is a compendium of a master teacher's thought on the relation between good pedagogy and good writing it is sure to be of interest to all professional teachers of writing and will be a valuable book for use in

composition courses at all levels The Open Hand Barry M. Kroll, 2013-11-15 Based on five years of classroom experimentation The Open Hand presents a highly practical yet transformational philosophy of teaching argumentative writing In his course Arguing as an Art of Peace Barry Kroll uses the open hand to represent an alternative approach to argument asking students to argue in a way that promotes harmony rather than divisiveness and avoiding conventional conflict based approaches Kroll cultivates a bodily investigation of noncombative argument offering direct pedagogical strategies anchored in three modalities of learning conceptual procedural kinesthetic and contemplative and projects activities assignments informal responses and final papers for students Kinesthetic exercises derived from martial arts and contemplative meditation and mindfulness practices are key to the approach with Kroll specifically using movement as a physical analogy for tactics of arguing Collaboration mediation and empathy are important yet overlooked values in communicative exchange This practical engaging and accessible guide for teachers contains clear examples and compelling discussions of pedagogical strategies that teach students not only how to write persuasively but also how to deal with personal conflict in their daily lives **The Empathic Healer** Michael J. Bennett, 2001-03-23 The author establishes a new foundation for the use and value of clinical empathy that is based on a distinction between treatment and healing and a model for using psychotherapy as a component of an organized system of care focused attuned to the patient's presenting motive and consistent with our understanding of the relationship between mind and brain Christian and Critical English Language Educators in Dialogue Mary Shepard Wong, Suresh Canagarajah, 2009-06-25 This volume critically examines how English language teaching professionals wrestle with ideological pedagogical and spiritual dilemmas as they seek to understand the place of faith in education **Encyclopedia of Rhetoric and Composition** Theresa Enos, 2013-10-08 First Published in 1996 Routledge is an imprint of Taylor Francis an informa company *Theorizing Composition* Mary Kennedy, 1998-06-25 The last 25 years have witnessed extraordinary growth in the academic specialization variously described as composition studies or rhetoric and composition What was noticeable about the field in its infancy was a preoccupation with practice a lack of emphasis on theory and an exclusive reliance on the writing process As its disciplinary status has grown the field has become far more theoretical Composition studies has expanded its focus reconceptualized the writing process and embraced a wide range of critical perspectives The result of this change is that terms such as poststructuralism social construction gender and genre which were largely unknown in 1965 now dominate discussion This reference book is a guide to the multiplicity of theories that have emerged to form the disciplinary foundation of composition studies The volume consists of 66 entries each of which is written by an expert contributor and focuses on a particular theory or group of theories While the entries show how various individuals have contributed to theoretical movements very few concentrate on the work of a single theorist Each entry first provides a critical summary of a particular theory or group of theories including key elements basic concepts and claims and information about seminal or particularly influential works It

then reviews the theory's critical reception in composition studies and discusses its significance in the field. The bibliography at the end of each entry lists primary texts and major scholarship related to the theory and provides additional suggestions for further reading. The volume closes with a selected bibliography of important works.

Communication and Lonergan Thomas J. Farrell, Paul A. Soukup, 1993. Essays about communication and the thought of Canadian Jesuit philosopher and theologian Bernard Lonergan.

Beyond Postprocess and Postmodernism Theresa Jarnagi Enos, Keith D. Miller, Jill McCracken, 2003-01-30. In this collection of original essays, editors Theresa Enos and Keith D. Miller join their contributors, a veritable who's who in composition scholarship, in seeking to illuminate and complicate many of the tensions present in the field of rhetoric and composition. The contributions included here emphasize key issues in past and present work, setting the stage for future thought and study. The book also honors the late Jim Corder, a major figure in the development of the rhetoric and composition discipline. In the spirit of Corder's unfinished work, the contributors to this volume absorb, probe, stretch, redefine, and interrogate classical, modern, and postmodern rhetorics and challenge their limitations. *Beyond Postprocess and Postmodernism: Essays on the Spaciousness of Rhetoric* will be of interest to scholars, teachers, and students in rhetoric and composition, English, and communication studies. Offering a provocative discussion of postprocess composition theories and pedagogies and postmodern rhetorics, as well as the first thorough consideration of Jim Corder's contributions, this work is certain to influence the course of future study and research.

The Centrality of Style Mike Duncan, Star Medzerian Vanguri, 2013-04-07. In *The Centrality of Style*, editors Mike Duncan and Star Medzerian Vanguri argue that style is a central concern of composition studies, even as they demonstrate that some of the most compelling work in the area has emerged from the margins of the field.

Moments of Meeting Kenneth N. Cissna, Rob Anderson, 2012-02-01. *Moments of Meeting* tells the story of a uniquely important event in twentieth-century intellectual history: the 1957 public dialogue of philosopher Martin Buber and psychotherapist Carl Rogers, and explores the practical implications of that event for contemporary social and cultural theory. Supported by original historical research, close textual analysis, and a variety of interviews, the book illuminates the careers, theories, and practices of two of the last century's foremost scholars of dialogue, while it clarifies what they shared in common. Following a careful case study of the Buber-Rogers public conversation about the dynamics of dialogue itself, the authors conclude that public dialogue cannot be built primarily upon skillful technique. Instead, we must support settings and attitudes that enable unique moments of meeting.

Undoing Whiteness in the Classroom Virginia Lea, Erma Jean Sims, 2008. Counterpoints publishes the most compelling and imaginative books being written in education today. Grounded on the theoretical advances in criticalism, feminism, and postmodernism in the last two decades of the twentieth century, *Counterpoints* engages the meaning of these innovations in various forms of educational expression. Committed to the proposition that theoretical literature should be accessible to a variety of audiences, the series insists that its authors avoid esoteric and jargonistic languages that transform educational scholarship into an elite discourse for the

initiated **Distance Working** Kari Kay Kruempel, 2004 Arguing Identity and Human Rights Doug Cloud, 2023-09-29

Arguing Identity and Human Rights poses open questions about how to best argue for human rights to help us think through the advantages and trade offs of different rhetorical strategies identify rival options and ultimately choose our own paths Modeling a humane approach to human rights argument this book offers four deep rhetorical analyses of some of the most vexing and fascinating challenges facing human rights arguers in the United States How do we want to frame difference in human rights advocacy are we trying to downplay difference or something else How can we best answer dismissive responses to human rights arguments Should we portray people in marginalized categories as having no choice about their identity and what would alternatives look like What are the possibilities and perils of trying to afflict audiences with hegemonic identities to persuade them on human rights issues Offering clear practical and theoretical implications while resisting easy answers the book provides a concise introduction to the relationship between identity discourse and social change Designed for both theorists and practitioners for current and aspiring human rights arguers this insightful text will be of use to students of rhetoric argumentation persuasion and communication studies more generally as well as human rights social activism and social change political science sociology and race and gender studies **Living Rhetoric and Composition** Duane H. Roen, Stuart C. Brown, Theresa Jarnagi Enos, 1998-11-01 This collection of the stories of scholars who have found a lifelong commitment to the teaching of writing includes the professional histories of 19 rhetoricians and compositionists who explain how they came to fall in love with the written word and with teaching Their stories are filled with personal anecdotes some funny some touching some m

Argument in Composition John Ramage, Micheal Callaway, 2009-09-14 ARGUMENT IN COMPOSITION provides access to a wide range of resources that bear on the teaching of writing and argument The ideas of major theorists of classical and contemporary rhetoric and argument from Aristotle to Burke Toulmin and Perelman are explained and elaborated especially as they inform pedagogies of argumentation and composition **Genre in the Classroom** Ann M. Johns, 2001-11-01 For the first time the major theoretical and pedagogical approaches to genre and related issues of social construction are presented in a single volume providing an overview of the state of the art for practitioners in applied linguistics ESL EFL pedagogies rhetoric and composition studies around the world Unlike volumes that present one theoretical stance this book attempts to give equal time to all theoretical and pedagogical camps Included are chapters by authors from the Sydney School the New Rhetoric and English for Specific Purposes as well as contributions from other practitioners who pose questions that cross theoretical lines Genre in the Classroom includes all of the major theoretical views of genre that influence pedagogical practice takes an international approach drawing from all parts of the world in which genre theory has been applied in the classroom Australia Canada Hong Kong the Middle East the United States features contributors who are all both theorists and classroom practitioners lending credibility and authenticity to the arguments combines theory and practice in every chapter showing how particular theoretical views influence

classroom practice grounds pedagogical practices in their own regional and theoretical histories openly discusses problems and questions that genre theory raises and presents some of the solutions suggested and offers a concluding chapter that argues for two macro genres and with responses to this argument by noted genre theorists from three theoretical camps

Difficult Empathy and Rhetorical Encounters Eric Leake, 2023-08-04 Difficult Empathy takes up the question of empathy as fundamentally a rhetorical concern focusing on the ways we encounter and understand one another in what we read and write hear and say The book centres around the argument that empathy as a rhetorical event occurs not simply in the minds of individuals but as a product of the rhetorical situations practices cultures and values in which we engage Rather than identifying empathy as a cure all or jettisoning the concept altogether the author acknowledges empathy's potential as well as its limitations by focusing on what makes empathy a hard and ultimately worthwhile practice This nuanced and original study will interest scholars working at the intersection of rhetoric and composition with empathy as well as those studying empathy in fields such as critical and cultural theory politics media analysis social psychology and the cognitive humanities

Notes on the Heart Susan H. McLeod, 1997 It has long been recognized that affect that is the noncognitive aspect of mental activity plays a large role in writing and in learning to write According to Susan H McLeod however the model that has been most used for empirical research on the writing process is based on cognitive psychology and does not take into account affective phenomena Nor does the social constructionist view of the writing process acknowledge the affective realm except in a very general way To understand the complete picture McLeod insists we need to explore how cognitive affective and social elements interact as people write In this book McLeod follows a group of students through a semester of writing assignments tracking the students progress and examining the affective elements relevant to their writing To facilitate future discussion of these phenomena McLeod also provides suggested definitions for terms in the affective domain In a very real sense this book is the result of a collaboration of three Susans Susan McLeod who researched and wrote the book Sue Hallett an instructor in Washington State University's composition program whose classes McLeod observed and who helped provide much of the data and Susan Parker a graduate student who observed Hallett's class and who ran a tutorial connected to that class To provide a narrative structure McLeod and her two collaborators have constructed a simulated semester conflating the year and a half of the study into one semester and creating a class that is a composite drawn from seven classrooms over three semesters Although philosophers have had much to say about the affective domain Notes on the Heart is based for the most part on research from the social sciences Discussions of pedagogy while meant to have practical value are suggestive rather than prescriptive The goal is to help teachers see their practice in new way Teachers will be particularly interested in McLeod's discussion of teacher affect effect This section examines both the issue of the Pygmalion effect students becoming better because the teacher believes they are and perhaps the more common opposite the golem effect students becoming less capable because their teachers view them that way

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