

Rogertian Argument

What is a Rogertian Argument

While a traditional argument relies on proving a position and disproving the counterargument, the Rogertian style of argument emphasizes compromise between two sides on an issue. The following is a description of the elements of a Rogertian argument:

The Problem (Issue)

Begin your essay by describing the problem (issue) at hand. Unlike a traditional argument, you are not allowed to criticize the opposing viewpoint. Instead, you must give background on the problem without bias. In this or the next paragraph, you should also establish common ground between yourself and the opposition. In other words, point out the values both sides share or the outcomes both sides desire.

Opposition (or Reader's) Point of View

Next, describe the opposition's point of view fairly and accurately. Do not criticize the opposition's point of view, and do not use biased language. In this section, you might also demonstrate your fair-mindedness by showing under what circumstances the opposition's argument is valid.

The Writer's Point of View

Now, it's your chance to describe your point of view. Again, be sure to use neutral language. This section might also show under what circumstances your position is valid.

Compromise

Explain how the two sides (yours and the opposition's) can reach middle ground by compromising your positions, or explain how it would benefit the opposition to move at least in part toward your position. Show how your solution meets both sides' shared values and/or achieves their shared objectives (described in the introduction).

Remember these tips for writing a Rogertian argument:

- Do NOT use inflammatory or biased language.
- Do NOT criticize the opposition's point of view.
- Do NOT argue against the opposition in any way.
- Be as objective as possible.
- Avoid issues that you are so passionate about that you know you cannot be objective.
- Do research about what the opposition actually believes; do not rely on your own perceptions about what you think the opposition believes.

Research Paper Rogerian Argument

Thomas, Ursula



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Perspectives on Argument with APA Guidelines Nancy V. Wood, 2002-06 For freshman sophomore level writing courses that teach argumentation This combination rhetoric reader helps students develop strategies for critical reading critical thinking research and writing that will help them argue clearly and convincingly It teaches them to identify and develop arguments to read and form reactions and opinions of their own to analyze an audience to seek common ground and to use a wide realistic range of techniques to write argument papers that express their individual views and original perspectives on modern issues The Rhetoric portion includes clear explanations and examples of argument theory and reading and writing processes research and documentation skills and offers engaging class tested writing assignments and activities The Reader portion includes 75 reading selections covering seven broad issue areas and 18 more focused areas all of contemporary concern Unique chapters discuss student argument styles Rogerian argument and argument and literature

The Argument Handbook K. J. Peters, 2018-11-15 The Argument Handbook is a classroom text for first year composition that is designed to help students understand complex rhetorical situations and navigate the process of transforming private thoughts into persuasive public writing The book is organized around three key lenses of argumentation that help students focus on the practical challenges of persuasive writing invention audience and authority Its modular organization makes it easier for students to find what they need and easier for instructors to assign the content that fits their course

Perspectives on Argument Nancy V. Wood, 1998 This college text teaches students strategies for reading thinking and writing that they can use in all types of argument both inside and outside the classroom The author notes that modern arguments often encompass a variety of perspectives rather than a right or wrong position and do not always An Introduction to Advanced Academic Argumentative Writing Approach for High School and Undergraduate Students Dr Julius Nang Kum , An Introduction to the Advanced Academic Argumentative Writing Approach for High School and Undergraduate Students This long awaited textbook examines the knowledge making genre or the argumentative writing at the advanced stage It provides students with an insightful and a coherent picture of the academic argumentative essay which is a training tool for knowledge making for most convincing writings The book is divided into six chapters Chapter one highlights some key pragmatic features which are very necessary for most successful students in the academic world Chapter two focuses on the writing skills and some advantages of being a good writer The remaining chapters identify the actual definition of an academic argumentative writing and also highlight the components of the introduction section the body section and the conclusion section of the knowledge constructing genre The book would be appropriate as a training tool for the writing skills of many advanced and undergraduate students We hope that high school and undergraduate students would find the book very interesting and vital for their advanced argumentative writings and some related convincing writings in other fields

The Structure of Argument Annette T. Rottenberg, Donna Haisty Winchell, 2011-08-03 The Structure of Argument

covers critical thinking reading writing and research It is concise but thorough and presents everything students need in an affordable compact format The Structure of Argument includes questions exercises and writing assignments and a full semester s worth of readings Now presenting Aristotelian and Rogerian as well as Toulmin argument it includes many fresh readings and additional support for academic writing to help students stake their claim Its emphasis on Toulmin argument makes Structure highly teachable since the approach fits with the goals of the composition course An electronic edition is available at half the price of the print book *Reading and Writing Instruction in the Twenty-First Century* Ellen C.

Carillo,2021-08-02 Robert Scholes passed away on December 9 2016 leaving behind an intellectual legacy focused broadly on textuality Scholes s work had a significant impact on a range of fields including literary studies composition and rhetoric education media studies and the digital humanities among others In *Reading and Writing Instruction in the Twenty First Century* contemporary scholars explore and extend the continued relevance of Scholes s work for those in English and writing studies In this volume Scholes s scholarship is included alongside original essays providing a resource for those considering everything from the place of the English major in the twenty first century to best practices for helping students navigate misinformation and disinformation *Reading and Writing Instruction in the Twenty First Century* not only keeps Scholes s legacy alive but carries it on through a commitment in Scholes s 1998 own words to offer our students the cultural equipment they are going to need when they leave us Contributors Angela Christie Paul T Corrigan Lyn e Lewis Gaillet Doug Hesse Alice S Horning Emily J Isaacs Christopher La Casse Robert Lest n Kelsey McNiff Thomas P Miller Jessica Rivera Mueller Christian Smith Kenny Smith **Scholarly Publication in a Changing Academic Landscape: Models for**

Success Lynée Lewis Gaillet,Letizia Guglielmo,2014-06-23 More publication by contingent faculty Guglielmo and Gaillet contend enriches and deepens both the scholarly conversation and individual faculty s work as teacher scholars They provide a guide for scholars off the tenure track addressing the publication process step by step and showing its compatibility with teaching focused scholarship *Advocacy in Academia and the Role of Teacher Preparation Programs* Thomas,

Ursula,2017-09-13 Due to changes in funding and legislation educating as a career has become unstable It is imperative to establish a culture that values education in order to encourage pursuing and preserving the profession of teaching *Advocacy in Academia and the Role of Teacher Preparation Programs* is an essential reference source for the latest scholarly research on the need of support for students and faculty by examining policy student engagement professorial activism and integrated allied services Featuring extensive coverage on a broad range of topics such as student success specialty programs and service learning this publication is ideally designed for academicians researchers and practitioners seeking current research on issues of advocacy in education **Argument and Research** James D. Lester,1999 **Elements of Argument** Annette

T. Rottenberg,Donna Haisty Winchell,2011-08-03 *Elements of Argument* combines a thorough argument text on critical thinking reading writing and research with an extensive reader on both current and timeless controversial issues It presents

everything students need to analyze research and write arguments Elements of Argument covers Toulmin Aristotelian and Rogerian models of argument and has been thoroughly updated with current selections students will want to read It now includes additional support for academic writing making it a truly flexible classroom resource An electronic edition is available at half the price of the print book Read the preface

Writing Argumentative Essays Nancy V. Wood,1998 This argumentative rhetoric covers the many forms of argument includes illustrations and concludes with coverage of the research process it does not include the reader casebook from its parent text Perspectives on Argument 2 e

Tutoring Second Language Writers Shanti Bruce,Ben Rafoth,2016-03-01 Tutoring Second Language Writers a complete update of Bruce and Rafoth s 2009 ESL Writers is a guide for writing center tutors that addresses the growing need for tutors who are better prepared to work with the increasingly international population of students seeking guidance at the writing center Drawing upon philosopher John Dewey s belief in reflective thinking as a way to help build new knowledge the book is divided into four parts Part 1 Actions and Identities is about creating a proactive stance toward language difference thinking critically about labels and the mixed feelings students may have about learning English Part 2 Research Opportunities demonstrates writing center research projects and illustrates methods tutors can use to investigate their questions about writing center work Part 3 Words and Passages offers four personal stories of inquiry and discovery and Part 4 Academic Expectations describes some of the challenges tutors face when they try to help writers meet readers specific expectations Advancing the conversations tutors have with one another and their directors about tutoring second language writers and writing Tutoring Second Language Writers engages readers with current ideas and issues that highlight the excitement and challenge of working with those who speak English as a second or additional language Contributors include Jocelyn Amevuvor Rebecca Day Babcock Valerie M Balester Shanti Bruce Frankie Condon Michelle Cox Jennifer Craig Kevin Dvorak Paula Gillespie Glenn Hutchinson Pei Hsun Emma Liu Bobbi Olson Pimyupa W Praphan Ben Rafoth Jose L Reyes Medina Guibo Seong and Elizabeth Adelay Witherite

Writing, Reading, and Research Richard Veit,Christopher Gould,2006-03 Flexible and goal oriented this text integrates instruction in reading writing and research with topical interdisciplinary readings and concludes with a research handbook Writing Reading and Research thoroughly covers analytical reading paraphrasing summarizing and synthesizing skills essential for developing a research paper Each stage of the process is illustrated with examples of student and professional writing Unlike comparable books Writing Reading and Research leads off with two sample student papers in the early chapters giving students a clear idea of the final goal as they progress through each step of the research and writing process

Contemporary Composition Studies Edith Babin,Kimberly Harrison,1999-12-30 Composition studies is a rapidly growing and constantly changing field At present however graduate students new to the field and writing teachers who want to make new connections between theory and practice have little choice of current reference works that define key terms in composition studies and provide information

about the scholars and researchers who have shaped and are shaping the discipline This book supplies this information in an easily accessible format and places both scholars and terms in the context of the field's development Included are alphabetically arranged entries for 108 individuals who have developed the field and 128 terms central to the discipline The first part of the book provides entries for leaders in composition studies Each entry identifies the areas in which the scholar has contributed most influentially to the field and provides both a chronological overview of the person's contributions and a bibliography of representative works The second part includes entries for terms that are problematic both for newcomers and for those already familiar with the discipline The entries for the terms show how the disciplinary context has shaped the ways in which they have been used The entries also indicate how established thinkers in composition studies and other disciplines have explained or defined the terms provide examples of the terms in context and list scholars often associated with them An appendix includes entries for scholars from other disciplines who have contributed to the field

From Inquiry to Argument Linda McMeniman, 1999 How do lawyers construct closing arguments How do literary critics substantiate their original claims How do op ed writers convince others that their arguments are valid and credible The answers are clear Through inquiry research analysis and composition From Inquiry to Argument blends inquiry research and argument by interweaving a discussion of argumentation strategies with instruction in critical thinking and research skills and with writing tasks important to research and argument This book's approach gives readers a reason to research to find ideas and information for their arguments and also helps them build better arguments through analysis This book covers academic documentation in both MLA and APA styles while also addressing informal means of citation Numerous professional readings as well as nine writing samples expose readers to different types of writing and provide a base for primary research The coverage of argument addresses such related topics as critical thinking logic and fallacies and the appeals and presents Toulmin logic as a touchstone for the discussion of argument Lawyers business professionals instructors of critical reading and writing and anyone else involved with formal or informal persuasive writing and debating

Tracing the Impact of First-Year Writing Laura Wilder, 2024-11-15 Tracing the Impact of First Year Writing presents the results of a large scale longitudinal study of college writers that explores the impact of a required first year writing course with a comparative approach not previously available Over five years Laura Wilder conducted 143 interviews with and collected 774 pages of writing from 58 students half of whom had taken a new first year writing course and half who had not Wilder found that while in many ways the experiences of both groups are comparable demonstrating how students receive valuable educations in rhetoric and writing from a variety of sources beyond a first year writing course students who took the first year writing course were much more likely to identify as writers This identification supported students use of writing in powerfully generative and knowledge building ways that they carried with them long after the course into other appropriate contexts In contrast to previous longitudinal studies of college writers undertaken at institutions with high prestige and

resources Tracing the Impact of First Year Writing explores the role of writing at a regional public university and documents how students experiences with writing can be highly divergent across the curriculum and unequal across campuses Additionally this book includes the voices of students who do not identify as capable writers and have strongly negative emotional reactions to writing and writing instruction and adds empirical support to innovative calls in the field to transform the first year writing course into one that inspires students to reflectively consider writing itself *A Pedagogy of Possibility* Kay Halasek,1999 In a book that itself exemplifies the dialogic scholarship it proposes Kay Halasek reconceives composition studies from a Bakhtinian perspective focusing on both the discipline s theoretical assumptions and its pedagogies Framing her discussions at every level of the discipline theoretical historical pedagogical Halasek provides an overview of portions of the Bakhtinian canon relevant to composition studies explores the implications of Mikhail Bakhtin s work in the teaching of writing and for current debates about the role of theory in composition studies and provides a model of scholarship that strives to maintain dialogic balance between practice and theory between composition studies and Bakhtinian thought Halasek s study ranges broadly across the field of composition painting in wide strokes a new picture of the discipline focusing on the finer details of the rhetorical situation and teasing out the implications of Bakhtinian thought for classroom practice by examining the nature of critical reading and writing the efficacy and ethics of academic discourse student resistance and critical and conflict pedagogy The book ends by setting out a pedagogy of possibility what Halasek terms elsewhere a post critical pedagogy that redefines and redirects current discussions of home versus academic literacies and discourses *University of Michigan Official Publication* University of Michigan,1972 Each number is the catalogue of a specific school or college of the University **Instructor's Manual** Patrick Geary,Patricia O'Brien,Nancy Wood,2003-09 Resources in Education ,1998-10

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Table of Contents Research Paper Rogerian Argument

1. Understanding the eBook Research Paper Rogerian Argument
 - The Rise of Digital Reading Research Paper Rogerian Argument
 - Advantages of eBooks Over Traditional Books
2. Identifying Research Paper Rogerian Argument
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Research Paper Rogerian Argument
 - User-Friendly Interface
4. Exploring eBook Recommendations from Research Paper Rogerian Argument
 - Personalized Recommendations
 - Research Paper Rogerian Argument User Reviews and Ratings
 - Research Paper Rogerian Argument and Bestseller Lists
5. Accessing Research Paper Rogerian Argument Free and Paid eBooks

- Research Paper Rogerian Argument Public Domain eBooks
- Research Paper Rogerian Argument eBook Subscription Services
- Research Paper Rogerian Argument Budget-Friendly Options
- 6. Navigating Research Paper Rogerian Argument eBook Formats
 - ePub, PDF, MOBI, and More
 - Research Paper Rogerian Argument Compatibility with Devices
 - Research Paper Rogerian Argument Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Research Paper Rogerian Argument
 - Highlighting and Note-Taking Research Paper Rogerian Argument
 - Interactive Elements Research Paper Rogerian Argument
- 8. Staying Engaged with Research Paper Rogerian Argument
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Research Paper Rogerian Argument
- 9. Balancing eBooks and Physical Books Research Paper Rogerian Argument
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Research Paper Rogerian Argument
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Research Paper Rogerian Argument
 - Setting Reading Goals Research Paper Rogerian Argument
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Research Paper Rogerian Argument
 - Fact-Checking eBook Content of Research Paper Rogerian Argument
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development

- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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