OPEN RHETORIC: AN ALTERNATIVE TO COMPOSITION’S DOMINATE WRITING FORM

A Project

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by
Brittan Jonathon Planinz

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OPEN RHETORIC: AN ALTERNATIVE TO COMPOSITION’S DOMINATE WRITING FORM

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by

Brittan Jonathon Planinz

Approved by:

__________________________________, Committee Chair
Amy Heckathorn

___________________________________
Date
Student: Brittan Jonathon Planinz

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Doug Rice

Date

Department of English
Abstract

of

Open Rhetoric: An Alternative to Composition’s Dominant Form

by

Brittan Jonathon Planinz

In the 2016 academic year, I conducted archival research to develop a rhetoric that sought to offer an alternative to argumentative rhetoric in the field of composition. Over many months of research and writing, I developed a curriculum that supports a new rhetoric. This rhetoric also proposes a form for what a writing may look like in absence of argumentative structure. The curriculum itself focuses on developing metaphorical thinking, critical thinking, dimensional thinking, and creative thinking. In place of argumentative rhetoric, it draws from cooperative rhetoric which is based in the field of mediation and negotiation. The curriculum is presented in fourteen lessons that are complimented with weekly homework assignments and a formal essay assignment.

_______________________, Committee Chair
Amy Heckathorn

_______________________
Date
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Mom and Dad, I would like to thank you for your encouragement and love that you have given me over the years. This has been a long journey, and you have always been a there listen and encourage even when you had no idea what I was talking about. Thank you for everything.

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Chapter One: Cover Essay

My interest in this project began as an undergraduate in my *Topics in Composition* class where I first read published articles that discussed varying ideas within the field of composition. One such article, “Beyond Argument in Feminist Composition,” written by Catherine Lamb and published in 1991, was especially thought provoking. For the first time in my academic career, I was challenged to think about the dominant rhetoric used in composition to develop writing while at the same time discovering that other rhetorics had been developed and used by some writing instructors. These different forms of rhetoric moved away from argumentative writing. Argument, which will be defined and explained in coming chapters, is mostly taught in academia because of its effectiveness in message development and connection with critical thinking development. However, I learned through study that there are other forms of writing that are just as effective in delivering a message and developing critical thinking skills. These forms of writing are based not in argumentative writing, but rather they are based in writing that employs forms of negotiation and mediation which are sometimes referred to as cooperative writing. While alternatives to argumentation have been developed, they are practiced by few composition instructors. Believing that there is real value in forms of writing that focus on cooperative principles, I have focused this project on developing a rhetoric that is cooperative and moves away from principles of argument. This new rhetoric, which I have dubbed *open rhetoric*, has been designed to be just as effective in message development and in instilling critical thinking skills as the current dominant rhetoric of argument. In the coming chapters, this document will elaborate on open
rhetoric as I discuss my teaching philosophy, critical readings from my annotated bibliography that have helped develop this new rhetoric, and finally, the rhetoric itself. Each of these chapters will be briefly discussed in this first chapter.

The second chapter in this portfolio is my teaching philosophy. In this document, I discuss what practical application for cooperative, critical thinking, creative thinking, and process pedagogies in my classroom looks like by illustrating for the reader how my teaching practices take form. My teaching philosophy demonstrates my ability to theorize and practice different forms of writing classroom pedagogies. Examples of these can be seen throughout my document as I discuss what my classroom looks like, from the pedagogies that are taught, to how students are expected to engage in the material. My teaching philosophy also shows that I am still developing as an instructor, and I constantly practice new concepts that I learn or discuss with colleagues. While part of what I practice as an instructor may be in flux, there are some sure principles that are my foundation in a writing classroom. For instance, I believe that writing should be cooperative. This means that the lessons and writing assignments move away from argumentative writing and structure in favor of writing that uses concepts of negotiation and mediation. Being largely free of argument, however, is not dismissive of building strong critical thinking skills. My classroom stresses these skills in content and assignments. I believe that cooperative writing better reinforces critical thinking skills than argument does. Creative thinking is also an important component of my philosophy. Too often, students are expected to develop original ideas without having been given the tools to do so. Creative thinking works in conjunction with critical thinking and
challenges students to produce ideas that do not parallel what they have created before. Creative thinking is an important skill to develop in preparation to enter a workforce that is very volatile; today’s work place demands original ideas often at a fast pace.

My philosophy also discusses how my classroom focuses on process rather than product writing. I believe that perfection of a single product is much less important for students than them getting to know their writing space: what their processes are, and how those processes help them in a writing situation. I also stress the importance of reflection. I value reflection because it gives people opportunity to evaluate what they already know and to discover what they have not yet realized. This was a concept that I did not understand the value of until I joined the writing program at Sacramento State. It has now become an integral component of both my critical thinking and writing processes. Reflection can be a powerful tool if it is incorporated into class time and assignments, and it is a skill that I aim to pass on to my students. These ideas are explained in depth in my Teaching Philosophy, and they are a culmination of ideas that I have learned to value as a student and instructor. While it would be difficult to list everything that I value, these are what one could consider the core principles that guide me as an instructor.

Chapter three of my portfolio is my annotated bibliography. In this document, I present most of the works that have influenced the development of open rhetoric. These pieces range from research articles to full books. While I will save discussion about the texts and authors for the bibliography, I will discuss in general terms their usefulness here. The curriculum that I designed focusses on three areas of learning: critical thinking, dimensional thinking, and creative thinking. Critical thinking relies heavily on works that
discuss critical thinking curriculum and cognitive psychology, which discuss how the brain takes in information and how it reasons. It was through these texts that I could guarantee that open rhetoric is focused on developing better critical thinking skills. What I call dimensional thinking, trying to see a situation from many angles, is supported by principles from the field of negotiation and mediation. These principles have been adapted to writing and are real techniques that writers can use in their writing. Their focus is to look beyond positions that develop arguments by understanding the interests behind the positions that people take. Creative thinking, which I have come to learn is closely related to critical thinking, also manifests itself in principles adapted to writing. This section was the hardest to develop because there has not been much written about creative thinking, nor have there been many studies conducted to understand it. I found that the struggle with creative concepts is that they are very abstract, and presumably for that reason they are very underdeveloped. However, what has been written is both helpful and adaptable to writing. This will challenge students to think critically while developing their own ideas.

These sources that discuss major concepts have also helped me to consider how I might design material for students that speak a variety of English languages and dialects. Much of the critical thinking material I studied showed that learning is multifaceted; there are many activities that students need to engage in to ascertain knowledge. For example, a classroom should incorporate a variety of exercises that use visual, audial, kinesthetic, and vocal approaches in every lesson. This helps them to practice and internalize the information given during the class in many ways both individually and
with their peers. The critical thinking sources in this collection have influenced the design of my curriculum in Chapter Four which is beneficial to all students regardless of their mastery or dialect of English because they are not simply being lectured too, but they are taking an active role in their education.

Chapter three also covers what open rhetoric looks like. I use research on analogical thinking (the use of analogies and metaphors to understand foreign concepts) that discusses how people naturally use analogies and metaphors everyday. This research also discusses how novices (non experts in a field) are able to use this thinking just as well as experts. This positions analogical thinking well for use in open rhetoric by becoming the structure for pieces of writings. With the use of analogies and metaphors, people are able to draw on what they already know to share their message. Finally, the bibliography also lists articles that discuss concerns that have been published regarding the use of argument in a writing, and some of the voices that propose a move away from it. These voices have been instrumental in determining what open rhetoric should do, which occurs in part through analysis of what argument fails to do. All of this research, contained in books and articles, is at the foundation of the curriculum I have developed in this project.

Chapter four, the publishable document, is the final document in this portfolio. This document lays out the essence of what open rhetoric is by offering curriculum that is organized into fourteen lesson plans. This document is formatted after an instructional textbook for composition instructors. Its introduction discusses the inspiration for open rhetoric and why it is needed. It focuses on dispelling the notion held by some
composition instructors that argument is not the dominant rhetoric taught in writing classes, and also the notion that argument is the best mode of writing to teach critical thinking. It discusses in depth the principles of critical thinking, dimensional thinking, creative thinking, and use of metaphors that open rhetoric adheres to.

After the introduction, the curriculum is presented in a format of lesson plans. To help this new rhetoric be easily understood, it is important to be able to envision application. That is what each lesson plan strives to do. Each lesson plan is divided up into four sections: first there is a section that discusses the lesson’s focus, followed by a section that discusses the lesson’s principles, which leads to a section that illustrates classroom application, to finally the last section that discusses homework assignments. The focus section orients the reader to what the lesson is striving to help students understand. The principles section discusses the ideas behind the lesson’s design. They are the main ideas that students need to walk away with at the end of the lesson. The classroom application section brings the first two sections together in application for students. This section is meant to give instructors an idea of what open rhetoric looks like in practice. Many tables and figures have been developed for this section that reinforce the ideas of critical, dimensional, and creative thinking. The final section offers ideas for instructors on what kind of homework assignments to be given to reinforce the principles explained in class and give students practice writing. A works cited page ends the document so that readers can refer to works that are directly used in the text.

Aside from the development of open rhetoric and its supporting curriculum that is showcased in this chapter, this portion of the portfolio demonstrates my ability to conduct
research in Rhetoric and Composition using appropriate methods and methodological frameworks. I used an archival research methodology to develop my research which helped me to compose my research document from the unique perspective of both instructor and researcher.

This portfolio also demonstrates my ability to practice research in my field and engage in the writing process. Open rhetoric and its supporting curriculum is the culmination of months of work where many hours each day were devoted to its development. As I began to develop the curriculum, I often would engage in additional research as I would address unforeseen challenges. Each document in this project underwent multiple drafts—some of which look much different from the first. I would listen carefully to feedback from my supervising professor and address her concerns so that I could bring open rhetoric into its own form. This entire process has been beneficial to my evolution as both a writer and a researcher—qualities that I believe are tangible in this document and show my growth both as a researcher and instructor in the field of Composition.

This project is the result of countless hours of reflecting, researching, and writing over many years to finally come together in this portfolio. I am excited to present my work to you, the reader, for your consideration. The development of a new rhetoric has been a great challenge, and I do not consider this an end product but rather the start of an idea. I believe that this rhetoric can be further developed over time to become a more effective tool for student writers. I thank you for your time in reading this portfolio, and I ask that if you are an instructor of writing, that you consider trying open rhetoric in your
classroom. It is my hope that this portfolio is the beginning of an idea rather than an end.
And I, at least, plan to continue giving it application in a classroom setting. I would encourage any reader that is able to do the same.
Chapter Two: Teaching Philosophy

My philosophy on the practice of teaching composition, and what concepts I value, become more fluid with my growing experience both as a student and an instructor in the field. Because learning is constant endeavor, what I value as an instructor is always evolving. There are, however, some key concepts that are the foundation for the design of my class lessons, readings, writings, and activities that I develop and put into practice that are important in a composition classroom.

I strongly believe that writing should be cooperative; it should move away from argumentative rhetoric that is favored in writing classes. Generally speaking, compositional writing is currently a methodical process that forces students to develop linear thinking that culminates in a solution that is slanted to a particular line of reasoning. Composition should be exploratory and creative in the development of writing. To accomplish this end, concepts of mediation and negotiation, which look to reach success through cooperation rather than through proving the right path through methods of argumentation, should be included in classroom curriculum. These concepts help writing to move away from proving a point to really learning about a subject, which results in writing that is focused towards cooperative resolution.

Learning to break down texts, analyze sources and artifacts, and coherently link ideas is imperative in composition. The entire writing process, from developing a premise for a writing to finding credible sources, demands sharp critical thinking skills. The development of these skills happens in every stage of the writing process, and my class emphasizes ideas of problem posing, diagraming, mind mapping, metaphorical thinking,
building matrixes, and rhetorical analysis, in every stage of the writing process. This benefits the student by moving away from formulaic writing to earnest engagement in their topic.

Composition should embrace the practice of learning to think creatively, which is closely related to critical thinking. While creative thinking has structure, it is less restricting and methodical than traditional forms of writing. This is a double edge sword because while students will have some direction on what to do, it is not methodical and is largely developed through original work, which can take time. Students will be challenged to create original ideas and structures for their writing. They should look at other disciplines, and the world at large, for inspiration in their writing. This can be done through emphasizing principles of negotiation and mediation which asks students to look at the whole picture of a situation and develop solutions that are both agreeable and practical for all parties in a situation. This requires one to see the paradigm of all parties involved and imagine a new one in which they can all take a part. In short, students will need to learn to see beyond the surface paradigms they are presented to create new ones that will benefit the world around them.

In the concentration of composition, perfection of writing is not the most important focus. The focus for each student should be learning what their writing processes are. The idea of the writing process goes beyond the cyclical concept that is taught in composition to processes that are unique to each writer. It is through writing processes that students become familiar with how their thinking processes work when presented with vast amounts of information and a challenging situation. Through this,
they will begin to understand that they have processes which are unique to them. Throughout the semester, students will be given many writing opportunities, both in informal and formal essay form, to explore and develop their processes so that sitting down to write becomes more of a natural practice to them.

Finally, I value reflection because it is through introspective thought that learning occurs. It is through experience that many lessons are taught, so it is important to take the time to reflect on what has been done and what was learned as a result. Human beings reflect daily on concerns in which they are involved. It is not hard to learn to reflect, but the challenge is to help students learn to make the shift to reflecting about their academic endeavors. My classroom will have opportunities for low-stake writings that allow students to reflect about what they are learning in mini lessons, class activities, and essay writing. This will typically be accomplished in the form of a few minutes of free writing in-class, or short half-page reflections outside of class. I feel strongly that practicing reflection will help students to be more active and aware learners, which will hopefully translate into more successful students.

These values are at the heart of my classroom design. My mini lessons, in-class activities, homework assignments, and writing assignments all strive to employ these concepts and practices in one form or another. While time is limited, it takes time to develop these skills. My course design will not overburden students so that their focus is on the quality of the work rather than the quantity. It is my aim to create learning situations where students are active in their education and want to practice valuable skills
that will not only help them in their life, but also help to transform the community they live in through better cognitive skills.
Chapter Three: Annotated Bibliography

This collection of sources represents the foundation of experts and knowledge from which my project has drawn. Each source has contributed to the development of this new rhetoric; some explicitly, as is seen in the final chapter of this portfolio, and others implicitly, which are responsible for influencing the design of the curriculum and rhetoric. Some of these sources could be considered ‘the seed sources’—their voices opened my mind to new ideas that caused me to undergo a major paradigm shift in how I view academia’s dominant form of writing. It was these sources that convinced me that not only is there a need for a new rhetoric, but also there is value in it. Other sources in this collection influenced the structure of the curriculum that develops open rhetoric.

When determining what a piece of writing should look like in absence of argument, I discovered a field of study that explores how people use metaphorical thinking to reconcile what they do not understand with that of what they do understand. These studies were influential in giving form to writing in the curriculum. For the sources used to develop critical thinking, they covered concrete ideas that can be clearly seen in lesson plans to abstract ideas that were applied to in-class activities and homework assignments.

Some sources contributed strictly to the content of the curriculum through concepts of mediation, negotiation, and creative thinking. It was these sources that helped to define what the rhetoric should look like in a movement away from argumentative writing.


Christopher Bearman and his colleagues studied the use of analogies among two groups of people: novices (undergraduates) and experts (post-doctoral individuals). While studies have been conducted that look at how groups and individuals employ the use of analogies in lab settings, Bearman looks at how people use analogies in natural settings. He finds that novices use analogies in the same way as experts. While the novices may not be as familiar with their domain (their respective fields that require problem solving situations) they do draw from what they know outside their domain to make connections with the analogy in their domain. Experts, because of their time in their field, are able to draw within their domain to make connections with domain related analogies. In short, Bearman’s study shows that regardless of experience, people frequently use analogies to understand situations and challenges that are put before them.

This research helped to develop the idea of utilizing analogies and metaphors in open rhetoric. It agrees with Diane Halpern who ties the use of metaphors and analogies to critical thinking. Bearman’s study supports open rhetoric’s use of analogical reasoning because it is intuitive, frequently employed in problem solving and task oriented situations, and makes strong cognitive connections with situations that can be drawn on later when one is faced with a new task or challenge. The use of analogical reasoning in open rhetoric is effective because it is natural, and its effects are lasting and can be used to build on for future situations that individuals will encounter.

Bridwell-Bowles discusses the problems with argumentative writing and the struggle to move away from the dominant form. She writes from a feminist perspective of composition and reflects on the struggles she has seen among her students as she challenges them to engage in what she calls experimental writing. She notes that other theorists in composition, such as Adrienne Rich, called for new writing forms that were reflective of cognitive processes and social construction. But she adds that “…as long as our language remains inadequate, our vision remains formless, our thinking and feeling are still running in the old cycles, our processes may be revolutionary, but not transformative” (294). This begs the question, what makes writing transformative? Bridwell-Bowles surmises that for writing to be transformative, it must cross disciplines. It must also have more personal voice, expanded use of metaphor, and a less rigid methodological framework (295). These are qualities of writing that she does not see reflected in argumentative writing.

The essay examples of writing that Bridwell-Bowles describes are not necessarily a reflection of writing in open rhetoric, however, the fundamentals of her ideas were influential in its development. Personal voice derives from personal experience. It is this experience that lends a voice and contributes to making open rhetoric cross disciplinary. It is through personal experience that writers can look to the world around them—in particular the world they are familiar with—and look for inspiration and form for their writing. The idea of expanding metaphors becomes a critical component of open rhetoric because it is what gives the writing its form. Because its framework draws off of personal experience and use of metaphors, open rhetoric does not follow a rigid structure that must
be applied properly to every writing. This puts more emphasis on what the writer is trying
to convey because the framework is specifically designed to fit the message.


Chapter six in Blair’s book discusses how he brokered peace in Northern Ireland
when he was British Prime Minister. This is an incredible feat that was accomplished in a
short amount of time when one considers that Ireland had been at war for generations,
and each side was heavily invested in their positions. To move beyond the polarization
that was costing lives and money, Blair turned to principles of mediation and negotiation
to bring about a path to peace. In particular, he discusses ten principles that aided in the
process and ultimately delivered peace: resolution must be based on a framework of
agreed principles, resolution requires intense focus, small things are big things, be
creative, conflict will not be resolved by arguing parties alone, resolution is a journey and
will take time, the path on the journey will be deliberately interrupted, leaders matter,
external circumstances must militate in favor of, not against, peace, and finally, never
give up. For each of these principles, Blair details the struggles and perspectives of both
sides, the challenge of being the mediator to work through obstacles, and how each party
slowly turned their focus from what was best for themselves to what was best for each
other.

Much of the writing that takes place is generally in response to something that
requires a position be taken or a reaction to a position. Argumentative rhetoric is well
suited for positional writing, but open rhetoric contends that while it may be popular
writing, it is not always successful writing. Because writing situations at times will be
polarizing and divisive, it is useful to learn to deal with these situations effectively in the absence of argumentative writing. Principles of mediation help to maneuver around principles of argumentation when they are employed. They also help to change the mode of the conversation so that it becomes solution based rather than position based. Concepts of mediation play important roles in open rhetoric and how it interacts with situations that are dominated by argumentative reasoning.


Todd DeStigter addresses the idea of argument in composition writing classes and how it has become the dominant form of writing in education. Because argumentative rhetoric can be associated with having varying degrees of depth, he offers a definition for what argumentative rhetoric is, “…an artifact or genre characterized by a contested claim supported by evidence and warrants that adhere to commonly accepted standards of reason” (13). DeStigter then addresses a notion some composition instructors hold that argument is not the dominant form of rhetoric in academia. Indeed, he asserts that it is not only dominate in colleges and universities, but also high schools. He then looks at the effectiveness of argumentative rhetoric. While proponents insist that it gives voice to individuals and is a critical part of our democracy that helps individuals to advance within it, DeStigter finds that there is little evidence of these claims coming to fulfillment for the masses. This article puts to rest such claims proponents of argument use to perpetuate the rhetoric.
DeStigter offers some support for open rhetoric. His definition has been a guide for this project because it is not too broad as those who might argue that everything is an argument, and not too narrow to exclude much of academic writing. This project can move forward having a clear definition of what argumentative writing is and what its parameters are. He also addresses the prevalence of argumentative writing in academia. Some argue that composition does not favor argumentative rhetoric, but DeStigter dispels this notion by showing that not only is it dominate in the university, but also in high schools. This supports my project’s claim that argumentative rhetoric is pushed and preferred in institutions of education. His also posits that this is done because argumentative rhetoric is so strongly tied to critical thinking. Open rhetoric offers an alternative perspective of critical thinking and how it is developed in a writing class that can be far more effective than what the traditional argument offers. While DeStigter does not advocate dropping argument in composition, his work calls into question its efficacy. Argument does not hold a monopoly on critical thinking. In fact, there is little evidence that shows successfully acquired critical thinking skills to be tied so wholly to argumentative rhetoric. This article helps build the case for open rhetoric because argument is underwhelming on what it promises to deliver.

Kevin Dunbar’s study looks at how analogical reasoning varies from the laboratory to outside the laboratory in real life situations. He found that in lab settings, when subjects were given a prepared problem and analogy, subjects employed analogical reasoning superficially. But when subjects were in their natural environment, they engaged in higher order thinking and focused on structural aspects of analogies. Dunbar concluded that the reason for this was that subjects were able to generate the analogies themselves. It would seem that analogies generated by individuals rather than analogies provided by others required the subject to engage in deeper analytical thinking, such as analogical structure, which does not happen if an analogy is simply given. In addition, a subject’s natural setting gives them a vast bank of information to draw from, something that does not exist in prepared analogies in the lab.

This study demonstrates the perfect fit that analogical reasoning is for open rhetoric. Students could draw from their own fields of study or domains of experience. When doing this, they will be able to engage in higher order reasoning rather than superficial reasoning. The use of analogical reasoning frees students from formulated writing that is not natural to them and empowers them to engage in critical thinking. Dunbar’s study indicates that students will adapt quickly to open rhetoric, and they will make powerful connections with what they know and the task they are given because it uses the concepts of metaphorical and analogical thinking as a base for essay development. Students will develop the framework for writing from what they know, rather than having to form their thoughts to a single structure that never changes.

*Contemporary Perspectives on Rhetoric* gives a spread of the major work by contemporary rhetoricians including I. A. Richards, Richard Weaver, Stephen Toulmin, Michel Foucault, and Kenneth Burke to name a few. Each rhetorician is addressed in their own chapter, and their concepts of rhetoric are laid out. Some rhetoricians offer valuable perspectives on the role of rhetoric. For example, I. A. Richards states that “A new rhetoric must be viewed and studied as holding a central place in the order of knowledge; it should not be seen as a discipline that is peripheral or irrelevant to other studies” (31). This is a helpful guideline for any “new” rhetoric that is developed. Other rhetoricians discuss ideas that are important to rhetoric. Michel Foucault discusses the concept of power in rhetoric: what it is, and what makes it impactful. Foucault asserts that power “operates as a creative force—one that facilitates, produces, and increases qualities and conditions” (225). These two ideas are representative of what this collection offers, and its usefulness to understanding and creating rhetoric.

The development of a new rhetoric can be daunting. So much has been written and taught by rhetoricians that it is important to have a basic understanding of contemporary rhetoric. Understanding the different perspectives on rhetoric and their composition has been helpful in the design of open rhetoric. For example, the idea that a rhetoric needs to be relevant in all studies has been adopted into open rhetoric. In chapter four, it will be explained how open rhetoric is applied to all disciplines and not just the field of composition. It is my hope that students who are in different fields, and who may
undervalue the importance of writing well, will find value in it because it is not a rhetoric designed for those majoring in writing, but can be useful to everyone. Rhetoricians also touched on the idea of creativity—a core concept in open rhetoric. The idea of creativity is cross disciplinary, and in open rhetoric it works in conjunction with critical thinking and learning to understand a situation so that one can see the whole picture rather than just a narrow strip of it. It challenges writers to look at every writing with a fresh perspective rather than falling back into a predictable technique in design and format.


Roger Fisher and William Ury of the Harvard Negotiation Project discuss four principles of negotiation that help in resolving conflict: separate the people from the problem, focus on interests and not positions, invent options for mutual gain, and insist on using objective criteria. These concepts help to people to think through polarizing situations where people are tempted to respond emotionally because they hold a vested position. But more powerful than the position that one holds is the interest that drove them to their position in the first place. Fisher and Ury show their reader how to not fall into the trap of firmly holding a position but instead focus on the ideas of interests and mutual gain. This is where the resolution is and where paths to cooperative outcomes can be developed.

These principles can be synthesized in composition either in a new essay structure or as a guide to inform student writing. Focusing on interests moves away from argument and moves the discussion towards progress for all parties involved. Open rhetoric moves
beyond positions and focuses on the interests of the situation. The curriculum of this project spends a portion of its lessons focusing on interests. It uses real life examples that ask students to look beyond positions and to develop plans based on real interests. These lessons move away from the linear thinking of argument, and they inform students on how to change the navigation of a conversation that is based on linear thinking. Fisher and Ury’s work is important to this rhetoric because there needs to be alternatives to argumentative methods, which most writers employ in their writing. Their principles of negotiation set the groundwork for developing the alternative.


Sally Gearheat examines concepts of public discourse. In particular, she addresses the art of persuasion. Because persuasion is used in a way to change minds, she argues that it is a violent act. When persuasion is used, it is done so in an attempt to force a party with different reasoning to change their ideas and align with what is being argued. Something is being forced on them—for better or for worse.

Gearheat’s reasoning raises an important point and presents a challenge to open rhetoric: how does one communicate without persuasion and still be effective? The answer is simply that open rhetoric focuses on cooperative communication by focusing on interests and not positions. This changes composition from focusing on ideas that require submission, to emphasizing writing that develops paths to success that are agreeable to all parties. While this idea is not perfectly free from persuasion, it is a start to moving away from the violence that argumentative rhetoric uses to meet an end.

Malcolm Gladwell address important concepts of perception and power using the story of David vs. Goliath to introduce them. His overall premise is that it was David, not Goliath, that held the advantage in fight. David had spent years killing beasts with his sling, while Goliath had spent years in hand-to-hand combat. David could defeat Goliath at a distance using a high speed projectile weapon, yet for years the story has always been told that David was the underdog. But if David was so deadly with his sling at a distance, why was he considered the underdog? His book details examples of so called underdogs that saw success in part because of how they were underestimated. This begins a conversation about how power is perceived and what power is. This is not a philosophical question, but one that can have real consequence on individuals. Gladwell challenges his reader to conceptualize the idea of power differently.

Gladwell’s concepts of perception and power are applied in open rhetoric through problem posing in specific lessons. It helps writers to understand their writing situation better, and it asks writers to be introspective about why they believe something they do. It asks how one has been led to believe in something the way that they do. These lessons seek to teach students to learn to question their perceptions to gain more insight to something that will broaden their view of how they see the subject they are studying. After examining perceptions, these principles turn to the focus of power. Power comes in many different forms and often the positions that people may try to make come from positions of *perceived* power. When we enter a conversation, particularly one where we
might be making a proposal or voicing opposition, we need to consider the concept of power: where it lies, how it is given, why people that have it are perceived as having it, and how much of it do we have. Students are taught to familiarize themselves with the power dynamic in each case so they can recognize David when they see him, or even become David when the situation warrants.


Malcolm Gladwell discusses the law of the few, and a principle within the law that he calls *stickiness*. Stickiness is how people in many industries have made their products stick with consumers or audience. Some of the examples that Gladwell uses are complex, and others are simple, but the results are always the same. If the message or product stuck, it was a success. This should not be confused with a ‘hook’ which gets and keeps peoples’ attention. Instead, stickiness is what moves people to action; it is the single element in a work that motivates members of an audience to be proactive in reacting to the given message.

Gladwell’s principle is applied to lessons in open rhetoric that stress creative thinking. If open rhetoric is to move away from persuasion as traditionally practiced, how can it get people to be proactive from a piece of writing? The stickiness principle helps to remedy this problem. People should *feel* motivated to act, rather than being *coerced* into action. As his book illustrates, stickiness is original in each case. Sometimes it is simple, other times it a complex undertaking. In either case, it motivates people action. Like any idea, stickiness begins in the abstract, but can become an idea that is developed in some
form for writing. By exploring this concept, students will begin to learn how to motivate their audience in the absence of traditional persuasive skills.


Diane Halpern offers ideas that activate students’ minds by challenging preconceptions, problem posing, and kinesthetic work. She breaks down what critical thinking is, how it can be taught, and what is most important to focus on. All of this culminates in learning that helps students to see and work through the depth and complexity of their study. In her introductory chapter, she states that “Good thinkers are motivated and willing to exert conscious effort needed to work in a planful manner, to check for accuracy, to gather information, and to persist when the solution is not obvious or requires several steps” (20). Throughout her book, Halpern focuses on concepts that are driven through process. Critical thinking is something that takes time through careful and thorough analysis. She offers many strategies that range from conceptual ideas to diagram development as tools to help students learn to develop their critical thinking skills.

These qualities of critical thinking have been developed into the curriculum so that students are challenged to grow their skills and not rely on quick thinking. It would be a challenge for students to work their way through the curriculum without taking the time to work through the exercises and tables that have been developed. Halpern’s book was key in the development of the assignments and the tables that help students to dissect
and evaluate the information that they come across in a writing situation. Using Halpern’s book as a guide, critical thinking was developed as an important base for open rhetoric.


Daniel Kahneman’s book *Thinking, Fast and Slow* offers important information in how human brains operate. Over decades of study, he has broken the thinking process down to two systems: System 1 and System 2. System 1 makes split second decisions based on what he calls intuition. System 2 takes deliberate time to make decisions that are based on reason. Its thinking is much slower, and as a result System 1 is the default system for much of the thinking that humans engage in because of the limiting factor of time and the increase in energy needed to think. The two systems do interact together and are not always separate. If impressions, intuitions, or feelings from System 1 are endorsed by System 2 then these impressions, intuitions, or feelings will turn into beliefs and voluntary actions of System 1 unless revisited and reevaluated by System 2 (24-25).

While Kahneman makes many important points about how the brain thinks, and how both systems can be trained, this basic concept of the two systems is important because it brings out two points: first, the brain will naturally want to think fast in any situation—put another way, the brain will not reason if it can get away with it. And second, thinking slowly must be deliberately taught to the brain over time. Since System 2 is responsible for critical thinking, it needs to be instructed how to think critically so that in a writing situation System 1 can be resisted.
His work has greatly influenced this project in the form of curriculum design. The curriculum requires students use their System 2 when thinking. The exercises and predesigned tables are intended for slow thinking—thinking that requires students to take their time in research analysis and essay design. It uses problem posing to probe into complex situations so that students have practice developing ideas when a situation seems a lost cause. While the curriculum does not outright teach what System 2 is, the essence of System 2 thinking has been built in to the project.


Kuypers’ book covers a brief, but detailed history of rhetoric and rhetorical analysis. He discusses the origins of rhetoric and how it advanced over its long history. Throughout the text, sample essays provide models for writing criticism. It covers traditional modes of rhetorical criticism and presents rhetorical perspectives such as close-textual analysis, framing analysis, ideographic criticism, concept oriented criticism, and critical rhetoric, as well as better known criticisms like metaphor, narrative, feminism, and traditional. The complexity of these methods are laid out and analyzed. His rhetorical perspectives and criticisms illustrate what rhetoric can look like in theory and practice.

His work has informed this project by his history of rhetoric and detailing modern rhetoric. He shows how a rhetoric can be specifically applied to certain groups and situations. His book contributes to open rhetoric by demonstrating that rhetoric can and does take many forms, which can range from simple to complex. Each rhetorical method
he presents is different and can function in multiple ways to fit the need of the communicator. A development of such a rhetoric is what open rhetoric strives to achieve by being unique in its design while being effective in its purpose at the same time. Kuypers’ book helps this development by showing the variety of forms rhetoric can take.


Catherine Lamb makes a case for moving away from argumentative rhetoric in composition towards something non oppressive. She addresses the problems of argumentation and refers to it as a “monologic” way of thinking. The use of the term monologic refers to the notion of argument in writing; that is, what we want comes first, and we use the available means of persuasion to get it, that we may acknowledge the others side’s position but only to refute it. (13). She finds that the problem with this sort of rhetoric is that it narrows the vision of a lens for those that use it, and that it is used as a method of oppression. Of this form of writing she states that, “As a culture, we learn much more about how to repress or ignore conflict than how to live with and transform it” (18). The problem with monologic thinking is that it can polarize situations and that it fails to transform them because it forces a divide rather than cooperative solution. She follows up on these ideas by urging the use of mediation and negotiation in composition, which can accomplish what argument fails to do: deconstruct the traditional binary of X vs. Y and focus on solutions that are more inclusive.

Lamb’s article, the original inspiration for this project, proposes some ideas that are fundamental to open rhetoric: first, the rhetoric moves away from monologic
argument; it is not acceptable to simply develop a thesis and employ techniques of persuasion to convince an audience to an end that the author deems favorable. Second, the rhetoric has footing in principles of mediation, which circumvent tactics of argument and seek an end through cooperation. Third, it looks to the future by avoiding positions and focusing on interests and mutual gain. Fourth, it nurtures multiple opportunities for success rather than a single focus of a thesis. And finally, it seeks to bring people together because it does not suppose through its structure that one party is more privileged than the other. Lamb’s ideas have influenced this project greatly and they are at the core of what open rhetoric is.


Devoney Looser talks in depth about different perspectives within feminist composition theory. She discusses their qualities both to students being instructed in that theory and the field of composition. After elaborating on the effects of feminist composition, she turns her attention to analyzing why these forms of writing have remained in use only by feminist instructors. She is critical of instructors that insist on having an exclusive category in teaching their writing, rather than pushing for it to go mainstream. Looser surmises that, “Feminist power must be ‘mutually enabling’ and that feminist composition theory must be cooperative and collaborative” (62). In essence, she is stating that feminist composition needs to be available to everyone. Looser concludes her article by discussing the need to not reject ideas that are not inclusive to just women. She is in
fact suggesting that anyone can be a feminist and that it is time for such ideas to reach a broader audience.

Looser’s ideas are embedded in open rhetoric. It seeks to move away from argumentative thinking that privileges the patriarchy. Currently, all ideas are not privileged equally, or even somewhat close to it, because of the dynamics of power in academia’s dominant writing form. Open rhetoric seeks to be mutually enabling by breaking down the power dynamics. It disposes of the idea of a “correct” or “strongest” argument. It allows people to use their life experience and knowledge in the very structure of their writing. It is also cooperative because it seeks create an ongoing discussion that meets a satisfactory conclusion for everyone. It does what Looser had encouraged her audience to do by eliminating the need for factions within composition so that not only students can benefit but the field as well.
Chapter Four: Publishable Document

Open Rhetoric: Moving Away from Composition’s Dominate Form

Late in my undergraduate work, I read the essay “Beyond Argument in Feminist Composition” by Catherine Lamb that was published in the early 1990s. In her article, Lamb questions the dominate mode of writing not only in composition, but in the education system itself. She takes to task the idea that argumentation is the only form of writing best suited to teach critical thinking skills, and she criticizes how linear the model of the dominate writing method is. I found this article intriguing at the time, and I would come across it again later in my graduate studies. I explored deeper in the branch of feminist composition instructors and found that some had been struggling for decades to move composition away from the dominate form of rhetoric taught in academia.

Lillian Bridwell-Bowles in her article “Discourse and Diversity: Experimental Writing Within the Academy” discusses the need for leaving traditional rhetoric because “our language and our written texts represent our visions of our culture, and we need new processes and forms if we are to express ways of thinking that have been outside the dominate culture” (294). Bridwell-Bowles points to the crux of the problem as I see it: the dominate form of rhetoric taught in composition classes, which is argumentative rhetoric, was put in place by a patriarchal society which upholds principles of exclusion in cases of class, race, ethnicity, gender, sexual orientation. Bridwell-Bowles goes on to discuss fundamental problems with argumentative rhetoric: first that it is “based on revealing a single truth (a thesis),” and second, that the use of persuasion “run[s] counter to new theories of socially constructed knowledge and social change” (295).
Argumentative rhetoric is concerned with proving a point and making someone or something subordinate to the point being argued. While this rhetoric may be useful in certain situations, one must ask how it can possibly fit the needs of all writing situations? If knowledge is socially constructed, then the choice of argumentative rhetoric as a tool in writing is too narrow for many writing situations because it is designed to drive towards a very specific end that typically favors the party that developed it, and also it is too liberally applied to most writing situations because not every situation is an argument. This project seeks to develop a new rhetoric that could be used as an alternative to argument, or at least taught in conjunction with argument in first year composition (FYC) classes. To develop a new rhetoric, I will refer to the rhetorician I. A. Richards who writes “A new rhetoric must be viewed and studied as holding a central place in the order of knowledge; it should not be seen as a discipline that is peripheral or irrelevant to other studies” (Foss 31). This is a helpful guideline for the development of a new rhetoric as my goal in this project has been to develop a rhetoric that is useful and applicable to all disciplines.

But if an alternative writing rhetoric is to be offered, what does it look like? Many within composition have been critical of those who propose new forms of writing. Some have even gone so far as to tie all discourse to argumentative rhetoric. Though I would suggest it is not enough to say that everything is an argument just because there may be a desired end to one’s reason for writing. For the purposes of this project, I would like to put fourth, and adhere to, a definition of what argument is as defined by Todd DeStigter in his article “On the Ascendance of Argument: A Critique of the Assumptions of
Academe’s Dominant Form.” DeStigter defines an argument as “an artifact or genre characterized by a contested claim supported by evidence and warrants that adhere to commonly accepted standards of reason” (13). This definition is helpful because it narrows the focus from “everything is an argument” to what an argument as an artifact would consist of, and it describes adequately much of the sort of writing that takes place in academia. This definition will help the conversation to keep sight of what argument is, and what an alternative rhetoric is not.

Although the case for developing new rhetoric beyond the patriarchal form of writing is well articulated, it has had little movement forward outside of the branch of feminist composition because as Bridwell-Bowles writes “Any departure from the norm is accompanied by fear” (297). It is to these fears that this projects speaks. What does an alternative rhetoric look like? How is it taught? What is taught? I have spent months pondering, brainstorming, and writing, so that I could possibly answer these questions and give the new writing some kind of solid form. I suspect that one major reason why there has been a lack of movement away from argumentative rhetoric is because there has not been a clear idea of what an alternative is. This project seeks to become a guide that proposes a form for what an alternate rhetoric could look like, and what the fundamental concepts are that help give it form.

I will refer to the rhetoric that I have developed as open rhetoric. I chose this term because I was careful to develop a form of writing which sought to avoid being “linear” and “monologic” (Lamb 13). This rhetoric relies heavily on understanding the world that exists by seeking to see the whole picture of any given situation. It relies on creativity
and moves away from formulaic writing on which argument depends. It is welcoming to everyone who wants to participate in a *conversation*. Because much of the writing we do is in response to something, or suggestive to an action, many of the roots of open rhetoric derive from the field of mediation and negotiation where principles of working towards a cooperative end are taught. It also draws heavily from the field of cognitive psychology where curriculum has been designed with the understanding of how the brain works and how critical thinking is developed. Additionally, it relies on principles of creativity so that students learn to be critical and creative thinkers at the same time. From these fields, open rhetoric, in its current form, is defined by four major areas: understanding and using metaphors, critical thinking, seeing the whole picture or what I am calling dimensional thinking, and creative thinking. It is these four pillars that currently support open rhetoric in this exploratory stage. I will now discuss these pillars in some detail so that you may understand their place in the curriculum design.

**Metaphorical Thinking**

In this work, I would like to propose a form for what the structure of a piece of writing would look like in the absence of a typical argumentative structure. Critics of my work have expressed concern that taking away the components of argument which structure traditional essay writing: introduction with a driving thesis, body paragraphs with claims and evidence, concluding paragraphs that call to action and tie back into the thesis, would leave the writer and the reader with uncertainty of how a paper should be developed. These concerns are addressed and satisfied in open rhetoric. I propose that the basis of form comes mainly from the use of metaphorical thinking. A metaphor can be
defined as a thing that is representative or symbolic of something else. In the case of open rhetoric, metaphors are used to become the organization for how a paper should be structured. This is explained in detail in lessons two through four; however, the idea behind the use of metaphors is that people can look at something they are familiar with and develop a writing structure for them to follow. For the sake of example, in this text, I will use the cycle of respiration to develop a structure for a writing that explores the topic of legalizing cannabis. It also uses the life cycle of a T4 bacteriophage as a structure for exploring the topic of switching from fossil fuels to renewable energy. It uses the life cycle of an angiosperm to structure a paper that explores solutions to illegal immigration. In each of these cases, the cycle is broken down into steps, labeled, applied to a writing topic, and becomes the base of an outline for a paper. It is the metaphor that structures the message for the benefit of the writer.

The decision to utilize concepts of metaphorical thinking derived from Christopher Bearman, who wrote "The Structure and Function of Spontaneous Analogising in Domain-based Problem Solving," and Kevin Dunbar, who wrote "The Analogical Paradox: Why Analogy Is So Easy in Naturalistic Settings Yet so Difficult in the Psychological Laboratory." Both researchers looked at the ways that people use metaphorical thinking in their lives. Bearman studied people in a professional atmosphere and divided the group into two groups: novices (undergraduates) and experts (post doctoral individuals). He looked at how people used metaphors in natural settings. He found that novices used metaphorical thinking in the same way as experts. While the novices were not as familiar with their domain (their respective fields that require
problem solving), they did draw from what they knew outside their domain to make metaphorical connections with their domain. Experts, because of their time in their field, were able to draw within their domain to make connections with domain related metaphors (276). Bearman’s study illustrated that, regardless of experience, people frequently use metaphors to understand situations and challenges that are put before them.

Dunbar’s study looked at how metaphorical reasoning varied from within the laboratory to outside the laboratory in real life situations. He found that when subjects were in their natural environment, they engaged in higher order thinking (critical thinking and analysis) and focused on structural aspects of metaphorical thinking. Dunbar concludes that the reason for this is that subjects were able to generate the metaphors themselves (5). It would seem that self generated metaphors, rather than pre-assigned metaphors, require the subject to engage in deeper analytical thinking, such as metaphorical structure, which does not happen if a metaphor is simply given. In addition, the subject’s natural setting gives them a vast bank of information to draw from, something that does not exist in prepared metaphors in the lab. Both of these studies illustrate that people are naturally wired to think metaphorically when processing information. And, regardless of their experience in a particular field, they are equally matched in their ability to use metaphors. Because of their proficiency developed from years of practice, using metaphorical thinking to structure a paper taps into a natural ability.
Using metaphors as the basis of structure, which can vary in complexity as will be seen later, truly moves away from the concept of the five paragraph essay and formulaic writing. Instead of having a carefully crafted thesis that drives a writing, metaphors allow a message to arise throughout the paper. So, while the reader may not have a perfectly clear idea what end the writer is aiming to discuss in the first paragraph, it should become evident by the paper’s end. I believe that this form will put more emphasis on the content rather than the mechanics of writing. It also gives the writer more time in exploration of content than they normally are given by thesis-driven essays because open rhetoric moves away from formulaic writing by using metaphors.

Another great benefit of using metaphors for structure is that anyone in any discipline can apply something they see or are familiar with to writing: it is challenging and offers many forms for the various works that they might compose. Because it lends itself so readily to any discipline, I want to stress here that the metaphor is for the writer’s benefit—the audience will never literally see it in the essay. It is not used in the text of the writing, but its purpose is to aid the writer in discovering how to best structure the message they want to give. I mention this because writing instructors may not fully understand the metaphors their students’ draw from, but that is not the point. The goal is to get students to develop form through their use of metaphorical thinking. As will be seen in the relevant lessons that demonstrate this, I have used systems that I am familiar with and which make sense to me. Instructors may struggle with them unless they too are familiar with them, but they will be able to see how metaphors are developed and can develop their own to illustrate the idea to their students if need be. The principle to
understand is that students should draw from what they know—even if the instructor does not understand the nuances of the metaphor being used.

In short, open rhetoric has form, but it is chosen by the author—the person best suited to determine how to deliver their message to either begin a conversation or join an existing one. While we cannot say for certain what a person’s writing will look like at the final product, we do have a general idea of what the final product will look like. Through open rhetoric, one’s writing truly becomes their own because it is original work from the ground up.

**Critical Thinking**

Critical thinking is paramount to being successful in academia and life otherwise. Sharp cognitive awareness helps us dissect what is being presented to us and why; it helps us recognize logical fallacies, understand research completed by our peers, and develop our own thoughts in order to present them in a composition. Being able to think and understand cannot be underscored enough. One reason that I have heard offered up from writing instructors for sticking with argumentative rhetoric is that it instills critical thinking skills (B Planinz). While this may be true, critical thinking is taught in many disciplines without the crux of argument; critical thinking is not dependent on argumentative rhetoric within composition; however, it is a very important part of higher education and deserves adequate attention. While there is not a “section” for critical thinking tools in the curriculum, the important ideas of critical thinking are developed into lesson plans and assignments both in class and outside of class. Students will constantly be challenged to think critically because the material demands it of them.
In open rhetoric, critical thinking is a pillar because the teaching of deliberate analysis needs to be given proper attention in composition studies. Daniel Kahneman, in his book *Thinking, Fast and Slow*, offers important information on how the brain of human beings operates. Over decades of study, he has broken the thinking process down into two systems: System 1 and System 2. System 1 makes split second decisions based on what he calls intuition. System 2 takes deliberate time to makes decisions that are based on reason. Its thinking is much slower, and, as a result, System 1 is the default system for much of the thinking that humans engage in because of the limiting factor of time and the increase in energy needed to think (24). The two systems do interact together and are not always separate. If impressions, intuitions, or feelings from System 1 are endorsed by System 2, then these impressions, intuitions, or feelings will turn into beliefs and voluntary actions of System 1 unless revisited and reevaluated by System 2 (25). While Kahneman makes many important points about how the brain thinks, and how both systems can be trained, this basic concept of the two systems is important because it brings out two points: first that the brain will naturally want to think fast in any situation—put another way, the brain will not reason if it can get away with it. And second, thinking slow must be deliberately taught to the brain over time. Since System 2 is responsible for critical thinking, it needs to be instructed how to think critically so that when in a writing situation System 1 can be resisted.

Why I take the time to point this out is because much of argumentative rhetoric is systematically taught and is by nature fast thinking. If students are taught the Toulmin model of argument, then they are asked to develop a strong thesis with the intention of
proving an idea or point, which is followed by data, warrants, qualifiers, rebuttals, and backing. From my experiences in listening to colleagues and observing the writing of my students, I have become convinced that this process has been taught so often, and so simply, that in academia, it has become a part of System 1 thinking. The traditional model is also too narrow because its intense focus on supporting the thesis prevents the user from exploring ideas that can be found off its linear track. I believe that argumentative rhetoric is geared towards System 1 because of the bias that is built into its design. When one is arguing or trying to persuade others, they are more likely to use System 1 and not System 2. Kahneman writes,

Contrary to the rules of philosophers of science, who advise testing hypotheses by trying to refute them, people (and scientists, quite often) seek data that are likely to be compatible with the beliefs they currently hold. The confirmatory bias of System 1 favors uncritical acceptance of suggestions and exaggeration of the likelihood of extreme and improbable events. (81)

Kahneman points out that even scientists fall prey to System 1 because of bias towards their own belief system which is then unconsciously imbedded in argumentative rhetoric. Argument can prevent critical thinking because our belief system is a component of System 1 and automatically kicks in before System 2 has had a chance at thorough analysis. While this is particularly troublesome, it becomes even more problematic while listening to the arguments of others if one is not carefully monitoring the message. Kahneman notes that System 2 is in charge of doubting and unbelieving, but if System 2 is otherwise engaged, or even not engaged at all, people will believe nearly anything
because they are running on System 1 which is “gullible and biased,” and allows us to “ignore our ignorance” (81, 201). How often is this on display in our democracy where our policy makers pander to System 1 thinking and count on the voters to neglect System 2.

Understanding critical thinking is an important component to being able to understand others while composing a writing. It is not simply a skill set that aids in manufacturing a solid perspective, but rather is a higher order of thinking. In my proposed curriculum, I draw from Diane Halpern and ideas from her book *Thought and Knowledge: An Introduction to Critical Thinking*. Much of what she offers are simple tools that help students to organize information so that they are able to see it in front of them. Most of the ideas she gives can be developed into material that focuses on System 2 development. Her ideas activate students’ minds through challenging preconceptions, problem posing, and kinesthetic assignments. All of this culminates in active learning that helps students to see and work through the depth and complexity of their study. These qualities of critical thinking have been developed into the curriculum so that students are challenged to grow their skills and not rely on System 1 thinking. Critical thinking is about deliberate analysis and slow thinking. The focus in this curriculum is on employing System 2 so students naturally engage in critical thinking.

**Dimensional Thinking**

The next section of this curriculum focuses on developing what I am calling dimensional thinking. Rhetoric and writing so far has taught us to think in a very linear fashion; we see only what is directly in front of us because it fits the traditional writing
form we have been taught. Argumentative writing is very formulaic with respect to supporting the single purpose of proving the thesis. This results in a very narrow lens that focuses on a small portion of the picture that really exists of the situation under examination. Indeed, this is part of the problem Lamb sees with argument when she states that we are taught to use argument as putting what we want first and that we “use the available means of persuasion to get it” (4). More troubling is that we reject other writing forms when presented with them because “we have uncritically assumed there is no other way to write” (4). Unfortunately, generations of educated people have been taught to think this way, so much so that nearly every topic seems to be polarized in an X vs. Y scenario. It is inevitable then that presenting a new idea or joining a conversation will likely fall into a scenario where ideas are observed through a monologic lens. However, the goal in this section is to see past the narrowness and attempt to attain a 360-degree understanding of the situation that is being discussed and written about—to gain a fuller understanding of the conversation one is joining when writing. Open rhetoric can productively achieve its goal of dimensional thinking while working with people who have a linear focus. While argumentative rhetoric relies on strength of position, open rhetoric relies on understanding the interests behind the positions.

This section draws heavily on ideas of mediation and negotiation. The primary sources for this section are Roger Fisher and William Ury of the Harvard Negotiation Project. They have written a wealth of information on getting past deadlock in spoken communication. Some of their principles are adapted to composition in this project. Of particular use were their ideas on focusing on interests rather than positions. For example,
a person that is pro-gun rights, and fights gun control measures, may not necessarily be a gun enthusiast nor a great proponent of second amendment rights. It is possible that they take that position because of their interests, which could be that their livelihood is tied to the munitions business. Stricter gun regulations would threaten their livelihood. To really address that situation, one is going to have to understand the interests that motivate people to take a particular position. Positions are emotional and are often just a façade for what really matters. Focusing on interests generates opportunities for progress because it shifts the focus from taking a side to understanding motivations and opening a conversation that can lead to resolve.

This curriculum develops this focus on interests in lesson’s five through eleven. It begins by understanding perceptions and core concerns. Fisher and Ury point out that people’s perceptions, how they see a situation, is not so much a way to resolve a problem as much as it is the problem. Unwillingness to resolve often lies not in objective reality, but in the minds of people (24). They go on to discuss core concerns that are purely emotional but critical to address. Ignoring these concerns could lead to struggle, if not failure. Success is reliant on understanding emotions and acknowledging them as legitimate (33). The curriculum also stresses avoiding entrenched positions and looking behind positions. This is where the focus shifts to discovering and understanding interests. The focus on interests continues to build by learning how to address what are known as the most powerful interests—interests that are likely to appear in any conflict. The lessons culminate by focusing on developing shared interests. Shared interests become the common ground that all parties can meet on because their desires are the
same in that space. It is only after understanding positions and interests that shared interests become the focus to a cooperative end. This is where resolve will develop and where the curriculum really contrasts with argumentative rhetoric. Rather than taking a position and developing it through methods of argument, open rhetoric takes the time to understand the interests and moves to develop common ground where all parties can come together and meet an amicable end.

These methods of cooperation are advantageous to students because they are given a framework that shows them how to look behind positions and analyze the nuances of interests. This frees them from having to rely heavily on persuasive techniques commonly employed in argument. Their focus is not convincing their audience to their point of view through traditional techniques, but instead their focus is engaging with a situation on common ground that is shared by all parties and focusing on real goals. Through this they learn that they can influence a situation to a meaningful end. Throughout the process, they are engaging in reasoning and employing critical thinking skills. It is these skills that they can take into the world after they leave academia.

**Creative Thinking**

The final pillar to be discussed in this curriculum is creative thinking. Creative thinking earns a foundational role in open rhetoric because it is multifaceted. Creative thinking allows for a person, when looking at the whole picture, to find pathways to a desirable end. It frees people from traditional thinking and allows space for truly original work. It also works in conjunction with critical thinking. Problem posing, for example, is not a linear process and often “requires changes in the representation of the problem or
redefinition of the goal as well as generation of numerous possible solutions and reevaluation of the possible solutions” (Halpern 466). Creative thinking is a partner in good problem posing. While the importance of creative thinking cannot be understated, it is shockingly difficult to find much scholarship on it. As a guide for adding it to open rhetoric, I relied on several authors. The conceptual ideas (which are not explicitly stated in the curriculum but are seen in the design of the material) come from Diane Halpern. She gives some basic principles that instill creative thinking in students that can be seen in the curriculum:

- Students are taught to think of different ways to accomplish an objective and then how to select the best one.
- Curriculum provides plenty of examples and exercises to model and practice creative skills.
- Students are taught how to ask relevant questions and how to discover when a problem exists.
- Students evaluate the quality of an idea by its consequences.
- Curriculum provides unstructured situations. Students are taught the value of persistence when they fail.
- Instructors provide students with a tangible plan for finding solutions.
- Curriculum creates the expectation that creative outcomes result from hard work, persistence, a broad knowledge base, and the willingness to continue thinking after a satisfactory solution has been found.
- Assignments encourage risk-taking and nonconformity. (540)
The very essence of creative thinking is taught throughout the curriculum because these guidelines are met in some way in every lesson. This is especially true regarding the form of writing in open rhetoric. Halpern notes that thinking requires one to note “resemblances or correspondence between two objects while simultaneously discerning that there are also differences,” and she goes on to explain that when one uses metaphors they “observe that two entities are similar with respect to some property and dissimilar with respect to others” (530). She concludes by saying that “transfer is more likely to occur when we learn to think about the structure of a problem” (530). Here we see the close connection that critical thinking and creative thinking have not only with each other, but also with the metaphorical reasoning behind the structure of writing within open rhetoric. Creative thinking principles touch every area within open rhetoric, and it aids in transfer of information and practice.

While important critical and creative thinking principles support the entire curriculum, I found it necessary to draw from authors besides Halpern to discuss specific ways creative thinking can be applied. Because of society’s training in argumentative rhetoric, there will probably be writing opportunities that require creative modes to avoid falling into argumentation. In other cases, the section on creative thinking gives ideas to help students set their proposal up for success. For these instances, I have drawn from other authors who have published work in this area.

One source that I draw from is Tony Blair, the former British Prime Minister. In his book *A Journey: My Political Life*, he discusses principles used when mediating the peace process in Northern Ireland. When considering that Northern Ireland had been
fighting for independence from the United Kingdom in earnest since the Irish Republican Army was founded in 1917, the fact that it took just a few years to negotiate peace is nothing short of amazing. Entire generations had grown up in a state of war and violence that curated deep seeded hatred—both sides had holidays that celebrated certain victories that usually culminated in bonfires where effigies of political and religious leaders would be burnt. To move beyond the polarization that was costing lives and money, Blair turned to principles of mediation and negotiation to bring about a path to peace. In particular, he discusses ten principles that aided in the process and ultimately delivered peace:

resolution must be based on a framework of agreed principles, resolution requires intense focus, small things are big things, be creative, conflict will not be resolved by arguing parties alone, resolution is a journey and will take time, the path on the journey will be deliberately interrupted, leaders matter, external circumstances must militate in favor of, not against, peace, and finally, never give up. For each of these principles, he details the struggles and perspectives of both sides, the challenge of being the mediator to work through obstacles, and how each party slowly turned their focus from what was best for themselves to what was best for each other.

Blair’s principles focus on ideas of mediation and negation, but these ideas also require out of the box thinking. This curriculum draws on these principles and examples of what creative thinking looks like in conjunction with principles of cooperation. For example, when discussing his principle “small things are big things” he recounts how the two fighting parties were to hold a mediation meeting. One side wanted the table to be round so that they were seen sitting next to their opponents trying to come to unity. The
other side wanted a square table so that they would be seen sitting directly across from their opponents. Neither would meet without the conditions met. This was very important to each party because photographs would be taken and each had different narratives back home that they were selling to their citizens. They needed to keep their narratives if they wanted their people’s support for an eventual resolution. The shape of the table might seem like a small thing, but it was in fact a big thing. The solution was to bring the two groups together around a table that was diamond shaped. This satisfied both parties’ conditions by still being circular and it still had edges so that people were sitting across from each other (187). This example is used in the curriculum to illustrate that what we might consider a small detail can actually be big deal to the other party or parties. It is in moments like these that creative solutions need to be developed to keep progress moving forward.

I have also drawn from Malcolm Gladwell, best selling author and journalist. While Gladwell spends an entire book explaining a creative principle, I boil it down into simple lessons where the application is easily understood. One concept that I incorporate is that of power. In his book *David and Goliath: Underdogs, Misfits, and the Art of Battling Giants*, Gladwell uses the story of David vs. Goliath to introduce the concept. His overall premise is that it was David, not Goliath, that held the advantage in fight. David had spent years killing beasts with his sling, while Goliath had spent years in hand-to-hand combat. David could defeat Goliath at a distance using a high speed projectile weapon, yet for years the story has always been told that David was the underdog. But if David was so deadly with his sling at a distance, why was he considered the underdog?
His book details examples of so-called underdogs that saw success in part because of how they were underestimated. This principle challenges students to think differently about the idea of power—what it is, who holds it, and how it is wielded. The curriculum also challenges students to think of their own place in their writing and their relationship to power. It asks them to consider how they understand the power dynamic and how they might change it to create a cooperative atmosphere.

In Gladwell’s The Tipping Point: How Little Things Can Make a Big Difference, he discusses the law of the few, and a principle within the law that he calls *stickiness*. Stickiness is how people in many industries have made their products stick with consumers or audiences. Some of the examples that Gladwell uses are complex, and others are simple, but the results are always the same. If the message or product stuck, it was a success. This should not be confused with a “hook” which gets and keeps people’s attention. Instead, stickiness is what moves people to action; it is the single element in a work that motivates members of an audience to be proactive in reacting to the given message. Gladwell’s principle is applied to lessons in open rhetoric that stress creative thinking. If open rhetoric is to move away from persuasion as traditionally practiced, how can it get people to be proactive based on a piece of writing? The stickiness principle helps to remedy this problem. People should *feel* motivated to act, rather than being *coaxed* into action. As his book illustrates, stickiness is original in each case, sometimes it is simple, other times it is unique to the writer. In either case, it motivates people to action. Like any idea, stickiness begins in the abstract, but can become an idea that is
developed in some form for writing. By exploring this concept, students will begin to learn how to motivate their audience in the absence of traditional persuasive skills.

Creative thinking helps this rhetoric meet its goal of moving away from argument by helping students develop a thinking set that seeks alternative solutions when obstacles appear rather than doubling down on a position. It challenges students to motivate their audience to action with less reliance on traditional forms of persuasion. While this section is not as heavy on resources as I would have liked (creative thinking is rather understudied), the sources in this section offer a good start on how to develop creative thinking in a composition class. It is fair to say that Halpern’s work gave open rhetoric the objective principles of creative thinking, while Blair and Gladwell gave it the imagination or practical application—both which are necessary for creativity.

**What to Expect Ahead**

Finally, I would like to end by saying that what is seen in this curriculum is a beginning. My scholarship is only starting. I expect that many people will look at it and find room for improvement—and that is the point. Those in the field should comment and make suggestions. It is by no means a complete curriculum, but rather a starting point. I hope that I have been able to articulate how open rhetoric can develop critical thinking skills just as well if not better than argumentative rhetoric, and it challenges students to think dimensionally and creatively. I believe that this rhetoric holds great value, and that it can influence written communication for the better. Now, I invite you read the curriculum and lesson plans prepared in the following pages to see the application for
what has been years of development. The following paragraphs will help you to navigate the lessons and understand their design.

It was anticipated that each lesson would last a single class day, which makes this unit seven weeks long if the class is meeting just twice a week. The curriculum in this unit has been worked into lesson plans that are sixty-five minutes long for a FYC class that meets twice a week in seventy-five minute periods. Sixty-five minute lessons were designed so that instructors had flexibility to start with a recap from the last lesson and class business and end class with brief reminders of assignments to be completed before the next meeting.

Each lesson is divided up into four sections. First there is the lesson’s focus which discusses the general aim of the lesson and what it hopes to accomplish. Next is the lesson’s principles which discuss the ideas and sources that the lesson is drawing from and what needs to be articulated to the students. It is followed up with “classroom application,” which breaks down the time and offers ideas on how the lesson’s principles might be applied. Of course, all of these lessons need to be complimented by student writing, so the majority of lessons are followed up with a writing assignment. These writing assignments reinforce the ideas that are learned in class. The assignments themselves are not much different from what students have done in class, but there is an expectation that the assignments will be more complete because they will have more time (most assignments are completed over the weekend for this reason) and they will have had some practice already.
All of these assignments are collectively preparing students for their essay writing assignment, which is handed out in at the end of Lesson 12 (week 6). They will be focusing on the idea of developing a solution for the Israeli-Palestinian conflict. This topic was chosen because it is a real situation that has been in deadly turmoil since after World War I. Also, information about it is readily available from many credible sources. Students will be challenged to use the principles that they have learned in this unit when they develop their own options for resolve.

Also, you will note that I have not included any material of the Israeli-Palestinian conflict in the lessons. There are two reasons for this: first, students need to get as much exposure to how these principles are used in a short amount of time. Varying the application to different situations helps them to become familiar with application. Second, they need a situation that challenges them. By not covering the conflict in class, they can look to what was applied to a different situation in class and work out how to apply those principles to another situation on their own. Students were not intended to simply elaborate upon what was done in class, but to apply it to different situations. Setting the curriculum up this way helps to accomplish these goals.

Finally, a note on the material that is used in class. I have used socio-political issues with which most people are somewhat familiar. Typically, these are polarizing issues that people write arguments for. I draw on these issues because they can be understood with little research, they need resolving, and they work well for illustrating the application of the curriculum. That being said, they are just examples. They could certainly be swapped out with different situations, whether they be predesigned and
imaginary situations, or even situations personal to the student. That can be left up to the
instructor’s discretion. Without anything further to explain, please take the time to read
through this curriculum and seriously consider how you might use it in your own
composition class. Thank you.

Unit Lesson Plans

Lessons 1-4: Understanding Form in Open Rhetoric

Lesson One: Understanding Metaphors, Analogies, and Similes

Lesson One’s Focus

The focus of this first lesson is help students to understand what metaphors, analogies, and similes are at a basic level. It will challenge them to share what they know and to add more to their knowledge of what they know. The exercises in this lesson are designed to help them understand the mechanics and delivery of all three concepts. This lesson will set the groundwork for the next few lessons, which use metaphors as a structure for developing writing.

Lesson One’s Principles

Metaphors, analogies and similes are persuasive in human thinking because they give us a concrete idea to compare with an idea that is still abstract in our minds. When we use this symbolic thinking as aids, abstract notions begin to take a more solid form, which gives us something that we can work with as we try to understand the concept that is being presented. Diane Halpern, in her book *Thought and Knowledge: An Introduction to Critical Thinking*, states that when we think in terms of metaphors, “we map the
underlying structure of a known topic onto the target or unknown topic,” she goes on to explain that this process is known as “structure mapping” (125). Metaphors attempt to imagine that two concepts are alike in some way. Users employ them to make their ideas more accessible to their audience. They are useful because they are used widely in every discipline. Scientists can generate anywhere from between 3-15 metaphors in hour long laboratory meetings (Dunbar 320). Like the experts, novices too use metaphors for problem solving and to illustrate a situation for people both aware and unaware of the situation (Bearman et al., 277). What we can understand from this research is that people of every professional and nonprofessional sort employ metaphors to understand information and to help others understand information. Their use is universal and needs little training to get started.

The use of metaphors is a perfect fit for open rhetoric because of the innate ability humans have for interacting with them. As has been discussed, the use of metaphors is taken a step further in complexity in open rhetoric; however, it is useful to start out on the basic level that students may be on rather than jumping right into using it as structure right at the beginning. Discussion about metaphors will take two class periods. The first class period will practice basic structure of metaphors, analogies, and similes while the second period advances it for structural meaning for open rhetoric.

**Classroom Application**

5 minutes

Begin with a free write that asks students to write anything they know about metaphors, analogies, and similes.
3-4 minutes

Have students turn to a classmate next to them and share what they have written.

5 minutes

Have a short class discussion about what has been written and discussed.

15 minutes

The first exercise was to focus students’ attention to metaphors and analogies. What they discussed was probably very basic. To get everyone on the same page, discuss definitions and uses of each concept in a short mini lesson.

**Similes**

Similes use *like, as, as if, or as though* to make an explicit comparison between two things:

- Rain slides slowly down the glass, as if the night were crying.
- You can tell the graphic-novels section in a bookstore from afar, by the young bodies sprawled around it like casualties of a localized disaster.

**Analogies**

Analogies compare similar features of two dissimilar things; they explain something unfamiliar by relating it to something familiar. Analogies are often several sentences or longer in length. Be cautious when using an analogy by making sure that the two things being compared have enough similarities to justify making the comparison.

Put the following lines up on the screen and give the students a few minutes to read them:
Life is like a race; the one who keeps running wins the race and the one who stops to catch a breath loses.

Just as the sword is the weapon of a warrior, a pen is the weapon of a writer.

Just as a caterpillar comes out of its cocoon, so we must come out of our comfort zone.

Ask the following questions to promote a brief class discussion about the example analogies given above. Have students talk to each other first if there seems to be uncertainty or reluctance to engage in discussion.

- What is this analogy saying?
- What is the focus of the analogy?
- What specifically is being compared?
- In your opinion, are there enough specific points to make the comparison?

Metaphor

Metaphors are implicit comparisons that omit the like, as, as if, or as though of similes. They are a figure of speech that describes a person, place, or thing in terms of another.

- The internet is the new town square.
- Black women are called, in the folklore that so aptly identifies one’s status in society, “the mule of the world,” because we have been handed the burdens that everyone—everyone else—refused to carry.

-Alice Walker, In Search of Our Mothers’ Gardens
Metaphors consist of two parts, the tenor and vehicle, that draw a comparison between two things. Metaphors ask the audience to comprehend one thing, represented by tenor, in terms of another, represented by the vehicle. When this happens, important characteristics of the vehicle are carried over to the tenor which gives a new understanding of that term (Kuypers 98).

- **Tenor**: Tenor is Latin for *connection*. The tenor refers to the person, place, or thing being represented in a metaphor.

- **Vehicle**: The vehicle is what is representing the tenor.

**Examples:**

*My St. Bernard puppy is a bottomless pit.*

- The tenor is a hungry puppy. The puppy is figuratively being connected to the idea of having an insatiable appetite.

- The vehicle, or the represented image, is a bottomless pit, which is a hole with no end, which carries the implied comparison of the St. Bernard’s appetite.

*Old age is Life’s Twilight.*

- The tenor is the state of advanced age.

- The vehicle that is used to show similarities is the twilight which comes only near the end of a day.

30 minutes

Practice activity
Now that metaphors, analogies, and similes have been explained and examples have been analyzed, break the class up into groups of three, then go around and let each group grab two slips of paper from two bowls.

In bowl one will be slips of paper with current social issues like gun control, renewable energy, minimum wage, income inequality, etc.

In bowl two will be an object or condition like car, dog, thunder, hurricane, sea, ship, house, etc.

The challenge for the groups is to create a metaphor and analogy (both, not just one) that uses both slips of paper. They will need to identify how the similarities in their analogies work, and what the tenor and vehicle of their metaphors are.

This exercise should take 20 minutes. The remaining 10 minutes is reserved for groups to share what they came up with and how they identify each part of the analogy or metaphor.

5 minutes

The remaining 5 minutes will be used to discuss the homework assignment.

**Homework Assignment**

Students are to read the following metaphor by Albert Einstein and explain its parts and meaning: “All religions, arts, and sciences are branches of the same tree.” Also, they are to develop an analogy of their own on a topic local to them and explain its meaning and components. This assignment is due the next class.
Lesson Two: Introducing metaphors as a structure for writing

Lesson Two’s Focus

This lesson introduces the idea that metaphors can be used as the structure of a writing. Students learn to look at the world around them, to look at what they know, and use that knowledge as structure and scaffolding for their writing. A simple yet challenging example is given to them to begin to understand this concept. Students will work together to develop their understanding of this concept.

Lesson Two’s Principles

As has been explained previously, metaphors are at the heart of open rhetoric. Its structure comes from objects, systems, or behaviors that we see in the world around us. Whatever one chooses as a metaphor for their message, it becomes the structure and scaffolding of their particular writing. I believe that this will result in more active writing because it will require more focus on analysis, or what Kahneman would call System 2 thinking. Students will have to seriously engage in prewriting strategies because there is no longer a fallback form to begin a piece of writing. Students will have to think critically in ways that they have not before; they are going to have to brainstorm and develop creative skills that are often neglected in writing classes. For students to be successful in this rhetoric, they are truly going to have to engage in writing processes rather than punching out a passing paper the day before it is due.

It should be noted to students that speeches, music, podcasts, etc., are not metaphors—open rhetoric is not engaging in rhetorical analysis and mimicking a chosen
work in one’s own writing; it goes far beyond that. Since most students are probably not
going to be majoring in English, they should be challenged to use metaphors from their
own major. In this way, open rhetoric is very applicable to different disciplines because it
seeks constantly for new structures of written form. Students should be inspired by the
world around them and the fields they will be encountering. Below I will provide two
examples from the biological field (a field where I spent a few wonderful years in my
early academic life) to illustrate how this concept works. This lesson will allow a lot of
time for questions and group work because it is core to being successful in open rhetoric.
There will probably be some struggling as students’ grapple with this idea. Open
discussion needs to be repeatedly encouraged to help them work out this concept.

**Classroom Application**

5 minutes

Begin with a free write that asks them to recall everything they now know about
metaphors. Most importantly, also ask them to focus most of their time on *how* they can
apply ideas of metaphor to their writing. The idea of this free write is to open their mind
on how metaphors might be applied so they are prepared for the day’s lesson.

5 minutes

Have a brief discussion about what they wrote. Get as many ideas shared as is
possible in the amount of time given.

25 minutes

Move into a lecture that takes these ideas a step further. Discuss the following ideas:
Open rhetoric has a form, but the form is in flux and depends on the message and the messenger.

Writers develop a new form every time they write.

The form is taken from metaphors in the world around us.

This form of writing makes us better writers because it:

- Really engages us in the writing process
- Requires deeper critical thinking because suddenly the structure of the message has a meaning as well as the message itself
- Is always original

Once these ideas have been presented, discuss the following system by displaying it on the projector.

Figure 1. A system illustration of external and cellular respiration within humans.

Silverthorn.
This image illustrates external respiration (breathing) and cellular respiration. It is broken into four different stages and simply displays what happens to the system as oxygen is inhaled and carbon dioxide is exhaled. A thorough understanding of the conversion of gasses is not critical to understanding its use as a metaphor. The reader is able to understand that oxygen is breathed in, it is transported through the system, undergoes a chemical exchange, and is expelled from the system as carbon dioxide.

After a metaphor has been chosen, it is necessary to break it down to understand how it will be used as a structure for a writing. As with any metaphor, we would want to first label important features or steps of the system and then apply them to a writing situation. This has been done from the image above as seen below.

![Figure 2. Illustration of respiration cycle labeled. Silverthorn.](image)

After having identified and labeled distinct parts of the metaphor, the next step would be to use it in a writing situation. Of course, such a situation would probably have already
been decided prior to deciding on a metaphor. For this metaphor, I have decided to use
the topic of recreational cannabis. Below is an organized outline that uses the image
above to correlate with each labeled portion. Each step is organized by what the labeled
step is in the metaphor, how it would apply to a writing situation, and how that applies to
the topic. Share the following outline with students so that they can begin to understand
how metaphors can be applied to writing situations.

1. Ventilation: exchange of gasses between the atmosphere and the lungs.
   - Begin by normalizing what might be considered by society an irrational or
     radical idea by bringing it into the realm or rational reasoning. This step
     can be thought of as bringing a new idea into a conversation just as fresh
     air is inhaled so that oxygen can be utilized.
     - Discuss the history of cannabis that illustrates how societies have
       been cultivating it for medical, spiritual, and recreational use for
       hundreds of years. This section should stress the fact that the
       classifying of cannabis as harmful is a new phenomenon that goes
       against hundreds of years of accepted use.

2. \( \text{O}_2 \) is transferred to the blood via the lungs.
   - Just as oxygen is held in the lungs before being transferred to the rest of
     the system, time should be spent discussing the topic and how it would
     work in society.
This section could discuss the effect of the drug on people when they are using it for recreational use. Data could be utilized from Colorado and other recreation friendly states that show a sharp decrease in violent crime since cannabis was legalized for recreational use. Data could also be used to show the change in body chemistry that produces a calming effect from the drug.

3. \( \text{O}_2 \) is transported by the bloodstream to cells.
   
   - Turn the discussion to why the topic should be considered by the audience. Talk about how the new ideas could work in society where it has not been seen before.
   
   - This section should analyze the current social situation and discuss the growing trend of acceptance for cannabis not only for medical but also recreational use. Because of the growing use of cannabis, stress that it is important to understand the new reality so that it can be handled responsibly. This section should also address the growing concerns that exist from the different parties in the debate.

4. Cells utilize \( \text{O}_2 \) and release \( \text{CO}_2 \).
   
   - Just as oxygen is broken down and carbon dioxide is produced, break down some key ideas that would be beneficial to society which separates from ideas that people might see as destructive.
   
   - Benefits to society by accepting recreational cannabis include:
Regulation: the state could set standards to guarantee the source of the product is safe. The state would also be able to set restrictions as in the cases of cigarettes and alcohol which could drastically reduce underage use.

Tax revenue: the state’s revenue would increase which could benefit underfunded programs.

Incarceration: the state’s prison population would decrease because it would no longer be illegal to buy, sell, or grow cannabis.

Safety: law enforcement would be freed of the time spent in enforcing current drug laws and focus their time in other areas.

Economy: small businesses will prosper in the market where there is a great demand for quality cannabis.

Black market: the black market will be virtually eliminated. This will damage the influence of dealers and cartels.

5. CO$_2$ is released into the bloodstream for transportation to the lungs.

Just as carbon dioxide is formed and kept from making the blood toxic, separate the negative aspects of what is being proposed from the positive effects.

This section needs to seriously address the negative associations that people have with cannabis such as studies that find it to be harmful to health with heavy long term use. It needs to be clear
that while there are many positive advantages to legalizing cannabis there are also negative ones. However, the negative aspects present their own challenges that can be addressed.

6. Upon exhalation, CO₂ is transported from the bloodstream to the lungs.
   - Just as carbon dioxide is sent to the lungs to be expelled, offer some ideas of how the negative aspects of legalizing cannabis could be addressed and satisfied so that they are less of a concern and problem.
     - Possible solutions might be offered such as strict regulation of its use. This section should clear ideas on how to handle the negative aspects of cannabis while still experiencing the positive benefits by legalizing it.

7. CO₂ is emitted into the atmosphere.
   - Similar to how carbon dioxide is moved out of the system so the body is able to function, dispel the negative aspects of the topic by focusing on the ideas that will positively affect society.
     - Create a vision for the reader that acknowledges the pro’s and con’s but emphasizes the benefits that could be seen by accepting the trend that the population is moving towards. If we want to have influence in a growing practice, we need to put ourselves in a position where we can steer the conversation and shape the future.

As an alternative example, show the following image on the screen and explain what it is:
Figure 3. Depiction of a T4 Bacteriophage on a cell. McKee.

This is a depiction of the T4 Bacteriophage at work on a cell. The T4 is used in labs to infect bacteria with a genome that would be spliced into the DNA of the bacteria. The T4 is commonly used in the bacteria *Escherichia Coli*, which is used commercially to do many things through gene splicing including to produce insulin for diabetics. Outside of the lab, this phage is extremely dangerous as its intentions are malicious to human cells. The retrovirus HIV works in a very similar fashion to the T4.

At this point, take a couple minutes to field questions about how the T4 could be utilized as a metaphor for writing.

The T4 itself may not be enough to go on, at least not so simplified as it is by looking at its structure. But when we look at its life cycle, it gives more complexity that can be utilized. Present the image of the life cycle and walk the class through each step of its cycle to make it clear. Note that there are two different outcomes that could occur: It could enter a lysogenic cycle, where the genome is copied and becomes part of the host
cell’s DNA, the cell splits creating two cells, which split to create four cells, which continues until the phage genome decides to “wake up” and manufacture phages which then destroy the host cells to infect new cells. Or it could go straight to the lytic cycle where phages are manufactured before the cell splits and the cell is destroyed by hundreds of exiting phages. The example used in this lesson will not grapple with the lysogenic cycle, but rather the lytic cycle for sake of simplicity in a first lesson.

Figure 4. The complete life cycle of a T4 Bacteriophage. McKee.

This image can look baffling at first sight, but each step can be broken down and explained. Diagraming of some sort is necessary for developing a structure. Show the image below and work through it so that each stage is clear. Make a point of saying that when working with metaphors, developing some sort of table or outline is helpful in organizing the information.
Table 1

Breaking down and labeling each stage of the T4 Bacteriophage life cycle.

<table>
<thead>
<tr>
<th>Life Cycle of T4 Bacteriophage</th>
<th>Stages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infection: absorption and penetration</td>
<td>The virion is absorb with the surface of the cell. It then penetrates the cell wall and injects its DNA.</td>
</tr>
<tr>
<td>Replication</td>
<td>Synthesis of host DNA, RNA, and protein stops. Phage mRNA codes for proteins and enzymes required for replication of viral genome and assembly of components.</td>
</tr>
<tr>
<td>Production</td>
<td>Many viral components are produced to create more phages.</td>
</tr>
<tr>
<td>Assembly</td>
<td>The different components are assembled, and hundreds of virions are ready to infect new cells.</td>
</tr>
<tr>
<td>Lysis</td>
<td>Twenty-two minutes after infection, the cell wall is destroyed by phage enzymes, and several hundred new virion are released to repeat the cycle on uninfected cells.</td>
</tr>
</tbody>
</table>

Now ask students how the T4s life cycle might be used as a metaphor for a writing structure. After fielding some answers and developing a list in the board, present the following outline below that illustrates one possible application. The working example uses the idea replacing fossil fuel energies with that of clean energies. Take the
time to go through it so that they can see how the life cycle could be applied as a metaphor for composition.

1. Absorption and penetration

   o Just as the T4 penetrates the cell, compare a new paradigm, one the writer wants to explore, with a current paradigm that the audience values. Talk about the two paradigms but emphasize how the new one would work. This introduction to the new idea acts as penetration.

   o Compare fossil fuel production: oil, gas, and coal, and discuss how they currently contribute to the economy and the number of American’s that are employed from them. Now contrast it with clean energy: solar, wind, methane capture, hydroelectric, etc., and talk about the number of potential jobs that will be required to not only power America, but the rest of the world.

2. Replication

   o Just as different components of the T4 are prepped for synthesis via genetic blue print, this step aims to discuss different ideas that exist within the two paradigms, what their purpose is, and how they can both accomplish the same end through different means.

   o Continue the comparison by showing that clean energy can match, if not beat, fossil fuel production in every aspect of the economy. For example, to help fill the need for labor, unemployed coal works would find gainful employment in manufacturing which
would ensure steady work and safer working conditions while producing carbon free energy. Also, with the many different types of clean energy, it has the potential to out produce fossil fuel production.

3. Production

- During this stage, different components of the T4 are created. Discuss the components of the new idea that is being proposed. Also address the purpose of each component’s function.
  - Possible components could be detailed discussion about:
    - Developing quality jobs in depressed regions
    - Developing new energy companies
    - Developing energy that utilizes the environment differently depending on region (inland vs. coastal regions)
    - Investment in research and development to constantly improve the potential and effectiveness of clean energy hardware.

4. Assembly

- Like the T4 that comes together during assembly, talk about how the different ideas of the new paradigm come together to make the situation better than what the current paradigm is able to offer.
  - Manufacturing plants and training centers could open in states where the economy has taken a hit from decreased production in
fossil fuels. Millions of good paying jobs could be available and a new technical industry put into place that will last for generations.

5. Lysis
   
   o Not unlike the T4 that has a purpose after assembly, develop ideas for implementation for the new concept. Set practical goals that puts the plan into motion and holds others responsible to respond.
   
   o Use the climate agreements the U.S. has entered into as a guideline for what goals need to be reached in the next 50 years. Then create a plan within those parameters that fills the goals. This plan should consider factors like employment, demand of energy, production time for energy hardware, and research and development.

30 minutes

Leave the above images up on the projector and break the class into groups of three. Carry a bowl around with slips of paper and have each group select one slip. The slips of paper contain topics that could be essay topics (i.e. GMO labeling, affordable education, income inequality, trade agreements, etc., or they may come up with their own topic if they have one in mind). The task for each group is to brainstorm with each other how they might develop their given topic into the framework of respiration or a T4 life cycle. End class by explaining their homework assignment.
Homework Assignment

Using the topic that their group was given, they can choose one of the two metaphors presented and develop it into a framework for a piece of writing. They should have each step outlined, which will discuss how the message will be designed in each step. This assignment is due next class.

Lesson Three: Using a More Complex Metaphor as a Writing Structure

Lesson Three’s Focus

This lesson builds on the last. It advances to a more complex metaphor of the angiosperm life cycle. The assignments in this lesson, both in class and outside of class, are meant to challenge students as they work together and individually to develop structure using this metaphor. A prepared solution that could be used will be presented in lesson four. Lesson Three asks students to brainstorm their own ideas in an attempt at application.

Lesson Three’s Principles

This lesson uses the same principles as Lesson Two.

Classroom Application

5 minutes

Begin class by discussing the assignment from the last class. Get a feel for how it progressed for the students. Find out what they struggled with, and find out if there are any outstanding questions from the class.
10 minutes

Ask for groups from last class to volunteer to briefly discuss the topic they were given and how they worked with the metaphor examples since last class. The point of this exercise is to brainstorm with each other how to begin working with metaphors. Observing what other students have done will be very important to help everyone grasp the concept.

30 minutes

After giving a fairly simple life cycle metaphor, this class is going to focus on a more complex one. Here we introduce the life cycle of the angiosperm. Angiosperm, or what are commonly referred to as flowers, have a more complex reproduction cycle that depends on pollinators. In this metaphor, we will ignore the pollinator and just focus on the flower itself, although it is very likely that one may want to use the pollinator as part of a framework. For the purposes of this lesson, we will keep it simple.

It does help to understand the cycle of what is being used for a metaphor. Since this is a complex cycle, a good video can be found on YouTube, which breaks the process down so it is easy to understand. It should be viewed first before moving on, and students should be told to take very good notes because they will be working with this structure next. The web address is found at https://www.youtube.com/watch?v=9F6TfdN4wU0.
This video is developed by YouTube content creator Educreations and is entitled “Angiosperm Life Cycle.” It runs about 16 minutes long, however, it is very thorough—every student should have a good understanding of the life cycle by the video’s end.

After the video has been completed, display the life cycle on the projector and ask how we might begin to break it down and use it as a metaphor.

Figure 6. Detailed illustration of each step in the angiosperm life cycle. Educreations.

This part might seem daunting, but success lies in organization. After a brief discussion about this image that discusses what is happening in the cycle, present the following image on the projector:
Figure 7. A labeled lifecycle to correlate with composition. Educreations.

In this second image, the life cycle has been labeled into distinct steps that occur in a particular order. These steps have been designed to help present solutions to the polarizing issue of illegal immigration. More specifically, it seeks to move toward solving the problem of what to do with the illegal immigrants that have been settled here for years. Have a brief discussion with students about what these steps could be; how does this metaphor develop into a framework for illegal immigration?

Provide the following key that answers to the image.

The Structure of the Paper from the Structure of the Angiosperm Life Cycle
1. Microsporangium produce microspores
   - What the problem is, and why is it necessary to come up with a solution.

2. Microsporocytes are produced providing components for creation
   - Possible solutions are presented.

3. Microspores create the male gametophyte
   - A few dominating solutions become the focus.

4. Pollen grains fall into the pollen tube
   - Explanations of interests are identified and addressed.

5. Megasporangium give rise to the megaspores
   - Explanations of how solutions work with interests are presented.

6. Megaspores produce the egg and endosperm
   - Discussion of how solutions are better than the current situation.

7. Sperm make their way to the ovule
   - Explanation of what the solution looks like in practice.

8. Different cells develop to nourish soon to be zygote
   - Explanation of how the practice is still working with interests.

9. Sperm fertilize the egg
   - Solutions and interests merge to create new goals and interests.

10. Zygote and endosperm are fully formed
    - Discussion about how all parties are needed to support the solution.

11. Endosperm nourishes the growing zygote
    - Caution what could undermine the solution and kill its progress.
12. The seed falls to fertile ground to begin to grow
   
   o Give a vision of the benefits that will be had by all parties with the solution in place.

Take the time to explain this approach and what each of these steps mean.

20 minutes

For the remainder of the class, have students break up into groups of two and discuss how they might use this structure to address the topic of illegal immigration. They should not worry about getting it all done, because it will be part of their homework for this lesson. Instead, they should collaborate with their groupmates about how they can apply it to that topic.

**Homework Assignment**

They are to take home the angiosperm life cycle and apply it to the topic of illegal immigration. Like the metaphors before, they need to develop each step into an outline for what will be talked about and why. This metaphor has more steps, so they will need to more thought into how to approach this topic. This assignment is due next class.

**Lesson 4: Sharing Ideas of Structure for Angiosperm Lifecycle**

**Lesson Four’s Focus**

This lesson looks to accomplish two things: first, that students share their homework with each other as a way for brainstorming and observing the ideas that other students developed. Second, it seeks to share with them a possible solution that was prepared for this metaphor using the present conversation regarding illegal immigration
in which our country is currently engaged. The overall point of this lesson is to show that a single metaphor can be developed in many different ways.

**Lesson Four’s Principles**

This lesson uses the same principles as lesson two.

**Classroom Application**

5 minutes

Begin class with a brief free write that discusses what ideas they came up with for the angiosperm life cycle and how they developed it into the framework that was prepared for them.

10 minutes

Have students get into the groups of two from the prior class and compare notes and ideas on how their framework came along.

20 minutes

Have the pairs share their ideas with the class and develop a discussion about how well the ideas work with the framework. At the end of the discussion, have the students pass forward their framework assignment so that it can be evaluated and returned at a later date.

30 minutes

For the remainder of class, share with the group the prepared framework for the angiosperm lifecycle. Emphasize the point that this is a well developed outline, and that students will be expected to turn in such an outline with their future work.
Angiosperm life cycle framework elaborated

The following outline briefly explains how the structure of the angiosperm life cycle could apply to a polarizing topic. The topic used to illustrate this is that of illegal immigration in the United States. There are positions and interests that make the situation very complicated. The following solution throws out some ideas to solve the problem while keeping in mind the interests of politics. It only addresses what to do with people that are already established here, and not the situation of how to prevent more from coming over illegally.

1. What the problem is, and why is it necessary to come up with a solution.

   Millions of people over time have come to the U.S. undocumented, which puts a strain on public services at state and local levels. In addition, many have created families here, and their children, American born citizens, are facing difficulties navigating academic and workplace industries legally.

2. Possible solutions are presented.

   Some solutions to the problem that have been proposed are as follows:

   o Amnesty, which would give these families and individuals citizenship.

   o Fast track to citizenship, which would bump them to first place in line before those who have come through legal channels.

   o Deportation, which would not allow for any citizenship and force people to leave.

   o Path to citizenship, which would give the immigrants a place in line, and they would become citizens after a period of time.
3. A few dominating solutions become the focus.

What seems for certain is that the two extremes which have been argued for, amnesty and mass deportation, are far too partisan to gain any traction; Congress would never be able to get enough support for either extreme to actually pass a bill that deals with the matter in either such way. What has gained some traction is a path to citizenship for many of the immigrants. This idea should be explored further and developed into a plan that all factions can support. This plan could employ major ideas as follows:

- All illegal immigrants are to come forward and be granted a visa. This gets the ball rolling on helping them become citizens through the proper channel. It is also important so that they can work and contribute taxes to the country in which they are making money.

- Background checks will be conducted to check for criminal records both in the U.S. and their home country. Any immigrant with a record should be deported.

- Everyone that remains will be given a place “in line” for citizenship. Their place, however, will depend on their time here. For example, those who have been in the U.S. for 15 years will have priority over those who have been in the U.S. for 6. Their place will also depend on their family status. If they have U.S. born children, they will have priority over adults with no U.S. born children.
Immigrants’ place in line will be mixed proportionally with immigrants from other countries that have been immigrating through proper channels.

For long-time immigrants, back taxes may be owed if applicable to their situation.

Explanations of interests are identified and addressed.

4. Opposition to and approval of these ideas are great because of the underlying interests that certain groups have.

The following interests are shared by certain groups of Americans, although, individuals in each group may have different motivations behind the single interest. The interests will be addressed in a very broad sense.

- Power: because of the locations of where immigrants choose to settle, they could tip the balance of power from one political party to another if they become voting citizens. This could mean reliable conservative southern and Midwest states like Texas and Nebraska suddenly become a swing state or even liberal leaning states. This has the potential of making the conservative party less powerful in Congress and certainly they will have a harder time winning the electoral college in presidential elections.

- Goods and Services: government services at every level are being used by immigrants that are not paying into the tax system. It has created a situation where tax paying citizens are paying for the care of people who are not contributing to the system.
O Exploitation of Labor: corporations and businesses are using immigrant labor because it is cheaper than paying for the labor of U.S. citizens. Immigrants often work at minimum wage or less, and they are not paid overtime during longer workdays.

O Children: young American born citizens are at risk of losing their rights and privileges because their parents are not citizens. They are too young to care for themselves and would be forced to a different life if their parents were deported. In addition, older children are having difficulty navigating the workplace and academia because they and their parents lack proper documentation.

O Fairness: giving citizenship to these immigrants, who have not entered properly, is unfair to the thousands of other immigrants who have patiently been going through the process for years.

5. Explanations of how solutions work with interests are presented.

This plan strives to address underlying interests that particular groups have with the issue of immigration. We will now look at how the solutions also address the identified interests.

O The first solution states that all illegal immigrants are to come forward and be granted a visa. This gets the ball rolling on helping them become citizens through the proper channel. This clearly moves away from the idea of amnesty and begins a process of naturalization through the framework that already exists for the immigration process.
The next solution states that background checks will be conducted to check for criminal records both in the U.S. and their home country. Those with a criminal record should be deported. This ensures the integrity of the immigration process and dispels the myth that we are letting criminals become citizens which will endanger U.S. citizens.

The next two solutions state that everyone who remains will be given a place “in line” for citizenship, and that immigrants place in line will be mixed proportionally with immigrants from other countries that have been emigrating through proper channels. These help to satisfy the concern for young U.S. citizens whose parents are immigrants. Because of the challenges they face in the academic world and workforce, this plan aims to alleviate their problems as quickly as possible so that they will have proper documentation and not be deported or separated from their families. It also addresses the interests of fairness and power. Immigrants simply will not be moved to the “front of the line,” but they will go through the process while legally living here. It also assures that the power dynamic will not change too drastically in a short period of time.

For long time immigrants, back taxes may be owed if applicable to their situation (i.e. they are business or property owners). This solution reconciles potential hard feelings related to goods and services that are used and not necessarily paid into.
6. Discussion of how solutions are better than the current situation.

These solutions move the conversation from deadlock to a path forward. There is real middle ground that addresses the interests of all parties involved. These solutions could be a starting point to bring the various factions together and work towards serious resolution, which is better than the bitter partisanship that currently exists.

7. Explanation of what the solution looks like in practice.

When these solutions are put into practice, we will see good people—people who are hard working and raising families of American children—come forward and claim their place in line. Our country can begin to come together to be a nourishing community where a portion of our people no longer live in fear for themselves or their children.

8. Explanation of how the practice is still working with interests.

Over time, we will see many benefits as businesses pay a fair wage for their laborers which will increase workers’ incomes, and they will become less reliant on public services. Immigrants will also become part of the system so that they will pay taxes that help to fund public services. American born children of immigrants will be given the tools they need to be legitimately successful in our country. And citizenship will happen gradually over time so that one political party does not feel threatened by the change and their place in our democracy.

9. Solutions and interests merge to create new goals and interests.
By working together, we can accomplish far more than by doing nothing. Solving the problem of what to do with illegal immigrants brings us a step closer to beginning to solve the larger problem of stopping illegal immigration. For those good people that for all intent and purpose have integrated into American society, there is already an existing infrastructure to handle processing them as citizens. Our goals are to make sure that every immigrant is processed so that they have a path to citizenship and that they do not put our citizens at risk from prior criminal acts. We can build a stronger and healthier society by doing this.

10. Discussion about how all parties are needed to support the solution.

While neither party may be completely happy with these solutions, it does answer the problem while keeping in mind the interests of the parties involved. It grants eventual citizenship to those who are willing to come out of the shadows without fear of being deported. This compromise is able address the major concerns, and it has a focus on the best situation for immigrants who have been here illegally for years. These solutions should be supported by both political parties because they go a long way toward solving a problem that has, for years now, only been very polarizing. This problem can be solved, and it can become a nonissue.

11. Caution what could undermine the solution and kill its progress.

As in the past, partisan bickering will keep the problem from being solved. Politicians should stop fear mongering amongst their constituents which fuels the deep partisan divide. We should look at the issue with a willingness to move forward, so that it can be solved. We must move forward to a path of citizenship
because millions of Americans—people who have worked hard, are raising or raised families, contribute to our economy—are waiting to officially become Americans through citizenship. Elected officials bear the burden of working this problem out and need to stop kicking the can down the road.

12. Give a vision of the benefits that will be had by all parties with the solution in place.

A path to citizenship will lead to a more secure country because we will better know who is in our borders. It will have great economic benefits as companies and corporations are unable to exploit illegal immigrant labor as they have been. The country will also see increased tax revenue as the children of immigrants are able to get better jobs and move forward with education. There will also be less of a strain on public services as working families are paying back into the system. A path to citizenship will make America a more prosperous and safer country. By doing this, time and attention can be turned to increasing economic stability on our continent, which would stop much of the immigration, and on strengthening border security to guarantee that immigrants are coming to our country through the legal process.

After reading through and explaining the framework, field questions about their understanding of the process. Any remaining time should be spent answering questions—we want the idea of using metaphors as a framework to be clear because this is the last day that it will be talked about in depth.
Homework Assignment

This writing is reflective. Students should go home and write a one page, single spaced, paper that discusses the past two weeks and the use of metaphors in their writing. The following ideas can help to guide their reflection:

- How does the use of metaphors challenge their writing?
- How does the use of metaphors sharpen critical thinking skills?
- How does using metaphors in writing make writing more applicable to them by being able to rely on what they know?
- What are some of the struggles they had when developing their metaphors?

This assignment is due the following class.

Lessons 5-11: Dimensional Thinking and Seeing the Whole Picture

Lesson Five: Understanding Perceptions and Emotions in a Writing Situation

Lesson Five’s Focus

While understanding that there are always interests behind a position, there are also legitimate emotions that motivate people to take the positions they do. Often these emotions are based on an experience that people have had which develops their perceptions and feelings about a particular topic. This lesson aims to realize the importance of understanding the perceptions and emotions that are at play in a particular situation. The lesson will focus on giving students the tools of how to determine why the perceptions and emotions are, and how that can help them approach a situation.
Lesson Five’s Principles

Understanding Perceptions

Understanding others’ perceptions of an issue cannot be understated. Often times, it is not so much a way to resolve a problem as much as it is the problem. Unwillingness to resolve often lies not in objective reality, but in the minds of people (Fisher and Ury 24). To understand the gravity of a situation, one must first understand the perceptions of others, and make explicit your own so that they know where you are coming from. Understanding others’ perceptions can be done by putting yourself in their shoes (25). Fisher and Ury point out that “where you see the world depends on where you sit,” and that it is an important skill to “see the situation as the other side sees it”—regardless of how difficult it may be to try and do so (25). It is, as they point out, “not enough to study them [the situation and people with beliefs being focused on] like beetles under a microscope; you need to know how it feels to be a beetle” (25). They also suggest that parties avoid blame. Blaming is counter productive and only enforces negative perceptions (27). Even if they are to blame for an experience that contributed negatively to their perception, discussing this will only enforce positions that you are trying to move away from. Instead, understand the emotional response from the experience that they had which contributed to their perception. This should not be a major focus, but should be simple and frank. Once perceptions are made clear and in the open, then people can move forward without looking back (27).
Never gloss over core concerns and emotions

Emotions of distinct parties can grow high when discussing ideas that directly affect them. Fisher and Ury have noted five interests that are directly attached to emotions: autonomy, appreciation, affiliation, role, and status (32). These core concerns are what people worry about most:

- Will they still have the ability to make decisions and control their fate?
- Will they still be recognized and valued?
- Will they still be a respected peer group?
- Will their purpose be meaningful?
- Will they receive proper respect and acknowledgement?

All of these concerns are emotional and should not be underestimated because the effects of ignoring them could lead to struggling, if not failure. Success is reliant on understanding emotions and acknowledging them as legitimate (33). This may at times be lengthy if the situation is particularly challenging, but it is key to moving forward and preventing a focus on a position which would deadlock the situation.

Classroom Application

40 minutes

This lesson will apply the before-mentioned principles to a situation that occurred in early 2016. The situation involves bitter feelings of ranchers from Burns, Oregon, against the federal government—specifically the Bureau of Land Management (BLM). While the media showed the perspectives of the government and locals citizens that were not ranchers during the standoff, they failed to record the perspectives of the ranchers in
the militia. At first, the ranchers’ grievances come off as almost ridiculous because of the unlawfulness of their claims; however, the sentiment is great enough among the local population to suggest that something abusive has been going on for years involving the BLM. This mini lecture aims to get students to understand the perceptions and emotions of the ranchers and to brainstorm what that means for application to writing. The following is some background information that should be discussed first.

In late December of 2015, armed ranchers took over the Malheur National Wildlife Refuge just outside of Burns, Oregon, in Harney County. The refuge was located in south eastern Oregon very near Idaho. The conflict would attract many ranchers from Idaho, Nevada and Texas, so that soon there were more armed non-locals in the refuge than there were locals. The ranchers’ anger was with the BLM whom they claim for decades has taken land that does not belong to them. Indeed, the allegations become much more alarming as some of the ranchers claim that the BLM intentionally devalued their property and damaged their businesses so that they had no choice but to sell their property to the BLM for bottom dollar (The Untold Story With Jerry DeLemus). While these claims remain unconfirmed, there is a general sense that the BLM engages in bullying tactics against local ranchers (Planinz).

The anger and resentment against the BLM finally boiled over and the wildlife refuge was taken over by the local and out of state ranchers. The Federal Bureau of Investigation (FBI) was called in to keep calm and isolate the situation. A media frenzy followed, and the occupation lasted weeks. The ranchers said that they would not leave until the BLM had returned to the ranchers the land that they had “Stolen” (Staff). Rather
than move in on the militia of ranchers, the federal government decided to wait them out. Eventually, they would create a barricade to prevent anyone from entering. In February of 2016, the resolve of the militia began to break, and a peaceful exit was negotiated. On the 11th, the situation ended with the last rancher leaving. The situation would have ended without bloodshed, but in a separate incident one of the militia leaders was being pursued by the FBI and would be fatally shot when he would refuse to put down his weapon. This would further instill anger in the local ranchers against the federal government (Staff).

While it is hard to substantiate the alleged abuses of the BLM, there seems to be a general sense from the local population that the ranchers are being mistreated and have been for decades (Planinz). The following documentary was produced by YouTube content creator The Untold Story With Jerry DeLemus. His short documentary of the occupation is simply entitled “Burns Oregon Documentary.” In the first 16.5 minutes, he gives a good sense of the ranchers’ perspective—one that was not shown by the national media. He interviews ranchers at the refuge and documents their grievances against the BLM. The link is provided below, take the time to watch it in class to help construct the application of principles for the day.

https://youtu.be/JGJVa3aJoSo?list=PL-xlhCCJeFpPJ6K9jqUCQ1R6F95DEUOQT

After watching the video, draw Table 2 on the board and discuss the perspective shown in the documentary to fill out the box.
Table 2

Organizes specific ideas to understand perceptions of a party.

<table>
<thead>
<tr>
<th>Perception: how does the party see the situation?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What was done?</td>
<td>How did that affect their perception?</td>
</tr>
</tbody>
</table>
After creating a list that attempts to understand the ranchers’ perceptions, next focus on how their perceptions affected their core concerns which become emotions:

- Will they still have the ability to make decisions and control their fate?
- Will they still be recognized and valued?
- Will they still be a respected peer group?
- Will their purpose be meaningful?
- Will they receive proper respect and acknowledgement?

Present Table 3 on the board and fill it in through discussion which connects perception to core concerns, which leads to an understanding of why the ranchers acted the way they did. Note that the very fact that they took over the wildlife refuge would indicate that they felt their core concerns were being negatively impacted, which led to radical actions.
Table 3

Linking perceptions to core concerns and emotions.

<table>
<thead>
<tr>
<th>How did the rancher’s perceptions affect core concerns and emotions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did they still have the ability to make decisions and control their fate?</td>
</tr>
<tr>
<td>Were they recognized and valued?</td>
</tr>
<tr>
<td>Were they respected by others?</td>
</tr>
<tr>
<td>Was their purpose meaningful?</td>
</tr>
<tr>
<td>Were they receiving proper respect and acknowledgement?</td>
</tr>
</tbody>
</table>

25 minutes

After the above exercise, have students practice analyzing core concerns and emotions for issues by filling in the blank right column of table 3. Break them into small groups of two or three. Have individuals in each group think of a topic or experience that is local to them to practice the exercise. Make it clear that each student needs to draw out the diagrams from the board and fill it in as their group discusses their ideas. Have them
turn in their work at the end of class to evaluate their progress in identifying core concerns and emotions.

**Homework Assignment**

This homework is going to build on itself for the rest of the unit. The topic given in this assignment will be the topic that students will write their essays on for this unit. This assignment is to act as an introduction on the topic so that students will have some basic knowledge as they apply ideas from future lessons to it.

Students are to research the Israel-Palestine conflict (instructors are free to adapt or change this topic if they think of alternatives). They should find many different sources that inform them of the history in the region. Their writing should cover four ideas: an overall summary of the conflict, the perspective of the Israelis, the perspective of the Palestinians, and what is currently preventing peace. Credible sources can be found on a simple internet search because this situation is still on-going. This informal writing should be 1-2, single spaced, pages. It will be due next class.

**Lesson Six: Understanding Positions**

**Lesson Six’s Focus**

This lesson is focusing on the idea of understanding what positions are and why they are counter-productive to presenting ideas or solutions. Specifically, this lesson will focus on staying away from positions and learning to look behind positions. This will benefit students so that they learn that writing should not be focused on positions and sets the foundation for the future focus of interests.
Lesson Six’s Principles

Stay away from entrenched positions

Much of the problem with argumentative rhetoric is that it pits one position against another. That is where linear thinking comes into play, because once a line is drawn, people focus only on the positions presented to them. Defending positions creates a situation which is inefficient in meeting a meaningful conclusion and instead creates incentives that stall a meaningful end (Fisher and Ury 6). Open rhetoric strives to stay away from “positions” and “sides” in a conversation. Such a rhetoric is divisive and takes away from making meaning in a discussion. Certainly it is important to understand a position or positions, but taking a position is only taking a side.

Do not attack a position, look behind it

Try to stay away from rejecting or accepting positions from other parties. Instead treat it as a possible option (111). Doing this keeps you from becoming part of a war fitted for argumentative rhetoric. Try to look for the interests that are behind the position, and perhaps look for a way to improve it. For example, if certain people take a pro second amendment position, it could be that they do not actually care about guns, but perhaps their livelihood is connected to the sales of firearms and munitions. People may take a pro gun position, but their interest is really concerned with being able to continue to make a living. Interests are a key factor in moving beyond positions, and they are important in moving away from argument.
Classroom Application

5 minutes

Have students free write about what considerations they take when first approaching a topic:
  o What do they notice first?
  o What about the topic makes them engage with it?
  o How does that determine their response?

5 minutes

Have a short discussion about their reflection, and make a point to acknowledge when a position is a determining factor.

30 minutes

Take the time to explain the concept of staying away from entrenched positions after clearly defining what positions are. It will be useful to give an example and write on the board.
Table 4
Organizes a focus on finding positions and avoiding them.

<table>
<thead>
<tr>
<th>Gun Control</th>
<th>What are the positions?</th>
<th>Why is it helpful to avoid them?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Making Minimum Wage a Working Wage</th>
<th>What are the positions?</th>
<th>Why is it helpful to avoid them?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
After drawing the box on the board, lead a discussion where the class fills in the boxes with their own ideas. The “positions” box should have all positions on the issue and should not have a bias towards one point of view. It is important that students learn to ignore their bias and grapple with understanding the whole picture, which includes understanding positions that they may not favor themselves. When complete, the box may look something like the image below.
### Table 5

An example of Table 4 completed.

<table>
<thead>
<tr>
<th>Gun Control</th>
<th>What are the positions?</th>
<th>Why is it helpful to avoid them?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o It is a constitutional right to own a gun, and control laws infringe on those rights.</td>
<td>o The constitution can be interpreted different ways depending on your reading.</td>
</tr>
<tr>
<td></td>
<td>o Many firearms are military grade weapons which have been used to kill innocent lives of children at school, police protecting protestors, and people at malls, movie theaters, etc.</td>
<td>o These positions are emotionally charged, which will force an emotional response to a challenge rather than a logical one.</td>
</tr>
<tr>
<td></td>
<td>o Mentally ill and potential terrorists should not have guns.</td>
<td>o These positions are also subjective, which makes it hard for anyone of different sides to find common ground.</td>
</tr>
<tr>
<td></td>
<td>o Limiting the rights of some citizens is unconstitutional.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Making Minimum Wage a Working Wage</th>
<th>What are the positions?</th>
<th>Why is it helpful to avoid them?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o A full time minimum wage job will not cover the cost of living for one person, let alone multiple people.</td>
<td>o Most people on either side of the debate are speaking from their own experience. It becomes an emotional topic because of one’s success or failure at penetrating the middle class.</td>
</tr>
<tr>
<td></td>
<td>o A full time minimum wage job was never meant to be the sole support of an individual, couple, or family.</td>
<td>o Most economists agree that raising the minimum is not a long term solution to income inequality, and that the relief will be short lived—many people will be thrust deeper into poverty as a result of goods and services costing much more to pay for wage increases and businesses still trying to maintain their profit margin.</td>
</tr>
<tr>
<td></td>
<td>o A minimum wage job should cover the cost of living.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Employers will cut jobs to make up for the increased cost of business, which will leave many people jobless and in a worse situation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Some jobs do not merit a higher level of pay.</td>
<td></td>
</tr>
</tbody>
</table>

25 minutes

It should become clear at this point that engaging with the position is not engaging with the problem. Take a few minutes to discuss the second idea: *do not attack*
a position, look behind it, to introduce the concept of interests—what is really behind the position that people take? If students learn to get behind the positions to discover the interests, they will be more successful in sharing their ideas with others.

Introduce the table again on the board, but this time, replace the right columns with “What are the interests?” A completed image of what this would look like is shown in Table 6 below.

Before you begin writing, have students spend time in small groups discussing what the interests might be, and then have the class give ideas to put in the two boxes.
Table 6

An example of how to focus on the interests that are behind the positions.

<table>
<thead>
<tr>
<th>Gun Control</th>
<th>What are the positions?</th>
<th>What are the interests?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It is a constitutional right to own a gun and control laws are infringing on those rights.</td>
<td>The firearm industry is a billion-dollar industry that has a stiff hold on elected officials. It would hurt them to have gun control laws in place.</td>
</tr>
<tr>
<td></td>
<td>Many firearms are military grade weapons which have been used to kill innocent lives of children at school, police protecting protestors, and people at malls, movie theaters, etc.</td>
<td>People don’t like their rights infringed on.</td>
</tr>
<tr>
<td></td>
<td>Mentally ill and potential terrorists should not have guns.</td>
<td>People want to feel safe.</td>
</tr>
<tr>
<td></td>
<td>Limiting the rights of some citizens is unconstitutional.</td>
<td>People have lost loved ones to gun violence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Making Minimum Wage a Working Wage</th>
<th>What are the positions?</th>
<th>What are the interests?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A full time minimum wage job will not cover the cost of living for one person, let alone multiple people.</td>
<td>Hard working Americans are not able to support themselves.</td>
</tr>
<tr>
<td></td>
<td>A full time minimum wage job was never meant to be the sole support of an individual, couple, or family.</td>
<td>People in minimum wage jobs either don’t have access to education, or the mind for higher education that would give them a better job.</td>
</tr>
<tr>
<td></td>
<td>A minimum wage job should cover the cost of living.</td>
<td>Good paying jobs are unavailable to them through no fault of their own.</td>
</tr>
<tr>
<td></td>
<td>Employers will cut jobs to make up for the increased cost of business, which will leave many people jobless and in a worse situation.</td>
<td>Smaller businesses will struggle to exist if wages dramatically increase.</td>
</tr>
<tr>
<td></td>
<td>Some jobs do not merit a higher level of pay.</td>
<td>Many businesses will be forced to cut help.</td>
</tr>
</tbody>
</table>

With the remaining time, have a discussion about what understanding the interests does for them: How can it help them craft a writing?
o What sorts of research might they do that would contribute to making their paper more powerful?

o Where does it put them in an emotional conversation like gun control or minimum wage?

o How does it help them focus their research and writing?

o What sorts of differences might appear in a paper on one of the given topics if it focused on interests rather than positions?

**Homework Assignment**

A popular solution for solving the Israeli-Palestine conflict is a two state solution where Palestinians are recognized by international governing bodies and countries as their own nation. For each perspective, apply the principles that have been discussed this week:

o For the principle of understanding perceptions, discuss the two question that help to understand how a party sees a situation (Table 2).

o For understanding core concerns, answer the five questions that people worry about most (Table 3).

o For the principles of positions and interests, answer the two questions that help shift focus from the position of sides to looking behind the positions of the sides (Table 4).

This assignment is due next class.
Lesson Seven: Introduction to Interests

Lesson Seven’s Focus

This lesson focuses on further developing students’ understanding of interests. It aims to give students an understanding of how they can search for interests when they may not be as obvious. The main activity is not unlike the last lesson, but it does take it further.

Lesson Seven’s Principles

Pay attention to the man behind the curtain: focus on Interests—not Positions

Positions are the facade of interests. Interests are the real concerns that people are defending. Understanding the interests are critical to moving a situation forward. They are what motivate people; one’s position is what one has decided on, but one’s interest is what caused one to decide on their position the way that they have (Fisher and Ury 45). To move away from a position, it is critical to understand the real interest behind it. In some cases, this might be easy to see and simple to do, but in others this could be complicated. In those complicated cases, problem posing is the best tool during research.

○ Ask “Why?” Once an understanding of positions is clear, it is useful to consider the “why” behind each position. Remember that emotions often play a role in interests, but so too does rationale. For example, if a landlord is raising rent, there could be practical reasoning that is the cause of the rent going up, and the landlord is simply trying to keep the profit margin the same while passing on the cost to renters (46).
- Ask “Why not?” Take time to think about the choices that have been made. One useful way to uncover interests is to first identify what a party may see you asking them for, and then ask why they are reluctant to make a clear stand; what interests of theirs is standing in the way? If your plan is to open them to new ideas, then the starting point is to figure out where their minds are currently (46). Zoning in on the “why not” gives useful insight about interests that are not stated because they lack a clear position on a certain issue. It is a good exercise to diagram the ideas for clarity as the example below shows.

A good example of how this could play out in composition might be with the polarizing issue of gun control in light of recent mass shootings. Suppose one would want to offer a possible solution to the debate and needs to convince strictly pro-second amendment representatives to listen to their proposal; this exercise would be helpful in preparing a proposal. Such consideration could be broken into a simple table as seen in this lesson.

**Classroom Application**

5 minutes

Have students write briefly about the lesson from last class and have them answer the following:

- What are interests?
- Why do we focus on interests rather than positions?
- What is the power in doing this?
- How can this effectively be done?
5 minutes

Have a discussion about what they have written and iron out any misunderstandings that they might have about positions and interests.

20 minutes

Explain how problem posing can be useful in identifying interests. This is helpful in cases where the interests may not be as apparent.

- Develop a short conversation on how problem posing can be used when beginning to research an essay topic.

  - Problem posing can be an aid in the research process as interests are searched for, and it can help by giving the writer something specific to look for. For example, in the issue of gun control and a congressperson voting against it, one could search for off the cuff or off the record comments, speeches given to certain groups, and who funds his or her campaign.

Using the topic of gun control, share the following box below on the board and have students help fill it in. A couple examples are already given to help get the ideas flowing.
Table 7

Illustration of how problem posing can help in discovering less obvious interests.

<table>
<thead>
<tr>
<th>Currently Perceived Choice of: Congressional representatives in the U.S. Congress</th>
<th>Question Faced: “Should I vote for a law that would suspend gun rights to questionable Americans that have been investigated for terrorism by the FBI?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I vote yes</td>
<td>If I vote no</td>
</tr>
<tr>
<td>o I will anger the NRA which is the largest lobbying organization in the country.</td>
<td>o I will still have the support of the NRA</td>
</tr>
<tr>
<td>But…</td>
<td>But…</td>
</tr>
<tr>
<td>o These measures may not make a difference on the ability dangerous people have to carry out violent acts.</td>
<td>o Something needs to be done to stop dangerous people from having easy access to weapons.</td>
</tr>
</tbody>
</table>

A completed box is seen below. Put as many ideas on the board as possible in the given time. The point is to help students understand how look for interests through problem posing, and how it can be effectively organized. When seen like this, problem posing becomes a very powerful tool to be employed.
Example of Table 7 completed.

<table>
<thead>
<tr>
<th>Currently Perceived Choice of: Congressional representatives in the U.S. Congress</th>
<th>Question Faced: “Should I vote for a law that would suspend gun rights to questionable Americans that have been investigated for terrorism by the FBI?”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If I vote yes</td>
</tr>
<tr>
<td>o</td>
<td>I will anger the NRA which is the largest lobbying organization in the country.</td>
</tr>
<tr>
<td>o</td>
<td>I could lose critical campaign money that I need to defeat my challenger that comes from the NRA and other supportive groups.</td>
</tr>
<tr>
<td>o</td>
<td>The NRA would give money to my challenger to help defeat me for voting for gun control measures.</td>
</tr>
<tr>
<td>o</td>
<td>I may be painted as un-American for “taking away 2nd amendment rights.”</td>
</tr>
<tr>
<td>o</td>
<td>I could anger my constituents which may lead to losing my seat.</td>
</tr>
<tr>
<td></td>
<td>If I vote no</td>
</tr>
<tr>
<td>o</td>
<td>I will still have the support of the NRA.</td>
</tr>
<tr>
<td>o</td>
<td>I can continue to campaign as pro-seccond amendment and not be perceived as un-American.</td>
</tr>
<tr>
<td>o</td>
<td>I will likely not face blowback from angry constituents.</td>
</tr>
<tr>
<td>o</td>
<td>Gridlock will remain at the federal level on gun laws.</td>
</tr>
<tr>
<td>o</td>
<td>American terrorists will continue to have easy access to munitions.</td>
</tr>
<tr>
<td>o</td>
<td>Mass killings will continue.</td>
</tr>
<tr>
<td></td>
<td>But…</td>
</tr>
<tr>
<td>o</td>
<td>These measures may not make a difference on the ability dangerous people have to carry out violent attacks.</td>
</tr>
<tr>
<td>o</td>
<td>Mass shootings will likely continue regardless of these gun restrictions.</td>
</tr>
<tr>
<td>o</td>
<td>The black market will supply the truly deviant people with their need for munitions.</td>
</tr>
<tr>
<td>o</td>
<td>More gun control measures will likely come up that I will have to take a stand on and gain further criticism that will make it hard to advance in office.</td>
</tr>
<tr>
<td>o</td>
<td>Something needs to be done to stop dangerous people from having such easy access to weapons.</td>
</tr>
<tr>
<td>o</td>
<td>Innocent people, especially minors, are often the targets of gun violence.</td>
</tr>
<tr>
<td>o</td>
<td>Doing nothing will not improve the safety of citizens who have become targets.</td>
</tr>
<tr>
<td>o</td>
<td>Doing nothing only further contributes to polarizing the issue instead of coming together for the common good of the people that have elected us to represent them and protect their liberty and safety.</td>
</tr>
</tbody>
</table>
20 minutes

Go around the room and let each student take a slip of paper from a bowl (each slip will contain a writing topic of a situation that needs resolve. This could be a real social situation similar to what has been covered so far, or they could be made up situations). Their goal is to work for 20 minutes at problem posing the topic and to fill out a sheet of paper that is organized like the activity on the board. They should write down as many ideas that come to them in that amount of time.

15 minutes

Have students get into pairs and share their topic and interests. The point of this activity is for the other student to verify if what is written down are interests. Have them practice being good peer reviewers by giving critical feedback on the work of their peers. At the end of class, have them turn in their work for evaluation of how well they worked with the concept.

Homework Assignment

This homework assignment is a reflective piece of writing. They should go home and write about the activity that they participated in during the day’s group activity. This reflection is asking them to understand the importance behind the act of problem posing. Students should discuss the following ideas in a single page, typed report:

- What was the situation that their group problem posed?
- They should give a couple examples from the table of their problem posing.
- How did this exercise help them gain a better understanding of the situation?
From this new understanding, how is it going to get them to think of the situation differently?

What ideas did it get them to think about that they had not before?

How did it change their perception of how they should approach a topic?

How might this topic be approached now after conducting the problem posing exercise?

Lesson Eight: The Most Powerful Interests

Lesson Eight’s Focus

This lesson further expands the focus on interests. What is important to realize is that many interests are at play in any given situation. If one is addressing a social situation, chances are that people in a single group hold different interests from each other, although their interests are related enough, or symbiotic enough, that they organize as a single group. In any situation, it is important to identify and address the major interests as tactfully as possible.

Lesson Eight’s Principles

There is usually never just a single interest at play

Another factor to take into account is that each person in a single party may have different interests. So do not fall into the trap of thinking that everyone in a single party shares the same interest or that there is a single, unifying interest, because typically there are many interests at work in any given situation (Fisher and Ury 49). This makes identifying interests all the more important. To go off of the example used in Lesson 7
regarding a congress person’s vote for gun regulations, one may not oppose gun control measures because they worry about 2\textsuperscript{nd} amendment rights but rather because their livelihood is connected to munitions business, which can be very lucrative. While it is not possible to address every interest, it is important to identify them so that you can anticipate resistance to a proposal and develop ideas on how to adjust depending on how important a particular interest turns out to be. Fortunately, there is a way to determine what the other interests might be without having to spend an exhausting amount of time having to look for them. While other interests do occur, as seen in the previous lessons, certain interests have been found to be the roots of many positions.

The most powerful interests are the ones that come up most often. These interests focus on basic human needs. When looking for interests, it is helpful to look for these first because they tend to be the foundation of many positions that are taken (50). If these interests can be addressed and satisfied, the chances of success increase. These basic yet powerful interests include:

- security
- economic well-being
- a sense of belonging
- recognition
- control over one’s life

These interests should be identified when researching a topic, and they should be addressed so that success is more achievable.
**Classroom Application**

5 minutes

Have students free write about what they recall from the ranchers’ occupation of the wildlife refuge in Burns, Oregon (Lesson Five). Specifically, what were the interests they had that drove them to take over the wildlife refuge building?

10 minutes

Have a discussion that lists on the board possible interests. List them neatly in a row towards the very left of the board because room will be needed later to connect them with the diagram to follow.

25 minutes

Take the time to explain the concepts of how there is usually more than a single interest, and how there seem to be common interests that typically emerge:

- security
- economic well-being
- a sense of belonging
- recognition
- control over one’s life

Have the class help you define each of these interests and what they could mean. Write the definitions on the board.

Once this is done, ask if these look familiar? Have the students work out this question—the answer should lie in their notes. It should look familiar because it is not too different from the core concerns listed in Lesson Five.
As a reminder, write the core concerns on the board:

- Will they still have the ability to make decisions and control their fate?
- Will they still be recognized and valued?
- Will they still be a respected peer group?
- Will their purpose be meaningful?
- Will they receive proper respect and acknowledgement?

Draw the following diagram on the board and have students fill in the right column, which is reserved for common interests. The object of this exercise to show how closely core concerns are related to the most common interests.
Table 9

Connecting and relating core concerns with common interests.

<table>
<thead>
<tr>
<th>Core Concerns</th>
<th>Common Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did they still have the ability to make decisions and control their fate?</td>
<td></td>
</tr>
<tr>
<td>Were they recognized and valued?</td>
<td></td>
</tr>
<tr>
<td>Were they respected by others?</td>
<td></td>
</tr>
<tr>
<td>Was their livelihood meaningful?</td>
<td></td>
</tr>
<tr>
<td>Were they receiving proper respect and acknowledgement?</td>
<td></td>
</tr>
</tbody>
</table>

Now that it can be seen how the two concepts are related, make connections with the list that was created earlier on the board of the interests of the ranchers, and how closely their interests connect with the most common interests from this lesson (Table 9).

15 minutes

Have the students prepare to write alone for this portion of class. Have them explore once again the ranchers in Burns, Oregon. They should consider the situation
from the perspective of the ranchers as they work to fill in the table. Their job is to find
the correlation between core concerns and common interests amongst the ranchers.

10 minutes

Have students come together and share the ideas they came up with in groups of three. If discussion ends early, have the groups share their ideas with the class.

Homework Assignment

Part of the reason why the Israeli-Palestinian conflict has never been resolved is
because there are so many different interests at play. From what students have researched
(they might need to do more), have them use the principles from Lessons Seven and
Eight to begin to discover what the interests are. They should use the developed tables in
the two lessons structure to their work. As in the previous assignment, they should
include three responses per box in each table. This assignment is due next class.

Lesson Nine: Developing Shared Interests

Lesson Nine’s Focus

Being able to understand the interests of others is beneficial to a writing situation.
Showing that you have understood others motivates them to engage in a conversation.
This moves away from the roots of argumentative rhetoric, where the “other side” would
be waiting to hear your case and follow it up with a rebuttal. This way is more productive
to a conversation. This lesson is the final lesson on interests. It concludes the topic by
stressing the importance of acknowledging interests as important and goes a step further
by discussing the importance of shared interests. The goal of this lesson is to help
students to realize the importance of vocalizing interests in their writing and giving them
discipline so they feel comfortable applying it.

**Lesson Nine’s Principles**

**Acknowledging interests is important**

All of us should be able to relate to this idea and can probably recount a time
when we had an interest that we held that was properly acknowledged. This
acknowledgment probably set a good tone which helped the situation move forward.
Fisher and Ury point out that “people listen better if they feel that you have understood
them. They tend to think that those who understand them are intelligent and sympathetic
people whose own opinions may be worth listening to” (53). Being able to understand the
interests of others gains their respect. When they see that you are willing to understand
them, they are more willing to listen to an alternative. This is part of the benefit of
moving away from argumentative rhetoric, which would only acknowledge their interests
as a tactic to gain advantage.

There are some aids in helping to craft the acknowledgement of interests. First, try to
stay away from absolute language:

- Your feelings are…
- You believe…
- You support these ideas that…

Instead, use language that leaves room for correction because it is less threatening and
does not put people on the defensive:

- It is my understanding that…
From what I understand…

My research seems to suggest that…

From what I can gather…

Correct me if I’m wrong, but I gather that…

This second set of examples shows that you are trying to understand the situation, rather than the first set that shows a predetermination for what the situation is.

Another aid in acknowledging interests is to be hard on the problem or interest but soft on the people (55). This approach asks people to “attack the problem without blaming the people” (57). For example, suppose a husband and wife meet at home after work one day and the husband tells his wife that he got a speeding ticket on his way to work earlier that morning. Upset at about the fine that will have to be paid, she will naturally want to express her feelings about her husband’s speeding habit. If she focuses on the fine, she is attacking the problem with blame: he did something unlawful, and now there is monetary penalty for his actions. But if she focuses the conversation to talk about why what he did was unlawful: the safety of friends and families in their neighborhood were at risk where he was caught speeding, then she is focusing on the interest of getting her husband not to speed by reinforcing the interest everyone shares in wanting to be kept safe in the neighborhood that they live.

Any situation should be looked at objectively; people should not be lumped in with their interests because they may not realize that there are alternatives. Disassociating people from their interests allows the conversation to be had more objectively and avoid hard feelings which would reinforce perceptions and positions.
Accomplishing this can be done through language; once their interest has been made clear, do not use a sentence that associates them with it. This allows people to step aside from their interests, and it becomes an entity which can be analyzed together.

**Identify shared interests**

Shared interests become the common ground on which parties can meet. It is often a starting point for discussing the interests that are not shared (Fisher and Ury 72). Even if progress is slow, or even nonexistent, the common ground will give you unity because of the shared interest that you have. That can be very beneficial in pressing to keep moving forward when there would be no real reason to even have a discussion. Identifying any shared interests adds value to discussion on all sides. Identifying shared interests are important for three reasons:

- In every situation, shared interest are latent (74). Of course they are not obvious and must be sought out. Fisher and Ury recommend problem posing specifically for shared interests. One might ask, “what opportunities lie ahead for cooperation and mutual benefit,” and “are there common principles that all parties respect” (74). Asking these questions can help unearth shared interests that are buried below the surface of a situation.

- Shared interests should be thought of as opportunities. Shared interests should be “concrete and future oriented” (74). They should be formulated as soon as possible and be goal oriented. Shared interests should become the drive behind the focus of the situation.
Stressing shared interests makes the situation more amicable (74). This could bring a fractured situation together, because the focus is constantly brought back to the new set of interests.

**Classroom Application**

10 minutes

Take the time to explain the principles in the day’s lesson and write the important points for each on the board. For “acknowledging interests,” it is helpful to put the different set of questions on the board side-by-side and have a conversation about how they are different. The idea here is that one set of questions puts people on the defensive, while the second set are disarming and cultivate a discussion because people do not feel that they are being attacked.

For identifying shared interests, use the bullet points from the principle as a guide for discussion. Discussion should focus on developing common ground: the space where parties can find agreement through shared values and interests. It would be useful to make a short list of opportunities that both parties could share together that gets them to focus on developing shared interest.

Make the concepts of shared interests and acknowledging shared interests clear.

5 minutes

Have students free write about a time in their life where they were involved in a situation that needed resolve. They should recall detailed background about the situation and how it ended up being resolved (for better or for worse). This could be conflicts with family, friends, bosses, teachers, etc.
5 minutes

Go around the room and have students share some of the conflicts that they remembered and wrote about. If the situation had been resolved, ask how it was resolved and how they felt about the result.

20 minutes

Now have them write about their situation while trying to apply this lesson’s discussed principles. Use the following questions as a guide to help them learn how to engage with developing shared interests (these could be developed into a handout for them to write their responses on).

Unearthing Shared Interests

What opportunities lie ahead for cooperation and mutual benefit?

1. 
2. 
3. 

What are some common principles that all parties respect?

1. 
2. 
3. 

Shared Interests Become Opportunities

How can you develop the shared interest you have identified as opportunities?

Remember that opportunities are shared goals that are situated in the future and become the drive behind the focus of the situation.
Keeping the Situation Focused

What does stressing shared interests look like? How can this concept be developed into your writing? Hint: it helps to have a vision.

10 minutes

In groups of two or three, students should share their results with each other. They should briefly brainstorm ideas for improvement on each other’s work.

15 minutes

Have the class come together to share some of the ideas that were developed in class. As students volunteer to share their work, make connections with their ideas and the principles at the beginning of the lesson.

Homework Assignment

This day’s lesson asked students to engage with its principles using a polarizing situation they were once involved in and which has since met an end. Have students take the worksheet from the day’s lesson home and develop it into a single page, single spaced, essay. The essay should focus attention on the situation in which they used the lesson’s principles.

They should first give detailed background on the situation and then turn to analysis of how the situation might have turned out differently if they had focused on shared interests rather than positions.
They should identify opportunities for cooperation and mutual benefit, common principles that all parties respected, and how these opportunities and principles could have worked towards a common goal or vision.

Finally, they should write about how this exercise might have changed the outcome of the situation. How might have things ended differently for the better through the use of this approach?

**Lesson Ten: The Importance of Leadership in Writing**

**Lesson Ten’s Focus**

This lesson impresses on students the importance of their voice and ideas. Their writing should have a sense of leadership. I cite ideas that come from a memoir written by former British Prime Minister Tony Blair. In his memoir, he discusses the rift in Northern Ireland and his role in helping to mediate a solution. His principle of leadership is important because open rhetoric does not engage in submitting others to a one-sided end. Rather, it looks to collaboratively and cooperatively move toward a destination that is best for everyone. This lesson will focus on helping students see how leadership can be incorporated into their writing.

**Lesson Ten’s Principles**

**Leadership matters**

Strong leadership is sometimes needed to move beyond the gridlock of positions. This may require risk, adventure, and courage. The quality of leadership matters (Blair 194). This idea of leadership is cited from former British Prime Minister Tony Blair in.
his memoir *A Journey: My Political Life*. There he talks about his role in creating peace in Northern Ireland. I find it interesting how he discusses the ideas of risk, adventure, and courage. He was the most powerful political figure in the western world next to the President of the United States. Was there great risk for a man in his position in a tiny region, was there much courage needed? I think it is a credit to his character to point out the importance of leadership and not to consider any challenge below his position—he did not demand that the warring parties submit to a well developed plan that he and his people had developed, but he instead came to them and worked hard to develop a plan that the two groups could keep. This process took years, but because of leadership, it worked. It would be useful to briefly break down the ideas that he listed for good leadership.

- Risk is in part tied to creativity. Carefully, Blair’s team would listen to the demands and needs of the two groups. They would try to create solutions that fit the needs and interests for both. This was a risk because they could have appeared to be wasting their time to the rest of the U.K., and it was a risk because the two parties could have grown more frustrated when their wants were not being met as they had imagined. At times, when certain demands would not be met, they ran the risk of the project dissolving altogether. But because the team was willing to take risks that might have seemed crazy at the time, peace in theory became reality. We too should be willing to take risks.

We should not be afraid to propose ideas that move beyond wherever the discussion is at the time. While it may be risky, there is rarely ever great change
without stepping outside of the box. That being said, taking too big of a risk could endanger the situation altogether by the writer being perceived as not credible, or it could cause the situation to dissolve completely. It would be helpful to keep the concept of risk in mind by conducting a brief risk assessment of the topic we are writing for:

- How is risk an element within the conversation you are joining?
  - Who is the audience and what are their expectations of you?
  - Are tensions high in the conversation that you are joining, and how will that tone affect your message?
- What new idea is being presented in a way that presents risk to those parties involved in the situation?
- Is the potential return worth the risk?

These questions can be useful in planning what sort of message you might develop so that you can properly address it without losing the audience and contribute positively to the writing situation.

- Adventure is understanding that nothing goes to plan. It is a willingness to accept what comes as part of a larger journey. There will be ups, downs, and diversions. We should embrace these and recognize them as a part of the journey. In writing, we should be less concerned with the ultimate end and more immersed in what is learned along the way. Thinking of writing as an adventure moves away from product driven rhetoric. It is more enriching, which is the best reason for seeking an education. In writing, we could ask ourselves the following questions:
How is our writing flexible?

Where does it leave room for diversions and discovery along the journey?

Because open rhetoric strives to move away from linear thinking that forces submission, we should be critical of our work and ask in what way is our writing flexible? And does our writing encourage input from others that contributes to our ideas in our writing rather than the norm where they either support or deny the ideas offered.

Courage is also an important element of leadership that transfers nicely to composition. Many of the ideas that we have may go against the grain of what is being proposed or lobbied for at the time. Voicing alternative ideas could expose you to ridicule that will put you immediately on the defensive. This can be observed in scholarly journals and possibly among your peers. I have been scoffed at for this very project of developing open rhetoric by peers that are strongly planted in the camp of argumentative rhetoric. Courage is the ability to continue to develop your ideas in the face of opposition, and to voice your ideas when they may not be well received. The following questions help the writer to understand what may come so that they are already beginning to consider how they might move forward after potentially negative criticism:

What are the interests of the people who are opposing my ideas?

What are my interests?

Is there a power, either in support or opposition, that is influencing my reasoning?
If so, why, and what are the repercussions of that?

All of these questions from these three areas (risk, adventure, and courage) help us to analyze our own rhetorical situation and our place within it. They also help to keep us from diverging onto a linear path that seeks a single and immediate result. These questions help us to be cognitively aware of why we are writing, and why we are putting in our work the content that we do. While these ideas may seem simple, they cannot be understated. After all, a former British Prime Minister credits them in part for solving many decades of ingrained hatred amongst a divided people and their government. Ultimately, these principles of leadership will help writers to lead conversations, rather than having to assert control and guide to a presupposed destination.

**Classroom Application**

15 minutes

Take the time to explain the principles about leadership and why it matters.

Explain to students how these ideas are necessary in writing both in the cognitive process and in the conversation they will be entering with their writing.

Show the following box on the screen so that students can see an easy way to organize their thoughts.
The importance of leadership through problem posing.

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Risk</th>
<th>Adventure</th>
<th>Courage</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is risk an element within the writing?</td>
<td>How is the writing flexible?</td>
<td>What are the interests of the people who are opposing my ideas?</td>
<td></td>
</tr>
<tr>
<td>What new idea or aspect is being presented in a way that presents risk?</td>
<td>Where does it leave room for diversions and discovery along the journey?</td>
<td>What are my interests?</td>
<td></td>
</tr>
<tr>
<td>Is the potential return worth the risk?</td>
<td></td>
<td>Is there a power, either in support or opposition, that is influencing my reasoning?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>If so, why, and what are the repercussions of that?</td>
<td></td>
</tr>
</tbody>
</table>
15 minutes

Develop the above table into a handout on which students can write. Have them think back to the personal situation that they used in Lesson Nine, and ask them to apply the principles in the table to their personal situation. This allows them to work with an example that they have experience with while at the same time seeing how relevant these principles can be to their own writing.

10 minutes

Have students pair up and briefly share with each other their situations. They should then turn to discussing how the principles of risk, adventure, and courage might have an effect in how they take part in the situation. Ask them to discuss what sorts of impact these principles might have on a situation, and how it might look different if they were not considered at all.

25 minutes

The remainder of class should be an interactive discussion that talks about the following where each group responds:

- How might your situation move forward with resolve by employing these principles?
- What principle affected your situation most?
- How did these concepts help you consider how you might address a situation?
- How might these ideas be applied to your personal situation (pretend it has yet to be resolved if it has already has been)?
The purpose of this exercise is to help the class learn from each other. These concepts are slightly abstract, so the conversation will help to solidify how these principles can be applied.

Each group should turn in their handouts for assessment. Recap that leadership is reflected in our writing not only by the rhetorical conventions, but also by analyzing our position within it and how we adjust our language to reflect the situation rather than our personal interests.

**Homework Assignment**

This week’s assignment asks students to use the handout for the class activity in Lesson Nine and apply it to the Israeli-Palestinian conflict. They should also add a paragraph or two that discusses the ideas of leadership from Lesson Ten: where has leadership failed in the past, and how can it be applied in the future? What specifically would they suggest in a future peace process? This assignment is due next class.

**Lesson Eleven: Perceptions of Power**

**Lesson Eleven’s Focus**

The last lesson in dimensional thinking deals with the idea of power: how it is perceived, and how it is wielded. In any situation, there is the element of power which controls and, in some cases, dominates those working within it. How, then, should students consider power in their writing opportunities? While this lesson hardly scrapes the surface of a very dense and complex topic, we can help students think analytically about the situation that brings them cause to write, and to look at the power dynamic so
that they can understand how to best navigate it. This lesson also aims to help students realize that power can come in many forms, and in many cases it is not what we expect it to look like. Malcolm Gladwell writes persuasively about power in his book *David and Goliath: Underdogs, Misfits, and the Art of Battling Giants*. I will draw from the lessons in his work as a way to illustrate what we might share with students to help them think critically about power and how it would affect their writing.

**Lesson Eleven’s Principles**

**Perception of Power**

Malcolm Gladwell in his book *David and Goliath: Underdogs, Misfits, and the Art of Battling Giants*, begins with the well known biblical fable of David and Goliath. Many of us have been told the story with David framed as the underdog who could have only beaten the giant because of the power of God. David was small, young, and uneducated in warfare. Whereas Goliath was a seasoned warrior, clad with the best protective gear of the time, and was far above the average size of a normal warrior which made him very intimidating. Only by the favor of God was a young herdsman able to defeat such a giant. At least this is what we have been told. It is a moral for underdogs. But should it be?
Gladwell carefully dissects the story and comes to a different conclusion. It was Goliath that was at a disadvantage. Goliath was coming in prepared for close contact fighting. He was weighted down by armor. He was a skilled swordsman, and he expected his opponent to be also (Gladwell, David and Goliath 11). David on the other hand had told Saul that he had killed bears and lions with his sling (10). When David showed up to fight Goliath, not weighted down by armor, and able to fight by keeping a safe distance from the giant, he immediately had the upper hand. Gladwell quotes historian Robert Dohrenwend who wrote that “Goliath had as much chance against David as any Bronze Age warrior with a sword would have against an opponent armed with a .45 automatic pistol” (12). Indeed, David had brought a gun to a knife fight. Goliath was the one doomed to slaughter and not David. In this light, different lessons can be gleaned from the classic fable of David vs. Goliath.

- First is perception. Looking holistically at the fable, how many of us always saw the story as it had been told? Did we ever stop to question why both men were suited for totally different battles? When we realize that David had the upper hand all along, the entire paradigm of the story shifts. We should be more proactive in questioning our perceptions. Why do we believe something the way that we do? How have we been led to believe it that way? If we question our perceptions, we may gain more insight to something that will broaden our view of how we see the subject we are studying. This in turn will give a fuller, and hopefully clearer, picture of how we can use our voice as we compose.
Second is power. Saul was skeptical of David’s chances because of his small stature. The favorite going into the fight was the well clad giant. And for centuries, listeners of the story have also concluded that the power was with Goliath and that David won by a miracle. How often do we anticipate power coming in different forms? Certainly David had surprise and speed on his side. No one considered that for years he had been honing his skill of projectile weaponry which had already taken down formidable beasts. Power comes in many different forms and often the positions that people may try to make come from positions of perceived power. When we enter a conversation, particularly one where we might be making a proposal or voicing opposition, we need to consider the concept of power: where it lies, how it is given, why people that have it are perceived as having it, and how much of it do we have. We should familiarize ourselves with the power dynamic in each case so we can recognize David when we see him, or even be David when the situation warrants.

**Classroom Application**

5 minutes

Begin with a free write that asks students to simply state what power is and to give an example (preferably a historical example) of it.

5 minutes

Have a discussion on the ideas that were written down. This will be used as a lead into discussing the lesson’s principles.
10 minutes

Discuss the principle *perception of power* and gather thoughts from students.

25 minutes

Show the following box on the board and discuss the three columns and how problem posing can help us get a fuller picture of the power dynamic of a situation. Obviously good research is needed to do this adequately, or personal experience within the power dynamic; however, for the purposes for this lesson, a general understanding will suffice.
Table 11

Problem posing the concept of power in relation to a writing opportunity.

<table>
<thead>
<tr>
<th>Where does the advantage of power really lie?</th>
<th>What or whom is being analyzed?</th>
<th>What is it/their perceived power?</th>
<th>What is it/their actual power?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give a brief history of what or whom is being analyzed.</td>
<td>Why is it/they perceived as powerful?</td>
<td>What authority supports it/them?</td>
<td></td>
</tr>
<tr>
<td>Where is its/their place in the power dynamic; are they the top dog or underdog?</td>
<td>What perpetuated its/their power?</td>
<td>How does it/they exercise authority?</td>
<td></td>
</tr>
<tr>
<td>Why is it/they being looked at or analyzed?</td>
<td>What limits its/their power?</td>
<td>What are its/their disadvantages?</td>
<td></td>
</tr>
<tr>
<td>How are its/their actions perceived from all perspectives (those for and against)?</td>
<td>What threatens its/their power?</td>
<td>How is power granted to it/them?</td>
<td></td>
</tr>
</tbody>
</table>

Once attention has been brought to the board, recall the conflict between the ranchers in Burns, Oregon and the BLM. For this exercise, look at the ranchers that took over the
wildlife refuge. and determine what was their source of their power—remember, the federal government saw them as a threat important enough to dispatch the FBI. This exercise is meant to be challenging because they are not perceived as the one’s holding the power, but it cannot be ignored that they did possess and exercise power even though it resulted in nothing. The object here is to recognize that power comes in all forms, and like David, should not be discounted because it confronts a larger and more established power.

10 minutes

After having completed an example as a class, have students think of a power situation that is local to them—something with which they have experience. With this experience, they should fill in the boxes.

10 minutes

Go around the room and ask students to share what they have written.

Considering that there is probably not enough time to complete the task adequately, assign them with completing the task at home and to bring it to next class for grading.

**Homework Assignment**

Students should take Table 11 home and complete it before next class. Each section should have detailed thought, whether that be bullet points or several sentences of writing. In addition, they should turn in an accompanying reflection of about 300 words that discusses how these questions help them to understand the dynamic of power in a writing situation.
Lessons 12-14: Creative Thinking: thinking differently in the absence of argumentative posturing

**Lesson Twelve: Creating Lasting Conversations Through Writing**

**Lesson Twelve’s Focus**

Unlike writings in argumentative rhetoric, open rhetoric strives to find lasting solutions. Fisher and Ury shed some light on how this can be accomplished. First, there must be options for mutual gain. Second, all parties involved need to have a stake in the outcome. Obviously, the writer will be taking some creative liberties if they are not thoroughly involved in the conversation; however, for FYC students, it is forming the practice that is important. This lesson focuses on helping students see how they can develop options for mutual gain which also gives the parties in their situation a stake in the outcome. This lesson will again use the situation with the Burns, Oregon ranchers. The goal in the lesson is to work through the ranchers’ disagreement with the BLM and work with both sides so that each has a stake and gain in the final result. The following principles should be made clear to them so that they understand the reasoning behind their task.

**Lesson Twelve’s Principles**

Create options for mutual gain

Broadening options is very beneficial in exploratory discussion. Often people are looking for “the answer” when there are likely multiple avenues to achieve a satisfactory end. One way to do this is to “look through the eyes of different experts” (Fisher and Ury
70). This means to consider a solution to a problem by looking through the lens of different disciplines. Find and analyze successful examples of similar situations and see how they might be applied to your own work. While they may not fit your situation exactly, was there an idea or solution that could be tweaked to fit your situation? This is also valuable when presenting ideas to others because you can use real examples that have worked, which moves your work out of the theoretical realm. There is no reason to reinvent the wheel if what is available can contribute to success.

**Give all parties a stake in the outcome**

Most discussion is normally engaged in because some sort of end product is desired. Having a stake in the outcome means having a participatory role in the process. Those who are in a conversation but are not investing time in the process are more likely to reject the end product because it is not a project in which they have work equity. Also, they have not been able to grow in the experience of the process which makes it easy to reject (Fisher and Ury 29). Agreement becomes more likely if all parties feel ownership in the end result (30). To apply this in composition, when proposing ideas, even if there are no clear distinctive parties at the time of composing, it is not hard to imagine what roles might be involved in the application of a proposal, so one should devise roles in their paper. This should act as a starting point of conversation among parties and will likely change over time; however, it should be made clear in the writing that all parties will have a stake in the proposal which will increase the likelihood of success.
Classroom Application

20 minutes

Explain the principles for the lesson and answer any questions. Show the graphic below on the screen and explain how it relates to the day’s lesson for developing a plan for mutual gain.

![Diagram](image)

Figure 9. Illustration of finding common ground and creating ideas for mutual gain.

This graphic shows that each party in a situation has its own objectives that they would like to see come to fruition; however, open rhetoric moves away from subjection in favor of cooperation. We can notice that between these two parties is overlap—a space where some of their goals meet. From this area we can identify common ground. Once
we have identified some common ground, we can then move forward developing a plan for mutual gain. A good way to organize our thoughts would be on the following table.

Table 12

Organizes the interests of different parties to help find common ground.

<table>
<thead>
<tr>
<th>Party X Goals</th>
<th>Common Ground</th>
<th>Party Y Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By looking at each party’s objectives, we can connect the two in the center with common ground. Common ground will become the basis for mutual gain. The following box focuses on making the link between common ground and mutual gain. It is here that
creativity is going to be important. There should be multiple ideas brainstormed with the best possible ideas presented.

Table 13
How to develop ideas for mutual gain after finding common ground.

<table>
<thead>
<tr>
<th>Mutual Gain Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Ground</td>
</tr>
</tbody>
</table>

Once ideas of mutual gain have been established, the focus then turns to giving each party a stake in the process. This stake should be directly related to the mutual gain.
Display the following graphic as an illustration of how the stake stems from the mutual gain.

Figure 10. Illustration of the conceptual process of finding common ground, mutual gains, and vested roles.

This graphic shows that from each mutual gain there are two vested roles. This illustrates that each party holds a stake in each gain. Obviously, if there are more than two parties, each would have vested roles. Stress the importance that the vested role is
developed from the mutual gain. This motivates each party to participate, which makes them more likely to follow through to a desired end.

25-30 minutes

Have the students get into small groups of three, and using the information that is known about the Burns, Oregon ranchers vs. the BLM, the groups should work to brainstorm common ground, mutual gain, and vested roles. They are to work through each step of the principles. Offer brainstorming help if needed. They should each write out the tables and fill them in at their desks. These tables could also be easily developed into handouts that are given to students to fill in.

15-20 minutes

Bring the class back together to work through the situation with the ideas they have come up with. Fill in the tables on the board so that it is clear. Once a list of mutual gains and vested roles are developed, have the class decide which few would be best suited for a paper that seeks to resolve the situation. In other words, what are the strongest options that are likely to be most acceptable by both parties.

**Homework Assignment**

This homework assignment will ask students to begin by looking at the Israeli-Palestinian conflict and create lists that dissect the power dynamic. They should refer to the table from Lesson Eleven as a guide for exploring what each side’s perceived power is as compared to what each side’s actual power is.

They should then move on to discovering common ground and form options for mutual gain. The tables that were used in class would be helpful for this exercise. As
many ideas as possible should be written down. This is a brainstorm activity that gets them to think about their paper that they soon will be writing, so it is helpful to have many possibilities. This way, students are not just beginning to think about it when they sit to draft. This assignment is due next class.

Also, the following prompt for their first draft of their Israeli-Palestinian essay should be given to them. After Lesson Fourteen, they will have just one class period before it is due for workshopping. They will want to start looking at this now and drafting as soon as they possibly can.

Prompt

For your open rhetoric essay, you will be writing about the Israeli-Palestinian conflict. Specifically, you need to develop a plan that will bring all parties peacefully together. Class lessons have been designed to help you do this by teaching you principles of mediation and negotiation. In one and one-half weeks, your first draft is due for workshopping. You will need to have:

- A developed metaphor that acts as an outline and structure for your paper
- A draft that addresses the problem and offers a solution. This draft must include:
  - 6 fully typed pages (six pages means writing to the bottom of the sixth page)
  - 5-7 credible sources
  - MLA format
  - Principles of open rhetoric that have been stressed in class
This prompt can expand, of course, depending on the style and preferences of writing instructors. This is simply a guide for what would be expected in the prompt for their writing assignment.

Lesson Thirteen: Creative Thinking and Stickiness

Lesson Thirteen’s Focus

These last lessons in creativity are going to take some truly original thought. Creative ideas are inspired through many different avenues, so it is hard to nail down exactly how to be creative. It can be compared to riding a bike; through trial and error, you somehow learn to find the center of balance and move forward—no one can tell you how to do it, but it is something that is individually learned, and it is obvious when mastered. Activeness of the creative mind allows one to walk into a situation and see an alternative perspective that no one saw before, but once pointed out, seems reasonable.

This lesson will introduce this idea with a TED Talk posted on YouTube. In this TED Talk, a man named Rory Vaden discusses an alternative way to think of time—an alternative that shatters the long standing model of Stephen Covey, the author of *The 7 Habits of Highly Effective People*, *The 8th Habit*, as well as other time management books. Since the 1980s, Covey’s work has been the standard and cutting edge ideas for how the concept of time is seen. Rory Vaden was able to look at all those decades of work and see a new paradigm that in some ways shatters Covey’s models. Viewing the Ted Talk will help students to understand what is hard to articulate about creativity. They
will be able to see a creative idea fundamentally change the models of time that have stood solid for decades now—and all because of a single idea by one person.

This lesson will also focus on Malcolm Gladwell’s concept of “stickiness.” After watching and discussing the TED Talk, students will understand the difficulty in exploring creativity. After explaining the concept of stickiness, the class will collectively explore their creative skills. The object of this lesson is to get students on their bike—I doubt that any will find their equilibrium, but practice is very necessary. The concept of stickiness is written below.

**Lesson Thirteen’s Principles**

**Make it stick**

In Malcolm Gladwell’s bestseller *The Tipping Point: How Little Things Can Make a Big Difference*, he discusses the law of the few, and a principle within the law that he calls *stickiness*. Stickiness is how people in many industries have made their products stick with consumers or audiences. Some of the examples that Gladwell uses are complex, and others are simple, but the results are always the same. If the message or product stuck, it was a success. He gives an example of an experiment that was conducted with college students at Yale University. The experiment was to see if seniors could be convinced to get a tetanus shot. It was conducted by Professor Howard Levanthal, who had prepared packets of information for the students. Some students received a “high fear” packet that had pictures and vivid descriptions of what could happen if one was not protected from tetanus. There was also a “low fear” packet that was informational but without the pictures or descriptions. After being informed about
tetanus, Professor Levanthal gave a questionnaire that measured the student’s knowledge on tetanus and their likelihood of getting a shot. As predicted, the students with the high fear packet said that they were more likely to get a shot. But nearly a month after the experiment, only 3% of all students had gotten a shot (Gladwell, *Tipping Point* 95-97).

So why the low turnout for a vaccine when the high fear group had clearly seen the dangers of tetanus? The stickiness factor would suggest that it was not the overall message that was at fault because there were two drastically different packets geared towards getting students to act. But something was preventing action. Levanthal would conduct the experiment again, except on the packets he made a small change; he included a small map of the university campus with the health building circled and times of when shots could be acquired. This small change was what made it all stick. When he followed up later, 28% of students had received the vaccine (97).

Stickiness in composition is different from what might be commonly seen as the “hook” or compelling descriptions. Stickiness is what motivates action. It is what causes people to proactively react to the message in their lives. The students in Levanthal’s experiment needed to know how to fit getting a tetanus shot into their lives. Once the map was added, more students sought a shot over those students from the first experiment. The factor of stickiness should be included in our writing because our writing should have a purpose. It is not simply appealing to the audience in the concluding paragraph, but an actual element of the paper. It will bring power to our writing if we can write in a way that motivates action, and the stickiness factor is an important element of making this happen.
Classroom Application

5 minutes

Have students free write about what they think creativity is and what it looks like in practice.

5 minutes

Discuss ideas about creativity as a class from the free write.

5 minutes

Talk a little bit about Stephen Covey and his work as a way of introducing the YouTube video. If you are not familiar with him, do a little bit of research. Then discuss how Rory Vaden develops an idea that changes the paradigm completely.

25 minutes

Watch the TED Talk which was posted by content creator TEDx Talks, and is entitled “How to Multiply Your Time | Rory Vaden | TEDxDouglasville.” It is also found at the following link, https://youtu.be/y2X7c9TUQJ8?list=PL-xlhCCJeFpPJ6K9jqUCQ1R6F95DEUOQT

After the video is watched, discuss the points of creativity and what inspired his idea that changed how people now think of time. Also discuss how obvious his change to the model of time looks now, but how no one had ever considered it before. This is the challenge before us all in learning to think creatively.

25 minutes

For the remainder of time, have students get into groups of 3-4 in number. Have them discuss what ideas they came up with in the last lesson in regards to the Oregon
ranchers vs. the BLM. They should discuss their ideas regarding mutual gain and giving each party a stake in process. After they have recalled their ideas, have them choose a single mutual gain and vested role, and challenge them to create a stickiness factor for it. 5 minutes

Have the class come back together to discuss their stickiness factors. Conclude by encouraging them to keep thinking about it. Like any cognitive skill, creative thought is cultivated and will not develop in just twenty-five minutes of a composition class.

**Homework Assignment**

The challenge of this day’s lesson is that creative thinking is often difficult to engage in, and also it is an activity in which people may not feel productive because the product is typically an original idea and can take time to produce. The idea of “stickiness” is no exception. This concept challenges students to not persuade their audience through traditional rhetorical methods, but to motivate them so that they become proactive to the message. Unlike rhetorical methods of persuasion that can be used in any situation, stickiness is likely to be unique each time it is used.

Have students write a reflection about the concept of creative thinking as discussed in class. They should focus on what the challenges of creative thinking are to them, and what creative thinking looks like.

They should then focus on the idea of stickiness. They need to grapple with what stickiness is; they should briefly discuss what it looks like and what it does not look like. What are the characteristic of it? What is challenging in developing it? This reflection will help them to develop a sense for what stickiness looks like in practice.
They should then discuss what ideas they came up with during the day’s group activity. How does their definition of stickiness from above match what they developed in class? How could they make their idea better?

This concept is going to require struggling. This exercise is to help them form a better idea of what stickiness looks like and how it is applied. This short writing should be about a single page in length.

**Lesson Fourteen: Applying Creative Ideas When Needed**

**Lesson Fourteen’s Focus**

This final lesson focuses on two principles: first is making the pond smaller by Gladwell, and second is small things are big things by Blair. Both of these principles have been saved for last because they may not always be included in a writing, but from time to time, they may be useful when approaching a particular situation. Making the pond smaller is a creative solution when one is being excluded from a conversation, or their ideas are being dismissed. Figuratively speaking, this might occur when you are a small fish in a big pond. Rather than accepting that and giving up, the solution is to change the environment. By making the pond you swim in smaller, you can effectively become the big fish; you can become the authority. By refocusing the situation, you create a voice that you did not have before. Gladwell makes a compelling case for this which will be explained to the class.

The second principle is small things are big things. When entering a situation where thought is linear and polar, it is important to never dismiss the importance and
meaning behind what may seem like trivial concerns or notions. Real creativity that derives from original thought is the only way to engage in such situations. Understanding the small things will take good researching because people are unlikely to come right out and discuss them.

**Lesson Fourteen’s Principles**

**Make the pond smaller**

Back during the time of impressionist painters like Pissarro, Monet, and Manet, they struggled to get their painting into the Salon—the premier exposition which was also a sort of royal academy. Their work would never be recognized if they could not get accepted and positioned well within the Salon. After a being turned away one time too many, they created their own exposition where, after a number of years, they began to thrive. Their worked varied so much from what was considered art at the time that the big names refused to take them seriously (Gladwell, David and Goliath 72-73). They were small fish in a big pond. The solution they implemented was to be big fish in a small pond. In effect, they made their pond smaller so that they could thrive and perhaps later have a chance in a bigger pond. This response was appropriate because in the big pond their ideas would have never been given a chance.

In a writing situation, we might ask ourselves in which pond we are swimming. Will our ideas be heard and acknowledged? Or will we only be dismissed by those who do not appreciate what we have to offer? In such cases, we should not hesitate to make our pond smaller. Perhaps our focus should be on making our audience more exclusive by excluding the bigger fish. We want to have a voice in the conversation, but we cannot
do that if people refuse to listen, and we cannot force people to listen. Making the pond smaller helps by identifying those who will converse with us and build a discussion over time. And if enough people join the conversation, they cannot be ignored. We should not become frustrated by the big fish, but seek to make the pond smaller.

**Small things are big things**

When addressing a situation, we should keep in mind that what we might consider small things can actually be big things to the other party or parties. This means putting aside whatever view we might have and properly tackling the seemingly little concerns. The small things are often symbolic and carry a lot of meaning. Even though they seem small, they have the power to halt any progress because of the meaning they represent (Blair 185). Blair recounts how the two fighting parties were to hold a mediation meeting. One side wanted the table to be round so that they were seen sitting next to their opponents trying to come to unity. The other side wanted a square table so that they would be seen sitting directly across from their opponents. Neither would meet without the conditions met. This was very important to each party because photographs would be taken and each had different narratives back home that they were selling to their citizens. They needed to keep their narratives if they wanted their people’s support for an eventual resolution. The shape of the table might seem like a small thing, but it was in fact a big thing. The mediator was able to bring the two groups together by bringing in a table that was diamond shaped (187). This satisfied both parties’ conditions by still being circular, and it still had edges so that people were sitting across from each other. The two parties
would eventually work their way to peace. Never underestimate the importance of the small things.

**Classroom Application**

10 minutes

Take the time to discuss the two principles that are explained above.

25 minutes

Divide the class into small groups. Give them the Burns, Oregon ranchers situation again, but this time, change the scenario so that they do not take over the wildlife refuge. Still wanting their voices to be heard, how do they make their pond smaller? How do they move away from the big fish of the BLM and still resolve their problems?

Give the groups 10-12 minutes to discuss ideas and then come together to discuss their ideas collectively.

25 minutes

For this last exercise, have the students swap into new groups. For the final principle, use the same example that Blair gives in his book, except pretend that it has not been resolved yet, and the solution he provided with the diamond shaped table cannot be offered up as a fix. How is this problem satisfied?

Again, give students 10-12 minutes of brainstorming before coming together and talking about it as a class.

5 minutes
Have the class finish the meeting with a free write. They should briefly express the challenges that the day’s activities presented to them as writers, and how they worked through it both individually and in a group. Have them write about the ideas they brainstormed from the lesson’s principles and how they could apply them in a writing situation.

**Homework Assignment**

For a good portion of this curriculum, students have been completing assignments that have been asking them to analyze ideas related to positions and interests so that they can better maneuver complex situations and learn to develop options for resolve. By this point, they have done much of the brainstorming and outlining that helps them to understand these ideas in their essay topic. This assignment is reflective because they need to refer back to this material and decide how they might use the principles from Lessons Thirteen and Fourteen to help them where possible. They should choose two or three principles from the lessons and discuss why they would use them, how they would use them, and the effect they hope to have because of using them. This assignment aims to tie creative thinking with dimensional thinking by helping students understand that where logic may be lacking, creativity can help to fill in the voids. They should discuss problems they see in developing a solution and begin to hash out how principles from the past couple of lessons could help them in their quest. This assignment should be about one single spaced page in length. This assignment is due the next class session.
A Final Thought

I would like to end this chapter as I have begun it, by reflecting back to the work of Catherine Lamb who inspired me to imagine this project years ago as an undergraduate. Near the end of her article, Lamb offers some parameters for how a rhetoric would contrast that of argumentative rhetoric. She writes that knowledge would be “seen as cooperatively and collaboratively constructed,” that the writing which results is “likely to emphasize process,” and that “power is experienced as mutually enabling” (Lamb 21). Open rhetoric strives to incorporate these ideals within its curriculum. The use of cooperative principles from the field of mediation and negotiation changes how a writer approaches a writing topic. The writer is challenged to understand a clearer picture of the situation because the focus has turned to interests rather than positions; superficial exploration of a writing topic will not satisfy cooperative principles, and the writer must interact with the situation rather than writing about it. It is through this interaction that knowledge is constructed and process in emphasized.

Because open rhetoric emphasizes writing as a collaboration between the author and the audience, it reinforces values of process writing by nurturing continuous conversation. Its curriculum that supports and explains it, was drawn from different fields of composition, mediation and negation, education, as well as the field of cognitive psychology. Critical principles from these different fields collaborated to generate the curriculum that defines open rhetoric.

Finally, the power of open rhetoric is mutually enabling because it is collaborative and solution-based. As seen in the curriculum, it does not seek to assert itself over a
situation, rather it seeks to understand a situation; to help those involved to understand it, to develop solutions from common ground derived from shared interests, and to give those involved a vested role in a solution. In this way, power is shared and developed by all parties in a situation rather than wielded by a party over another. This rhetoric proposes a form of writing that privileges the values inherent in how Lamb described a movement away from argumentative rhetoric while keeping hold to critical thinking, writing processes, and new values of dimensional thinking, creative thinking, and metaphorical thinking. Furthermore, it has the power to change the fabric of society because of its cooperative principles. If students were to learn to focus on interests, they would learn how to create meaningful resolution, and to communicate with an eye towards understanding, which could transform the discourse of society.

I realize, for those who have read the curriculum, that there will be skeptics and critics, and there may be things about which to be critical; however, to the skeptics and critics, indeed to all readers, I would challenge you to try engaging with this curriculum. I have with my own students, and I saw them grow and develop their writing processes and critical thinking skills. My students learned new cooperative material; they collaborated with each other in class and with their audience in writing; they struggled with concepts that were foreign to them; and they developed original ideas which would not have been thought of if it were not for this curriculum. Open rhetoric not only taught them how to engage with a writing situation differently than they ever had before but it also showed them who they are as a writer and how their own processes work. I believe, because I
have seen it in practice, that open rhetoric holds great value not only to students as writers, but to students as human beings.

Now that there is a viable form for a rhetoric that could be used in conjunction with argument in writing classrooms, the time is right to observe student engagement with it, and to study its efficacy in composition classrooms. I invite you to make room in your own classroom for it, so that your students can experience the value of its principles as they learn to think in ways that have not been challenged to before and so that you can critically study its methodology in order to make improvements by adding to it both conceptually and practically. This curriculum was not designed as an end, but as a beginning. It welcomes collaboration, and I welcome any contribution that can build on what already exists. This collaboration will benefit our students, our field, and our society, as people begin to utilize this rhetoric in their discourses inside and outside of school.
Overview

In the spring of 2016, I officially began exploring my MA project. My interest was to develop a rhetoric that could be used in composition as an alternative to argumentative rhetoric. This would mean not only developing a new rhetoric, but also developing a curriculum that would support it in a classroom. Over the summer of 2016, I engaged in archival research that spanned many books and peer reviewed articles. From these sources, I was able to propose what an alternative to argument would look like, and create fourteen lessons that support it. The curriculum focuses on four key areas: metaphorical thinking, critical thinking, dimensional thinking, and creative thinking. All of these ideas come together to support a new rhetoric that favors principles of mediation and negotiation in place of argument as a means for addressing a writing situation. This project has been able to determine what an alternative rhetoric is and how it functions in a composition class.

Details

Catherine Lamb Frerichs, whose inspiring article, “Beyond Argument in Feminist Composition” was the inspiration for open rhetoric.

“As a culture, we learn much more about how to repress or ignore conflict than how to live with and transform it. When we practice and teach monologic argument as an end, we are teaching students that conflict can be removed by an effort that is fundamentally one-sided…Negotiation
and mediation are cooperative approaches to resolving conflicts…they focus on the future, not the past, and seek to restore trust between the two parties” (Lamb 18).

Todd DeStigter provided support for making a case for a new rhetoric in his article “On the Ascendance of Argument: A Critique of the Assumptions of Academe’s Dominant Form.”

DeStigter discusses several ideas in his research:

- Sets parameters for what constitutes argumentative rhetoric:
  “…an artifact or genre characterized by a contested claim supported by evidence and warrants that adhere to commonly accepted standards of reason” (DeStigter 13).

- Cites multiple researchers that conclude that argumentative rhetoric has become more prevalent in the past 30 years

- Discusses proponents’ rationale for teaching it

- Looks at the real results of the rhetoric

Four major concepts in open rhetoric

Critical thinking

The ideas behind assignments and activities in the curriculum is influenced by Diane Halpern’s book *Thought and Knowledge: An Introduction to Critical Thinking*. Her book breaks down how
to design a classroom that emphasizes critical thinking, from lessons to homework, so that students are engaged in reasoning. Daniel Kahneman’s *Thinking, Fast and Slow* is study of cognitive psychology that focuses on how the human brain thinks. Kahneman’s findings helped to develop the content of the curriculum. Open rhetoric seeks to use System 2 thinking in the classroom, which he explains as the system of thinking that practices critical reasoning.

**Dimensional Thinking**

Open rhetoric favors principles of cooperation in place of argument. This is accomplished through focusing on the interests *behind* positions that are taken. Roger Fisher and William Ury of the Harvard Negotiation Project have spent years understanding ideas of mediation and negotiation. The principles that they lay out in their book, *Getting To Yes: Negotiating Agreement Without Giving In*, have been adapted to composition in open rhetoric.

**Creative Thinking**

Tony Blair and Malcom Gladwell provide ideas for creative thinking. Blair, while acting as Britain’s Prime Minister, gained valuable experience while taking part in mediating peace in
Northern Ireland. He shares important principles with which he credits his success. Some of them are dependent on creative thinking, and he emphasizes the importance of thinking creatively. Gladwell’s books offer unique perspectives that can help people to think creatively in seemingly normal situations. Both of these sources help to develop creative thinking in open rhetoric.

Metaphorical Thinking: Writing Form in Absence of Argument’s Structure

Kevin Dunbar, in “The Analogical Paradox: Why Analogy Is So Easy In Naturalistic Settings, Yet So Difficult In The Psychological Laboratory,” indicates that deep analogical thinking requires people to engage in deeper critical thinking. He found that his subjects were able to better use metaphors that they developed on their own, rather than attempting to use metaphors that were predesigned and given to them to apply.

Christopher Bearman, in “The structure and function of spontaneous analogizing in domain-based problem solving,” found that all people, no matter if novice or professional, are able to engage in analogical thinking equally. While more experienced people in their fields might use metaphors from their fields to understand new information, less experienced people in the same field will draw on what they know outside the field to reconcile the new information. They are just as successful as those with more experience. This makes metaphorical thinking an equal ability that everyone can draw from.

How Metaphorical Thinking Works in Open Rhetoric:

First, it is important to find a metaphor to use to become the structure of a paper. This should be a concept that the author is very familiar with. Second is to label the metaphor for what it is
literally, and then apply those stages to a writing situation. Third is to develop a detailed outline for how the piece of writing will be structured. In the example below, the system of respiration is used to illustrate these stages.

8. **Ventilation:** exchange of gasses between the atmosphere and the lungs.
   - Begin by normalizing what might be considered by society an irrational or radical idea by bringing it into the realm of rational reasoning. This step can be thought of as bringing a new idea into a conversation just as fresh air is inhaled so that oxygen can be utilized.
   - Discuss the history of cannabis that illustrates how societies have been cultivating it for medical, spiritual, and recreational use for hundreds of years. This section should stress the fact that the classifying of cannabis as harmful is a new phenomenon that goes against hundreds of years of accepted use.

9. **O₂** is transferred to the blood via the lungs.
o Just as oxygen is held in the lungs before being transferred to the rest of the system, time should be spent discussing the topic and how it would work in society.

o This section could discuss the effect of the drug on people when they are using it for recreational use. Data could be utilized from Colorado and other recreation friendly states that show a sharp decrease in violent crime since cannabis was legalized for recreational use. Data could also be used to show the change in body chemistry that produces a calming effect from the drug.

10. O$_2$ is transported by the bloodstream to cells.

   o Turn the discussion to why the topic should be considered by the audience. Talk about how the new ideas could work in society where it has not been seen before.

   o This section should analyze the current social situation and discuss the growing trend of acceptance for cannabis not only for medical but also recreational use. Because of the growing use of cannabis, stress that it is important to understand the new reality so that it can be handled responsibly. This section should also address the growing concerns that exist from the different parties in the debate.

11. Cells utilize O$_2$ and release CO$_2$. 
Just as oxygen is broken down and carbon dioxide is produced, break down some key ideas that would be beneficial to society which separates from ideas that people might see as destructive.

Benefits to society by accepting recreational cannabis include:

- Regulation: the state could set standards to guarantee the source of the product is safe. The state would also be able to set restrictions as in the cases of cigarettes and alcohol which could drastically reduce underage use.

- Tax revenue: the state’s revenue would increase which could benefit underfunded programs.

- Incarceration: the state’s prison population would decrease because it would no longer be illegal to buy, sell, or grow cannabis.

- Safety: law enforcement would be freed of the time spent in enforcing current drug laws and focus their time in other areas.

- Economy: small businesses will prosper in the market where there is a great demand for quality cannabis.

- Black market: the black market will be virtually eliminated. This will damage the influence of dealers and cartels.

12. CO₂ is released into the bloodstream for transportation to the lungs.

- Just as carbon dioxide is formed and kept from making the blood toxic, separate the negative aspects of what is being proposed from the positive effects.
This section needs to seriously address the negative associations that people have with cannabis such as studies that find it to be harmful to health with heavy long term use. It needs to be clear that while there are many positive advantages to legalizing cannabis there are also negative ones. However, the negative aspects present their own challenges that can be addressed.

13. Upon exhalation, \( \text{CO}_2 \) is transported from the bloodstream to the lungs.

- Just as carbon dioxide is sent to the lungs to be expelled, offer some ideas of how the negative aspects of legalizing cannabis could be addressed and satisfied so that they are less of a concern and problem.
- Possible solutions might be offered such as strict regulation of its use. This section should clear ideas on how to handle to the negative aspects of cannabis while still experiencing the positive benefits by legalizing it.

14. \( \text{CO}_2 \) is emitted into the atmosphere.

- Similar to how carbon dioxide is moved out of the system so the body is able to function, dispel the negative aspects of the topic by focusing on the ideas that will positively affect society.
- Create a vision for the reader that acknowledges the pro’s and con’s but emphasizes the benefits that could be seen by accepting the trend that the population is moving towards. If we want to have influence in a growing practice, we need to put ourselves in a position where to can steer the conversation and shape the future.
Works Cited


Appendix B: A Sample of Student Metaphors

The follow four metaphors are samples of what some of my students developed for their final paper. Their paper final paper was a culmination of a research project in which they had already completed preliminary research. For their research topic, they were given the choice of researching food deserts or the decline of the bee population. Their research papers were to use the principles of open rhetoric that are included in this project. The students each took a different approach to their metaphor and their topic; however, their metaphors demonstrates their ability to use complex metaphorical thinking to structure their final paper.

Metaphor One:

Honeybee Research Paper Metaphor

The metaphor that I will use for the structure of my research paper on the declining population of honeybees will be the different steps of an effective racing strategy in a 5k cross country race. Having been a runner for three years, I’m going to say the steps in a way that everyone may not use, but rather what works best for me. Originally, the idea was to do training for the race as my metaphor, but the “training” has already been done for my project. The research prompt, annotated bibliography, and now this. This is the final step of training and the race, or research paper is quickly approaching.

Needless to say, the first step of a race is the start. In every race I’ve ever run, I have never had another mile in the race faster than the first. This is because the beginning of the race is where people claim their spots. Obviously, it isn’t your final spot. You’ll be
passed by or pass many people in the race, but the unfortunate truth for the slower starters is that passing people takes time and energy. Settling in last at the beginning of a race guarantees first to be nearly impossible because the people in the top five won’t need to work around others, while you may need to do so with a hundred in under 15 minutes. In a way, the beginning of the race is the rough estimate of who will place where. The information is laid out, but the hidden factors are still yet to be seen.

The beginning of my research paper will consist of a strong background, which contains a solution in itself. Having all the information is all it takes to glean a solution. The only problem is, without discussion how will the solutions be communicated? Not being able to settle on a single solution easily forms emotions of anger and loathing on all sides of the equation. Therefore, like a race, the solutions involved in a beekeeping viewpoint, such as eliminating pesticides may seem like good ideas, but may not be the solutions we need. The person who sprints the beginning of a race doesn’t usually win because they run out of gas halfway through the race. An idea such as eliminating pesticides may sprint out as an obvious solution, but the arguments and disruption that follow the idea say otherwise.

Settling into a fast, but comfortable pace in accordance to the course is the next part of a cross country race. This is the longest part of the race. People are slowing down or speeding up, depending on how fast they went out to begin with and tackling any obstacles that the cross country course may be throwing at them (usually hills). Hilly courses are best tackled in the opposite fashion that is expected from someone unfamiliar with running. Run the hill itself easier than a sprint and use the leftover energy to explode
over the top. Too many runners reach the top of a steep hill and instantly slow down, leaving them to get passed by others. Working less on the hard part of a hill allows you to work harder on the easy part, improving your time exponentially. This portion of the race is the interesting part where you find out who has the guts to take the top places.

The discussion is the part of the paper that is most comparable to the meaty part of a race. This should be obvious because this is the most important, longest part of the paper. It is where everything will be decided and all audiences will be noticed as a contender. The solution will not be determined until a solution is found that is beneficial all around, but offers some kind of solution to the main problem. This may involve stepping on some toes, but a solution needs to be found. Throughout my paper, I will be discussing African honeybees to a heightened extent. Though these tend to be more aggressive and dangerous honeybees, they represent a hill in the paper. They’re necessary to reach a solution, but they may be a pain to deal with. In addition, the climbing of this “hill” may warrant a few changes.

The finishes to my races have always been the best or worst memories for me. It all depends on whether I can kick faster than the person closest to me. Reaching a satisfying conclusion is all that can be hoped for in a race. I rarely get first in a race, but when I do I feel like I really worked towards something. The feeling only lasts for a day or so, because then I need to jump into training for the next race.

The ending to a paper is very similar. By the end, the dots are either connected or you came up with a halfhearted solution that you aren’t happy with. Even coming up with the best solution in the world may not mean anything if you do nothing to set the
movement in action. There’s always another step to the paper, and that is getting the knowledge out the people that need to hear it. Even developing a poor solution should be remedied with further research and/or pondering.

The finish to a race isn’t the final step. At least not for me. Congratulating other runners on a good race is always what I end with. I know it sounds cheesy, but there are always people that may have not had the best race. It will make their day to get a handshake and some kind words. Things like this contribute to there even being runners in the United States. I know I wouldn’t want to be a runner if no one cared or if I had no friends to compete with. Inspiring others to do better next time with a few words is why I love competing.

Now imagine a country without agriculturists or beekeepers. If they all decide to go get better or different jobs, we’re in a heap of trouble. Working throughout the paper to ensure that every party feels wanted and important, being too harsh can be the absolute worst thing in a paper. Exhibiting sympathetic feelings combined with a solution that works with most parties is what should be strived for.

Metaphor Two:

Research Metaphor: The Butterfly Life Cycle

1. The first stage of the butterfly cycle is the egg stage with the milkweed leaf.

   During this stage the butterflies are very vulnerable just like the bees are when they are being fed the high fructose corn syrup. Both the butterfly’s and the bees do not have very much control over themselves. This is where I will talk about the
background of bees and how they help the environment and go into high fructose corn syrup and how it affects bees and their digestive systems.

2. Next is the caterpillar stage. During this stage the butterfly hatches out of their egg and becomes a caterpillar. I am relating this to when the bees are going to get the pollen from the flowers and are faced with the pesticides on the plants. This is where I will talk about the dangers of these pesticides and bring in the numbers and data that I have found from my research. This is also where I will put in my interview of a bee farmer and how dangerous these pesticides are to their bees.

3. The next stage in the butterfly life cycle is the pupa stage. During this stage the butterfly becomes a cocoons. This is where I will talk about the potential solution that can be given to help save the bees. I will talk about the statistics of the bees and how many are dying. I will give facts and numbers from different sources I have found. This is where I will propose my solution about feeding bees their natural honey, and getting rid of high fructose corn syrup as well as pesticides.

4. The last stage in the butterfly life cycle is the adult butterfly stage. During this stage the caterpillar hatches from its cocoon and becomes a beautiful butterfly. This is where I will talk about how the death of bees will decline and bees will be able to start striving again. This is where I will talk about the benefits my solution has on bees, farmers, and all the people. This is where I will finish sighting my sources and have a strong conclusion that summarizes all of my facts. As well as have my reference page and so forth.
Metaphor Three:

HOW TO BE AN ALL STAR HITTER
1. Have baseball IQ: The ability to think intelligently during the game and being aware of each situation that might occur.
   - In order for a batter to succeed he will need to do research on who is pitching and what types of pitches they have in their arsenal. In a writing situation this step will introduce background knowledge towards a current problem.
     - Explain the history on how previous researchers have viewed the Colony Collapse Disorder. Data should be collected by established apiculturist and entomologist to provide credible sources.

2. Enter the batter’s box: A rectangular area on either side of home plate in which the batter stands while at bat.
   - When a batter steps up to the plate he will face new challenges by being offered different pitches than what he has previously seen in the past. In a writing situation this step can be thought of as bringing a new idea into a research project.
     - This section should stress the fact that habitat loss should be considered as a main cause behind the decline of the bee population.

3. Eye on the ball: In order for the batter to succeed the ability to see the ball clearly out of the pitcher’s hand is key.
   - While a batter steps up to the plate his main objective is to hit the ball. In a writing situation this step can be thought of as presenting the main purpose behind the study.
     - This section needs to discuss why it is important to solve the Colony
Collapse Disorder. Data could be used to explain how bees benefit our daily lives.

4. Hit the ball: A batter is credited to a hit when reaching first base safely after hitting the ball into fair territory, without the benefit of an error or a fielder's choice.

- When a batter hits the ball it may travel to multiple locations which leads to various outcomes. In a writing situation this step can be thought of as examining possible solutions and the outcomes to a specific study.

- This section should discuss possible solutions to help give bees the habitat life that they deserve. Data could be drawn from the finest apiculturist and entomologist to manufacture superior answers so that the foods that we love and cherish don't end up becoming extinct.

5. Possess power: The more torque generated, the more energy that will be transferred to the ball.

- Just as transferring weight forward while generating power from the legs will allow for maximum impact with the ball, time should be spent discussing the topic and the impact of the benefits through the solutions that might be in place.

- Create a vision that gives the reader the positive impact that will occur throughout society when presenting possible solutions towards bee habitat loss.

6. Have fan love: In order to be selected into an all-star game, the majority of
baseball fans will need to vote for you.

- Just as all fans are needed to support a player, all parties will be needed to support a solution.

- Recalling that a cause of the Colony Collapse Disorder is habit loss, the people of California will need to do their part so that the solution will be a success. Specifically, college campuses and neighborhoods as a whole need to work together to help solve this problem.

**Metaphor Four:**

*Digestive System Metaphor*

The following model of the digestive system could be used as a metaphor to explain a possible solution for the decline of bees. The solution addresses the different interests involved and the end result. The digestive system acts as a metaphor of the process where the bee industries digest the solution proposed.

The digestive system is broken down into seven parts and each of them will be explained in accordance to the solution. The person can be looked as the bee industries ‘digesting’ the apple which represents the solution proposed. The process of digestion is used as a metaphor to the steps the solution is going to take in order for it to reach its end goal.
The diagram above is used on the topic of the decline of the bee population. Below is an outline of the digestive process relating to the solution for the decline of bees. Each step is explained in correlation to writing.

1. The first step of the digestive system is chewing. This represents the bee industries considering and trying out the idea proposed. The apple being eaten represents the solution. This section will describe the overall solution of how to prevent the decline of bees.

2. The second step of the digestive system is the saliva breaking down the food. This can be seen as breaking down the solution into different steps. Similar to how saliva breaks down the apple, the solution will be broken into different steps in order to achieve the goal. For example, this section can mention how we need to reduce the use of pesticides, then the use alternatives to pesticides. This section describes how we can do that those.
3. The third step of the digestive system is the epiglottis blocking the trachea. This step is which the tube pushes the apple down to our stomach and blocks it from entering the lungs. This can be looked as the opposition from the industries of the solution. This section explains and addresses the different concerns of the people who may oppose.

4. The fourth step of the digestive system is the muscles pushing down the food. Similar to how the muscle pushes the apple further down into the system, we can focus on the positives of the solution. This section can describe how the solution can benefit our ecosystem, economy, and environment.

5. The fifth step of the digestive system is where the acid in our stomach mixes with the food. The acid further breaks down the apple into the system. This represents how the solution can be put into action.

6. The sixth step of the digestive system is the digestion and absorption of nutrients. This represents the goals of the solution. This section focuses on what the results would be from pursuing this solution. Also, it talks about the current problems with bees we face and how the goals of the solution would prevent those problems. Once the apple is digested and absorbed, the solution is put into action.

7. The final step of the digestive system is the waste entering the colon. This section concludes the research and addresses main points in the solution.
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