

Appendix A: Assignment Prompts

Part 1: Critical Personal Narrative

Write a critical personal narrative on a public issue (or a few interrelated ones) that you care and feel deeply about. The goal of this assignment is for you to critically evaluate the ways your feelings, cultural background, social position, values and personal and familial histories and experiences influence your value and belief on that topic, and how you participate—or choose not to participate—in public conversations related to it. The paper should be about 5 pages long.

Consider the following questions:

- What aspects of your background and identities (socioeconomic, geographical, racial, cultural, sexual, gender, etc.) have shaped your belief on this subject?
- Describe at least one specific instance in which your belief became solidified.
- What role does this belief play in your relationships with others? For example, does it draw you closer to certain people because you assume that they'd share your view? Does it motivate you to preemptively keep a distance from those you think would undermine or dismiss your worldview?
- What experiences do you have discussing this topic with a) people who share your views and passion; b) people who disagree with you; and c) those who are either unaware or apathetic to the subject?
- If you have chosen to not actively participate in interactions/conversations on that topic, why not?
- What sensations go through your body when someone disagrees with you on this topic? Describe your feelings and the immediate thoughts that emerge when your belief is challenged. In other words, how does your System I respond?
- What evidence do you give when you attempt to justify your stance to others? In other words, how does your System II explain and help make sense of your belief?

Your narrative must include the following elements:

- Concrete illustrations/ descriptions of your big-picture statements. (e.g. If you write that you generally avoid participating in conversations where you know your interlocutors would disagree with your view vehemently, you would need to describe a specific time when this has happened.)
- Connections between your personal communicative practice with larger social, economic, political, or cultural structures and influences. (e.g. “I tend to be very vocal about protecting labor unions because I am from a working-class background with parents who are both active members of their respective unions.)
- Connections between your personal experience and practice with any course readings and discussions. (As you write and reflect upon your narrative, do you

notice any relationships between your experience and opinions and what we have read and talked about in class?)

Part 2: Letter Exchange

You will be paired with two peers who hold different opinions or have different lived experiences from you. After reading your peers' narratives and having a dialogue with them informed by the principles of invitational rhetoric, write a 2-3 page letter to them addressing the following questions:

- How does talking to them and reading their narrative complicate, challenge, or reinforce your opinions on the role of emotions in public deliberation and participation?
- What emotions arise in you during this exchange? How do you negotiate these feelings?
- Have you arrived at any new understandings—regarding the topic or about the process of dialogue and argumentation at large?
- Will/how will this exchange alter the way you engage with opposing views and different lived experiences in the future?

Part 3: Final Reflection

At the end of this series of activities, use the questions below to reflect on your experience as a whole.

As a letter writer:

- What considerations did you have when you were writing it?
- How did you feel when you were drafting?
- What is the most illuminating and challenging respectively about writing the letter?
- How did you feel when your partner was reading your letter? Why?

As a reader:

- How does the letter make you feel, and why?
- Write down any thoughts and reactions you have to the letter.
- What do you think is the most valuable/productive about the letter exchange? And what are lacking or could have been more useful?

Overall:

- Does/ How does this experience advance your understanding of invitational rhetoric, or rhetoric in general?
- What is the most challenging aspect of this entire process? Why? How have you tried to overcome it? Were you successful?

- How does invitational rhetoric compare to more persuasive and argumentative forms of rhetoric? Based on your experience after this series of activities, what are their respective advantages and limitations?

Appendix B: Invitational Rhetoric Conversation Protocol

The goals of the upcoming conversations, and narrative and letter exchanges are as follows:

- make use of the offering perspective
- promote understanding
- further rather than shut down conversation
- honor differing viewpoints and differing identities and lived experiences
- practice empathetic listening
- further mutual inquiry on a given topic
- respect each other's epistemic privilege

What it is NOT meant to do:

- launch personal attacks and disparaging remarks
- persuade others to change their view
- undermine different perspectives
- justify dehumanizing views that undermine one's personhood

The "offering perspectives":

- "The giving of expression to a perspective without advocating its support or seeking its acceptance. Offering involves not probing or invading but giving, a process 'of wrapping around the give, of being available to her/him without insisting; our giving is a *presence, an offering, an opening*'" (Foss and Griffin 7).
- "[Personal narrative] presented in offering for the purpose of articulating a viewpoint but not as a means to increase the likelihood of the audience's adherence to that viewpoint. The offering of a personal narrative is, itself, the goal; the means and the ends are the same in offering" (Foss and Griffin 7).

Values and conditions invitational rhetoric should embody (Foss and Griffin):

- Equality
- Immanent Value
- Self-determination
- Safety
- Value
- Freedom