

Purdue Pete's Galaxy: Composing at Heavilon Hall

ENGL 106—First-Year Composition

Instructor: Donald Unger <ungerd@purdue.edu>
Time: 3:30–4:20 p.m. M-F
Spring 2011

Office: Heav 210
Office Hours: 9–10:00 a.m. W/F

Quest 3: Poking and Prying with a Purpose

This Quest builds on some of the strategies you employed in previous quests. Quest 1 focused on a critique of a cultural artifact, in this case a poster advertisement. You examined the poster through a rhetorical lens, addressing questions of *purpose*, *context*, and *audience*. The first quest served as an introduction to rhetoric. The preceding quests focus on a particular element of the rhetorical triangle. Quest 2, your Amazon.com review, emphasized *audience*. Furthermore, Quest 2 demanded that you foreground your voice rather than an academic voice, through a persuasive argument. Quest 3 focuses on different strategies for developing and understanding the *purpose* of a composition, in this case a research paper.

Because we are composing academic research papers, standards of research, argumentation, and language will be more rigorous than in previous projects. This means that your understanding of and perspective on your subject should evolve over the course of the quest. Not only will you become more knowledgeable about your particular topic, but your perspective, purpose, and conclusions may change. This is in keeping with one of the things this assignment hopes you will learn: the form our writing takes impacts what can be communicated and what it means. Furthermore, different genres of writing require you to adopt different personae as composers.

It is important that you do extra research for this project, not just enough research to support your argument, but also reading information on counterarguments and perspectives that compete with your own. If a review asks you to be stylishly engaging, a research paper asks you to be careful, methodical, and measured in your conclusions. You need to be more attentive to whether your argumentation and information is sound, as well as being more specific about where or how you've found your data. In sum, Quest 3 needs to be a carefully researched and thought out essay that puts your voice and experiences in conversation with experts or authorities on your subject.

Note: you may include visuals to aid in your argument, though it is not required.

Quest 3 requires an initial question, a statement of purpose, and a design plan comparable to the ones we composed for Quest 2. This is to ensure that you have a sense of what you need to do and how to go about doing it. Also, it gives me a heads up on where your quest, whether or not you are developing a sense of purpose, and they help me understand how I might help you accomplish your task.

Your audience is a general academic community, who may or may not know much about your topic. They will have relatively high standards of proof and be swayed by effective, articulate, appeals (*logos*). However, *ethos* (how you build authority through your paper) and *pathos* (emotional appeals) matter. Consider how you balance logic, emotion, and your authority in your paper.

Questions to consider throughout your work on Quest 3:

- What is your issue or topic?
- What is your initial research question?
- What is the purpose of your paper?
- How has this purpose evolved as your research has evolved?
- What are your primary and secondary sources?
- How do you use each source effectively?
- Do you deal with perspectives that disagree with or contradict your own? Why, or why not?
- How do you deal with these perspectives?

Format: 1500-2000 words. You must use MLA formatting and citation practices.

Bring **2** hard copies of a full draft for peer review on Thurs., March 31st. The final draft and reflection must be submitted to Blackboard as one document by **5 pm** on Monday, April 11.

Design Plans Due 3/24 Draft Due 3/31 Final Paper Due Monday, 4/11

NOTE: If you want to get an **A** for this Quest, you must also turn in a 2-page (double-spaced) reflection with your final draft. This reflection should discuss why you use the writing strategies you do.

- Did you find a particular exercise from class particularly useful, why?
- Did you find a particular exercise from class particularly difficult or not very useful, why?
- Did the purpose of your research change as you worked on the paper?
- Did you learn anything new about the process of writing a research paper?

Quest 3 is worth 20% of your grade for this class.