

Profile of Another Author

120 Points Total

Due: October 18, 2019 -(In Webcourses *by class time*)

We have spent most of our time this semester focusing on our own writing processes. Now, we are going to move on to analyzing and thinking about someone else's writing processes. For this assignment, you will pick another writer to interview about their writing. Pick someone with whom you are comfortable and pick a text which you can show me in some capacity. Remember though, **you cannot make claims about people's intentions unless they have explicitly stated their intentions.**

The rhetorical situation of this assignment

1. Rhetor: You are the rhetor.
2. Audience: Myself (an ENC 1101 instructor at UCF who is invested in multiliteracies) and your peers are your audience. We are an academic audience. If you choose to bend rhetorical norms, justify those choices to me in a memo in an appendix.
3. Exigence: The opportunity from which this communication arises comes from the goals that you articulated at the beginning of this class.
4. Constraints: You are both constrained and afforded different rhetorical opportunities by the medium (What can you include in this format?) and the requirements of this assignment prompt (What do you have to include? What do you have the option to include?)

Required Components:

1. A clear and succinct claim or thesis statement making an argument about how the rhetorical situation impacted your writer's text. (This should be more than just "The rhetorical situation impacted how my writer composed this text." Tell me how and why.). You should also include in your thesis statement an argument about how your writing process compares to that of your writer/interviewee in this instance. **The overall argument of your paper should be clear to your reader (me and your classmates) and should fit into one or two sentences.** This should be in the first paragraph. (This is much clearer with statements like... "My claim is...")
2. You should introduce your writer to the reader in the paper. Also introduce the reader to the ONE document about which you are interviewing your interviewee.
3. The body of this paper should tell your readers *how* the rhetorical situation affected the writer's composing process in ONE document/text/composition. How did they make the rhetorical choices that they made? (To tell me what the "rhetorical situation," "exigence," "constraints," "audience," and "rhetor" are, you will need to define them by citing Grant-Davie). **Remember, you cannot make claims about someone else's process or intentions unless you have asked them.**
4. You should also reflect on how your writing process compares to your interviewee's process. Does your writer write straight through and then go back and revise while you write the body/middle paragraphs first? Does your writer have more or different followers than you on Instagram, so you consider different audiences? Or, do you have a better camera on your phone, so your Instagram

compositions have fewer constraints than your interviewee's Instagram compositions?

5. You should connect the interview back to the secondary sources (readings - so, Stacey Pigg, Jim Ridolfo & Daniella DeVoss, or Deborah Bradnt, in this case) from the class. **You only need to connect back to one of these.** Additionally, since you interviewed someone, you will need to cite that interview (using the resources provided below). **You will need to cite these both in-text and in a references/works cited page at the end of the paper using MLA or APA format. (See below for resources).**
6. You should conclude the paper for your reader. Reiterate your claim and put it in context. Tell your reader why what you found about how this writer writes, and how it compares to your own processes matters.
7. **Remember that to ethically conduct interviews, you need to get informed consent from your interviewee. You should include your informed consent form as an appendix as well. [Informed consent form template here].** You should also include the document about which you interviewed your author as an appendix. If the document is written, or very long, you can simply take a picture of it and insert it as an image at the end of the text. Please look at the OWL Purdue resources below for how to include an appendix. (See additional resources below for how to include an index and for how to insert an image into a Word document).

Steps:

1. Choose writer to interview about their writing processes. You may choose someone from your chosen field or discipline (You could interview a doctor about how they write prescription scripts, or you

could interview a web designer about how they write their code or white papers). You could also interview a fellow classmate.

Choose someone with whom you are comfortable and to whom you have access.

2. Access the [Informed Consent Form Template](#). Download it and alter it for your interview. Go over the informed consent form with your interviewee and make sure that they understand it before they sign it. **This step is imperative for you to ethically interview this person.**
3. Choose ONE text that your interviewee has composed. You should make this decision with your interviewee to make sure that they are comfortable talking about this text and that you can ask important questions about this text. The text can include things like lab reports, or even Instagram posts.
4. Interview your author about their writing processes for this particular text. You can ask them about their thought processes and why they made the decisions that they made. **You should ask them questions about all of the components of the rhetorical situation.** Who was their imagined audience for this text (and did their actual audience coincide with their imagined audience?). What was their exigence for writing this text? Did anyone else help them compose this text (if there is a picture, for instance, did someone else take the picture?). What constraints or opportunities shaped the text? (character counts, the ability to include images, etc.). **You should take careful notes in your interview. I suggest recording your interview in some way (with your phone or with recording equipment that you can check out from the John C. Hitt Library on campus; see resources links below).**

5. Draft the paper! I suggest starting in the middle (you may not know your claim/thesis until you write it out!). Consider the components of the rhetorical situation (Look back at Grant-Davie). Next, think about how their writing process compares to your own. Could you have written the text that they wrote? Why or why not? Think about what claims you can make with this information.
6. Look back at the required components listed above. **Have you met all of them?** Revise accordingly.

Questions you might consider (You will have to tell me about the rhetorical situation to complete the prompt above. These are other questions that you might consider as jumping off places).

Who was the rhetor? However, is there more than one person (or company) contributing to this text? (Your interviewee, obviously, but was there anyone else involved? If your interviewee posted to Twitter, Twitter is also a rhetor in the sense that they designed the site).

Who was the intended audience? Who was actual audience? Were the intended and actual audiences the same? Why or why not?

What was the exigence(s)? Was there more than one exigence?

What were the constraints and opportunities? Did the author have to abide by certain genre rules or disciplinary expectations? (What does a lab report have to contain?) Did the author have to write their paper for a particular teacher's expectations? Did the author have to abide by platform rules, or did the platform offer them any opportunities that they wouldn't have elsewhere?

Could you have written the text that they wrote? Why or why not? Do you have different constraints, opportunities, audiences, or exigencies?

Format:

The paper should be double spaced, 12-point font that conforms to MLA or APA formatting. (No need for a cover page in APA). Please submit in a word-document format (not a PDF).

I anticipate the paper being about 4 pages.

You should upload the document to our Webcourses site by class time. Please name the file: LastName-FirstName-AuthorProfilePaper.

Additional Resources:

Your first resource is the readings that we have done so far in this class! The readings that we have completed in this unit will probably be the most useful to you for this assignment, but feel free to use readings from previous units as well (if applicable).

You can see find resources beyond our class on how to properly cite your sources the OWL Purdue's website. (Use the navigation bar on the left side of the page. There are also sample papers that are near the bottom of the navigation bar that are very helpful).

[APA Citation Style](#)

[MLA Citation Style](#)

You may also find my [video lecture](#) on how to cite things helpful for reference. [Turn on subtitles by clicking the settings (gear) button on the bottom right side of the video, then clicking subtitles, and then clicking

“English (auto-generated)”. Since I made this video, this will show you exactly what I am looking for.

To check out recording equipment (or a variety of other multimedia equipment), from the John C. Hitt Library, click [here](#).

For instructions on inserting images into a Microsoft Word document, click [here](#) and select the appropriate version of Word.

You may also find the following [WikiHow](#) helpful.

Alternatively, if you learn better by watching something, you can also click [here](#) for a YouTube video.

Grading:

Criteria	Pts
Follows Assignment Prompt The assignment meets all of the requirements listed on the assignment prompt, including having all required components, formatted correctly, with the correct file name.	12 pts
Unity The author has a clearly defined and arguable claim/thesis. The author does not go on distracting digressions. All paragraphs, sentences, quotes, etc. directly contribute to the thesis. The author tells readers what is important about the details that they choose to provide and how they contribute to the thesis.	16 pts
Evidence The author uses effective evidence that supports their thesis statement. The author develops points thoroughly with specific and concrete examples and engages with an appropriate number of reliable, college-level support (secondary sources). The author effectively documents and cites this evidence	16 pts

Criteria	Pts
<p>Analysis The author effectively integrates sources and evidence together. They analyze the advantages and disadvantages of each piece of evidence and how the evidence supports, complicates, troubles, or contradicts your thesis. The author refutes apparent counterarguments where apparent.</p>	18 pts
<p>Organization The author effectively uses paragraphs, and orders those paragraphs in a coherent manner. The author uses transition sentences between paragraphs, topic sentences, and has an effective introduction and conclusion.</p>	16 pts
<p>Coherence The author uses clear and understandable prose (for a generally educated audience, but an audience who may not know all writing and rhetoric terms) and defines key terms. The author transitions between sentences and makes the connections clear by using transition words like "however," "likewise," "in comparison," etc. The author introduces evidence and quotes to the reader. They then cite that evidence and explain the significance to the reader.</p>	16 pts
<p>Conventions of Academic Writing The author uses sentence structure, tone, voice, and vocabulary appropriate for academic writing. The paper has been proofread and edited carefully to reflect Standard English considerations (OR includes a letter in Standard Written English explaining your rhetorical choices to deviate from Standard Written English).</p>	14 pts
<p>Citations The author has made a clear attempt to format their document according to MLA or APA citation style. The author has included both an alphabetized references/works cited page AND effective in-text citations.</p>	12 pts
Total Points: 120	