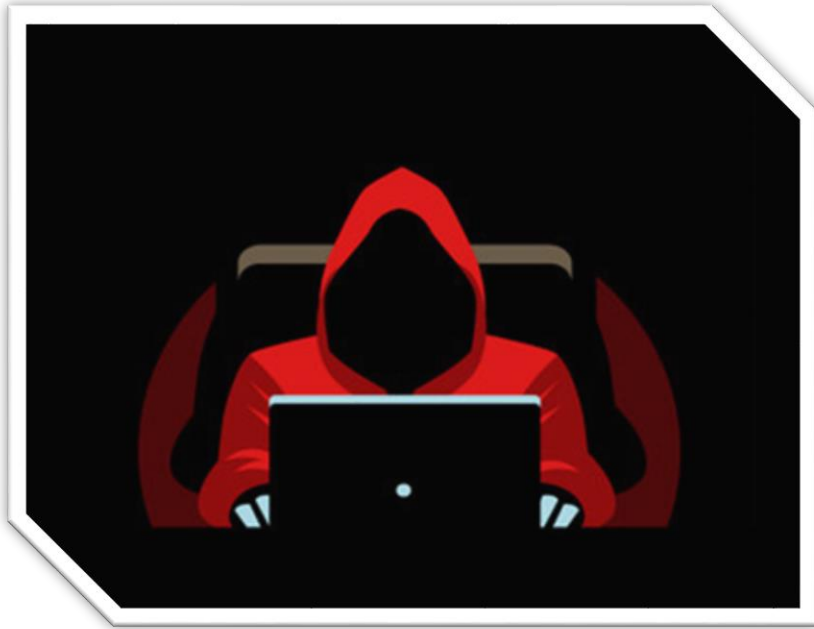# Boss Fight | The Organization

The Organization:
A Critical Discourse Analysis

Deadline:
10/27 @ 11:59 PM

The hardest problems are the ones you can't yell at, you can't see, and you don't know about. That's how The Organization works. But we're on to them. And with your help, some digging, and some time undercover- we're going to blow this wide open.

Time to enter the conversation.

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For this project, you will . . .

- Write a paper of _at least 7 pages_ (including citations and lit review)**.**

- Make a **meta-argument** about the ongoing conversation surrounding your topic. (For more info, click "Making a Meta-Argument").

- Take into account the discourse from _at least_ **three different discourse communities.**

- Enter the rhetorical conversation with your own positionality and **methodology** (see "Laying Out the Essay").

- **Test all the skills that you've developed in EN 103 so far**, including: ethically using sources to paraphrase, summarize, and quote; using academic citation conventions; performing analysis, considering the greater conversation; and using teamwork.
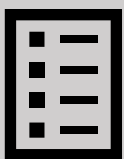
Laying Out the Essay

Making a Meta-Argument

Resources for this Essay

Making a Meta-Argument

The work of a critical discourse analysis is twofold:

1. **To represent and analyze, through research and scholarship, an ongoing conversation within and between discourse communities, with attention to language and rhetorical strategy.**

2. **To make an argument *about the ongoing conversation.***

This is the task before you. Over the course of the next month, you will write a discourse analysis related to your research topic within the world of video games.

To do this, you will develop a **meta-argument** about the ongoing conversation surrounding your topic. For example, rather than saying "yes, I think video games make children violent because of ___, ___, and ____" this meta-argument will instead address the *conversation* surrounding game violence itself, and draw conclusions.

How you might go about this:

❖ Look for **disparities:** Is what *this group* is saying different than what *these groups* are saying? Why might that matter? Who benefits or loses from this disparity?

❖ Look for **gaps:** Despite public concern from *these groups, this group* has not reacted. *This research* is missing from the conversation. Why is this gap important?

❖ Look for **inattention:** Why is *noone talking about this???* Why is this conversation being ignored by *these groups.* What does *this group* have to say about that?

❖ Look for **silence:** Who isn't being heard in this discussion, and what forces might be keeping them out? Are there places they are talking *that aren't being discussed*?

Example from Peter's own research

"The conversations surrounding recently popular virtual reality experiences have exacerbated an existing fixation within the game industry and the rhetoric surrounding gaming on *immersion* and on *resonance* between player and avatar. However, there is **exceedingly little attention** being given to the phenomenon of "*outmersion*" and the experience of the player who is actively pushed into a state of *dissonance* from their avatar– and this has **major implications** for the ways we conceive of gaming as a negotiation of identity."

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Making a Meta-Argument

These are the major components of a scholarly discourse analysis. Note that these are not hard and fast rules– but they are the conventions of the genre. You might separate these sections by subheadings, or simply transition between them.

1.   **An Introduction** to your topic– something that answers the question of "Why do I care?" You will want to give the reader a sense of the **scope,** and **import** of the project.

2.   **Literature Review & Methodology:** Technically part of the introduction, this section is intended to address three major things: 1) What research has come before you, and **how are you building on, altering, questioning, or furthering** that research and 2) How have you performed the research that you are going to present– what were the actual **methods** that you used. Finally, 3) after you have explained what has come before you, you will want to lay out your **meta-argument**.

     It is in this section that you will probably give a foreshadowing of what follows, and briefly introduce the discourse communities that you will be analyzing.

3.   **The discourse analysis:** The real meat of your paper. This can be as many paragraphs or sections as you deem necessary, but you will want to organize it carefully. You may choose to organize these parts by topic, by discourse community, by timeframe, or by some combination of these. Here, you **will** *analyze, compare, explore,* **the specific language and details of the sources from each discourse community**. Your goal will be to demonstrate how the discourse of each community **ties back to your meta-argument.**

4.   **A Conclusion:** Your conclusion, depending on your *purpose,* may do the following:

     a. Give a sense of what further research might be done on this topic.
     b. Summarize your major points and re-hash your central argument.
     c. "Zoom out" to give a sense of the broader implications of your work.
     d. Call the reader to some sort of new consideration or action.

5.   **Bibliography:** Your bibliography should accurately represent all the work that you are pulling from, directly or indirectly. It should be organized alphabetically. Annotations are not necessary. You can, and likely will, have more/different sources than your annotated bibliography/proposal.

Resources for this Essay

Sample Essays:

Peter's Annotation/Lit Review Sample

Student Sample Essay Folder

Summary, Paraphrase, and Quoting:

Understanding Rhetoric 237-240 (Issue 6)

A Dictionary of PC Gaming Terms:
http://www.pcgamer.com/pc-gaming-terms-and-their-true-meanings/

University Resources

SCOUT (Academic Search Engine)

University Databases

The Writing Center

Writing Center The Writing Center, located in 322 Lloyd Hall, is a wonderful resource for students. It is full of people who are being paid to help you with all your writing projects*, at any stage of the process (!!!).* They do not proofread papers or write papers for you, but they can help with overall structure, organization, development, and mechanics (in other words, the big stuff!). Take a copy of the writing assignment sheet and any work you've completed toward the assignment if you go. Go to http://writingcenter.ua.edu/ for more information or to set up an appointment.

Campus Librarians

You can sign up for a consulting appointment with a librarian at the Gorgas library, who can help you track down those hard-to-find sources. This is especially useful if you're looking for sources from a certain community (medical, legal, etc.) that keep their content behind paywalls. Don't be afraid to ask for help!