



Discourse community paper

Have you ever been among people who are very much like you? That it does not matter what differences you have you all have a lot more in common. A member of 4-H constitutes a discourse community because of an agreed set of common public goals, level of membership, and something that provides information and feedback. An agreed set Of public goals for our community is that as a whole group we do a lot of community service.

For a couple of years my club would go to a urging home and do different activities with the elderly. Whether it be making them sun catchers to hang in their windows or play board and card games with them. It was very surprising my first year to find out that a lot of the elderly in nursing homes never get visitors. This made me very sad. So my club took a vote and decided to keep going back month after month and building a bond with these amazing people. Loved sitting around talking with them and hearing about all the different stories each of them had to tell.

Another community service my group did was that we went to different parks right as spring began and we would plant beautiful flowers for everyone to enjoy. Something we do that provides information or feedback would be putting on our fair. Not only at a county fair are there rides, carnival games, and carnival food; but also all the hard work each a-Her has put in to the projects they have to complete to be a part of the group. There are so many different projects, from livestock to sewing to cooking to robotics to duct tape art to the shooting sports.

Over the years, I have taken many projects from all areas in our project guide, but my favorite has been the self-determined projects. While having four years left in the program I really wanted to find a project that truly loved and enjoyed doing. All my friends had their favorite and I wanted mine, so me and mom were looking through the project guide and we found a self-determined project on American Sign Language. I was so happy because this was a great interest of mine, and something was looking in to doing for my career.

By taking this project for four years it had helped me aka a final decision on what I wanted to go to college for. I was right, I have a great passion for American Sign Language and learning about the deaf community. The level Of membership in 4-H does not have anything to do with your knowledge or experience. For most people like myself, we got started in 4-H at the age of five being a clobbered. I got to go to the club meetings, participate in them, do activities with older members, and even take a project to the fair if wanted to, but it just did not get judged.

At the age of eight I became a first year 4-Her. I got to take any project(s) I wanted, and gave me a good feeling that I got to pick what I wanted to do. I took a market lamb, sewing for beginners, and cook

Sample Discourse Community Paper

RJ Alexander



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Authority, Discourse, Community Peter Mortensen, 1989 *Resources in Education*, 2001-10 **Best of the Journals in Rhetoric and Composition 2015-2016** Steven Parks, Brian Bailie, 2017-09-30 Features the best articles published in rhetoric and composition journals in the previous year **Understanding Chinese Multilingual Scholars' Experiences of Writing and Publishing in English** Congjun Mu, 2020-01-22 This book analyses the English writing and publishing experiences of 118 scholars from 18 Chinese universities from a social cognitive perspective It addresses the challenges and strategies multilingual scholars particularly Chinese academics reported in the process of writing and publishing in English This allows the author to present a taxonomy of journal article writing strategies that correspond to the lived experiences of scholars in China but which can also be applied to other contexts in the world This book offers a step by step analysis of ethnographic case studies insights and implications for teaching practice as well as suggested directions for future research It will be of particular interest to scholars in the fields of ERPP English for Research Publication Purposes as well as students and scholars of applied linguistics more broadly **Writing in the Real World** Anne Beaufort, 1999 How can we prepare the work force of tomorrow for the increasing writing demands of the Information Age Anne Beaufort provides a multidimensional response to this critical question Offering a vital view of the developmental process entailed in attaining writing fluency in school and beyond and the conditions that contribute to acquiring such expertise Beaufort illuminates what it takes to foster the versatility writers must possess in the workplace of the twenty first century

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Dialogue, Science and Academic Writing Zohar Livnat, 2012-01-01 This book investigates the dialogic nature of research articles from the perspective of discourse analysis based on theories of dialogicity It proposes a theoretical and applied framework for the understanding and exploration of scientific dialogicity Focusing on some dialogic components among them citations concession inclusive we and interrogatives a combined model of scientific dialogicity is proposed that reflects the place and role of various linguistic structures against the background of various theoretical approaches to dialogicity Taking this combined model as a basis the analysis demonstrates how scientific dialogicity is realized in an actual scientific dispute and how a scientific project is constructed step by step by means of a dialogue with its readers and discourse community A number of different patterns of scientific dialogicity are offered characterized by the different levels of the polemic held with

the research world and other specific researchers from the classic moderate and polite dialogicity to a direct and personal confrontation between scientists **Writing for Peer Reviewed Journals** Pat Thomson, Barbara Kamler, 2013 This title presents a theorized approach to writing that is crucially combined with strategies designed to assist the writer guiding them through the various intellectual and practical phases of writing a journal article Quantitative Research Methods for Linguists Tim Grant, Urszula Clark, Gertrud Reershemius, Dave Pollard, Sarah Hayes, Garry Plappert, 2017-07-14 Quantitative Research Methods for Linguistics provides an accessible introduction to research methods for undergraduates undertaking research for the first time Employing a task based approach the authors demonstrate key methods through a series of worked examples allowing students to take a learn by doing approach and making quantitative methods less daunting for the novice researcher Key features include Chapters framed around real research questions walking the student step by step through the various methods Guidance on how to design your own research project Basic questions and answers that every new researcher needs to know A comprehensive glossary that makes the most technical of terms clear to readers Coverage of different statistical packages including R and SPSS Quantitative Research Methods for Linguistics is essential reading for all students undertaking degrees in linguistics and English language studies **Teaching Academic Literacy** ,

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