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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

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Anne Beaufort

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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 Dialogue, Science and Academic Writing Zohar
Livnat,2012-01-11 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

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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, Writing and Language Learning Rosa M. Manchón, 2020-11-15 The current volume aspires to add to previous research on the connection between writing and language learning from a dual perspective It seeks to reflect current progress in the domain as well as to foster future developments in theory and research The theoretical postulations contained in Part I identify and expand in novel ways the diverse lenses through which the varied multi faceted dimensions of the connection between writing and language learning can be explored. The methodological reflections put forward in Part III signal theoretically grounded and pedagogically relevant paths along which future empirical work can grow The empirical studies reported in Part II illuminate the myriad of individual educational and task related variables that may mediate short term and long term language learning outcomes These studies examine diverse forms of writing performed in varied environments including pen and paper and digital writing conditions writing individually and or collaboratively and instructional settings academic settings including secondary school and college level institutions as well as out of school contexts Publishing Pedagogies for the Doctorate and Beyond Claire Aitchison, Barbara Kamler, Alison Lee, 2010-01-21 Publishing Pedagogies for the Doctorate and Beyond is a timely and informative collection of practical and theorised examples of innovative pedagogies that encourage doctoral student Concepts in Composition Irene L. Clark, 2019-05-13 Concepts in Composition is designed to foster reflection publishing on how theory impacts practice allowing prospective teachers to assume the dual role of both teacher and student as they enter the discipline of Writing Studies and become familiar with some of its critical conversations Now in its third edition the volume offers up to date scholarship and a deeper focus on diversity both in the classroom and in relation to Writing Studies and literacy more broadly This text continues to offer a wealth of practical assignments classroom activities and readings in each chapter It is the ideal resource for the undergraduate or graduate student looking to pursue a career in writing Stancetaking in late modern english sicentific writing. Evidence from the Coruña corpus. Essays in instruction honour of Santiago González y Fernández-Corugedo Francisco Alonso-Almeida, 2017-06-08 Este volumen contiene aportaciones sobre la expresi n del punto de vista stance en el Corpus of English History Texts que es un subcorpus del The Coru a Corpus of Early Scientific Writing CC 1700 1900 Las contribuciones que se incluyen presentan un enfoque sem ntico

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