

Profile of A Discourse Community

120 Points Total

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

So far this semester, we have thought about your writing processes, the writing processes of another person, and how your writing processes are similar or different and why. For this assignment, you will pick a discourse community of which you are a part. Remember that Ann Johns defines discourse communities as having, 1) common public goals, 2) intercommunication between members, 3) genres for communicative purposes, 4) participation and feedback, 5) specific lexis, and 6) thresholds of knowledge for content and expertise for participation (Johns, 321). After you select your discourse community, you will pick ONE text that has circulated in this community and to which you have access. Text can be broadly defined as a communicative act. (If you are unsure, check with me).

In this paper, you will explain to me how that text functions in this particular discourse community and you will think about **how that text creates and maintains the discourse community** [This might include thinking about how the text includes and excludes members, how a community forms around a text (would the community cease to exist without that text?) or how the community and the text reciprocally inform each other (change each other)]. Remember though, **you cannot make claims about people's intentions unless they have explicitly stated their intentions.**

I anticipate these papers being about 4 pages in length.

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 text functions in your discourse community. What does the discourse community do with the text? What does the text do in the discourse community? How does the text and the discourse community affect each other? (This should be more than just “The community impacts the text in important ways.” Tell me how and why.). **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. **I highly suggest using direct language like “I claim...”**
2. You should introduce the discourse community to your reader. You should also tell your reader how this community meets the criteria

for a discourse community. (**To tell me what a discourse community is, you will need to define it by citing Ann Johns**).

3. You should also introduce the text that you are investigating. Tell me how the discourse community uses that text. This part is descriptive; just tell me what is going on with the document. Make the rhetorical decision to determine what information will be important for your reader in your analysis.
4. The body of this paper should tell your readers *how* the text and the discourse community affect each other. Tell me **how the composition creates and maintains a community**. How does the composition determine membership or who can or cannot take part in the discourse community? (I.e. Is the text ONLY in English?) What do the people in the discourse community do with the text? What does the text itself DO in the discourse community? If you have chosen a discourse community of which you are a part, you will be in a better position to answer these questions.

Remember, you cannot make claims about someone else's process or intentions unless you have asked them.

5. Somewhere in the body of the paper, I will be looking for you to analyze your observations about the text and how it functions in the community in light of the secondary sources that we have read in class (**this should be someone OTHER than Ann Johns since you have already used her**). **You can choose ANY reading from this semester. Part of the rhetorical process is choosing WHICH pieces of writing you will remix into your own; so think about which authors fit.**

Do the authors compose for rhetorical velocity (Ridolfo and Devoss) and does that rhetorical velocity not reach some audience members (people without internet)? Does the community function

as a kind of sponsor (and what kinds power dynamics does that sponsorship perpetuate) (Brandt)? Is the document accessible to those outside of the community; or how is it inaccessible and who does it EXCLUDE (Jones and Wheeler)? How does the rhetorical situation (Keith Grant-Davie) affect the relationship between the community and the text? **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 the text functions in the discourse community matters.
7. With your references or works cited page at the end, you should also include the text from your discourse community as an appendix to the assignment. 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 a discourse community of which you are a part and which uses a text which you can access. You may choose your chosen field or discipline (You could look at how doctors write prescription scripts for patients and how a particular script works in a particular hospital discourse community). You could also use a job where you currently work (How does a menu function in a particular restaurant discourse community?) **Choose a community with whom you are comfortable and to whom you have access,**

and choose a text to which you have access and can ethically cite for your paper.

2. Choose a text that this community uses. Make sure that this is a text to which you have access and that you are ethically allowed to use (for instance, if medical documents have a patient's name and diagnosis on them, you cannot use that document without violating the patient's HIPAA rights). You will use these steps to describe your discourse community and text (see requirements 2 and 3).

3. If you are a part of this discourse community (as you should be) you probably already have a pretty good idea of what people do with the text. Take notes and report on those observations.

However, you should also turn your analytical eye to the reciprocal relationship; what does the text do to the discourse community (instead of just what the discourse community does with the text).

How does the text affect the people in the discourse community too? Who is included and who is excluded? Again, take notes and report on those observations. If you are unsure of what someone does or how it affects them, you can do a mini-interview and ask them, but you are not required to do so (you will need to cite these mini-interviews both in-text and at the end of the paper if you do them). You will use this step to help you write the body of the paper where you tell your reader about how the text functions in the discourse community (see requirement 4)

4. Compare your notes and observations to what we have read about discourse communities. Does your discourse community use texts exactly like our secondary sources (readings)? **If so, decide which features are the same and how they are the same. Be specific.** Does your discourse community use texts differently than the secondary sources? **If so, tell me which features are**

different and how they are different. Again, be specific. This will help you to write your analysis and connect back to our course readings (see requirement 5).

5. Draft the paper! I suggest starting in the middle (you may not know your claim/thesis until you write it out!). If you have been taking notes throughout the process, you probably already have a draft. Start to bring those notes and ideas together.
6. Look back at the required components listed above. **Have you met all of them?** Revise accordingly.

Invention Questions (You DO NOT need to answer all of these questions):

- Which people in the discourse community have contact with the text? What do they do with the text? How does it affect them and how do they affect it?
- How does the text circulate in the community? What channels does the text pass through (Do people hand it to each other? Do they email it? Do they have to use a specific platform?)
- Who has the authority to decide on how this text is written/composed? How do these people/platforms/companies etc. who have this authority affect how the text is composed and why?
- What CAN be said in this discourse community? Who CAN speak/compose in this discourse community and in what ways? Who is constrained? Who is silenced? How and why?
- How does the text determine membership in the community; do users need a specific type of literacy? Do users need access to a certain platform? Does it require a specific type of sponsorship that not everyone has? Is it inaccessible to some people?

- Could the discourse community compose the text differently? What would happen?

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 these papers being about 4 pages in length.

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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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	