

## **Essay Sample on Discourse Community and a Writing Community Essay**

### **Introduction**

This paper helps to compare and contrast the idea of Swale, Saltz & Sommers as well as that of Bartholomae concerning the issue of learning. As presented by the author of the utilized three articles, education or learning was something which community members acquired through developing interest and thereby being in a position to involve themselves in any sort of discourse of their choice. All these three sources authors had an experience of dealing with linguistics. However, at some point their perception differed since they had different view point of the same issue. Thus, different approaches have been shown which the authors of the three sources presented. Upon being enlighten, community members are in a position to critically analyze matters of interest and not just following what other people presents without reasoning. Actually, both Swale and Saltz & Sommers compares the matter with college students who perceives learning in a different manner.

Notably, Saltz & Sommers analyzed the aspect of college students having interest in writing even after finishing their studies while others no longer had the passion after they were through with their education. In this case, the authors gave more attention to freshman and it was noticed that the students who did extensive writing during their college years easily adopted the writing culture even after they left college (Sommers & Saltz, 2004). Similarly, in his work; Swale presented that learning was something continuous and it took an individual's interest and right perception to acquire and maintain. In this case, he presented that unlike a speech community a discourse community would easily find time and engage in extensive research concerning a specific subject thereby being in a position to attain higher level of knowledge concerning the subject.

On the other hand, Swale discusses and compared the discourse and speech community. In this case he showed that unlike the discourse community, the speech community shares knowledge of speech interpretation and the rules of conduct. Thus, one has to be familiar with at least a speech of one form and have experience of the use of pattern in the statement. In most cases, this is the opposite unnecessary description of the discourse community. In the same manner, Saltz & Sommers showed that college students having the writing skill was as a result of not losing interest in the skill even after completing studies. Thus, the experienced change of college students no longer writing was a choice that resulted from the decision of the concerned persons.

Notably, Swale used the term discourse community to show a group of ideas that a particular language can have and this generates the social behaviors of the group. In this case, the discourse extends and maintains the knowledge that a group has and at the same time supports the initiation of new members in that specific group (Swales, 1990). Hence the discourse community was a group of active individuals who wished to always learn new ideas. However, Saltz & Sommers the term writing students to signify those serious individuals who had the courage and boldness to pursue what they had learnt and put it into practice. In this case, those students who never gave up on their writing skills even after they completed their studies were presented as focused individual in life who had the ability to handle tasks of different forms (Sommers & Saltz, 2004).

# How To Write A Discourse Community Paper

**Peter Smagorinsky**



## **How To Write A Discourse Community Paper:**

*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      *Entering a New Discourse Community* Guillermina Núñez, 1995

**Academic writing in ESL composition classes - Academic discourse community** Achim Zeidler, 2009-03-13  
Seminar paper from the year 2005 in the subject English Language and Literature Studies Other grade 1 West Virginia University language English abstract This paper discusses the concept of Academic Writing and the role of the importance in the ESL classroom The different perspectives that have to be considered while teaching writing for an Academic purpose and some teaching approaches will be mentioned and evaluated Thereby the focus will be on the different opinions and methods as well as constraints and problems that scholars investigated about the notion of Academic Writing There are a lot of discussions and some research has recently tried to define how the particular and varied academic discourse communities have to be considered in the curriculum of ESL learners but still there is a lot of uncertainty of how effective classroom teaching in composition or content classes lead to a the demanded knowledge transformation that the ESL students need in order to fit successfully into a special academic field and write with respect to the expectations of that special audience This paper tries to mention the most important articles and findings in order to understand the notion of Academic writing and examines some of the constraints students as well as teachers have to deal with and summarizes also some opportunities of making students aware of specific styles formats and conventions that are needed in their particular discourse communities and that can and should be involved in ESL composition and content classes with English for an academic purpose to achieve a desired participation in the higher educational level through fulfillment of the writing standards of educational and academical conventions and values of a particular discourse community A working definition of Godev explains the notion of Academic writing The term academic writing seems to escape any definition that may try to encompass every writing task likely to be encountered in any of the academic disciplines Godev 2000 636 The reason for this is that the style of a given academic product is defined by conventions that are ultimately discipline specific as Spack pointed out Spack 1988 32 Nevertheless there are four different perspectives that have to be considered to get a wider understanding of the term academic writing The notions of a audience b task c communicative functions and d style are very crucial in order to conceive a working definition of academic writing The four different perspectives have different views of and about academic writing Gajdusek van Dommelen 1993 202 as well as Silva 1991 stated that from the perspective of the audience academic writing is a kind of writing accepted by the faculty of a particular discourse community when discussing a topic in a published material or when the members of the special discourse community address themselves to others of the same one orally Silva explained the notion of audience a little bit more explicit His definition of audience says that academic writing is prose that will be

acceptable at an American academic institution      **Authority, Discourse, Community** Peter Mortensen, 1989

**Writing-across-the-curriculum Discourse Community Lines** Carol Peterson Haviland, 1994      **College Writing and Beyond** Anne Beaufort, 2008-02-06 Composition research consistently demonstrates that the social context of writing determines the majority of conventions any writer must observe Still most universities organize the required first year composition course as if there were an intuitive set of general writing skills usable across academic and work world settings In *College Writing and Beyond A New Framework for University Writing Instruction* Anne Beaufort reports on a longitudinal study comparing one student's experience in FYC in history in engineering and in his post college writing Her data illuminate the struggle of college students to transfer what they learn about general writing from one context to another Her findings suggest ultimately not that we must abolish FYC but that we must go beyond even genre theory in reconceiving it Accordingly Beaufort would argue that the FYC course should abandon its hope to teach a sort of general academic discourse and instead should systematically teach strategies of responding to contextual elements that impinge on the writing situation Her data urge attention to issues of learning transfer and to developmentally sound linkages in writing instruction within and across disciplines Beaufort advocates special attention to discourse community theory for its power to help students perceive and understand the context of writing      *Ethnographic Perspectives on Academic Writing* Brian Paltridge, Sue Starfield, 2016-12-05 This book argues that adopting ethnographically oriented perspectives on research into academic writing is a valuable means of deepening understanding of the social influences on language use and individuals' experiences in academic writing contexts helping to gain insider views of writers' experiences writing practices and the contexts in which academic texts are produced and assessed      *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      **Speaking About Writing** Peter Smagorinsky, 1994-04-29 This is not a how to do book it is a why to do book What is powerful about these chapters is that they are theory driven and they thus allow us as researchers to understand when and why particular methodologies are appropriate for investigating particular problems in particular situations The book is therefore in an important sense a why you shouldn't book because the authors deliberate on how the motivating theory for research is tied to the theoretical grounds for choosing a methodology The authors grasp and reflect on the need for a researcher to fully understand a methodology's power and its limitations They urge researchers to consistently pose the questions Why should I use this method What does it yield What lens does it provide for the problem I am investigating What must I account for in employing it *Speaking About Writing* provides not only a range of methodologies to consider for the investigation of writing but

situating them in the context of one another enables the reader to consider the relative merits of each Above all the authors stress that research is driven by problems rather than methods and that premise helps researchers consider what is potentially available through the tools provided by different methodologies William Smith University of Pittsburgh Used as a comprehensive text and research tool *Speaking About Writing* focuses on the issues involved in the collection analysis and interpretation of data The approach goes beyond mere quantitative qualitative differences to examine and critique the very underpinnings and assumptions of the distinct methodologies Distinguished scholars discuss different writing methods stimulated recall think aloud analysis retrospective analysis and intervention analysis Contributors in discourse analysis look at the ways in which individuals interact with other members of the writing community during a more extended writing process problem discussion draft feedback and revision and teacher conferences Finally concluding chapters allow for responses from critics to earlier chapters in order to provide clarification and explanation *Speaking About Writing* is the perfect text for scholars and students in written communication composition and english communication research methods and psychology cognition

**Principles and Practices for Teaching English as an International Language** Lubna Alsagoff, Sandra Lee McKay, Guangwei Hu, Willy A. Renandya, 2012-04-23 What general principles should inform a socioculturally sensitive pedagogy for teaching English as an International Language and what practices would be consistent with these principles This text explores the pedagogical implications of the continuing spread of English and its role as an international language highlighting the importance of socially sensitive pedagogy in contexts outside inner circle English speaking countries It provides comprehensive coverage of topics traditionally included in second language methodology courses such as the teaching of oral skills and grammar as well as newer fields such as corpora in language teaching and multimodality features balanced treatment of theory and practice and encourages teachers to apply the pedagogical practices to their own classrooms and to reflect on the effects of such practices Designed for pre service and in service teachers of English around the world *Principles and Practices for Teaching English as an International Language* fills a critical need in the field

*Handbook of Research on Web 2.0 and Second Language Learning* Thomas, Michael, 2009-01-31 This book investigates how those involved in education can respond to the opportunities offered by the Web 2 0 technology Provided by publisher

**Web Technologies: Concepts, Methodologies, Tools, and Applications** Tatnall, Arthur, 2009-10-31 With the technological advancement of mobile devices social networking and electronic services Web technologies continues to play an ever growing part of the global way of life incorporated into cultural economical and organizational levels *Web Technologies Concepts Methodologies Tools and Applications 4 Volume* provides a comprehensive depiction of current and future trends in support of the evolution of Web information systems Web applications and the Internet Through coverage of the latest models concepts and architectures this multiple volume reference supplies audiences with an authoritative source of information and direction for the further development of the Internet and Web based

phenomena      **Writing in the Academic Disciplines** David R. Russell, 2002 To understand the ways students learn to write we must go beyond the small and all too often marginalized component of the curriculum that treats writing explicitly and look at the broader though largely tacit traditions students encounter in the whole curriculum explains David R Russell in the introduction to this singular study The updated edition provides a comprehensive history of writing instruction outside general composition courses in American secondary and higher education from the founding public secondary schools and research universities in the 1870s through the spread of the writing across the curriculum movement in the 1980s through the WAC efforts in contemporary curriculums      **Writing in Context(s)** Triantafillia Kostouli, 2006-01-20 The premise that writing is a socially situated act of interaction between readers and writers is well established This volume first corroborates this premise by citing pertinent evidence through the analysis of written texts and interactive writing contexts and from educational settings across different cultures from which we have scant evidence Secondly all chapters though addressing the social nature of writing propose a variety of perspectives making the volume multidisciplinary in nature Finally this volume accounts for the diversity of the research perspectives each chapter proposes by situating the plurality of terminological issues and methodologies into a more integrative framework Thus a coherent overall framework is created within which different research strands i e the sociocognitive sociolinguistic research composition work genre analysis and pedagogical practices developed on L1 and L2 writing can be situated and acquire meaning This volume will be of particular interest to researchers in the areas of language and literacy education in L1 and L2 applied linguists interested in school and academic contexts of writing teacher educators and graduate students working in the fields of L1 and L2 writing

Academic Writing, Third Edition Steven C. Roe, Pamela H. den Ouden, 2018-04-26 Now in its third edition Academic Writing offers a succinct and practical introduction to the development of research papers across the disciplines Structured around contemporary genre theory which establishes the importance of context for effective communication the text describes the writing process step by step including how to formulate a topic gather and properly document sources develop strong proposals introductions core paragraphs and conclusions and refine the final draft Additionally readers will observe the progress and thought processes of Jenna a first year student as she crafts her own paper New to this edition are materials for instructors that include full length research papers PowerPoint slides an exam bank and ideas for study Rich with such pedagogical features as chapter learning objectives annotated passages that illustrate aspects of academic style and a glossary Academic Writing is a must have textbook for students developing their research and writing skills

**Beyond Argument** Sarah Allen, 2015-04-01 Beyond Argument offers an in depth examination of how current ways of thinking about the writer page relation in personal essays can be reconceived according to practices in the care of the self an ethic by which writers such as Seneca Montaigne and Nietzsche lived This approach promises to revitalize the form and address many of the concerns expressed by essay scholars and writers regarding the lack of rigorous exploration we see in

our students personal essays and sometimes even in our own In pursuing this approach Sarah Allen presents a version of subjectivity that enables productive debate in the essay among essays and beyond **Reconstructing Response to Student Writing** Dan Melzer,2023-08-07 In *Reconstructing Response to Student Writing* Dan Melzer makes the argument that writing instructors should shift the construct so that peer response and student self assessment are more central than teacher response Presenting the results of a national study of teacher and peer response and student self assessment at institutions of higher education across the United States Melzer analyzes teacher and peer response to over 1 000 pieces of student writing as well as 128 student portfolio reflection essays He draws on his analysis and on a comprehensive review of the literature on response to introduce a constructivist heuristic for response aimed at both composition instructors and instructors across disciplines Melzer argues that teachers and researchers should focus less on teacher response to individual pieces of student writing and more on engaging in dialogue with student self assessment and peer response focusing on growth and transfer rather than products and grades *Reconstructing Response to Student Writing* especially when taken together with Melzer s previous book *Assignments across the Curriculum* provides a comprehensive and large scale view of college writing and responding across the curriculum in the United States [Resources in Education](#) ,2001-10

**English for Academic and Specific Purposes in the Classroom** Rosmawati,Marjolijn Verspoor,2025-05-22 This volume showcases curriculum designs instructional strategies classroom challenges and assessment practices in courses around the world introduced to meet the demand for English language skills for academic EAP or specific purposes ESP in higher education settings Particularly in English as a medium of instruction EMI institutions the courses are frequently part of the curriculum regardless of discipline or specialization Given the prevalence of such courses it is important to understand how they are implemented Many theories and models have inspired and underpinned these courses including genre based instruction Writing in the Disciplines Systemic Functional Linguistics the academic literacies model and translanguaging Often these are combined with various pedagogical approaches such as constructive alignment flipped learning learning oriented assessment Galperin s theory of Systematic Formation of Mental Actions SFMA the study skills models pedagogical cultural historical activity theory and the TESOL teaching learning cycle This book showcases how these are implemented in EAP ESP classrooms This volume gives a voice to instructors whose experience in real life classrooms is invaluable to inform research and policies as well as to refine theories It serves as a venue for conversation among the community of practitioners and researchers of applied linguistics and language teaching [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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