

UNIT 1 COMMUNITY

Practice 1a. Please rearrange the jumbled paragraphs into a well-organized passage! The pictures tell the true series of the passage!

What Is Community?

By Charles Kinney, J.R.^[1]

1

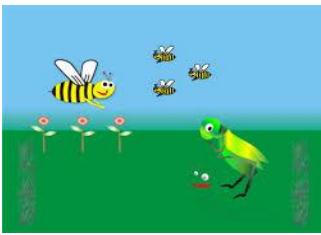



In a way, bees and ants are community. They live and work together and solve problems by working together. Many animals live in their own kinds of communities.

2



A community is a group of people living or working together in the same area. People in communities might go to the same schools, shop in the same stores and do the same things. They also help each other and solve problems together. If it's a bigger community, the people in it might not always go to the same places, but they might like or believe in the same things.

<div style="display: flex; align-items: center; justify-content: center;"> <div style="font-size: 2em; margin-right: 20px;">3</div> <div style="text-align: center;">   </div> </div>	<p>What kind of communities are you in? Let us start with your family. They are a type of community because they usually live together and do a lot of the same things. Then there are your friends. They share your ideas and probably go to the same school. Your neighborhood is a community. Your town or city is a community in your state. Your state is a community that is part of the Indonesia. What is the biggest community? Probably the universe. We are all part of it.</p> <p style="text-align: center;">(.....)</p>
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Practice 1b. What comes on your mind? When you see the word ‘COMMUNITY’! Mention the words that belong to community, write down on the table!

A.	J.	S. SOCIAL
B.	K.	T.
C.	L.	U.
D.	M.	V.
E.	N.	W.
F. FOUNDATION	O.	X.
G.	P.	Y.
H.	Q.	Z.
I.	R.

Practice 2a. Look at this personal blog! Summarize this blog by giving the highlight on the table below!

Considering Community: What types of community are there?

Written by Socialinsilico^[2]

I’ve decided to start a new series of occasional posts focused on community management tips and related information. I’m tagging these Considering Community and you’ll be able to find all the posts in the series here.

A. Defining Community

I've talked before (e.g. see my Storify notes from the *#sociocommunity session*) about how a community can be defined in general terms as people who come together around a shared interest. Once community members start communicating with each other about that shared interest, then a sense of belonging grows, and that can form the basis for creating a deeper sense of purpose within the community—such as identifying specific goals or projects to work towards.

Depending on what the community is trying to communicate or accomplish, it can fall into a number of different categories. Let's take a look at these options below, and then consider what implications these might have for the online tools used by the community, as well as the community management needs.

B. Categories of Community

1. A Community of Interest

A community of interest consists of members who are interested in – and passionate about – the same topic. The topic could be a TV show, a celebrity figure or a subject area such as an historical event. Community members come together with the purpose of sharing their enthusiasm and knowledge about this topic. Given that members might be located anywhere in the world, online tools are vital for the ongoing interactions of the community.

2. A Community of Practice

The term community of practice was originally introduced as a concept in the field of education to refer to groups where members who share a profession or craft come together to share experiences and expertise, and thereby improve themselves professionally or personally. MOOCs could be a particularly interesting example of online communities of practice, except that in many cases the tools available for direct interaction among members of a course are very limited, if they exist at all.

3. A Community of Inquiry

A community of inquiry also has an educational focus, the aim being to bring together people involved in considering a problem from an empirical or conceptual perspective. The idea is that, by bringing together different members of the community, a greater overall understanding of the subject at hand might be obtained. Science as a community falls into this category, as might hackdays and similar participatory events where the end output is not clearly known in advance.

4. A Community of Action

As the name suggests, this type of community is focused on bringing about change in the world. The Open Access community would fall into this category. As the Open Knowledge Festival showed, if the unifying ideology is large enough, a community of action may in fact be comprised of multiple sub-communities. So, the “Open” community includes communities interested in Open Data, Open Spending, Open Education and Open Science. Each of these may be able to learn from similar challenges faced by the others. Online tools can be important for these groups to coordinate their activities as well as to share news and resources about what they have achieved with others who may be interested, but who are not active members of the communities of action.

5. A Community of Place

A community of place consists of members who are co-located – this might include a neighborhood watch scheme, a parent-teacher association at the local school, or a group of independent shopkeepers from the same part of a town. It’s likely that most members will know, or get to know, each other in person due to the opportunities for meeting up offline that are afforded by them being in the same location.

6. A community of circumstance

This type of community consists of people who come together to share experiences related to being in a particular life situation or other circumstance, rather than a shared interest. This might include health communities – from people fighting cancer, to those experiencing adverse drug reactions.

C. Considering Community

I wonder if each of the types of community described has specific, measurable characteristics that distinguish them. And if so, can these be used to infer their needs, in terms of online technologies and community management? For example, a community of circumstance may rely more than others on anonymity so that patients feel comfortable talking freely about their health conditions in an online environment that may include complete strangers. This type of online community may also see an increased use of private messaging once members identify others that they want to reach out to in order to discuss the specifics of their shared situations in more detail.

A community of this nature seems unlikely to thrive on platforms such as Facebook or LinkedIn where members would be identifiable and directly linked to some of their other communities – of work colleagues or family members from whom they may want to keep their personal circumstances private.

By contrast, a community of place is likely to consist of people who know each other, at least by sight, and probably through mutual connections – meaning that this could be a much denser network of members. Does this restrict the amount or type of information shared among members? Would an online element to this community consist more of news and information about the community's meetups than of detailed conversations? For example, the Facebook pages that have been created for science tweetups in various cities typically serve to let members know of the date and location of the next meeting. There is little additional visible interaction within these pages. Is the role of the "community manager" in these cases primarily to organize the in-person gatherings of the community, with less emphasis on online tools?

As already noted, it's possible for any community to fall into more than one of these categories e.g. a local cycling club would be both a community of place and of interest. And if members decided to take action against proposed changes to the road layout in their city, they might also become a transient community of action. Perhaps, if a community grows to encompass new types then its online needs will also change. To continue the cycling club example, initially a basic website with bulletin board and calendar might be sufficient. But once members want to coordinate a petition to protest the changes to their cycling routes, maybe they add or migrate to discussion boards, or arrange to meet up more regularly in person.

Finally, I'm also curious as to the sense of belonging felt by members of the different types of communities. Do communities of circumstance and communities of action result in more sharing of personal information because members are particularly emotionally invested in the outcomes of the community's activities? And does this sharing of personal information then result in an increased sense of belonging?

Each of us is likely to be a member of multiple communities at one time. What are your experiences of the different communities to which you belong? I'd love to hear your examples and how you've used online tools in the comments.

Definition of Community	Kinds of Communities	Description

Practice 2b. Ask your friends (at least five) in the class to list and mention his/her community outside the college!

Name	Kinds of Community	Reason	Activities	Advantages	Disadvantages

Grammar Focus

Adverbs

Traditionally considered a single part of speech, adverbs perform a wide variety of functions, making it difficult to treat them as a single, unified category. However, spotting an adverb, especially one that ends in *-ly* is easy. Adverbs normally help paint a fuller picture by describing how something happens, such as

- When? She *always* arrives early.
- How? He drives *carefully*.
- Where? They go *everywhere* together.
- In what way? She eats *slowly*.
- To what extent? It is *terribly* hot.

This function of providing more information about how something is done is called the adverbial function, and it may be accomplished by using adverbial clauses and adverbial phrases as well as by adverbs that stand alone.

There are many rules for using adverbs, and these rules often depend upon which type of adverb you are using. Remember these basics and using adverbs to make sentences more meaningful will be easier for you.

Adverbs can always be used to modify verbs. Notice that the second of these two sentences is much more interesting simply because it contains an adverb:

- The dog ran.
(You can picture a dog running, but you don't really know much more about the scene.)

- The dog ran *excitedly*.
(You can picture a dog running, wagging its tail, panting happily, and looking glad to see its owner. You can paint a much more interesting picture in your head when you know how or why the dog is running.)
- Adverbs are often formed by adding the letters “-ly” to adjectives. This makes it very easy to identify adverbs in sentences. There are many exceptions to this rule; *everywhere*, *nowhere*, and *upstairs* are a few examples.

An adverb can be used to modify an adjective and intensify the meaning it conveys. For example:

- He plays tennis well.
(He knows how to play tennis and sometimes he wins.)
- He plays tennis extremely well.
(He knows how to play tennis so well that he wins often.)

As you read the following adverb examples, you’ll notice how these useful words modify other words and phrases by providing information about the place, time, manner, certainty, frequency, or other circumstances of activity denoted by the verbs or verb phrases in the sentences.

Types of Adverbs

A. Adverbs of Manner

An **adverb of manner** will explain how an action is carried out. Very often adverbs of manner are adjectives with -ly added to the end, but this is certainly not always the case. In fact, some adverbs of manner will have the same spelling as the adjective form.

Some examples of adverbs of manner include:

- | | |
|-------------|---------------|
| 1. Slowly | 5. Diligently |
| 2. Rapidly | 6. Sweetly |
| 3. Clumsily | 7. Warmly |
| 4. Badly | 8. Sadly |

Adverb of manner examples in the following sentences are in bold for easy identification.

- She passed the exam **easily**.
- They walk **quickly** to catch the train.
- The dinner party went **badly**.
- John answered the question **correctly**.

Notice how the adjectives are formed by adding -ly to the adjectives bad, correct and quick, although there is a slight spelling change when forming an adverb with the adjective easy.

As mentioned, some adverbs of manner take the same spelling as the adjective and never add an -ly to the end:

- The boys had worked **hard**.
- The car drives
- Julia dances **well**.

B. Adverbs of Place

An **adverb of place**, sometimes called spatial adverbs, will help explain where an action happens. Adverbs of place will be associated with the action of the verb in a sentence, providing context for direction, distance and position: southeast, everywhere, up, left, close by, back, inside, around. These terms don't usually end in *-ly*.

Adverbs of place examples in the following sentences are in bold for easy identification.

a. directions

- New York is located **north** of Philadelphia.
- They traveled **down** the mountainside.
- First, I looked **here**, and then I looked **there**, but I can't find them **anywhere**.

Notice that *here* and *there* are often used at the beginning of a sentence to express emphasis or in exclamation.

- **Here** comes the sun.
- **There** is love in the air.
- **Here** you are!

Many times, adverbs of place can be used as prepositions as well. The difference is, when the phrase is used as an adverb, it is modifying a verb; when it is used as a preposition, it is always followed by a noun.

- New York is located **north** of Philadelphia -> New York is *on the map*.
- They travelled **down** river -> They travelled *in the first compartment*.
- That puppy was walking **around** by itself-> We put a collar *around its neck*.

b. distance

- There was a deli
- Jane is moving **far away**.
- Carly is sitting **close** to me.

c. Positions

- The treasure lies **underneath** the box.
- The cat is sleeping **on** the bed.
- Why are you standing **in** the middle of the dancefloor?

In addition, some adverbs of position will refer to a direction of movement. These often end in *-ward* or *-wards*.

Oscar travelled **onward** to Los Angeles.

- Hannah looked **upwards** to the heavens.
- Molly, move **forward** to the front of the queue, please.

C. Adverbs of Frequency

Adverbs of frequency are used to express time or how often something occurs. Adverbs of frequency can be split into two main groups. The first, adverbs of indefinite frequency, are terms that have an unclear meaning as to how long or *how often* something occurs: *usually, always, normally*. These adverbs will usually be placed after the main verb or between the auxiliary verb and infinitive.

Adverbs of frequency examples in the following sentences are in bold for easy identification.

- The adverb is **usually** placed before the main verb.
- I can **normally** make the shot.
- I will **always** love

Adverbs of definite frequency will usually be placed at the end of the sentence.

- We get paid **hourly**.
- I come here
- The situation seems to change **monthly**.

The newspaper is bought **daily**.

D. Adverbs of Time

Adverbs of time, while seemingly similar to adverbs of frequency, tell us *when* something happens. Adverbs of time are usually placed at the end of a sentence.

Adverbs of time examples in the following sentences are in bold for easy identification.

- I will see you
- Harvey forgot his lunch **yesterday** and again **today**.
- I have to go **now**.
- We first met Julie **last year**.

While it's almost always correct to have the adverb of time at the end of the sentence, you can place it at the start of the sentence to put a different emphasis on the time if it is important to the context.

- **Last year** was the worst year of my life.
- **Tomorrow** our fate will be sealed.

Yesterday my troubles seemed so far away.

E. Adverbs of Purpose

Adverbs of purpose, sometimes called adverbs of reason, help to describe *why* something happened. They can come in the form of individual words – *so, since, thus, because* – but also clauses – *so that, in order to*. Notice in the examples that the adverbs of purpose are used to connect sentences that wouldn't make sense if they were formed alone.

Adverbs of purpose examples in the following sentences are in bold for easy identification.

- I was sick, **thus** I didn't go to work today.
- I started jogging **so that** I wouldn't be late.
- **Because** I was late, I jogged a little faster.
- **Since** it's your birthday, I will buy you a gift.

Offering Praise and Criticism

Language Strategies for Critiquing

For each type of critique, it's important to state your praise, criticism, and suggestions politely, but with the appropriate level of strength. The following language structures should help you achieve this challenging task.

A strategy called "hedging" will help you express praise or criticism with varying levels of strength. It will also help you express varying levels of certainty in your own assertions. Grammatical structures used for hedging include:

A. Modal Verbs

Using modal verbs (could, can, may, might, etc.) allows you to soften an absolute statement. Compare:

- This text *is* inappropriate for graduate students who are new to the field.
- This text *may be* inappropriate for graduate students who are new to the field.

B. Qualifying Adjectives and Adverbs

Using qualifying adjectives and adverbs (possible, likely, possibly, somewhat, etc.) allows you to introduce a level of probability into your comments. Compare:

- Readers will find the theoretical model difficult to understand.
- *Some* readers will find the theoretical model difficult to understand.
- *Some* readers will *probably* find the theoretical model somewhat difficult to understand completely.

Note: You can see from the last example that too many qualifiers makes the idea sound undesirably weak.

C. Tentative Verbs


Using tentative verbs (seems, indicates, suggests, etc.) also allows you to soften an absolute statement. Compare:


- This omission *shows* that the authors are not aware of the current literature.
- This omission *indicates* that the authors are not aware of the current literature.
- This omission *seems to suggest* that the authors are not aware of the current literature.

Practice 3. Mention and rewrite the adverbs and also how to develop an argument in the text (Practice 2a)!

No	Adverb of					Critique
	Manner	Place	Frequency	Time	Purpose	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

Practice 4. Suppose that you have followed these communities, put the answer on table by analyzing the picture below!

 <p>Picture 1a</p>	Name of Community	
	Kind of Community	
	Advantages	
	Disadvantages	
	Critique	

 Picture 1b	Name of Community	
	Kind of Community	
	Advantages	
	Disadvantages	
	Critique	

Practice 5. Answer the questions below by delivering your personal opinion in taking part in the community above (choose one of the pictures above)!

1. What do you like about your community?
2. What do you think should be changed in your community?
3. How can you help your community?
4. What do you think is the most important thing about community?

Practice 6. Please share about your community that you have followed before! You should attach a critique to improve the quality of your community. Please make it briefly!

References

<http://iteslj.org/questions/community.html>

[1] <https://study.com/academy/lesson/what-is-a-community-lesson-for-kids.html>

[2] <https://socialinsilico.wordpress.com/2014/12/22/considering-community-what-types-of-community-are-there/>

Picture 1a

Picture 1b