

# Reading Response 4

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Dear Professor LaPadura,

When I wrote *Learning the Language of Live Production*, my goal was to show readers how complex live production is and how it qualifies as a discourse community. I wanted the reader to see how roles, systems, and shared language make services run smoothly, and how I grew from a beginner to someone training others.

I started by looking back on my first moments in the production room, when I didn't understand anything, and I wrote a lot about language and teamwork. Stories like learning what "zoom and focus" really meant or realizing that "Camera 6, you're hot" wasn't a compliment helped me show how the community's lexis worked. I also wrote about genres like run sheets and Planning Center, which covered some of the other criteria of a discourse community.

This essay let me practice all six course outcomes. I adapted my process by turning stories into examples. I used multiple literacies by mixing production terms with my personal narrative. I had variation across contexts when explaining production terms in a language that someone outside the discourse community would understand. I made decisions about which experiences best showed my growth, like moving from Camera 1 to producer. I reflected on writing and power by showing how my knowledge gave me a certain status in the community, like how people would turn to me when they needed help or training. Finally, revision helped me improve my essay.

Overall, I think the essay does what I intended. It shows how I learned the language of live production and grew in confidence. I would not want to change how it is now.

Sincerely,

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