MA2 Dear Reader

Dear Reader, I am asking how hacking and photography both relate to the literature frameworks and how my articles contribute to the frameworks. I am addressing this by separating hacking into discourse community, and photography into rhetorical situations. My goals as a writer are to completely and thoroughly explain my point of view on how hacking and photography are like literature through their connections to the given frameworks. I am still very early in the writing process, I don't really know how to structure the hacking paragraph nor what evidence to use, however I think that the photography section is more grounded and decent enough since it is more readable and grounded. Some moves I fell that are very important is to connect the articles and topics I chose to example of literature or other pieces of English composition. Doing this I feel is a good way to help the reader by tying in something they are familiar with. Oh boy this will be a long one, what's still missing is mainly a good, structured hacking paragraph and a better conclusion than the one currently typed up. I just don feel confident on my paragraph and how it communicates what I want it to do. Also, I feel that I am kind of just lost on how to tie that paragraph into my overall topics. Hacking has a massive discord community, but I really don't know where to split the lines (you can probably see this in the essay since I talk about UCF's hacking club then witch to a more general idea then to a very specific infamous hacking group) what is a quantifies discourse community? Can you have a general group like black-hats or White-Hats as a community or is a more select group like the UCF hacking group more akin to what they are looking for (and what I mean by them is the graders). Please be honest and just tell me know to narrow down my ideas and topics. Sometimes when I am writing I get drawn way of topic and end up going on a tangent. Telling me where I should be more structured and giving examples would also help a ton.