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UFSM EXTENSION PROJECTS AS A GENRE

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PROJETOS DE EXTENSÃO COMO GÊNERO NA UFSM

RESUMO

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A extensão, em conjunto com o ensino e com a pesquisa, compõe o tripé de funcionamento das universidades públicas brasileiras. A extensão pode se materializar por meio de projetos de extensão. No entanto, não há estudos prévios sobre as características que constituem esse gênero no contexto da Universidade Federal de Santa Maria (UFSM). Assim, a presente pesquisa tem como objetivo identificar como os projetos de extensão se constituem como gênero na UFSM. O estudo qualitativo foi realizado por meio de uma entrevista feita em dois momentos com o Pró-Reitor de Extensão da Instituição. Foi possível entender as características dos projetos de extensão a partir das diretrizes da Política da Extensão da UFSM e da definição de perguntas orientadoras que auxiliam na elaboração de projetos de extensão. Além disso, foi possível definir uma minuta que pode ajudar os coordenadores de projeto a elaborar seus projetos de extensão. A contribuição desta pesquisa é percebida em dois aspectos: 1) para a Instituição, o aperfeiçoamento do gênero projetos de extensão e ajudar os coordenadores na elaboração de seus projetos de extensão; e 2) para a área de Linguística Aplicada, a contribuição com a definição do gênero projetos de extensão a fim de resolver problemas oriundos do contexto em que esse gênero se insere.

Palavras-chave: gênero acadêmico, projetos de extensão, universidade.

UFSM EXTENSION PROJECTS AS A GENRE

ABSTRACT

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Extension, along with teaching and research, constitutes the operating tripod of Brazilian public universities. Extension can materialize itself through extension projects. However, there are no previous studies on the characteristics that constitute this genre in the context of the Federal University of Santa Maria (UFSM). Therefore, the present research aims to identify how extension projects are constituted as a genre. This qualitative study was conducted at UFSM through an interview carried out in two different moments with the Provost for Extension. In this sense, the characteristics of extension projects are defined based on the guidelines of the Política de Extensão da UFSM. Besides, another result from this research is a guideline of questions that must be answered when designing extension projects. Furthermore, it was possible to devise a draft that can help project coordinators to write extension projects. There are two aspects of contribution of this research: 1) for the institution, the improvement of the extension projects genre and help coordinators in the preparation of their extension projects; and 2) for the area of Applied Linguistics, the contribution for the definition of the extension projects genre, in order to solve problems from the context in which this genre is embodied.

Keywords: academic genre, extension projects, university.

1. INTRODUCTION

Public universities in Brazil work on the basis of teaching, research and extension. These three elements are inseparable and very important in order to promote education. According to the Federal Constitution (1988), universities “obedecerão ao princípio de indissociabilidade entre ensino, pesquisa e extensão”. In line with Rays (2003), teaching is a process that depends on the historical period, aims at the future, develops forms of critical thinking and a political and scientific formation about the world through the learning of contents, skills and values; research is the process of producing and updating knowledge with the aim of qualifying professional education and proposing solutions to the problems of society; and extension is the action of the product of teaching and research in society.

There is no element more important than another, but maybe extension can be considered the most difficult or complicated one to develop because extension projects need to connect theory and practice, teaching and research, contributing to the solution of problems not only for the university, but also for society, and transforming knowledge into actions. As stated by Costa (2018), there is more concern with research, innovation and patent production in the academic field, and sometimes the development of extension actions represents an overwork or only a complement to research and teaching demands.

According to Sulzbach et al. (2013, p. 2), “o objetivo da extensão consiste em compreender o processo educativo, cultural e científico como articulador do ensino e da pesquisa”. In addition to this, extension can be considered as a feedback from the university to the communities, in an attempt to help solve social problems. Extension brings to the university problems and knowledge generated by society (RAYS, 2003).

Based on the importance of the extension, the research question that guides this work is: how is the extension project¹ genre constituted at Federal University of Santa Maria (UFSM)? The general objective is to identify how the extension project genre is constituted at UFSM, and the specific objectives are: a) to identify the characteristics of an extension project at UFSM, based on the Política de Extensão da UFSM; b) to present the characteristics of an extension project at UFSM, based on the interviews and on the Política de Extensão da UFSM; and c) to develop a guide for those interested in designing an extension project at UFSM.

¹Extension actions within the scope of UFSM are divided into five categories: projects, programs, courses, events and provision of services. In this study, we work with the extension projects genre, although the reflections on the guidelines of the Política de Extensão da UFSM analyzed here are directed to the five categories of extension actions of this university (UFSM, 2019).

2. RATIONALE

The development of teaching, research and extension projects is essential for the functioning of a university. Projects are activities that occur in parallel to teaching and learning activities of undergraduate and graduate courses, and they are important for the construction of knowledge.

Students can participate in projects in their academic career. Oliveira, Santos and Dias (2016, p. 870) investigated students' motivation in participating in extracurricular activities, and students highlighted that “a participação em atividades não obrigatórias (projetos, estágios, eventos) contribui para a construção de sua autonomia profissional, uma vez que podem aprofundar os conhecimentos dos conteúdos que consideram interessantes e importantes para a sua formação”. So, the participation in research and extension projects, internships and events can help students with the comprehension of the contents and the contact with the future profession.

A survey carried out in November, 2022 on UFSM Project Portal – considering all projects registered at the institution website – showed that there were 4,864 research projects, 1,530 extension projects, and 844 teaching projects (in relation to only projects in development – ongoing or renewed projects). As regards the extension projects, we can realize that only 26.8% of the total projects of this institution are extensions projects. This number can be considered low due to the importance of extension in the context of a Brazilian public university.

With regard to the importance of extension projects in the context of Brazilian public universities, the Resolução nº 7, published on December 18th, 2018 (curricularization of extension), establishes that extension activities must compose at least 10% (ten percent) of the total student curricular workload of undergraduate courses (BRASIL, 2018). Therefore, the intention is that extension projects are increasingly thought out, designed and developed.

Based on that, and in an attempt to try to improve and enable the development of the learning processes that the university provides, it is important to analyze the extension project as a genre. According to Ferretti et al. (2021, p. 69852), “a extensão universitária é um importante espaço de reflexão crítica que ressignifica o processo de ensino-aprendizagem, priorizando o desenvolvimento de habilidades e competências e a troca de saberes com a comunidade”.

In addition to it, I am a public servant at UFSM and I work in an office that deals with projects. The exercise of my function inspired me to identify a gap that gave rise to this project,

as the “Política de Extensão da UFSM” is quite broad, abstract and generic. Thus, I believe that a guide for designing extension projects at UFSM would help project coordinators who aim to register and develop an extension project. In addition, this guide could originate an evaluation form for extension projects at UFSM.

3. RELEVANT LITERATURE

This section presents some points about extension projects in Brazil and at UFSM. Furthermore, we present a discussion about the concept of genre.

In 2018, the “Resolução nº 7, de 18 de dezembro de 2018” established that a minimum of 10% of extension activities in the total student curricular workload of undergraduate courses is necessary. In 2019, UFSM published the Instrução Normativa n. 01/2019/PRE which presents technical orientations to register and evaluate extension projects at UFSM. This instruction also presents a guide for designing an extension project. Still in 2019, UFSM released the Política de Extensão da UFSM. This document introduces some important elements that are part of an extension project and defines six guidelines of extension:

- I – Interação dialógica entre universidade e sociedade, caracterizada pelo intercâmbio de experiências e saberes entre Universidade e demais setores da sociedade;
- II – Interdisciplinaridade e interprofissionalidade, caracterizada por trocas entre áreas de conhecimento, bem como pela interação de modelos e conceitos complementares;
- III – Indissociabilidade entre ensino, pesquisa e extensão, caracterizada pela integração da atividade extensionista à formação técnico-científica e cidadã do estudante, o desenvolvimento e a capacitação tecnológica, à produção e à difusão de novos conhecimentos e metodologias;
- IV – Impacto na formação do estudante, caracterizado pela contribuição à formação cultural, artística, técnico-científica, pessoal, social e política do estudante;
- V – Impacto e transformação social, caracterizado pela contribuição à inclusão de grupos sociais, ao desenvolvimento de meios e processos de produção, à educação inovadora e transformadora nas formas de intercâmbio de conhecimento e à ampliação de propostas e interlocuções educacionais e pedagógico-formativas, como também à formulação, implementação e acompanhamento das políticas públicas prioritárias ao desenvolvimento local, regional e nacional;
- VI – Comprometimento contextualizado priorizando as demandas da sociedade, identificadas por meio de diferentes instrumentos (UFSM, 2019).

In this sense, an extension project needs to be designed based on these guidelines. Our research is based on these guidelines i.e. we took them into consideration in order to identify how the extension project genre is constituted at UFSM.

Some authors have studied about the extension at universities. According to Silva et al. (2019), extension at the university plays an important role in education citizens and

professionals through the articulation between teaching and research. Extension also enables comprehensive education, focused on technical learning, ethics and citizenship and social responsibility.

Additionally, “a política de extensão universitária tem como princípio promover a comunicação entre a universidade e a comunidade, cuja finalidade é a divulgação do conhecimento” (RIBEIRO, 2019, p. 1). According to the author, each university expresses the interpretation of extension based on their philosophical, historical, political and pedagogical concepts, and the university extension policy is presented in the Institutional Development Plans (Plano de Desenvolvimento Institucional - PDI).

Silva et al. (2019) present some perceptions related to an extension project with 43 participants in Projeto Canudos, which involves actions in the areas of health, education and environment. The purpose of the project was to collect information about attitudes, opinions and behaviors related to experiences in it. Results show that 51.1% of respondents helped in the humanization of care, and another 27.9% contributed to the issue of social responsibility, as reported by respondents themselves. Furthermore, the authors consider that this project can help students to develop their human and professional skills, concerning awareness and struggle for equal social conditions.

Ribeiro, Mendes and Silva (2018, p. 341) highlight that the curricularization of extension “não é só normativa, mas de natureza epistemológica inter e transdisciplinar; uma atividade formativa que requer postura intelectual aberta, realizada por meio do diálogo plural e do respeito à alteridade”. The authors also consider that extension is important to students because they can explore and develop the inseparability among teaching, research and extension through the scientific and everyday knowledge. Besides that, the universities need to discuss the curricularization of extension in the academic and social contexts.

In the present research, it is important to consider that extension projects are a genre. So, it has specific characteristics that can define an extension project from other kinds of projects and documents. According to Swales (1990, p. 58), “a genre comprises a class of communicative events, the members of which share some set of communicative purposes”. Likewise, “since people use many genres, people can participate in multiple contexts just as they do multiple activity systems, experiencing the similarities, the contradictions, and the double binds as they go” (DEVITT, 2004, p. 29). The author highlights that

Genres pervade lives. People use them, consciously and unconsciously, creatively and formulaically, for social functions and individual purposes, with critical awareness and blind immersion, in the past and yet today. They shape our experiences, and our experiences shape

them. As we study and teach these ways of acting symbolically with others, we may be approaching an understanding not just of genres but of the messy, complex ways that human beings get along in their worlds (DEVITT, 2004, p. 219).

According to Figueiredo and Bonini (2017, p. 761), “o gênero passa a ser lido como parte da semiose social e como instância de realização da prática social”. In addition, Swales (1990) highlights that

a genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community and thereby constitute the rationale for the genre. This rationale shapes the schematic structures of the discourse and influences and constrains choices of content and style (SWALES, 1990, p. 58).

Also, genre “is a recognizable communicative event characterized by a set of communicative purpose(s) identified and understood by the members of the professional or academic community in which it regularly occurs” (BHATIA, 1993, p. 13).

Motta-Roth (2008) presents the schools that mark the theory about genre:

1. A escola britânica de ESP, formada por autores como Swales (1990) e Bhatia (1993), com foco na organização retórica dos “tipos de textos, definidos por suas propriedades formais bem como por seus objetivos comunicativos dentro de contextos sociais” (Hyon 1996: 695); 2. A Escola Americana da nova retórica ou sócio-retórica, representada por Bazerman (1988) e Miller (1984), com foco nos contextos sociais e nos atos de fala que os gêneros realizam numa dada situação (Hyon 1996:696); 3. A Escola Sistêmico-Funcional de Sydney, representada por Halliday e Hasan (1985/1989) e Martin (1985/1989), com foco na léxico-gramática e nas funções desempenhadas por ela nos contextos sociais. Por sua importância atual no cenário brasileiro, devemos acrescentar, a essa descrição, uma quarta tendência, a da chamada escola suíça, representada por autores como Jean-Paul Bronckart, Bernard Schneuwly e Joachin Dolz. Tomando o trabalho de J.-P. Bronckart como exemplo, pode-se dizer que o Interacionismo Sócio-Discursivo (ISD) teoriza centralmente sobre a semiotização das relações sociais (MOTTA-ROTH, 2008, p. 344-345).

Thus, Critical Genre Analysis “sees genre as language use constitutive of and constituted by social activities, as a relatively stable communicative event, associated with specific sociocultural contexts” (MOTTA-ROTH; HEBERLE, 2015, p. 2). Each genre has some specific characteristics that are part of a context of communication, and performs a function for a specific communicative objective. Based on this, in order to analyze the context of extension at UFSM, this study has the purpose to identify how the extension project genre is constituted in this institution.

4. METHOD

The development of this research was based on an interview with the Provost for Extension, who is a specialist in this topic. The interview was conducted in two different moments. In the first moment, we discussed the six guidelines for extension (Política de Extensão da UFSM). This interview lasted about an hour and it was conducted on May 9th 2023.

Before the second moment of the interview, I organized the information obtained from the first one, creating a draft as a first proposal for extension projects to be used by project coordinators. I presented this proposal to the Provost in the second interview; then he analyzed this proposal and improved it with other details that were necessary to complete the characteristics of an extension project. With the second interview, I also asked other questions in order to understand more about the topics, the main characteristics, the structure of an extension project, as well as in which part of the project each guideline needs to be inserted in order for the text to be considered a proper extension project. The second interview was on May 22nd and lasted about 30 minutes. Chart 1 presents the specific objectives and their corresponding methods.

Chart 1 - Specific objectives and the corresponding method

Specific objective	Method
To identify the characteristics of an extension project at UFSM, based on the Política de Extensão da UFSM	Interview
To present the characteristics of an extension project at UFSM, based on the interviews and on the Política de Extensão da UFSM	Interview
To develop a guide for those interested in designing an extension project at UFSM	Data from research

Source: designed by the author.

The interviews were conducted according to some questions based on the Política de Extensão da UFSM (see Chart 2).

Chart 2 – Interview questions

Interview questions
1. Qual o seu entendimento sobre “Interação dialógica entre universidade e sociedade, caracterizada pelo intercâmbio de experiências e saberes entre Universidade e demais setores da sociedade”?
2. Qual o seu entendimento sobre “Interdisciplinaridade e interprofissionalidade, caracterizada por trocas entre áreas de conhecimento, bem como pela interação de modelos e conceitos complementares”?
3. Qual o seu entendimento sobre “Indissociabilidade entre ensino, pesquisa e extensão, caracterizada pela integração da atividade extensionista à formação técnico-científica e cidadã do estudante, o desenvolvimento e a capacitação tecnológica, à produção e à difusão de novos conhecimentos e metodologias”?
4. Qual o seu entendimento sobre “Impacto na formação do estudante, caracterizado pela contribuição à formação cultural, artística, técnico-científica, pessoal, social e política do estudante”?
5. Qual o seu entendimento sobre “Impacto e transformação social, caracterizado pela contribuição à inclusão de grupos sociais, ao desenvolvimento de meios e processos de produção, à educação inovadora e transformadora nas formas de intercâmbio de conhecimento e à ampliação de propostas e interlocuções educacionais e pedagógico-formativas, como também à formulação, implementação e acompanhamento das políticas públicas prioritárias ao desenvolvimento local, regional e nacional”?
6. Qual o seu entendimento sobre “Comprometimento contextualizado priorizando as demandas da sociedade, identificadas por meio de diferentes instrumentos”?
7. Quais os tópicos essenciais que um projeto de extensão precisa ter?
8. Quais as principais peculiaridades que o senhor considera em um projeto de extensão?
9. Na sua opinião, qual estrutura de projeto seria mais adequada para contemplar todas as características da extensão?
10. Em qual parte do projeto (introdução, método, cronograma...) cada diretriz poderia ou deveria ser mencionada?

Source: elaborated by the author.

These questions were the base for the interviews. The answers were transcribed and analyzed based on their content. In the next section, we present and discuss the results.

5. RESULTS AND DISCUSSION

This section is organized in accordance with the specific objectives of the present study, in order to present and discuss the results concerning the objectives of the research. Section 5.1 describes the characteristics of an extension project. Section 5.2 presents a draft to guide those interested in designing an extension project at UFSM.

5.1 Characteristics of an extension project

The interviews with the Provost for Extension provided some important and initial comprehension of the aspects of extension. Firstly, extension actions can be a project, a program, an event, a course and a service provision. Our research focuses on extension projects, but the characteristics of an extension project are the same as ones for the other kinds of extension actions. In the first interview, the Provost for Extension highlighted two important points: 1) in 2018, the Federal Government published the resolution of the national council of education that brings the guidelines for university extension in Brazilian higher education institutions; and 2) this resolution considers other two previous important documents: Plano Nacional de Educação 2014-2024 (curricularização da extensão) and the Política Nacional de Extensão (2012).

In relation to the questions about the six guidelines from Política de Extensão da UFSM, we organized the results considering the context of each guideline and, in the end of each guideline, we - the interviewee and I, the researcher - thought of a question that could guide the coordinator in charge of an extension project. Chart 3 shows the guides and each question both in Portuguese and in English.

Chart 3 - Guidelines and questions

(to be continued)

Guide from Política de Extensão	Question (Portuguese)	Question (English)
1 - Interação dialógica entre universidade e sociedade, caracterizada pelo intercâmbio de experiências e saberes entre Universidade e demais setores da sociedade	Qual a necessidade que a comunidade apresentou?	What need does the community have?
2- Interdisciplinaridade e interprofissionalidade, caracterizada por trocas entre áreas de conhecimento, bem como pela interação de modelos e conceitos complementares	Quais as áreas temáticas com as quais esse projeto se conecta? Com quais profissionais esse projeto se conecta para ser executado?	What are the thematic areas with which this project connects? With which professionals does this project connect to in order to be executed?
3 - Indissociabilidade entre ensino, pesquisa e extensão, caracterizada pela integração da atividade extensionista à formação técnico-científica e cidadã do estudante, o desenvolvimento e a capacitação tecnológica, à produção e à difusão de novos conhecimentos e metodologias	Qual a perspectiva de ensino que consta no seu projeto?/Como o ensino é trabalhado neste projeto? Qual a perspectiva de pesquisa que consta no seu projeto?/Como a pesquisa é trabalhada neste projeto?	What is the teaching perspective included in your project?/How is teaching worked out in this project? What is the perspective of the research included in your project? / How is research worked out in this project?

Chart 3 - Guidelines and questions

(conclusion)

4 - Impacto na formação do estudante, caracterizado pela contribuição à formação cultural, artística, técnico-científica, pessoal, social e política do estudante	Qual o impacto deste projeto na formação do estudante?	What is the impact of this project on student education?
5 - Impacto e transformação social, caracterizado pela contribuição à inclusão de grupos sociais, ao desenvolvimento de meios e processos de produção, à educação inovadora e transformadora nas formas de intercâmbio de conhecimento e à ampliação de propostas e interlocuções educacionais e pedagógico-formativas, como também à formulação, implementação e acompanhamento das políticas públicas prioritárias ao desenvolvimento local, regional e nacional	Qual o impacto deste projeto para a transformação social? O projeto tem espaço para receber o conhecimento da comunidade? De que forma?	What is the impact of this project for social transformation? Does the project have space to receive knowledge from the community? How so?
6 - Comprometimento contextualizado priorizando as demandas da sociedade, identificadas por meio de diferentes instrumentos	Qual é o local/espaço/região de desenvolvimento do seu projeto? Qual o público envolvido no seu projeto?	What is the development location/space/region of your project? Who is the public involved in your project?

Source: data from research.

Regarding the first guideline “interação dialógica entre universidade e sociedade, caracterizada pelo intercâmbio de experiências e saberes entre Universidade e demais setores da sociedade”, the Provost highlighted that every extensionist proposal must be connected to the demands of society. Not just an observation, but there has to be an exchange, a dialogue, an attentive listening in the university to propose actions that meet what society needs. Extension projects do not replace the public policies of Municipal, State and Federal governments, but are added to these public policies. For example, an extension project does not provide housing, but it can contribute to the needs of a group concerning this demand.

In relation to the second guideline “interdisciplinaridade e interprofissionalidade, caracterizada por trocas entre áreas de conhecimento, bem como pela interação de modelos e conceitos complementares”, the Provost commented that there are eight classification areas for extension: health, human rights and justice, culture and art, communication, environment, technologies, education, and work. The necessity of classifying the projects in one of these areas improves interdisciplinarity and partnerships. The connection between the areas results in a gain for the projects and a gain in terms of citizenship for the students; professionals need to interconnect the areas based on the working networks.

Regarding the third guideline “indissociabilidade entre ensino, pesquisa e extensão, caracterizada pela integração da atividade extensionista à formação técnico-científica e cidadã do estudante, o desenvolvimento e a capacitação tecnológica, à produção e à difusão de novos conhecimentos e metodologia”, the Provost highlighted the necessity of exploring the same theme based on different perspectives. Additionally, there is a vicious cycle: the interface with the community generates a concern that generates a research problem; this research problem helps in the production of knowledge that often reaches the classroom space.

According to the interviewee, the fourth guideline, “impacto na formação do estudante, caracterizado pela contribuição à formação cultural, artística, técnico-científica, pessoal, social e política do estudante”, highlights that the main objective of doing extension work at the university is focused on students, making them citizens more aware of the demands of society, learning about one another.

The fifth guideline is “impacto e transformação social, caracterizado pela contribuição à inclusão de grupos sociais, ao desenvolvimento de meios e processos de produção, à educação inovadora e transformadora nas formas de intercâmbio de conhecimento e à ampliação de propostas e interlocuções educacionais e pedagógico-formativas, como também à formulação, implementação e acompanhamento das políticas públicas prioritárias ao desenvolvimento local, regional e nacional”. The Provost commented that the objective of the project is to generate social transformation. It is important to take into account that in the community there is also knowledge and cultural production, breaking with the logic that the university is the center of knowledge, that it only produces and transmits knowledge. There is a sharing of knowledge, that is, academic knowledge can be improved by popular knowledge. Social transformation requires respecting the autonomy of community subjects. Currently, this guide is similar to the expected results on UFSM’s Portal de Projetos.

The last guideline is “comprometimento contextualizado priorizando as demandas da sociedade, identificadas por meio de diferentes instrumentos”. According to the Provost, there is the necessity of doing extension in the geographic context of the Institution, except for specific projects, for example, the Provost highlighted a specific extension project in the health area focused on treating leprosy in Palmas/TO, requested by the Ministério da Saúde, and the professionals trained in Brazil were at UFSM. So, in this specific case, the extension may go beyond the geographic territory of the Institution, but the focus is always on promoting and developing the surrounding area.

Based on the questions and the results of the interview, we created a draft in order to help those who work with extension projects. This draft is a guide that has the purpose of advising

coordinators to write their extension projects in compliance with the Política de Extensão da UFSM, that is, the coordinator can easily identify whether their projects have answers to the questions proposed in this draft. If all the questions in the draft are possible to be answered in the project, then the project is characterized in its entirety as an extension. The model is presented in the next section.

5.2 Guide for designing an extension project at UFSM

As a final result of this research, Chart 4 presents the structure for extension action in order to guide people interested in designing an extension project at UFSM.

Chart 4 - Structure for extension actions

Structure for extension actions	
Introduction	General characterization of the proposal, relevant data
Objectives	guides 4 and 5* 4- What is the impact of this project on student education? 5- What is the impact of this project for social transformation? Does the project have space to receive knowledge from the community? In what way?
Rationale	guide 1 1- What need does the community have?
Method	- guides 2, 3 and 6 2- What are the thematic areas with which this project connects? With which professionals does this project connect to in order to be executed? 3- What is the teaching perspective included in your project?/How is teaching worked out in this project? What is the perspective of the research included in your project? / How is research worked out in this project? 6- What is the development location/space/region of your project? What is the public involved in your project? - minimum conceptual basis (that presents relevance and relationship with the project and, in particular, with the project method)
Schedule	time and financial schedule
Expected results	guides 4 and 5* 4- What is the impact of this project on student education? 5- What is the impact of this project for social transformation? Does the project have space to receive knowledge from the community? In what way?

* guide 4 and 5 can be considered for objectives or expected results

Source: data from research.

In regard to this structure, the extension project needs to have the introduction with the general characterization of the proposal and other relevant data about the topic. The objectives have to be related to guides 4 and 5, and answer the questions “What is the impact of this project on student education?” and “What is the impact of this project for social transformation? Does the project have space to receive knowledge from the community? In what way?”. The rationale requires the answer to the question “What need does the community have?”, which is related to guide 1.

Furthermore, the extension project has to refer to the method, in order to define aspects of guides 2, 3 and 6 with the following questions: “What are the thematic areas with which this project connects? With which professionals does this project connect to be executed?”; “What is the teaching perspective included in your project?/How is teaching worked out in this project? What is the perspective of the research included in your project? / How is research worked out in this project?”; and “What is the development location/space/region of your project? Who is the public involved in your project?”. In the method section, the coordinator should present a minimum conceptual basis, which is relevant and related to the project, and the project method specially.

In the sequence, the extension project has to present the physical and financial schedule, as well as the expected results. These expected results can be related to guides 4 and 5, as for the objectives. This will be a choice made by the author. As we can see on Chart 4, we presented the questions and other instructions, which are the results from the interviews. These questions and instructions can be used in order to create, organize and propose an extension project at UFSM.

6. FINAL CONSIDERATIONS

The purpose of this research was to identify how the extension project genre is constituted at UFSM. To do so, I interviewed twice the Provost for Extension at UFSM. Based on the interviews, it was possible to understand the characteristics of an extension project and to design a guide in order to help those in charge of writing extension actions. The guide follows the six guidelines from Política de Extensão da UFSM and proposes some questions that need to be answered in the extension project by the coordinator.

The contribution of this research focuses on two aspects: 1) for UFSM, we sought to improve the genre extension projects and to help extension coordinators, since this guide can guide the construction of the project; 2) for the field of Applied Linguistics, we contributed to

the conception of extension projects as a genre in order to solve problems concerning the use of language and the communicative environment. Thereby, with the clear definition of the genre extension projects, coordinators can improve their extension projects and the community (students, faculty members, staff and society) can benefit from it.

One limitation of this research is the exclusive interview conducted with only one participant, the Provost of Extension due to the presence of numerous extension project coordinators and a significant array of extension projects at UFSM. Additionally, there exists a collective engaged in discussions on extension activities within the institution. Despite the singular respondent in this study, their insights are deemed considerably representative of the subject matter. Moreover, this research exclusively concentrated on a singular document, the Política de Extensão da UFSM, and its associated guidelines. The broader discourse surrounding the topic of extension within university settings warrants further exploration and implementation. Hence, there is a critical need to analyze both national policies and institution-specific documents for a comprehensive understanding.

As a suggestion for future research, other studies can define a limit of characters for each section of the project. Concerning the use of the guide, other studies can analyze the perceptions of the coordinators in order to identify if it needs some improvements. In addition to it, another possibility could be investigating the extension projects that are registered on “Portal de Projetos”, concerning their structures and contents along with the guide that was presented here. Finally, workshops can be developed in order to help people who are interested in devising extension projects at UFSM.

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