<u>Directions</u>: Answer the main question for each item in the box below each question. Use the additional questions (in smaller font) to help you think further and elaborate your answers.

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Older addies	nces, mow norm	iai siioaia i	DC :		
	diences: Is my				
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*Younger au	diences: Is my	vocabulary/	tone clear?	ny topic?	

<sup>\*</sup>How much jargon can I use? If I do use it, should I define it?

<sup>\*</sup>Is the rest of my vocabulary appropriate?

	low familiar can			
Professiona	l: Should I be fo	ormal or seriou	s?	. 10
Professiona		ormal or seriou	s?	nd?
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<sup>\*</sup> How can I explain and describe in ways to which they can relate?

<sup>\*</sup> How can I consider my audience's lives and experiences so they might understand my writing?

	What shared interest do I have with my audience?
3.	*What common interests can I use to connect to them?  What is an event or example that my audience would understand and find interesting?

 $<sup>\ ^*</sup>$  If I have multiple audiences, which is my primary audience? Center the event or example on them.

Adapted from the work of Grace Enriquez (2015) & Lisa Keeler (http://bit.ly/2C0pKZ7).

### Other ways of thinking of audience:

- You are selling a product: What style of writing will appeal to them?
- You are explaining a sport: How would your vocabulary change if your audience were children? Visitors from another country? Your parents?
- You are documenting an event: How would you detail the facts of a crime you witnessed?

 $Adapted\ from\ \underline{http://www.studygs.net/writing/audience.htm}.$ 

<sup>\*</sup>Why might my audience feel this way?

<sup>\*</sup>How can thinking about the way my audience presently feels help me shape my argument/reasons?