Hi everyone my name is Marissa. I am a writing tutor here at the Student Learning Center, and today my presentation for the Study Skills Workshop is called Writing for a Reader, Knowing Your Audience. So I’m going to address this big abstract idea, um - called audience. So I’m going to take you guys through the types of audience, and then how you can use the types of audience, to figure out the writing styles. So if you should be using formal or informal writing style. Um, but first a little bit about the Student Learning Center, so the Student Learning Center offers a lot of types of tutoring. So we have subject tutoring, in a bunch of different subjects like chemistry and biology, math, all across the board. There's also supplemental instruction for those - for a lot of general education classes, and then we also have writing tutoring which is where I fall under. And for writing tutoring, we have three different ways that you can seek out assistance with your papers. You can come in for drop-in, you can make a writing appointment with a writing tutor, and you can also do a online essay submission. Through TurnItIn, okay, and so that pink slip - or actually not pink, purple paper I gave you guys has more about the Writing Center including our hours, and the types of things we help out with. So if you guys are ever interested, I encourage you to read through this, and also, you can always ask the front desk. Call or visit our website to find out more information.
So let's go ahead and go through this, so how many of you guys have ever stayed up really late working on a paper, and you felt really good about it. You did so much research, you just felt like you were a genius about it, and then you get the paper back. And you're like "I didn't get an A, I got a B or C or D or an F", and you have all these red marks on your paper. Saying "explain more", and you're like "I did explain more, what are they asking me to do?". So how many of you guys have had that happen to you before? I know, I have and it's really frustrating, especially because you spent so long writing that paper, and proofreading it and doing all the research. So I'm gonna show you guys a little clip. Have you guys seen the Christmas Story before? Or The Christmas Story?
Narrator: I knew I was handing Ms. Shields a masterpiece. Maybe Ms. Shields. In her ecstasy, would excuse me from theme writing for the rest of my life.

Ms. Shields: Of course...Margins! Margins! Margins! F! My life’s work down the drain – a semi-colon [inaudible], F! I shall [inaudible] if I have to read one more F! Ralphie [inaudible], oooh. Aah the theme I’ve been waiting for my whole life. Listen to this sentence, “red rider BB gun with the [inaudible] that tells time”, poetry. Sheer, poetry. Ralphie, an A+. Oh, Ralphie! Oh, Ralphie! A+.

(students applauding Ralphie)

Ms. Shields: Ralphie. Ralphie. Ralph. Is there something you want Ralph?
**Ralphie:** I’m just turning in my theme.

**Ms. Shields:** Will you take your seat now.

**Slide 3**  
**Marissa Luna:** So that is what we would like to imagine would happen when we turn in our papers. Obviously it is “A” work. But then this happens...

**Ms. Shields:** I was disappointed in the margins  
**Narrator:** Ahaha, this is it. C+. Oh no, it can’t be!

**Ralphie:** C+

**Ms. Fields (as a witch):** C+ (witch laugh) C+ (witch laugh)

**Narrator:** I was surrounded by happier kids, who all ready to get what they wanted for Christmas.
I know so sad, but that's how we feel on the inside too, we - obviously, might not imagine our professor turning into the evil with;
but we're like "what did I do wrong?", "why are there all these red marks", so um - in this workshop we're going to address some reasons why this might occur. And I'm gonna inform you all on how to write with your audience in mind.
So um, the first activity I have for us to do is - if you guys have um - a separate sheet of paper, or if your neighbor doesn’t if you could share with them. Um - also those handouts I gave to you guys are blank on the backside so you can use that too, but first
I want you guys to write a short letter to your best friend about being sick. So maybe we'll spend like 5 or less minutes on this. Okay, so um - either you're finished or just about finishing up that letter to your best friend.
Now we're gonna transition, with the same idea but write a letters to your professor about you being sick. Okay, so I want you guys to compare the two letters, so they were about the same thing; about you being sick, but what are some differences that you guys can identify in your writing? Yeah

**Audience Member:** The letter to my best friend, I was more emotional.

**Marissa Luna:** Yeah! Definitely more emotional.

**Audience Member:** [inaudible] oh, I've been very ill and I didn't come to class, because of that. And once I feel - once I get better. I will start going to class again.

**Marissa Luna:** Yeah.

**Audience Member:** And it was way shorter too.
Marissa: Mhm, exactly anyone else want to share any differences that they found. Yeah.

Audience Member: I thought that with my letter to my best friend, I was more like - slang. I was more like loose about it.

Marissa Luna: Yeah.

Audience Member: To the professor, I was more like "um - hello Mr." [inaudible].

Marissa Luna: Like more professional.

Audience Member 2: Like I chose to say, like sincerely this.

Marissa Luna: Yeah, I would I agree with both of you guys. Anyone else want to share any differences that they found? Okay, so what you guys both shared is exactly what I was hoping to hear.
Um - so I wrote out some examples of how I write a letter to my best friend and to my professor about being sick. So mine would be something like - I used my name. "Dear Marissa, I hate being sick in bed with the flu. I wish I'd took better care of myself, so that I wouldn't be so sick. I knew it was coming though after staying up late doing homework on the weekdays, and staying out late on the weekends. I wasn't eating that well, or getting myself enough time to sleep and relax.

I missed all of our friends so much this past weekend! I'm really sad I missed going to Johnny's party. I heard it was so much fun from so many people. I definitely got a little FOMO when I saw everyone's Instagram pics! Too bad I was either bedridden or dead asleep!

I'm feeling so much better now though. I just feel all stuffy and have a runny nose, but it's way better than I was yesterday. So, hopefully I'm back in class on Thursday!

Anyways, will you keep me updated with what's going on in class? If you could take extra good notes and email them to me after class, that would be so amazing.

Thanks so much. Love you!"
I miss all of our friends so much that past weekend, I'm really sad. I missed going to Johnny's party. I heard it was so much fun, from so many people. I definitely got a little FOMO, when I saw everyone's Instagram pics. Too bad I was either bedridden or dead asleep. I'm feeling so much better now though, I just feel all stuffy and have a runny nose; but is way better than I was yesterday. So hopefully I'm back in class on Thursday, anyways will you keep me updated with what's going on in class. If you could take extra good dotes - notes and email them to me after class that would be so amazing. Thanks you so much, love you". Like you said I told my friend I love them, so it's more emotional than how you would talk to professor. It's also much more descriptive, so like the things I underlined in red. Were the more descriptive, emotional talk especially with slang, like I used the word FOMO. And I started talking about Instagram. FOMO? That's Fear of Missing Out. You guys have never heard that before? It was big last year. So I used slang with my best friend, because I know that they knew what I would be talking about. And I also felt uncomfortable enough to be like "I was like dead asleep", um - I felt comfortable enough to say, "I love you", or describe like how "I was super stuffy and my nose is running the whole time". 
So um - that's kind of stuff that I think you guys all did in your letters, and then here's my letter to a professor. "Dear Professor Johnson, this is Marissa Luna from your History 101 class, Section 2. I'm sorry for missing class last Thursday, but I was sick with the flu. I have a doctor's note to show you, so that my absence can be excused. I regret missing your lecture, and I'm hoping that I can come into your office hours to discuss the PowerPoint that is posted on BlackBoard so that I can check my understanding. Also, is there another student in the 101 class that you might be able to direct me to so that I may ask them for their notes? Sincerely, Marissa Luna, INST 101, Section 2". So um - like we identified, this letter was so much more short, simple, definitely not as descriptive. You almost wanted to get it over with, writing it, so you don't want to spend that long talking to your professor. And you sound much more formal, when you're talking to them. Like you state - you call them by their title, professor, and you also sign off as sincerely. So um - much more to the point, so um. I hope this activity got you guys thinking about how audience is different, and it changes across different writing assignments. So we are going to address that, and even though it seems like writing with your audience in mind, is a complex task. It's very manageable, once you identify what your writing assignment is, and then you can figure out how. Um - if you should sound formal or informal in your writing.
So a little bit about audience.
Audience is described as the person or the people that are being addressed in a piece of writing.
So um - knowing your audience helps you determine what you're going to write about, what kind of examples and details to include, and the writing style that you are going to take in your writing assignment.
So a lot of the time especially since - you know we're all in college. We tend to assume, but we usually know that our instructor is the person that will be reading our paper. So that's usually our audience, but a lot of the times when we just assume this. And we don't spend too long looking at the prompt, or determining what the prompt is asking us to do. This is where - you know, the A+ doesn't happen, and the Cs, and Ds, and Fs tend to happen, because we don't figure out what it is that we're being asked to do in the writing.
So there's two types of audience that I want you guys to think about; there's academic and then there's nonacademic. And I also want to point out, that just for the purposes of this study skills workshop um - when I say nonacademic, it doesn't mean like assignments that we get assigned in classes. It just means assignments that aren't written for um - a typical scholarly audience. So an example of like an academic assignment, would be something like a research paper. And then when I say nonacademic, that would be something like a free-write, or doing a journal entry. I know I've been given assignments in classes to write journal entries. And so technically it is part of academia, but just for this workshop I want you guys to think of those things as separate types of writing styles, okay.
So for academic, here's some common types of writing assignments, or prompts that people are given for academic writing. So there's things like annotated bibliographies, book reviews, doing case studies, um - writing an essay. So like there's different types of essays; like persuasive, analytical, inquiry essays, and so on and so forth. Um - you might be asked to do a literature review, um- write a research paper, like I already mentioned. You might have to do a scientific report, if you're taking - you know - if you're a science major. Or if you're taking that GE science class, I know I had to do a lab assignment in that class.
And then there's also other types, and then for nonacademic um - this is things where you're being asked um - you're being asked to use your personal experiences. Or maybe um - things that aren't so typical and written for a scholar, so to what I mean by this are things like; application essays, maybe writing a cover letter for a job, or an internship. If you're being asked to do a free-write in class, writing a journal entry, a newspaper article, any type of personal essay that you're being asked to write. Doing reading logs, a reflection on some type of activity that you might've done for your class, a response paper, or summary for some type of class. So I hope that's clear to you guys, what I mean by academic and academic - academic and nonacademic for this workshop.
So let's go ahead and identify the audience in this first example, so if you guys um - you can use your handout that I passed out, and if you don't have one. I have um - a pile of them up here, that you can use.
So let's go ahead and read the prompt, "So research shows that people communicate messages about who they are, by the clothing they wear. Explain how and in what ways you think clothing sends messages to other people. So what do you guys think? Is it academic or nonacademic? Right, does everyone agree?"
Yeah, this one’s academic, and why do you think so?

**Audience Member:** [inaudible]

**Marissa Luna:** Exactly so research is a good keyword to look at, and then when it says explain, you're being asked to explain your position. On why you believe that research does show that people communicate messages about who they are by the clothing they wear.
Okay, and how about this one "head to your favorite online news source, pick an article within - with a headline that grabs you. Now, write a short story based on the article". What type of audience do you think this is?

**Audience Member:** Nonacademic
Marissa Luna: Yeah nonacademic, and what - what - what types of things did you guys use to determine that it was more - that it was nonacademic.

Audience Member: [inaudible]

Marissa Luna: Short story, yeah, short story. It's also asking you to do something that atypical, of what I think we tend to think of as an academic assignment. So that - you know, it's asked me to do something apart from; reading an article or reading a - or going and doing research. So this one says like "hey go to your favorite online news source". That's pretty atypical, of things that we do um - with other writing assignments.

Marissa Luna: Okay, so good. So once you are able to identify whether your audience is academic or nonacademic.
You can determine your writing style, so there’s two types of writing styles, so formal and informal. And you can associate formal with the letter that you wrote your professor earlier, and an informal would be the letter that you wrote your friend earlier.
So um - here's some rules of thumb when writing with form - with a formal audience. So you always want to use a third person point of view, you don't want to use any personal pronouns. So what I mean by those types of things, are you don't want to say "I", "me", "my", that's not pretty - that's not very typical. Um - you wanna avoid using abbreviated words or slang. So like when I said FOMO up there, I obviously wouldn't that my professor, because I wouldn't expect him to understand what FOMO meant. I also probably wouldn't talk about Instagram or Facebook in my letter to my professor about being sick. Yeah, or about the party happened over the weekend. Um - and you also want to avoid emotional punctuation, so using exclamation points, or ellipses which are the three dots. Which are like "continue the thought". That's something that I tend to do when I'm texting my friends. I use a lot of exclamation points, but I don't think I would typically do that with a professor.
So informal, you can use first, second, or third person point of view. Um - you can use your personal pronouns here, so "I", "me", "my", "you", so addressing your reader with "you" or "your". You can - you're more than welcome to use abbreviated words and slang. So um - some examples are like TV um - should be used for formal, and then for informal, um. You - or sorry, TV should be spelled out at television for formal, and then for informal you can abbreviate as TV; but you can also address your reader as "hey" or "what's up". Instead of "hello" or "hi" which often sounds like, a little weird, and you're not really getting yourself across to the person. Um - and you're - you can also use emotional punctuation here, because you are more familiar with who your audience is at this point.
So let's go ahead and identify the writing style for this writing prompt.
So it’s the same one about "the research that shows that people communicate messages about who they are through what they wear". So what type of writing styles do you guys think that you would use, when writing this? Formal or informal?

**Audience Member:** [inaudible]

**Marissa Luna:** Formal, and why so?

**Audience Member:** [inaudible] third person.
Marissa Luna: Mhm, yeah - exactly. So this one is formal.
Alright,
and this is also the same one that we saw before, but what type of writing style? Formal or informal?

**Audience Member:** Informal.

**Marissa Luna:** Informal, and why do you think so?

**Audience Member:** [inaudible]

**Marissa Luna:** It's about your favorite online news source. So good.
So um - I think ask this - said this earlier, but you usually want to associate academic with formal writing style, and then nonacademic with the informal writing style. So always think about those two letters that you guys wrote, and how those are associated with formal and informal writing styles.
Okay, so let's address these prompts, and I want you guys to use these handouts that I gave you. Um - in order to determine the type of audience that you're being asked to write for, so academic or nonacademic, and then formal or informal time. And then I'm gonna also ask you guys what type of writing assignment you're being asked to write, which are - is identified in here. So the prompt reads "many people think that the media goes too far, as reporters pursue celebrities and athletes for news stories. Others believe that the famous people should accept intrusions on their personal lives, as the price of fame. Take a position on this issue, and write a paper to convince others to agree with your point of view. So if you start at the top, so - step one says to "identify what type of writing you're being asked to do". So first are you being asked to do academic or nonacademic? Mkay, and how are you guys able to identify that?
Audience Member: [inaudible]

Marissa Luna: Yeah, would you typically convince someone if you're writing informally to them. So with that keyword, "convince" the next you can do is locate the checkbox. So this is obviously an essay that you're being asked to write, but what type of essay are you being asked to write? Persuasive, right. So convince is the key word there. And then are you being asked to write formal or informal?

Audience Members: [inaudible]

Marissa Luna: Formal, and how do you guys know that? Academic, right. You're being asked to write a paper to convince others.
Okay, so the next prompt reads, "garage sales often include strange or unusual objects. Make up an imaginative story about something purchased at a garage sale". So first, what type of audience are you being asked to write for?

**Audience Member:** [inaudible]

**Marissa Luna:** Nonacademic, why do you think so? Yeah, again it's a different type of assignment. Sounds like it's more fun to do than a typical research paper and essay. Um - would it be formal or informal writing style?

**Audience Member:** Informal, and again why do you guys think so? Yeah, it's your experience at the garage sale. So it would be your story, coming from your imagination.
So before I go on to final tips, um - I hope that you guys have been able to realize that once you - and - you're always more than welcome to use this handout. And take it with you from here on out, but it's important to identify which type of audience that you're being asked to write for. So whether it's academic or nonacademic, you can do that by figuring out what type of paper you're being asked to write. So if you're being asked right something like a journal entry for one of your classes. Based off of Romeo and Juliet um - that would obviously be more of an informal one, because it's about your experience with reading that book and what you took from reading that book; but if you're being asked to write a position paper on something, like Romeo and Juliet. That would be for more of an academic audience, and from then on you can determine if you're writing a formal or informal style.
So for some final tips, um - always clarify with your instructor about who the audience is, because a lot of the time it's not clear who your audience is.
So um - sometimes it's addressed in the prompt, so it might tell you who you are writing for; but a lot of the time it's not.
Um, I also want to point out that - sometimes we’re given assignments that are meant to resemble real world assignments. So like let’s say you’re a journalism major, you’ll probably be given a lot of like um - newspaper articles to write. So it’ll tell you that you have a specific audience to keep in mind. So those are all things that I want you guys to remember from here on out, but does anyone have any questions about anything? More than welcome to pick one, okay. Thank you