

## Audience Assumptions Exploration

**Objective:** To explore how a writer’s assumptions about the audience’s knowledge, cultural context, and values affect communication in a text. You will analyze a literary or non-literary text to identify these assumptions and examine how different audiences may interpret the text in various ways.

**Purpose of this Activity:** This activity will help you analyze how writers communicate based on their assumptions about the audience, and how different readers may experience a text in unique ways depending on their background and knowledge.

### Instructions:

#### 1. Select a Text:

- Choose a passage from one of the texts we’ve studied (such as a speech, article, or letter).
- The passage should include moments where the writer makes assumptions about the audience’s knowledge, cultural background, or shared values.

#### 2. Identify Assumptions About the Audience:

- Carefully read the passage and look for instances where the writer assumes the reader has specific knowledge or shares particular values or perspectives. Consider the following:
  - **Cultural References:** Are there references to events, social norms, or beliefs that the writer expects the reader to understand?
  - **Tone and Word Choice:** Does the writer’s language indicate they expect the reader to sympathize with a particular viewpoint or interpretation?
  - **Reader’s Knowledge:** Does the writer assume the reader knows certain facts or historical information to fully understand the text?

#### 3. Consider the Impact on Different Audiences:

- Now, imagine how a reader from a different time period, culture, or perspective might interpret the same passage. Ask yourself:
  - How would the communication change if the reader doesn’t share the same cultural knowledge or values?
  - Would certain parts of the text be unclear, confusing, or interpreted differently by this new audience?

#### 4. Create a Comparative Analysis:

- Write a comparative analysis (1-2 pages) that addresses the following:
  - **Writer’s Assumptions:** What specific assumptions does the writer make about the original audience’s knowledge, values, or cultural background? Provide evidence from the text.
  - **Impact on Different Audiences:** How would a different audience (from a different cultural or historical background) interpret the passage? What would they miss, or what might they interpret differently?
  - **Communication and Understanding:** How does this analysis reveal the challenges of communication between a writer and diverse audiences?

5. Share Your Findings:

- Be prepared to share your analysis with the class. You will explain how the writer’s assumptions about the audience shape the communication and what happens when those assumptions do not align with the reader’s background.

6. Class Discussion:

- After sharing, we will discuss:
  - How writers make assumptions about their readers.
  - The challenges of cross-cultural or historical communication in texts.
  - How texts can be interpreted differently by different audiences, and what this tells us about communication in literature.

## Audience Assumptions Exploration Rubric

<b>Criteria</b>	<b>Excellent (7-8 points)</b>	<b>Good (5-6 points)</b>	<b>Satisfactory (3-4 points)</b>	<b>Limited (1-2 points)</b>
<b>Identification of Audience Assumptions</b>	Clearly identifies multiple key assumptions the writer makes about the audience’s knowledge, values, and cultural background. Provides insightful and specific examples from the text.	Identifies several key assumptions, though some may not be as fully developed or specific. Provides appropriate examples from the text to support analysis.	Identifies a few assumptions, but these may be basic or lack depth. Examples from the text may be vague or insufficient in illustrating audience assumptions.	Identifies few or no assumptions. The examples provided are unclear or irrelevant, and the connection to audience assumptions is weak or missing.
<b>Comparative Analysis</b>	Provides deep and thoughtful analysis of how a different audience would interpret the text. Clearly explains the potential challenges or differences in understanding and interpretation.	Provides good analysis of how a different audience might interpret the text, though some areas may lack depth or clarity. Most key differences are explored.	Provides basic analysis of how a different audience might interpret the text, but the depth is limited. Some differences in interpretation may be unclear or underdeveloped.	Provides little to no comparative analysis. The impact of a different audience’s interpretation is not explored or lacks clarity.
<b>Clarity and Organization</b>	The analysis is well-organized, clear, and flows smoothly. Each point is logically connected, and the writing is concise and easy to follow.	The analysis is mostly organized and clear, though some parts may lack flow or polish. The connection between ideas is generally clear but may have minor issues with structure.	The analysis is somewhat organized but may be difficult to follow in places. Writing may lack clarity, and some connections between ideas may be unclear or underdeveloped.	The analysis is disorganized or unclear, making it difficult to follow. Writing contains errors or lacks a logical flow, with little to no connection between ideas.
<b>Use of Evidence</b>	Skillfully uses textual evidence to support analysis of	Uses appropriate textual evidence to support analysis,	Includes basic textual evidence, but the connection	Little to no textual evidence is provided, or the



	the writer's assumptions and how different audiences would interpret the text. The evidence is well-integrated and enhances the overall argument.	though some examples may not be fully developed or integrated into the analysis.	to the analysis may be unclear or underdeveloped. Evidence may not be fully explained or relevant.	evidence is irrelevant or insufficient in supporting the analysis. The connection between the evidence and the argument is unclear or missing.
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