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JOB NAME:	TC 436 Audience Analysis Script		
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CREATED BY:	Jonathan Speights		

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Welcome to the Audience Analysis Workshop

<Body Text>

One of the most critical things that we will be discussing in TC 231 is the importance of the audience in technical writing. The following program will show you why technical writing is different than other writing you may have done. It will also cover the different audience groups and characteristics that we will be referring to throughout the quarter.

When you are ready, you can customize a profile of your own audience member. You will use this profile to test your knowledge of the different audience characteristics.

Are you ready? Let's get started!

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Types of Writing

<Body Text>
If you're enrolled in this class then you've probably already completed a composition class or two. You may be wondering how technical writing is different from other types of writing. The answer has a lot to do with who the audience is.

Choose one of the groups below to learn more.

[Expository Writing](#)
[Creative Writing](#)
[Technical Writing](#)

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Expository Writing

<Body Text>
Expository writing is what you probably did in your composition class. You chose a topic and wrote a paper for a professor. He or she was your audience. The important thing to consider is that the professor probably knows way more about the topic than you do. If there are holes in the ideas that you present, the professor knows enough about the subject to start filling in the blanks.

Expository Writing
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Creative Writing

<Body Text>

Some of you may have experimented with creative writing. You may have written a play a short story, or poetry. With creative writing, there is no specific audience. Sure, authors will hope that people read their new novels, but it is highly unlikely that they will be writing to a specific audience type. In this case, the author's link is with the work itself.

Choose another group to learn more.

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Creative Writing

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Technical Writing

<Body Text>

In technical writing, there are a number of audiences that can be addressed. In this class, we will be learning about four specific audience groups:

- General readers
- Managers
- Technicians
- Experts

We'll talk about the characteristics of each group in a second. The important thing to keep in mind is that, in technical writing, you will probably know more about the subject than your audience. It will be important to consider what traits your audience has, what information they already know, and what kind of information they'll want. This will help you customize the document to meet their specific needs.

Does that make sense? If so, keep going to learn more about the [audience characteristics](#).

If it's still a bit fuzzy, you can review the different [types of writing](#).

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Audience Characteristics

<Body Text>
So how can you determine if something was written for a manager or a technician? How can you make sure you are writing effectively for a general reader? Click on one of the audience types below to find out! When you're done, you can test your new skills in the Audience ID Chamber.

Choose one of the audience groups below to learn more. Keep in mind, these descriptions rely heavily on the TC terms we've covered already. You may want to print out the definitions before moving on.

[General Reader](#)
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[Technician](#)
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<Header>
General Reader

<Body Image #1 of General Reader>

<Body Text>
A general reader is reading for pleasure or self-improvement. This is also the broadest of the four categories we will discuss. People frequently find it helpful to narrow this audience group down with a consideration of more specific qualities. For example, do they have an interest in computers? Do they have background in a certain skill? Knowing more detail about the target audience might eliminate the need to speak in generalizations or make assumptions about the reader.

Choose one of the areas below to learn more about the general reader.

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[Organization](#)
[Style and Tone](#)
[Layout and Illustration](#)

Or, choose another group to learn more.

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<Header>
General Reader – Content

<Body Image #2 of General Reader>

<Body Text>
A general reader will appreciate the following types of content:

- Topics that relate to their daily lives
- Ample background, usually in summary form rather than detail
- Practical information rather than theory
- Extended definitions
- Anecdotes and other human interest information

(This information is available in the Writer's Strategies document that is available on the TC 231 course Web site.)

Choose one of the areas below to learn more about the general reader.

Content

[Organization](#)

[Style and Tone](#)

[Layout and Illustration](#)

Or, choose another group to learn more.

General Reader

[Manager](#)

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General Reader – Organization

<Body Image #3 of General Reader>

<Body Text>
A general reader will appreciate the following methods of organization:

- Narrative – telling the reader a story
- Chronological – following a sequence of events
- Least complex to most complex – starting with the easy information first
- Most interesting to least interesting – grabbing the reader’s attention quickly
- General to specific – building a foundation that aids the reader’s understanding

(This information is available in the Writer’s Strategies document that is available on the TC 231 course Web site.)

Choose one of the areas below to learn more about the general reader.

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Or, choose another group to learn more.

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General Reader – Style and Tone

<Body Image #4 of General Reader>

<Body Text>

A general reader will appreciate the following style and tone:

- Informal and conversational
- Plain language—few technical terms and no jargon
- Active Voice
- Analogies to compare ideas with things that are more familiar
- Shorter sentences and paragraphs
- Verbal explanations of data rather than formulae or equations

(This information is available in the Writer's Strategies document that is available on the TC 231 course Web site.)

Choose one of the areas below to learn more about the general reader.

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[Organization](#)

[Style and Tone](#)

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Or, choose another group to learn more.

General Reader

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General Reader – Layout and Illustration

<Body Image #5 of General Reader>

<Body Text>

A general reader will appreciate the following visual layout and illustrations:

- Simple charts, maps, bar graphs, photos
- Lots of white space, color, other eye-catching graphics

These elements will help catch, and maintain a general reader's attention. They can also help break up long blocks of text to make a document look less intimidating.

(This information is available in the Writer's Strategies document that is available on the TC 231 course Web site.)

Choose one of the areas below to learn more about the general reader.

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Organization

Style and Tone

Layout and Illustration

Or, choose another group to learn more.

General Reader

Manager

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Manager

<Body Image #1 of Manager>

<Body Text>
A manager is someone who is responsible for making business decisions. He or she is responsible for the daily operations of an organization. These are busy people and they typically will want the information they need to make good decisions delivered to them in a way that is easy to access. This will help the manager make the correct decisions and move on to other responsibilities.

Choose one of the areas below to learn more about the manager.

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Manager – Content

<Body Image #2 of Manager>

<Body Text>

A manager will appreciate the following types of content:

- Simple and concise background information
- Recommendations, criteria, discussion of alternatives
- Statistics on costs, personnel, facilities, markets, possible competition
- Non-essential data and information appears in an appendix

(This information is available in the Writer's Strategies document that is available on the TC 231 course Web site.)

Choose one of the areas below to learn more about the manager.

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[Style and Tone](#)

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Manager – Organization

<Body Image #3 of Manager>

<Body Text>

A manager will appreciate the following methods of organization:

- Important information (conclusions, recommendations, summaries) at the beginning

This organization will make it easy for the manager to quickly access the information he or she needs to make decisions and move on to other responsibilities.

(This information is available in the Writer's Strategies document that is available on the TC 231 course Web site.)

Choose one of the areas below to learn more about the manager.

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Manager – Style and Tone

<Body Image #4 of Manager>

<Body Text>

A manager will appreciate the following style and tone:

- Formal but not stuffy; readable
- Plain language—technical terms and jargon clearly explained
- Verbal explanations of data rather than formulae or equations
- Shorter sentences and paragraphs than something written for an expert
- Overall, similar to general audience, but perhaps at a little higher level

(This information is available in the Writer's Strategies document that is available on the TC 231 course Web site.)

Choose one of the areas below to learn more about the manager.

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Or, choose another group to learn more.

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Manager – Layout and Illustration

<Body Image #5 of Manager>

<Body Text>

A manager will appreciate the following layout and illustration:

- Pie charts, bar graphs, simple line graphs, tables
- Headings, white space used to promote easy access

These graphics are especially good at showing the relationships in numerical data. A manager could understand these relationships at a glance rather than try to assess those relationships in the text.

(This information is available in the Writer's Strategies document that is available on the TC 231 course Web site.)

Choose one of the areas below to learn more about the manager.

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<Header>
Technician

<Body Image #1 of Technician>

<Body Text>
A technician is someone who is responsible for assembly, operation or maintenance of a given item. These folks have specific tasks to do and rely on detailed procedural instructions to get their work done. The technician is going to be more interested in how things work than why they work. Detailed backgrounds and theory are generally not helpful.

Choose one of the areas below to learn more about the technician.

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Technician – Content

<Body Image #2 of Technician>

<Body Text>
A technician will appreciate the following types of content:

- Only enough theoretical information to give some background and to help with troubleshooting
- Often general description of equipment, parts, operation principles, maintenance
- Often emphasis on mechanical operation
- Emphasis on detail, but less than for expert

(This information is available in the Writer's Strategies document that is available on the TC 231 course Web site.)

Choose one of the areas below to learn more about the technician.

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Technician – Organization

<Body Image #3 of Technician>

<Body Text>
A technician will appreciate the following methods of organization:

- Sequential
- Chronological

The emphasis here is on procedure. The technician will be interested in completing the steps necessary to successfully finish a task.

(This information is available in the Writer's Strategies document that is available on the TC 231 course Web site.)

Choose one of the areas below to learn more about the technician.

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Technician – Style and Tone

<Body Image #4 of Technician>

<Body Text>

A technician will appreciate the following style and tone:

- Active voice
- Imperative mood, if instructing how to operate something
- Standard terms and abbreviations are ok, although definitions may be needed
- Formulae and equations should be limited
- Short sentences and paragraphs

When writing for a technician, consider how to deliver information quickly and efficiently.

(This information is available in the Writer's Strategies document that is available on the TC 231 course Web site.)

Choose one of the areas below to learn more about the technician.

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Style and Tone

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Technician – Layout and Illustration

<Body Image #5 of Technician>

<Body Text>

A technician will appreciate the following layout and illustration:

- Illustrations, photos, blow-up diagrams
- Charts, graphs, and photographs are detailed, but not as complex as for expert
- Carefully labeled drawings
- Lots of headings, white space, numbered steps, color, graphic techniques (boxes, lines)

All of these visuals will be helpful when describing something that is highly procedural.

(This information is available in the Writer's Strategies document that is available on the TC 231 course Web site.)

Choose one of the areas below to learn more about the technician.

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Expert

<Body Image #1 of Expert>

<Body Text>
An expert is someone who is highly educated and trained in a specific area. He or she will likely have an extensive background in the subject that is being discussed and won't need common terms to be explained. Experts will also be very familiar with research and will have set expectations about what will appear in a research report.

Choose one of the areas below to learn more about the expert.

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Expert – Content

<Body Image #2 of Expert>

<Body Text>

An expert will appreciate the following types of content:

- Both theory and practical applications of theory
- Detailed background information
- Statement of objectives, scope, limitations
- Research methods outlines in sufficient detail for replication
- Conclusions drawn from data
- References to previous experimentation, research, or publications in the field

(This information is available in the Writer's Strategies document that is available on the TC 231 course Web site.)

Choose one of the areas below to learn more about the expert.

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Expert – Organization

<Body Image #3 of Expert>

<Body Text>

An expert will appreciate the following methods of organization:

- Conclusions and recommendations are at the end—specific to general (or general to specific to general)
- Typical scientific report form

Experts will work with research reports on a regular basis. They'll have some pretty strong opinions about how they should be organized. If yours does not meet the standard, they may think less of the actual research.

(This information is available in the Writer's Strategies document that is available on the TC 231 course Web site.)

Choose one of the areas below to learn more about the expert.

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Organization

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Or, choose another group to learn more.

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Expert – Style and Tone

<Body Image #4 of Expert>

<Body Text>

An expert will appreciate the following style and tone:

- Formal, objective
- Standard terms, abbreviations, formulae, equations may be used; verbal explanations may accompany them, but they, too, may be highly technical
- Longer and more complex sentences and longer paragraphs

Have you ever encountered a sentence that is four lines long? This kind of complexity is not uncommon in research reports. The expert is familiar enough with this kind of writing that it does not slow him or her down.

(This information is available in the Writer's Strategies document that is available on the TC 231 course Web site.)

Choose one of the areas below to learn more about the expert.

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Expert – Layout and Illustration

<Body Image #5 of Expert>

<Body Text>

An expert will appreciate the following layout and illustration:

- Tables, line graphs, complex charts, photos
- Headings, but not as much white space as for other audiences

These types of visuals are excellent for organizing large sets of data and showing relationships visually. It makes working with the data a lot easier.

(This information is available in the Writer's Strategies document that is available on the TC 231 course Web site.)

Choose one of the areas below to learn more about the expert.

Content

Organization

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Or, choose another group to learn more.

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Are you ready to test your audience awareness? Go to the [Audience ID Chamber](#) >

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Audience ID Chamber

<Dynamic Game Show Image>

<Body Text>

Think you're ready to test your audience awareness? Take a look at the sample text below and select the audience group you think it is written for. When you've made your selection, click submit to check your answer. Good luck! Now let's get started.

<Game Questions>

1. The computer's processor acts like the brain of the computer. This is where all of the complex calculations that are a part of your software takes place.

General reader <correct>

<sound = "Well yeah, I guess you're right.">

Manager

<sound = "I'm not sure I have time for this right now">

Technician

<sound = "That won't help me get it running again.">

Expert

<sound = "I think there's an issue with the floating point calculations">

2. Spending trends in the second quarter indicate that office supplies and telecommunications experienced the highest growth in percentage of the annual budget.

General reader

<sound = "When did that quarter start again?">

() **Manager <correct>**

<sound = “Now that’s getting to the bottom line.”>

() Technician

<sound = “I broke my keyboard. Is that an office supply?”>

() Expert

<sound = “That wasn’t in my research.”>

3. The anterior wire must be set with 33 pounds of tension. This will ensure that the antennae will be able to withstand winds of up to 120 mph.

() General reader

<sound = “What does “anterior” mean?”>

() Manager

<sound = “Was that in the budget?”>

() **Technician <correct>**

<sound = “That’s the information I was looking for.”>

() Expert

<sound = “That may be. But do you want to know why?”>

4. Antoin and Lewitsky noted that cognition is affected by the amount of information concentrated on the fovia during interlateral subjugation.

() General reader

<sound = “Huh?”>

() Manager

<sound = “Are they on the payroll?”>

() Technician

<sound = “I don’t know if I can fix that.”>

() **Expert <correct>**

<sound = “Now you’re speaking my language.”>

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Getting stuck? Review the different [Audience Characteristics](#) >

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Build a Persona

<Body Image Denoting Audience Focus>

<Body Text>

So what is a persona anyway? Well, it's a tool many people use when they are trying to maintain a strong focus on who their audience is and what the kind of things they will need. Companies like Microsoft use personas every day as a way to make sure they are delivering what they think the customer wants instead of what they think is right.

In this exercise, you will create a persona of your own and then determine what environment, format and visual elements would be appropriate for that audience?

Ready? [Let's go!](#) >

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<Header>

Build a Persona

<Body Text>

Make selections for each of the following qualities to build a persona of your own.

<Subhead>

Choose a Photo

<Body Text>

One of the ways you can make personas more realistic is by choosing an image of whom you think represents a specific audience member. Choose an image below to add it to your persona.

- Image #1
- Image #2
- Image #3
- Image #4
- Image #5

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<Subhead>

Choose an Age

<Body Text>

Sometimes demographic information, like an audience member's age, can help inform some of the content decisions you make. A younger audience may not have quite as much experience in the field. An older audience may have some special needs regarding layout decisions like font size.

Choose an age to add it to your persona:

34

45

57

62

21

[Next](#) >

< [Choose a different photo](#)

[BUILD A PERSONA]

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<Subhead>

Choose a His/Her Education

<Body Text>

When creating a persona, it is often helpful to consider what kind of training your audience has. You don't want to bore them with information they already know. However, you don't want to make assume they have knowledge they may not have.

Choose the level of education level of education to add it to your persona:

- Associates Degree
- Bachelor's Degree
- Master's Degree
- Doctorate Degee
- School of Life

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< [Choose a different age](#)

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<Subhead>

Choose a His/Her Motivation

<Body Text>

Your audience's willingness to read a document is often affected by external motivation. Sometimes they will be highly motivated to read it and other times their motivation will be easily depleted. Considering this element will help you draft a document that incorporates the elements that will keep your audience interested.

Choose a motivating factor to add it to your persona.

- Reading for pleasure
- Needs to make business decisions
- Needs to make sure office systems are always functional
- Wants to leverage current research in the field

[Next >](#)

< [Choose a different level of education](#)

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Persona Summary

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The persona you have created has the following qualities:

<Display image chosen by user>

Age: <Display age chosen by user>

Education: <Display degree chosen by user>

Motivation: <Choose motivation chosen by user>

Now that you have created a persona, move on to test your audience awareness.

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<Body Image Denoting Audience Focus>

<Body Text>
Now that you have a persona ready, see if you can recognize the forces that will affect how your document gets used. You will see samples of the reader's environment, sample formats, and sample visuals. Choose the one you think is most appropriate for the persona you created.

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<Body Image Denoting Work Environment>

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The reader's environment will have a significant effect on how the document is used. Someone who will be working in the field will have different needs than someone in an office. Based on your persona, which environment do you expect him/her to be working in?

You have created a: [general reader, manager, technician, expert]

Choose the environment you expect your reader to be working in.

<General Reader>

- Home
- Board room
- Laboratory
- On top of a telephone pole

<Manager>

- Home
- Board room
- Laboratory
- On top of a telephone pole

<Technician>

- Home
- Board room
- Laboratory
- On top of a telephone pole

<Expert>

- Home
- Board room
- Laboratory
- On top of a telephone pole

<Correct answers will be reinforced by a positive sound. Incorrect answers will be signaled by a negative sound>

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<Body Image Denoting Format Sample>

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Different readers are going to have different needs when it comes to physical design. Sometimes, you may need to design a document that meets the needs of multiple audiences. Based on your persona, how do you think your reader will want information delivered?

You have created a: [general reader, manager, technician, expert]

Choose the format you expect your reader to be prefer.

<General Reader>

- Glossy pages with lots of pictures
- Report that summarizes data in an executive summary
- Information that follows a standard lab report format
- Instructions that contain explicit, concise instructions

<Manager>

- Glossy pages with lots of pictures
- Report that summarizes data in an executive summary
- Information that follows a standard lab report format
- Instructions that contain explicit, concise instructions

<Technician>

- Glossy pages with lots of pictures
- Report that summarizes data in an executive summary
- Information that follows a standard lab report format
- Instructions that contain explicit, concise instructions

<Expert>

- Glossy pages with lots of pictures
- Report that summarizes data in an executive summary
- Information that follows a standard lab report format
- Instructions that contain explicit, concise instructions

<Correct answers will be reinforced by a positive sound. Incorrect answers will be signaled by a negative sound>

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<Body Image Denoting Graphic Design>

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The use of visuals is extremely important in technical writing. But different audiences will expect visuals with varying degrees of complexity. Some readers will simply enjoy a picture that breaks up the text while others will look to visuals to see relationships in numerical data. Based on your persona, what kind of visuals would your reader want?

You have created a: [general reader, manager, technician, expert]

Choose the environment you expect your reader to be working in.

<General Reader>

- Simple photographs and decorative images
- Simple graphs that show the relationships between key business data
- Complex graphs that show relationships in experimental data
- Line art diagrams and flow charts that show process and motion

<Manager>

- Simple photographs and decorative images
- Simple graphs that show the relationships between key business data
- Complex graphs that show relationships in experimental data
- Line art diagrams and flow charts that show process and motion

<Technician>

- Simple photographs and decorative images
- Simple graphs that show the relationships between key business data
- Complex graphs that show relationships in experimental data
- Line art diagrams and flow charts that show process and motion

<Expert>

- () Simple photographs and decorative images
- () Simple graphs that show the relationships between key business data
- () Complex graphs that show relationships in experimental data
- () Line art diagrams and flow charts that show process and motion

<Correct answers will be reinforced by a positive sound. Incorrect answers will be signaled by a negative sound>

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Congratulations!

<Body Image Denoting Audience Focus>

<Body Text>

You have now completed the audience exercise and are well on your way to becoming an effective technical writer. Knowing who your audience is will help you address their needs more effectively. It will also help ensure that your reader understands and retains more of the information that you are presenting. That's an extremely important point since your audience will likely be doing something with the information that you provide, other than read it.

Did you love it? [Start again!](#) >