



Lesson Plan: Identifying Audience and Purpose at University Level

Topic: Identifying and Purpose

Detail:

- 1) Figuring Out Who Your Audience Is
- 2) Matching Tone, Tense, and Person to Your Audience
- 3) Showing Awareness: General for Respectful Language
- 4) Justifying Why: Figuring Out Your Writing Purpose

Objective:

By the end of this lesson, students will understand the importance of identifying their audience and purpose in academic writing. They will be able to analyze their audience, adjust their writing style accordingly, use appropriate language, and clearly articulate their purpose.

Materials:

- Whiteboard or chalkboard
- Markers or chalks
- Handouts with sample texts/articles
- Digital devices with internet access (optional)
- Timer or stopwatch



Procedure:

Introduction (5 minutes):

1. Greet the students and introduce the topic of identifying audience and purpose.
2. Explain the significance of understanding your audience and purpose in academic writing.

Activity 1: Figuring Out Who Your Audience Is (15 minutes):

1. Discuss the concept of audience with examples from real-life situations.
2. Divide the class into small groups.
3. Provide each group with a sample text/article targeting different audiences (e.g., scientific journal article, blog post, formal email).
4. Instruct the groups to analyze the text/article and identify its intended audience.
5. Give each group an opportunity to share their findings with the class.

Activity 2: Matching Tone, Tense, and Person to Your Audience (20 minutes):

1. Introduce the concepts of tone, tense, and person in writing.
2. Show examples of how tone, tense, and person can vary depending on different audiences.
3. Provide handouts with sentences written in different tones/tenses/persons.
4. Instruct students to rewrite the sentences considering a specific target audience provided by you (e.g., academic committee, peers, general public).
5. Allow students time to work individually or in pairs.
6. Ask volunteers to share and compare their rewritten sentences.

Activity 3: Showing Awareness: General Guidelines for Respectful Language (15 minutes):

1. Discuss the importance of using respectful language in academic writing.
2. Present guidelines for respectful language use, focusing on inclusive language, avoiding stereotypes, and considering cultural sensitivities.



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3. Provide examples of sentences that need revision due to disrespectful language.
4. Divide the class into pairs.
5. Give each pair a handout with sentences that need revision.
6. Instruct them to rewrite the sentences using respectful language.
7. Conduct a brief discussion on the revised sentences.

Activity 4: Justifying Why: Figuring Out Your Writing Purpose (15 minutes):

1. Explain the concept of writing purpose, such as informing, persuading, or entertaining.
2. Show examples of different writing purposes in academic contexts (e.g., research papers, persuasive essays).
3. Engage students in a discussion about finding their own purpose for writing at the university level.
4. Ask students to reflect on their upcoming writing assignments and identify their purpose for each assignment.

Differentiation Activities (optional):

Extension Activity 1:

1. Form small groups and ask each group to research different academic disciplines or fields of study.
2. Instruct them to prepare short presentations discussing the audience and purpose of academic writing in their assigned discipline/field.



Extension Activity 2:

1. Students independently find an article or piece of writing from a reputable source that interests them.
2. Instruct them to analyze who the target audience is and justify their findings using evidence from the text itself.

Conclusion (5 minutes):

1. Review the key points covered in this lesson regarding identifying audience and purpose in academic writing.
2. Emphasize the importance of adapting one's writing style according to the target audience and purpose.

Note: The timing for activities may vary depending on the class size and pace.