

Student X

COMS 103, Spring 2014, Martin

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Audience Analysis

Kicking off the school week bright and early can be a drag. However, the relationships being developed in our oral communications class are making Monday and Wednesday mornings quite enjoyable. Being in the older age bracket of students in my selected courses, I usually keep to myself. The foundation of our class being a safe and respectful environment has allowed me to break out of my shell more than I usually would. In this classroom that emphasizes the melting pot California is, we all have similar passions and interests across the board; these include music, sports and family values. Understanding these will help me to more effectively reach my students in future speeches.

The first common interest I noticed was that more than half of the class had an appreciation for music. Students W, X, Y and Z are just a few of the many people who create music, me included. We have Student W and Student X who create electronic music, which seems to be the future of popular music, and Student Y and Student Z who are lyricists and also vocal performers. I would love to attend a showcase where I could watch my peers perform. Knowing this, I can make allusions and/or reference notable musicians in my speeches to keep my audience tuned in.

Many members of my audience lead active lives and enjoy sports of all sorts. Whether it be watching football or sliding down the side of a mountain, my classmates enjoy competition and adrenaline. Student A has played hockey for several years and has his sights set on playing for a University and Student B runs for her love of outdoors and being healthy. From

professional dreams to lifestyle preferences, sports are a core interest for our class. Unlike many of my peers, I personally do not have a lot of knowledge when it comes to sports, so I will need to research whatever sport I may want to refer to in my speeches if I want to score.

Music and sports are key interests in this class, but what seems to be most important to our class is family. During the object speeches, more than half of the class brought something of sentimental value. Sharing these types of stories and details about oneself takes a lot of courage. Students D and F both wear gold chains that keep the memories of their family close to their hearts. Student G has a bracelet she was gifted from her mother for her fifteenth birthday, which was originally given to her mother by her grandmother. Being able to be vulnerable and talk about what matters most, especially on loved ones who have passed shows a certain level of trust being established among us.

I have been debating on what my topic will be for my Community Problem Speech. But, with time and experience, speaking before my audience will become music to their ears. The more we work and play together, my persuasive speech at the end of our time together should be a total knockout. I am sure that I will be using examples of in speeches that my peers can relate to and understand. In this way, I can ensure that the content hits home.