

**Reflection Paper: Adapting Documents for Different Audiences**

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Throughout this unit, I have gained vital awareness into the art of changing documents to suit particular audiences. The importance of modifying content to meet the expectations and preferences of different readers or audience was one of my key discoveries. Looking over the three recruitment documents - the resume, cover letter, and bio information - I found out that each document serves a specific purpose and is aimed at distinct audiences.

Firstly, I learned that altering documents based upon the audience requires attentively taking into consideration their preferences and interests. For example, in the resume, the concentration is on presenting brief and relevant information about one's qualifications, skills, and experiences. The language applied is official and professional, focused on making an impression on potential employers with solid corporate achievements and competence. In contrast, the bio information gives a more personal perception into the job applicant, focusing attention on their interests, hobbies, and aspirations. This document will in all probability appeal to a broader audience, including recruiters, colleagues, and networking associates, who may be preferring to understand the candidate on a deeper level.

Secondly, I found out the importance of adjusting writing style to reflect the targeted genre and audience. Every document adheres to a particular format and tone befitting to its use. For example, the cover letter takes a convincing tone, focusing attention on the candidate's eagerness for the job opportunity and their appropriateness for the role. The language applied is formal yet charming, intending to catch the reader's recognition and leave a positive impression. On the other hand, the bio information takes on a more narrated design, giving the candidate a chance to demonstrate their persona and interests in a less official fashion. By adjusting the writing style to measure up to the genre and audience, the documents become more practical in delivering the intended message and arriving at the desired result.

Lastly, I learned important lessons about giving and receiving feedback, as well as editing documents for improvement. Using peer review tasks and self-assessment, I acquired a deeper understanding of the significance of constructive criticism in refining documents. Through receiving feedback from classmates and instructors, I was able to single out areas for improvement and make the needed revisions to improve on clarity, coherence, and impact. Similarly, giving feedback to my peers made me to develop critical evaluation skills and offer valuable opinion for improvement. Through the persistent process of editing and improving documents, I learned that feedback is crucial for producing high-quality content that agrees with the targeted audience.

In conclusion, this unit has been helpful in improving my skills and ability to alter documents based on the intended audience, adjust writing style to resonate with targeted genre and audience, and successfully offer and receive feedback for document development. By putting into application these skills in real-world scenarios, I am certain in my ability to create captivating and tailored documents that successfully make contact with multiple audiences.