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Final Master's Portfolio

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A Final Portfolio

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State University in partial fulfillment of
the requirements for the degree of

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with a specialization in
Professional Writing and Rhetoric

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A Reflection on Exploration

When I started the online master's degree program at Bowling Green State University, I was completely focused on exploration. The master's in English with a specialization in professional writing and rhetoric has allowed me to discover technical writing in a practical way that I can apply to my future career in the field, and has equipped me with enough of an foundational understanding of the craft to feel prepared going into a professional writing role. Toward the end of my undergraduate experience, I learned about what technical writing was and began to develop an understanding about it through a very introductory course. When applying for graduate programs, technical writing became my focus as I saw an abundance of career possibilities in front of me, and BGSU ended up being the ideal fit for the next step in my education. That brought me to exploration. Throughout all of my coursework at BGSU in pursuit of my master's, my goal has been to create a well-rounded understanding of technical writing, and to feel prepared going into the job search. The projects in this portfolio best exemplify that understanding, as well as the skills I have developed while learning about the different facets of this relatively new field of study. If there are themes that run through my portfolio, I would like to think that they are the reflection of real life in technical writing, and the acknowledgement that exploration in technical writing does not stop in the classroom.

The initial project in my portfolio is my substantive research project, entitled "Ethics in Automotive Communication." I wrote this research paper for ENG 6430 Ethics in Technical Communication. When I read through the criteria for the portfolio and saw that a research-focused project was required, this was the first one that came to mind as it is easily the best research paper I have written in my academic career. At this point in my coursework at BGSU, I was discovering that I could apply technical writing to my job at an auto repair shop and the automotive industry as a whole. Since the industry is notorious for dishonest communication practices with customers, that is what I decided to work with on this paper. It qualifies as substantive research because not only did I do research on a variety of topics (industry history, present, and ethics), but I drew from a variety of types of sources, as well. I used books, journal articles, and journalistic resources, but I also conducted personal interviews of my own. I think that this scope of information allowed me to create a strong argument that reflected evidence to some degree of the deceit that people have felt when dealing with the automotive industry for years. Putting this project together was lengthier process than any other research paper I have done, and it demanded a higher level of organization along with having clear research goals. When I revisited this paper as an addition to my portfolio, I was pleased to find that the overall structure was solid, and I had a good basis for revision. My main revision was adding a substantial piece of research to the "Ethics Application" section and adding a new "Conclusion" section to wrap the paper up in a more definitive way. After that, I made sentence-level tweaks to help with the flow of the project and make sure that the formatting was where it needed to be. Once complete, I knew that this project was much stronger especially in its conclusion, and that it was polished.

To follow up the substantive research project, I decided to include another research project. It still focuses on technical writing, but this time it is centered around images and a different industry altogether. I thought that this exemplifies the reach that technical writing has across industries, and how it has a lot of reach in many different parts of life. The title is, "The Western Beauty Industry: Inclusivity and Diversity," and I wrote it for ENG 6050 Visual Rhetoric and Practices of Writing. This research focuses in on the beauty industry and its marketing, but instead of questioning ethics of deception like in the first project, this one investigates the presence of diversity and inclusivity in western beauty brands. Since the course was all about analyzing how images function in technical and professional communication, I thought of the types of images I frequently saw in my daily life. One of the first types of images I noticed was makeup marketing, so I began there. This project entailed using an analysis process I had not been familiar with before the course, and applying it to a group of images so quickly after learning it was challenging. I will say that this was the most challenging project of the four when I came back to it for revision, but I thought that the core message of it was important enough to go through the revision project and include it. The first main revision I made was strengthening my thesis; the original was too vague and set the paper up for being weaker than it had to be with the subject matter at hand. Beyond that, I also got more specific with the methodology upon taking a further look. I made my codes and their corresponding definitions clearer, which then made the analysis of the images and the codes that they contained more specific, as well. My original goal in revision was to lengthen my analysis of the images, but that became simpler once I strengthened what came before it. Once these main, content-based revisions were done, I was able to do my proofread and make sure the paper was portfolio-ready.

I changed directions with the third project in the portfolio. “Editing Portfolio” was my final project for ENG 6420 Technical Editing, and in this project, I edited five pieces of writing using different methods. Now that I had included two research projects centered around the academic research around the field of technical writing, I also wanted to include the practical applications I have completed while in this program, as I think that this specialization track has done an excellent job at balancing the two. The editing portfolio was the final project for the course, and it was meant to display the editing methodologies that I had developed over the course of the semester. It uses proofreader, levels of edit, and comprehensive editing. Before taking this course, I had not given all that much thought to labeling different types of editing, but now that I put this portfolio together, I see how it is critical when defining what a piece of writing needs, what a client wants, and the amount of time allotted for a project. The revisions for this project based on comments I received both from peers and the instructor were mostly sentence-level and formatting suggestions, so I applied those and reviewed everything once more to be sure that my own edits were as sound as I wanted them to be. Although I did not make any drastic changes, it was valuable to revisit this portfolio as I intend to use it for professional use and job applications, and it is ideal to keep the revision process for a portfolio ongoing so that it is always at its peak potential.

The final project in the portfolio is not only the best piece of technical writing I produced during my time in this master's program, but it was also my personal favorite. Written for the auto repair shop that I work at, "Certified Auto Repair LLC Employment Handbook" was written for ENG 6400 Technical Writing. Similar to the editing portfolio, it was the final project for the course, and I once again decided to base my project on what was happening around me in my non-academic life. The auto repair shop did not have an employment handbook in place, so there was a gap at my workplace, and the piece would also fulfill the need for this class project. Creating this manual was difficult but very rewarding, and it really made me consider the technical writing process. I often wondered what it would be like if I were writing it as a part of a team instead of by myself, as the team dynamic is common in technical writing. I had to be very meticulous to include everything a new employee would need to get started. This project was also my first time conducting a usability test, which was a valuable experience in getting initial feedback from readers and applying it to the final product. In the revision process, I used comments from my peers, as well as the shop owners who are putting the manual into use, to clarify phrasing and address other sentence-level issues. I also recreated the shop map to be more detailed and altered section headings.

As I have been writing this narrative, it has become apparent to me just how many new methodologies I have learned from my coursework in this master's program. Most notably, I will take away new research techniques, image analysis, technical editing styles, and usability testing for technical writing. I can see myself using these methods in a lot of different settings and roles in the years to come, and I think that that once again speaks to the reach that technical writing has to so many industries, fields of study, and most importantly, people. I said in my introductory paragraph that one theme of my portfolio is that technical writing reflects real life in many ways, and I think that this portfolio does the same thing. Even in my academic research-based projects, it reflects two industries that people deal with in their everyday lives: automotive and beauty. The other theme I had mentioned was that technical writing education goes beyond the classroom. In such a new field of study, it is difficult to establish a set path to understanding. However, I would argue that there is not one stagnant understanding of what technical writing is. Rather, it is a dynamic and evolving field that will continue to move at the speed of life itself. One of my greatest takeaways from this program is that to be a successful technical communicator, I will have to reflect that dynamism in my work, and that will only come by consistently pursuing my own technical writing exploration one day at a time.

Ethics in Automotive Communication

The automotive industry has always been somewhat of a mystery. With such an iconic piece of technology comes a lot of confusion and a severe learning curve for everyone involved, especially consumers. In the past one hundred years, and especially the last decade, this technology has become exponentially more complex and detailed, resulting in the notorious reputation of dishonesty within all three sectors of the industry: manufacturing, sales, and repair. In an industry that easily relates to engineering and computer software, one might think that there would be ample technical communication available. However, this is not the case. Currently, automotive repair, specifically, has a heightened climate of deception. There is a lot to communicate within this sector: customers explain the issue to service writers, service writers communicate the customer notes to technicians, technicians relay diagnosis results to the service writers, who then explain the detailed issue to customers. It is an intricate process that currently fosters an environment of miscommunication, especially from the perspective of the customer coming to an automotive repair shop for their expertise. Lack of knowledge on the part of the average customer is what makes automotive repair such a lucrative industry; the question is whether or not the repair business approaches their service ethically or unethically. At the end of the day, if someone hears that they need something done to their car in order for it to be safe, it is likely that they will go along with it regardless of the price. Businesses of all kinds and sizes take advantage of the average customer's fear, as communicated by many customers themselves. How has automotive repair become this way? How are ethical practices such a low priority? By reflecting on a history of the automotive industry along with a synthesis of its present, we can break down how the dynamics of technical communication have become so broken within it. I will be combining that history with real-world perspectives from automotive repair shop owners and customers to cultivate an understanding of the industry. Then by applying ethical concepts, such as plain language, I will formulate potential solutions to making automotive repair more transparent and customer-friendly with its technical communication.

History

Because cars have become a part of the everyday lives of most people, it can be difficult to imagine that the automotive industry is still very new. The beginnings of the industry and related industries brought with them the initiation of a new kind of technical communication. Beginning in the 1910s, Victor W. Pagé created many technical materials to help people understand all of the new technologies coming into existence at this time (Brockmann 290). He approached this communication by first being able to operate all technology he wrote about, as well as understanding his audience to the best of his ability:

> Pagé too drew upon the same rich research of practical, firsthand experience to develop the content of his books…Pagé not only wrote about how to grind valves but could, in fact, grind valves…However, Pagé also used another time-honored method of developing technical communication—teaching—in this case, as a way of coming to understand one's audience (Brockmann 302).

In this case, the focus was entirely on the reader and the consumer of these products. Business has always been business, but at its foundation, technical communication involving automotive products was centered around the people using it in a very practical manner. It was to help them understand the process of using this new technology, and one of Pagé's main goals was to understand his audience.

However, once vehicles became more commonplace, the business started booming and larger sums of money became involved. Once profitability is entered into an industry, greed comes with it, and people are suddenly willing to go to any means to make sales. This became clear in the 1950's. Carl Spielvogel reported to the *New York Times* that "the National Automotive Dealers Association [NADA] yesterday urged Congress to ban 'gimmicks, false and misleading advertising and other unethical practices' in the automotive industry" (Spielvogel). These practices had quickly become typical within the industry, and the NADA tried to reverse this in order to create an atmosphere of greater trust within car sales, specifically. However, this was not to be, and the desperation to makes sales continued. There were some promising shifts within technical communication during these times, but not from the institutions with large influence on the industry as a whole. John Muir contributed to a more forthcoming and communication-based industry when he published *How to Keep Your Volkswagen Alive!* in 1977, a technical text focused on general maintenance that the average Volkswagen customer could handle. He self-published the book and distributed it as far as he could reach. Miles Kimball notes that, "This independence allowed Muir to introduce users to Volkswagen repair and maintenance from a stance of subjective resistance, encouraging them to use local tactics to make do with technology. Accordingly, the manual avoided a traditional anonymous or institutional viewpoint, speaking instead through the author's subjective narratives and idiosyncratic voice" (Kimball 75). An entire movement based in this line of thinking never came to fruition, however.

The dishonesty in auto sales perpetuated decades later, spilling into the nineties and beyond. In 1995, livelihoods were on the line as, "Front-line automotive salespeople report they are caught between profit-seeking dealers and more sophisticated customers, in a sales environment that appears to encourage unethical behavior. Automotive salespeople, who are often inexperienced and poorly trained, are always compensated by straight commission pay systems" (Honeycutt et al. 236). The salespeople, relying on commission only to make a living, are almost forced to employ questionable, and often unethical, tactics. However, this general culture created a distrust that people still hold against the automotive industry today. No one goes into buying a car or getting their car repaired without being on some sort of defense, and in the early 2000's, major car manufacturers started to feel the repercussions of these decisions that trickled down into individual businesses. John B. Schnapp reported to the *Wall Street Journal* that, "General Motors and Ford, bleeding cash and market share, have vowed to cut 60,000 jobs over the next half-dozen years. So far, though, they have been unable to request, much less obtain, more than token economic first-aid from the United Automobile Workers…The collective bargaining negotiations upcoming in 2007 loom as a likely auto industry Armageddon" (Schnapp). Instead of improving the technical communication in policy to customers and employees alike, these manufacturers buckled down on their unethical tactics in a last-ditch effort to save money, making the industry an even more tense place to exist.

Present

This brings us to the present. Where are we now? Have we grown that much since the fifties? From a technology standpoint, of course. Vehicles on the market for average consumers are doing things that even ten years ago would have seemed like far-fetched concepts. However, the concept of technical communication, along with communication in general, is still lagging behind. It is not unrealistic to say that it has grown much more slowly than its accompanying technology advancements. This seems odd, because when technology changes, the idea is that the accompanying literature made of technical communication would grow with it.

Unfortunately, this is not the case, again perpetuating the culture of deception that plagues the automotive industry. As all industries are, automotive is on a timeclock, so a lot of the business practices reflect capitalizing on the profitability they have left:

> Despite the size of the industry, car making is in reality a very precarious business. In its present form, it lacks resilience; it is not sustainable. This is true not just in terms of environmental sustainability, where it clearly is not measuring up, but even in terms of basic, economic sustainability. Yet, this industry is still crucially important (Nieuwenhuis and Wells 3).

There are a lot of factors dictating just how long the automotive industry remains the giant that it is without a complete overhaul of design and policy. The perpetuation of dishonesty within the automotive sales and repair sectors are only the surface of problems in the present industry.

A noteworthy part of automotive currently is the sale of individual car parts. People are more interested in fixing the vehicles they have than getting a new vehicle each time something goes wrong. However, there is the conflict of quality and price. In manufacturing, there is a lot of controversy about automotive parts. Some manufacturers, like Volvo, make customized parts for their specifically-designed vehicles, which are more expensive. Others, like Toyota, make vehicles that can accept parts made for a variety of makes and models from distributors like NAPA and Advance Auto. These auto parts come at a lower price (McAdam). The problem is the quality factor:

> Research has also shown that component sharing can sometimes compromise product quality via reduced reliability. Along this line of inquiry, our study suggests that component sharing may also hinder product recall investigations by increasing the

> complexity of the problems, resulting in a slower problem-solving process (Ni and Huang).

Since vehicles today are often too complex for the average customer to attempt to repair on their own, using and installing these auto parts falls on the backs of the automotive technicians. These technicians need to technically communicate together and to their service writers daily into order to keep everyone informed as to what is going on. However, there are not any specific protocols to this communication. In "'Write Me a Better Story': Writing Stories as a Diagnostic and Repair Practice for Automotive Technicians," Jeremy Cushman documents an incident regarding communication, describing a real-world situation involving a service writer name Katherine communicating with her technicians, requesting them to tell her "better stories," referring to how they describe to her what is going on with the respective vehicles:

> By 'better,' Katherine means two things. First, she wants a story that captures as many details of the technician's diagnoses and repair process as possible, and second she wants a story that captures a linear progression for how the car was diagnosed and repaired. She needs well-written stories that retroactively make sense of technical service work so she can help her customers understand what they are paying for. It is no secret that in the automotive repair industry customers can feel vulnerable (Cushman 192-193).

This storytelling of sorts is key to current technical communication in the present automotive industry. However, it is worth questioning whether it is better to have both this informal communication in addition to specific procedure to ensure nothing slips through the cracks. There are currently no requirements as to which forms of technical communication are required in the business-customer dynamic, but this fact has led to a lot of miscommunication and sometimes intentional deceit. It is rare to find a trustworthy auto repair shop. Academic research in this field is also rather scarce. However, this is an industry that the vast majority have to handle several times a year, and the bills can be expensive. With proper technical information, customers are able to make an informed decision, but without any requirements on providing such information, many repair facilities simply do not because it is easy to sell the job. They prey on the average person’s lack of knowledge, which is exactly where technical communication should be coming in.

Interviews

As part of my research, I interviewed two business owners of an automotive repair shop in Columbia, Connecticut. John McAdam and Josh Pagano have owned Certified Auto Repair LLC for ten years, taking a communication-based approach toward their customers for a more honest and open repair experience. McAdam is an Automotive Service Excellence (ASE) Certified Master Technician and Pagano is an ASE Certified Technician. I wanted their perspectives on the industry as a whole and how they choose to run their business involving more technical communication than most, and how they can improve upon this communication in the future. In addition, I interviewed two customers of Certified Auto Repair: Donna Lafontaine and Lynn Littlefield. All interviews were prefaced with this common definition of technical communication:

> Technical communication is a broad field and includes any form of communication that exhibits one or more of the following characteristics:
>
> - Communicating about technical or specialized topics, such as computer applications, medical procedures, or environmental regulations.

- Communicating by using technology, such as web pages, help files, or social media sites.
- Providing instructions about how to do something, regardless of how technical the task is or even if technology is used to create or distribute that communication ("Defining Technical Communication").

When I spoke to McAdam and Pagano about the current climate of the automotive industry, they spoke a lot about deception, especially in sales, and about the difficulty in explaining the technology to people (McAdam). They added, "Our goal is to educate our customers about what their vehicle needs in terms of maintenance and repair" (Pagano). Pagano went into depth explaining that customer language needs to be translated to the mechanical mindset of technicians, and the technicians' vocabulary needs to be translated back to the customer. He communicates with customers on a regular basis in the front office, and noted that when he is discussing their vehicles, the information needs to be filtered into the correct language to suit the customer and their level of automotive understanding (Pagano).

When I discussed with them how their business differed from automotive repair at a dealership, they noted that each customer is a name and not a number: "Here, customers are more than a number and they deal directly with one of the owners when they come in for vehicle service" (Pagano). In terms of the service that CAR provides in comparison, McAdam added, "The service we provide is better because we personalize their experience and can do almost anything a dealership can" (McAdam). The only service CAR cannot provide that a dealership can is the recall service that comes directly from manufacturers to the dealerships. McAdam has a unique perspective in terms of dealership automotive service, having been a technician at a dealership for several years. He described the communication to technicians in the dealership setting as average to poor, and he noted that managers would often lie to customers in order to make a sale on the repair jobs that technicians were required to perform (McAdam). While both Pagano and McAdam agree that the technical communication that they utilize at CAR is superior to most repair experiences customers can get elsewhere, they recognize that it could be stronger even in their case. However, there is no current framework for them to follow, which reinforces the larger issue in the industry.

While interviewing customers Lafontaine and Littlefield, the common thread that they noted was that when they have experienced automotive repair at a dealership, the situations felt untrustworthy, while their experience at CAR could be described as thorough (Lafontaine). They, too, suggested that there are still improvements the overall industry could make, starting with more written communication for customers to refer to at home. Another commonality they came back to was, "when they push on you 'you need this done,' how do I know if I do or not? It takes time and patience to handle this information" (Lafontaine). Littlefield noted an example of the type of automotive service she received at a dealership:

> I went to the dealership for maintenance and they informed me that I needed a new air filter. I thought I'd just had it done, but I had forgotten my paper at home that listed what had been done last time. I held off on the air filter until I could go home and check for myself. When I got home, I found that it had just been replaced and they were trying to sell me service I didn't need (Littlefield).

The level of trust that should be a part of the automotive industry overall is not there from a customer standpoint. Although Lafontaine and Littlefield noted that they receive exceptional service at CAR, it is rare to find a business that operates in a very open and honest way.

Littlefield noted, “It’s become the norm [to be deceived], so your guard is already up” (Littlefield), and that sums up the experience of many in the sector of automotive repair.

Ethics Application

If deception is the problem when discussing the automotive industry, then clarity in information given to the customer would be the solution. In any complex industry that deals with everyday people, plain language is a uniquely effective tool. According to plainlanguage.gov, “Plain language (also called plain writing or plain English) is communication your audience can understand the first time they read or hear it. The Plain Writing Act of 2010 defines plain language as ‘writing that is clear, concise, well-organized, and follows other best practices appropriate to the subject or field and intended audience’” (“What is Plain Language?”). Russell Willerton adds more commentary on The Plain Writing Act, saying, “Critics note that the Plain Writing Act is neither subject to judicial review nor enforceable by administrative or judicial action, nor does it address federal regulations” (10). The act essentially only pertains to federal agencies, making it useless in the realm of most automotive business. However, it is a start in the discussion of plain language on a large-scale and national level. Plain language could be revolutionary in the automotive industry, where the technology has gone so far above the average customer’s head that it is easy for professionals to take advantage if they are not concerned about being ethical. Ethical behavior is a key factor in any business, regardless of common opinion that business is required only to focus on profit. However, while plain language has its place, it is also important to expose people of all automotive knowledge levels to multiple kinds of technical communication. Blends of types of information, formal and informal, verbal and written, will help to close the gaps in information among all parties. In just the automotive repair industry alone, there is necessary communication between several parties.

The lack of information and technical communication in automotive repair and in every sector of the business results in an overall lack of communication throughout the industry. However, there is hope for the future: "This change leads to increased communication among developers and with customers, instead of formal documents, and thus solved the problem according to the interviewees. In contrast, the system's engineering area uses a strict process with formal requirements reviewed in order to make feedback and communication explicit" (Liebel et al. 156). This communication reflects the principles of Aristotle, who set forth many rhetorical and communication concepts which are still relevant today. It is important to note these principles at the heart of the growth of communication to automotive customers: "Aristotle's great insight—an insight as valid for business communication as it is for any other species of rhetoric—is that in the uncertain world of human affairs, finding the answer to a problem cannot be separated from articulating that answer, and how we articulate that answer is our surest guide to responsible, ethical communication" (Kallendorf and Kallendorf 59). Many automotive technicians can find the answer to a problem with a car, but it takes an ethical business to articulate that answer in such a way that the customer understands that issue.

Pagano noted in our interview that it is imperative that a customer knows what they are paying for (Pagano), but unfortunately that is rarely the case. Regarding decision making, the automotive industry parallels in many ways to engineering: "In the context of engineering decision-making, which involves numerous and often conflicting perspectives, recognizing the interrelationship between the cognitive and affective forms of empathy is especially pertinent as these decisions will influence numerous stakeholders" (Hess et al.). Empathy is a concept that is often overlooked in the bustling realm of businesses of every kind. In our current culture, empathy is often linked to weakness or being inefficient. In a study conducted by Svetlana Holt and Joan Marques through Woodbury University, they discovered that among their sample of business students taking a “Leadership Theory and Practice” course, the group rated empathy the least important on a list of ten leadership qualities (Holt and Marques). This lack of concern for empathy reflects a culture that downplays the importance of empathy and prioritizes profit, as those surveyed are students in the business field and have not yet put their knowledge into practice; this is the understanding they are gleaning from the start. The automotive field is, perhaps before anything else, a business. Making profit will always be a priority; however, when handling the safety and financial stability of others, as professionals in the automotive industry are, it is necessary. The products and services offered in the automotive realm are often some of the most expensive in day-to-day spending, because they are necessary to maintain life that has become dependent on owning a car. The inclusion of empathy for another’s experience, as McAdam and Pagano instill in Certified Auto Repair LLC, can go a long way in creating an ethical business. To do good work and to charge accordingly for it is a bit of a foreign concept; not every automotive repair shop or dealership is as up-front as CAR. There seem to be two conflicting perspectives that businessowners must decipher between: empathy or profit. Often, there is a balance between the two if people are willing to find it, but there are many times when profit takes priority. Patrick Moore says that, “Profit is a communication tool with complex applications and many benefits. And even though capitalists want profit, it is not necessarily an end in itself for any capitalist—cultural or economic—who wants to last. Most capitalists want many things in addition to profit: peace, justice, social security, democracy, freedom, market share” (Moore 245). While businesses of an empathetic nature may not see the highest profit right away, they can see the highest profit over time because of the occurrence of repeat business. Having empathy for the automotive customer begins with putting information into plain language so that they can fully understand to make their final decision, whether that is on purchasing a new car or repairing one they already have.

Conclusion

The question, then, becomes this: do ethics foster a sustainable business? Everyone wants to believe that doing things the right way will create success, but is that really possible? In the cases of my interviewees, the answer is clear. At the end of the day, the dealerships do not get many return customers due to their current business practices in regard to technical communication, as John McAdam said reflecting on his time working at a dealership (McAdam). This is backed up by Littlefield's customer perspective of catching a dealership trying to sell her something for her vehicle that it did not need. On the other side, because of the open communication at CAR, Lafontaine says, "That's why we go back again and again" (Lafontaine). Ethics grows business, and at the heart of ethics lies communication. In every case, the priority goes back to the customers and what is best for them, and the only one who can decide what is best for them is the customer themselves. In order to make an informed choice, however, they need to be equipped with the proper technical communication, both verbal and written. In every automotive scenario from manufacturing to sales to repair, the common thread is the customer. They are present in all three of these sectors. With this in mind, it would likely serve the automotive industry and their reputation well to take the path that Victor W. Pagé did with his early technical books in 1910: fully analyze their audience and create with them in mind. Audience's bought Pagé's books over and over because, "they contained timely comprehensive coverage of novel technology, profuse illustrations, occasional analogies, easy-to-access information, well-established expertise, and sophisticated employment of task orientation" (Brockmann 288). All of these things still exist in the automotive industry today, just as they did in 1910. All of these concepts, paired with plain language and rooted in empathy, will still aid automotive customers to make the best decisions for their vehicles. In Pagé's day, people were largely fixing their own cars, hence his writing books for the consumer themselves.

Now that cars have become so complex, people are having automotive professionals fix their cars for them, but they are still the decision makers. They still need to have a working understanding of what is going on. Technical communication has added an extra step, moving from resource to consumer, to resource to technician to consumer. That one step creates even more urgency for technical communication protocol. In addition to the communication customers receive in the automotive repair shop, which could perhaps evolve to both verbal communication and a written worksheet, they can also receive technical information over platforms like social media and email. There are many more outlets for technical communication out there than in Pagé's time, so it is time to evolve. The automotive industry as a whole has a long way to go to reach a point of clear technical communication, but by using methods like plain language and combining verbal explanations with written communication, it can begin to grow that seed in an ever-evolving industry.

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The Western Beauty Industry: Inclusivity and Diversity

Introduction

Marketing has reached new heights in the internet age, with advertisements flooding sites across the web. It is difficult to find a spot online where ads are not present. People are always taking them in, voluntarily or not. The beauty industry has taken full advantage of these developments; brands of all sizes utilize social media to launch their cosmetic campaigns on a consistent basis. Five such brands: Estee Lauder, Fenty Beauty, Hourglass, Tarte, and Urban Decay, have been active within the cosmetic market over the last several years, producing an array of images for their respective marketing campaigns. It can be difficult to decipher the individual meaning of these ads because of the sheer volume of marketing that people experience every day. Ads are everywhere: in magazines, on billboards, and in every corner of web pages. In many ways, they have become a standard within consumption of media. However, it is important to keep in mind that ads can tell us a lot about our culture and its flaws, specifically by looking at their image characteristics. With regular internet use, many people rely on an image instead of text to gather information as "even literary studies have been forced to conclude that the world-as-a-text has been challenged by the same token, the visual disrupts and challenges any attempt to define culture in purely linguistic terms" (Mirzoeff 5).

Advertisements are a specific form of image, but their goal is simple: to persuade the viewer to purchase the product or service at hand. These images are aesthetically pleasing and convey an ideally clear message. The goal of the advertisement is that "the overall impression of an abundance of parts (or ingredients, or varieties of the product), or the alluring sensory quality of the advertised product as a whole take precedence over more dispassionate scrutiny of the Possessive Attributes. Persuasion is foregrounded, instruction and exposition are backgrounded" (Kress and van Leeuwen 91). This emphasis on persuasion is at the center of every advertisement that we encounter, especially on such a large scale as the internet. As social media has become more popular, brands of all kinds have turned to the social platforms to conduct a lot of their marketing. The beauty industry is no exception. To uncover these meanings, there needs to be a procedure to analyze the images to gather information. Using Gillian Rose's content analysis method to analyze five marketing images from top beauty brands, it becomes apparent that there are gaps in inclusivity and diversity within the beauty industry.

Gillian Rose offers a method known as content analysis that includes selecting images, choosing code categories, coding the images, and finally, discussing cultural significance based on findings (Rose 88-97). In regard to selecting the codes, they do not have to be complicated, as Rose notes by giving a case example from Rebekah Willet: "While her discussion includes specific examples from each of these categories, even her simple scheme nonetheless helps her to convincingly characterize such videos as records of fleeting, emotion, dynamic moments that help build both memories and social relationships" (95). By using this methodology to analyze the images, concrete information comes from the marketing images themselves, revealing overall attitudes and cultural standards within the western beauty industry overall. Western beauty standards have evolved into what we know today:

> Scholars can agree on the main attributes of the Western beauty ideal as youth, thinness, and whiteness (Craig 2006; Frith, Shaw, and Cheng 2005; Gooden 2011; Mazur 1986; Shaw 2005; Wiseman et al. 1992). It is evident that the beauty standard is narrowly defined, with only a small subset of the population fitting those three characteristics. The narrowness of the beauty standard allows us to understand why it is harmful to women, both physically and mentally. The narrowness also reveals deep levels of inequality (Kozee).

The beauty industry offers a lot of insight into what we as a culture see as “ideal” or “beautiful”. In that way, it is a good place to begin when it comes to analyzing where culture may need to shift its overall views. Over the past few years, several positive changes in terms of diversity in models and product shade ranges have been made in the beauty industry. However, there is still a lot of work to be done.

Content Analysis

The first step to content analysis, as defined by Rose, is to identify a set of codes by which to assess the selected images. For the purposes of this analysis, codes that relate to diversity and inclusivity are necessary to draw conclusions in relation to the thesis. The words “diversity” and “inclusivity” encapsulate many different characteristics, including race, ethnicity, age, size, sexual orientation, and gender identity, to name a few. Those major categories for this analysis. Therefore, the specific codes for the five marketing images within the cosmetic industry are:

- Person(s) of minority race featured
- Men featured
- Range of ages featured
- Plus-sized person(s) featured
- Multiple skin tones featured in one ad
- Non-western ethnicities/cultures featured
- LGBTQ+ community featured
- Non-Christian religions represented
- People with disabilities featured

Table 1 identifies each brand and the number of codes from the above list that they each included in their advertisements, in addition to which codes were specifically identified.

Table 1: Brand Ads Image Coding

Brand	Number of Codes in Ad	Codes Included
Estee Lauder	2	-person(s) of minority race featured -multiple skin tones featured in one ad
Fenty Beauty	3	-person(s) of minority race featured -multiple skin tones featured in one ad -Non-Christian religions represented
Hourglass	1	-person(s) of minority race featured
Tarte	0	
Urban Decay	0	

Estee Lauder employs two of the codes: person of minority race featured, and multiple skin tones featured in one ad (see Figure 1). In this way, there is some diversity within this ad in regard to race and skin tone, but aside from that it is standard for what the beauty community has been offering for years. The woman of color in the ad, while not white, is still light-skinned, and therefore the ad does not indicate that the product offers a shade that would be suitable for

Figure 1: Estee Lauder Ad ("Double Wear")

people with dark-skinned complexions. This is especially concerning since the ad is for a range of their complexion products, where it is imperative to show that a brand is offering shades for a variety of people and their skin tones. Aside from race, both women in this image appear to be western women of young ages, and they are perhaps models. They are able-bodied, and there is no indicator to suggest that they are a part of the LGBTQ+ community, such as text relating to pride. Other than being more inclusive within the race category, this ad portrays a typical image within the beauty industry that caters to a certain type of person.

Fenty Beauty features three of the codes within their ad: person(s) of minority race featured, multiple skin tones featured in one ad, and non-Christian religions represented (see Figure 2). Fenty Beauty goes further on the path of inclusivity and diversity in their ad, but it is limited to race and religion while leaving out the aspects entailed by other codes, such as age and size. This brand made history when they launched an unprecedented forty shades of foundation during their initial release of products (Rodulfo). This is the ideal way to approach the launch of complexion products to show customers that they have an option that caters to everyone. To add to this buzz, they do feature several different skin tones in their ad, as opposed to Estee Lauder that only included two. Not only do they show multiple skin tones, but they show an entire range of them; the images reflect that they carry products designed for all colors and undertones of skin. They also included a woman in their ad who is wearing a Muslim hijab, indicating that not all the women in the ad are

Figure 2: Fenty Beauty by Rihanna ("Fenty Beauty")

Christian, which is often the majority in western culture. From what the ad shows, however, all these women do appear to be western women culturally, as there is no clear indicator that a variety of ethnicities are included. This ad indicates that Fenty is committed to inclusivity and diversity, but they have not moved beyond the racial aspect of the two terms. This is not inherently bad, especially since Fenty is still a young brand, the youngest of the five in this analysis, but it does show that they still have further to go.

Hourglass has one of the codes in their ad: minority featured (see Figure 3). This ad has a specific message against animal cruelty, but it does not highlight an overall attitude among the brand for inclusivity among people. Their method of persuasion is appealing to pathos, getting to the emotions of viewers by including an animal and encouraging them to choose cruelty free beauty, as there is no testing done on animals to create Hourglass products. This lends itself to the fact that there is a horse featured in this ad alongside a dark-skinned black model wearing one of Hourglass's lip products. This ad is certainly concerned with a moral cause, the same umbrella category as inclusivity and diversity, but it is not generally directed toward inclusivity and diversity. Even so, there is a further level of inclusion in the sense that the model in the photo is not a white woman, as all cosmetic ads would have included solely white women even just a few decades ago. However, the model is still very youthful and there is no indicator that she is disabled or a part of the LGBTQ+ community.

Figure 3: Hourglass Ad ("Cruelty Free")

Tarte's ad has none of the codes (see Figure 4). Based on this, Tarte does not seem to have an overall attitude of inclusivity in this instance, instead focusing on the majority group based on the image itself. The feature of the ad is representative of the majority group and does not lend itself to an attitude of inclusion of many different kinds of people in the beauty community.

Figure 4: Tarte Ad ("Tarteist Pro Remix")

Urban Decay also showed none of the codes in their ad (see Figure 5). It shares a similar position as Tarte in that they do not actively pursue diversity and inclusivity with this respective ad, but instead falls back into the trend of featuring only the "majority" figure in the beauty industry: a young, white, straight woman. Urban Decay features a specialized collection based around popular television show *Game of Thrones*. The show's plot has won over viewers worldwide:

Figure 5: Urban Decay Ad ("Urban Decay Game of Thrones")

> Game of Thrones is an HBO series that tells the story of a medieval country's civil war. The series, which premiered in April 2011, is set on the fictional continents of Westeros and Essos in a world where seasons stretch on for years. When the story begins, a decade-long summer is ending, and winter looms as characters battle to claim the "Iron Throne," the seat of the king of the Seven Kingdoms, the regime that rules all but the northern tip of Westeros. In show parlance, "sit on the Iron Throne" is a metonym equivalent to "rule Westeros" (McKinney).

This ad may be representative of the show itself, as the cast is not very diverse, but it does not depict an attitude of wanting to expand inclusivity and diversity among their clientele. The styling of the model in the ad indicates a reflection of a different culture, but this is stylized from the fictional show, not from actual cultures or ethnicities in the world, so I did not count that within my counting of codes.

Cultural Significance

Since there are so many advertisements trying to persuade us online, it is important to look deeper to see the cultural undertones of that persuasion. The aftereffects of persuasion can go a lot further than our next purchase. Art and ads can often have a lot in common in addition to pulling at our heartstrings and shaping our worldview:

> Single-product advertisements are the result of a more integrated visual composition that encompasses the entire image. As a consequence, in single-product advertisements, the appeal of the product may be carried by the global appearance of the entire image and not by its parts, such as in leaflets. In this respect, single-product advertisements may resemble artworks (Braun et al. 10).

In these ways, the "everyday" aspect of advertisements gets much more complex, and it is important to be able to understand how these images move and how they communicate. The basis of this understanding for the cosmetic industry lies in first educating ourselves in media. The vast majority of cosmetic marketing is done online, so to understand how people are being reached by images of beauty products, we first need to understand the platforms where the ads are placed. There are still ads in newspapers and magazines, as well, but even some of those are viewed through a computer screen or tablet instead of physical copies. In order to be able to fully understand the details of advertisements and their cultural meanings and influences, we must first understand the media from which they come from. When these facets of media come together to form an understanding, we can achieve media literacy which "is defined as the ability to access, analyze, evaluate, and create messages across a variety of contexts: Access rests on a dynamic and social process, not a one-off act of provision" (Cameron et al. 151). Being in touch with how we can best receive the images to shape cultural views is a good foundation.

When we are aware of how we view images and what the kinds of images we take in every day actually mean, we are then able to shift our mindsets appropriately to meet culture where it needs to be changed. Often, we simply scroll without a second thought, but these images offer us clear clues about what is progressing appropriately in culture and what may need to change in order for society to move forward. Once this awareness is established, even in something that seems trivial like the beauty industry, it is simple to see and address these patterns as needed. Based upon this content analysis, I can infer that the beauty industry, and likely the larger societal context, needs to promote more inclusivity and diversity than it presently is. There are many limitations to my results, and they cannot be generalized because of the small scope of my analysis, but it shows the start of an awareness of beauty marketing and what it conveys about culture. This begins with how brands relay their message to customers initially, in the marketing process. It is important to first recognize that there are some brands doing this work: "new multicultural beauty brands are popping up all the time, and not just focused on the black consumer—Asian, Hispanic, Middle Eastern and mixed-race women are all target consumers" (Jindal 40). However, five heavy-hitting brands from one of the largest cosmetic retailers in the United States, Sephora, seem to lack an overall essence of inclusivity and diversity. At best, Fenty Beauty is the only one truly paving the way for these two concepts to become a staple in the beauty community and industry.

Congruity with the viewer can have a great effect on advertisement success. Seeing someone who looks like you, using a certain product and enjoying it seems as though it would pique a lot of interest. In a study on print advertisements, Matthias Baum et al. confirmed that congruity was beneficial in an advertisement's attractiveness to a viewer. While his study focused on print ads, he was sure to mention that it is likely that these properties should carry over to web-based content (Baum et al.). However, often in cosmetic campaigns, models and celebrities have been the choice subjects of the image. The average viewer of cosmetic ads and consumers of cosmetic products are not going to look that way since that is such a specialized and specific group. This could especially pertain to one of the codes used in this analysis: age. Often, older women are advertised to specifically for products that will make them look younger. The beauty industry does not specifically cater to their cosmetic needs, but instead encourages them to change: "The term 'anti-age' was present in a great many advertisements and it emerged from the analysis that the beauty industry was suggesting to women that ageing had become problematic" (Brown and Knight 81). This code was found in none of the selected advertisements in this analysis. Solely young women were featured in these respective ads, appearing to be at most in their late twenties. This issue becomes compounded when people of color cannot find products to suit their needs. There are many similarities to the beauty and skincare industries, and "in the beauty world, women of varied skin tones can now find the right foundations. But can they also find the right skincare products? If you were to ask some beauty experts, the answer would be yes, but not as easily" (Shapiro). Broken down, we can see that while customers may be able to find a correct shade of one product (in Fenty Beauty's foundation line, for example), they may not be able to find another kind of product that suits them because of their skin tone. All these seemingly small details come together when considering a customer who may be in their sixties and a person of color. In many ways, they are overlooked, and may not think to specifically look at a product marketed towards young white people even if it could have what they are looking for. These underlying problems within the beauty industry are concerning, considering how saturated it is with products. If there are that many products being made all the time, then everyone, in theory, should be able to easily find something to meet their needs and wants, but that is not at all the case. This is reflected, first and foremost, in the marketing. If a company offered an array of products marketed toward everyone, then their clientele base would grow, but instead companies opt to stick to the status quo.

It is also important to consider an even larger scale than previously mentioned: global marketing of the beauty industry. Different countries will, of course, appreciate and respond to different things based on culture. From the professional point of view, “advertisers need to understand important, contemporary, cultural characteristics of the ideal beauty type in terms of healthy or beautiful before developing international advertising copy” (Bjerke and Polegato 880). In recognizing how different countries operate and how certain things have symbolic value in day-to-day life, companies can alter their marketing perspective to cater to a wider audience. Even when comparing the United States to one other country, India, there are vast differences. Indian consumers are looking for a lot of different things than American consumers are. However, there are also plenty of similarities, including discouraging ones regarding inclusivity and diversity among advertising:

> Both countries liked to exhibit a lighter skin-tone for models shown in the ads for cosmetic products. India led this comparison by almost 7%. 91% [of] ads in U.S. showed light skin-tone and 97% [of] ads showed light skin-tone in India. This study found that dark skin-tone is not very popular for advertisements in both countries (Tripathi 36).

Both countries would prefer to see lighter skin tones than dark ones, and that is from one western country and one eastern country. Those two types of countries contrast in a lot of ways, but this is what they have in common when it comes to their marketing. Thus, it is important to see that this problem with a lack of inclusivity and diversity in the cosmetic industry as a whole, based on marketing images, is not solely in the United States; more than likely, it is a global problem.

Conclusion

In marketing imaging, the ultimate focus is not the image at all, it is the viewer. Their response is the most important thing when it comes to whether the ad is effective or not. Society is shifting, though, from an attitude of "maybe if I buy this product, I'll look like that", to "if I can see myself in that ad enjoying the product, I'll be more interested in buying it". The needs of the viewer are changing, and "by drawing attention to the role of the viewer/critic rather than to the character of the visual object in question, this other approach to visual studies insists that his or her identity matters, that every interpretation differs according to the subject position of the person in question" (Moxey 140). Every individual cannot be catered to, but it is important to show an array of ages, genders, sexual orientations, races, ethnicities, religions, physical and mental abilities, and so much more across marketing campaigns and presences. Amelia Jones notes that rigid standards of the self/other concept will be challenged by "younger generations who live on screens or mobile phones and who routinely cross boundaries of class, race, gender, sexuality, and so on in their personal relationships and performative processes of self-defining." The generations to come crave inclusion and diversity because it is always at their fingertips. They understand just how many different people and places are out in the world and how they are not limited to one mindset. In this way, the current cosmetic marketing trends are quickly becoming outdated. Customization is the name of the game, and if companies are marketing to one group of people and one group of people alone, then they will miss out on a lot of business. Sandra Matz notes that "the persuasiveness of language-based communication can be increased by tailoring messages to people's personality characteristics." People want to see themselves in what they are buying and how it can work to their benefit. The standards are rising for inclusivity and diversity among beauty advertising because that is what people want. In this analysis, the most a company did was expand their marketing to cater to multiple races and religions. However, this leaves out concepts like ethnicity, age, gender, sexual orientation, disabilities and more. These are all defining factors that people identify with and want to know they are welcomed for, even while simply picking up a mascara or concealer at the store.

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EDITING PORTFOLIO

Quinn McAdam

Table of Contents

A note for the reader: The comments posted on this document list the name "Kim McAdam", as she is the owner of the Microsoft account that I have access to. I am unable to change this due to Microsoft's structure. All comments on this document have been made by me.

Portfolio Reflection

Over the course of editing these pieces, I learned a lot about the practicality of editing in everyday life among a variety of subjects. During my time in academia, I have sometimes found it difficult to see how the concepts I learned would apply in the real world. However, while compiling this portfolio, I have discovered how the techniques and categories of editing from this course can benefit me not only now, but in the future, as well. I decided to push myself to find pieces that were truly professional, with no easy ways out. Through personal connections I was able to put together the five pieces of editing within this portfolio. I do not have a whole lot of professional experience yet, so I had to be a bit creative with how to find pieces that I could get permission to use. Nonetheless, I found some strong documents to work with and used the three different kinds of editing I have learned about in ENG 6420 Technical Editing to edit them.

The first piece is a collection of three separate documents containing literacy curriculum for three different grade levels. This was a unique format because it is not a usual lesson plan. The client expressed a concern with her use of commas, so I was especially diligent with that. She had these plans all the way to Grade 5, but I only used up to Grade 1 for this portfolio for length reasons. I would like to note, though, that I will be completing the edit for her after the conclusion of this project. I had to reformat these documents slightly for this portfolio because of how they were constructed in Google Docs. They did not translate seamlessly to Microsoft Word, so that has sparked my interest in learning how to take my editing skills to other platforms like Google Docs for future reference. That being said, because of the client's initial concerns, and because the program is new to the school, I decided to do a comprehensive edit.

The second document is a family handbook from the same school system. However, it is a completely different type of document. Instead of being a lesson plan type of piece, it is a set of guidelines for an entire school community of proper conduct. This is a piece that has a farther reach than the first document, since it will be distributed to faculty, staff, and families, as well as being posted on the school's website. Immediately, because of the length of this document (over forty pages, which also does not reflect in this portfolio), and because of the set format, I recognized that a basic copyedit would be best.

The third piece is a collection of posts from the Facebook page of my father's auto repair shop, Certified Auto Repair. I am currently working on a new marketing plan for the organization, so I thought editing some of their current postings would ease me into their current content. I found it interesting how the needs shift and change from a school-based environment to a business one. This piece opened my eyes to the fact that to be an editor, I need to be versatile and be able to accommodate a multitude of needs from many backgrounds. Due to the nature of the piece and considering the creation of a corresponding marketing plan, I decided to edit with the types of edit. This is also a very user-friendly type of editing with the chart, which is conducive with the fast-paced business environment.

The fourth edit I did was for my mother's formal Review of Practice (RoP) conducted by administration at the elementary school where she is a Kindergarten teacher. The function of an RoP is to allow teachers to reflect upon how their individual curriculum over the last year meets state standards. I thought that this would be a very interesting piece to edit in conjunction with the first two because it brings together three different roles in the school environment: administration, specialized learning (literacy), and teaching. I performed a basic copyedit for this piece, as well, because it was a fairly short and to-the-point document.

The final piece, "Autism Assessment," was obtained through a connection of a connection, so I had to do a business call of sorts in order to explain to her what my process would be and how I could benefit her organization's document. Right away, I had to explain my abilities and decide which type of editing would be best for her organization's needs. I appreciated this experience because it mirrored what an actual beginning interaction with a client might be like. I am definitely interested in editing professionally, so this gave me a great starting point to draw upon in the future. I decided a comprehensive edit would be best because time allowed, and because the document is also of great importance to the client's organization.

Overall, creating this portfolio has taught me a lot about variety in editing, the editing process with clients from start to finish, and how to trust my abilities as an editor. At the beginning of the semester, I feared that I would not be able to pick up on all the details necessary to be an editor. However, with the background knowledge and practice I have gained, I have discovered a level of confidence in my editing skills. I think that this course and this portfolio project has given me a great foundation to start a career in editing.

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EXPERIENCE

SEPTEMBER 2019–PRESENT

PUBLIC RELATIONS WRITER, QB CORRESPONDENCE

- Writes and edits press releases, social media content, and website copy
- Strategizes with clients to grow their audiences
- Founded public relations service to highlight authentic voices

AUGUST 2018–JULY 2019, NOVEMBER 2019–PRESENT

ADMINISTRATIVE ASSISTANT, CERTIFIED AUTO REPAIR

- Monitors parts invoices and parts intake, tracks technician productivity, payroll
- Performed receptionist duties
- Wrote an employment handbook

JUNE 2019-AUGUST 2019

AUDIENCE GROWTH TEAM INTERN, TIFFANY HOUGHTON

- Wrote press releases
- Made graphics for social media use
- Created content campaigns for artist's social media and website

JUNE 2018–OCTOBER 2018

MARKETING COPYWRITER, QUESTERS' WAY

- Wrote email and social media copy for recreational programming
- Constructed an individualized marketing plan that fostered growth
- Conducted an email marketing campaign for summer activities

EDUCATION

EXPECTED DECEMBER 2020

M.A. PROFESSIONAL WRITING/RHETORIC, BOWLING GREEN STATE UNIVERSITY

MAY 2018

B.A. ENGLISH, EASTERN CONNECTICUT STATE UNIVERSITY

SKILLS

- Technical writing
- Copywriting
- Public relations
- Comprehensive editing
- Copyediting
- Proofreading
- Basic graphic design
- Social media content creation

Editing Policy for Quinn McAdam

Editing Objective

As the Editor, my goal is to leave each manuscript I edit as correct and clear as it can be, with accurate information and precise formatting. Among my responsibilities is to align each document with appropriate writing and style standards, in addition to any publication criteria necessary. I am also committed to meet your requirements of the Writer of the document and Customer.

Guidelines

The Editor will use *The Chicago Manual of Style* as a reference guide for editing style of the document at hand. Please make it clear if there is another style manual you, the Writer, would prefer. In addition, if there are any specific standards that need to be met for the manuscript, please provide a separate list or guide before editing takes place.

Types of Information Edited

The Editor agrees to edit the following kinds of information:

- Advertising/Marketing: Brochures, newsletters, emails, social media accounts and websites.
- Books: Outline, first draft, second draft, index, and pre-camera ready copy (CRC) draft.
- Letters and Memos: Personal and professional.
- Reports: Outline, first draft, second draft, and pre-camera ready copy (CRC) draft.
- Resumes: professional resumes, cover letters, and curriculum vitae.

Schedule and Prioritization

The editor will only edit documents once they are previously proofed, maintained for consistency, and are fully completed.

The Writer is responsible for sending all necessary materials to the Editor for the edits to be completed. Failure of materials to reach the Editor on time, or failure to meeting any of the above guidelines, will result in the Editor prioritizing the next scheduled project.

Scheduled projects always take priority over nonscheduled projects, and the Writer is expected to honor that policy. Last minute edits may be accepted, but there will be an additional fee (anywhere between 15%-50% depending on the length/depth of the manuscript and amount of notice given).

Time Needed

The Writer is expected to answer the following:

1. Experience of the Writer: ____
2. Type of information to be edited: __________________________________
3. Targeted audience: ____
4. Degree of editing necessary: _______________________________
5. Draft level: ____

6. Page count: ____
7. Edits already done: ______________________________________

The Editor will provide an estimate on time required shortly after these questions have been answered and reviewed.

Edit Checklist

Kinds of Edits offered:

- ☐ Copy Edit: A more generalized edit for spelling, grammar, punctuation, mechanics of style and for general consistency among the manuscript.
- ☐ Mechanical Style Edit: An aligning of the manuscript's overall style with a style manual/guide (unless otherwise stated this guide will be *The Chicago Manual of Style).*
- ☐ Integrity Edit: This edit makes sure that all parts of the manuscript have a level of consistency for professionalism.
- ☐ Format Edit: Comments focus on the format of text, figures, and images within the overall manuscript.
- ☐ Language Edit: Ensures that the language used clearly expresses the ideas meant to be addressed in the manuscript, aside from mechanical style.
- ☐ Substantive Edit: A deep edit that makes sure that all presented requirements for the manuscript are addressed. The overall content of the piece is reviewed for correctness and full clarity, and notes if there are any content-based errors that take away from the overall manuscript.

Upon request, further edits can be performed at an additional cost. If needed, a more detailed version of the editing checklist can be provided to the Writer.

Post-edit Communication

When the editing process is complete on the document, the Editor will return it to the Writer with comments and constructive criticism included.

Payment

Rates of payment are decided based upon individual project depth and length. Normal rates are between $20-$35 US per hour.

Contract

The standards of this contract can be changed only with a formal written agreement between both the Writer and the Editor. This contract was signed as an official agreement on ___________ _________________________ (date).

Editors Signature:

____

(860) 208-5705
qmcadam@bgsu.edu

Client's Signature:

____

Phone number:

____

Email:

____

School Literacy Curriculum Plans: Grade Pre-K – 1

Edit Type: Comprehensive Edit

Document Resume 1

Client: Lisa Lobik

Audience: Staffordville Public Schools administration, teachers, and faculty.

Purpose:

- To provide the school team with information on a literacy program that would benefit students overall.
- To clearly show how this program would propel the school forward.

Editing Performed:

- Proofread for any spelling, grammar, or style errors
- Suggested alterations for formatting of sections to function more clearly for readers
- Ensured content was clear, concise, and correct
- Suggested points to strengthen overall content

Value Added:

- A level of consistency among documents
- Correct spelling, grammar, and style
- Strengthened content for the goal of the purpose
- Focus remains on the content

Stafford Public Schools
Grade Pre-K Curriculum At-A-Glance

Fundations:

During the first half of the year, students will be taught the alphabetic principle of letter-sound correspondence. Students will recognize abc order. Students will be taught letter names, keyword, and the sounds for all 26 letters. They will make visual connections between the letter name, its sound, and its written form. Teachers will model letter formation during the first part of the year.

During the second half of the year, students will further develop letter-sound correspondence. This work will continue whole class. Letter formation will be introduced in small groups. Students will practice letter formation for lowercase letters, as well as uppercase letters. Students will continue to make associations of a sound with a letter that is written.

Math:

Students will begin to recognize and label basic shapes. They will use language that will allow them to make comparisons between sets. They will learn to classify objects using one attribute. Students will sequence events and count objects up to ten. They will be able to identify and continue a simple pattern. Pre-k students will begin to explore number symbols, graphing, problem solving, ordinal numbers and measurement. Students will learn to estimate and make predictions about real problems.

Language Development:

Students will learn to express themselves using complete sentences. They will learn the art of conversation, and develop their ability to communicate with others. Students will also learn how to respond to questions, and process situations, predicting the outcomes. They will also learn to follow two-step directions.

Building vocabulary is essential in the early years. Students will be engaged in vocabulary and word study in informal and formal instruction. Students will begin to make connections between print and communicating meeting. They will begin to recognize and generate beginning sounds. Students will work with rhyming words. They will be introduced to the art of retelling stories.

Social Skills:

Students in pre-k will explore appropriate ways to communicate and manage feelings and emotions. They will use their ability to communicate in order to resolve conflicts, and express their feelings. Students will also learn how to respect one another's rights. They will learn to share materials and take turns. They will develop an awareness of social courtesies and will use these as a member of a school community. Students in pre-k will work on their listening skills and they will learn to ask for assistance when needed.

Self Help Skills:
Students will indicate and express basic needs and desires. They will be able to express their full name and understand daily routines. Students will put materials away in the appropriate places. They will manage their own clothing and hygiene needs. They will demonstrate self control.

Science:
Students will explore the five senses, they will observe and identify weather and seasonal characteristics. Pre-K students will also explore the properties of water.
Social Studies:
Pre-K students will learn how to identify characteristics of family, home, and school. They will develop awareness of cultural traditions and celebrations.

Stafford Public Schools
Grade K Literacy Curriculum At-A-Glance

Unit 1: *We Are Readers*
Kindergarten students will be introduced to the world of reading in this very first unit. They will first read informational text by reading the pictures. Students will then move to storybooks during the second half of the unit. Students will learn right away that they are readers. They will learn reading strategies and habits that will allow them to develop interests and a reading identify. As students move through the unit, they will also be focusing on shared reading experiences and well as word study. The goal is to build students' reading stamina to about 5-10 minutes. The first unit is a great time for kindergarteners to learn routines, structures and the different parts of the workshop time. For the most part, kindergarteners will be engaged in emergent reading, with a focus on concepts about print.

Unit 2: *Super Powers: Reading with Print Strategies and Sight Words*
Kindergarteners will be full of excitement and energy as they embark on a super powers journey. Students will jump into the world of reading through play, drama, and exploring. They will take on super powers that will help them work through challenges. Students will reread favorite texts, and as they do, students will practice using their "super" reading strategies. Kindergarteners will learn to pay attention to print and match words one to one. As students engage in the second unit of the year, they will be reading emergent books. They will be moving towards level a and b books too. Students will learn about pointer power, and snap word power. Students will learn to use pictures to help them read the words, and they will learn to use the

first sound of the words. By the end of the unit, students will work on fluency and communicating their understanding of the text. They will learn to share favorite parts.

<u>Emergent Readers Unit:</u>

Kindergarten students will learn story elements through a study of their favorite books. They will learn to reread their favorites, and retell the most important parts of the story. They will learn about characters, setting, and the main events through shared read alouds. As they move through the unit, they will begin to notice words that they know, and they will build on their concepts about print.

Unit 3: Bigger Books, Bigger Reading Muscles

Kindergarteners will be getting in high gear as they enter into the third unit. In this unit they will move from rereading familiar text, towards more difficult books with greater independence. This will be a significant unit in their reading development. They will learn to rely on the initial and ending sounds blend as well as the meaning and syntax to read words correctly. Students will work to build their reading strategies. Students will be taught to use patterns in order to solve the text. They will learn to use their knowledge of sounds and letter relationships. At the end of the unit, students will learn to bring all of their strategies together, and they will practice fluent reading. Students will practice thinking and talking more deeply about books.

Unit 4: Becoming Avid Readers

As students move into their last unit of the year, they will celebrate the unprecedented growth they experienced throughout the year. Students will learn what it really means to be an avid reader. They will have deeper conversations, envisioning the story and sharing their ideas with friends. Students will engage in playful interactions through "reading playdates." Students will be on the lookout for changes in the patterns they read. Students will learn to use the meaning, and the visual information to help work through tricky parts in attempt to increase accuracy and comprehension. Students will be taught what an avid reader is, and they will work towards becoming passionate about their reading. Students will move back into informational books, and they will begin to see themselves in the books they are reading. Students will explore the world of poems and they will study poetry. They will end the year, seeing themselves as avid readers, and wth powerful strategies to take them into first grade.

Writing:

Fundations Level k: Foundational Literacy Skills:

<u>Beginning of the Year:</u>

Students will begin the year, working on essential phonemic awareness skills. Students will learn to produce rhymes, segment words in an oral sentence as well as segment words into syllables. A huge focus at the beginning of the year will be on naming all letters in the alphabet, sequencing letters in alphabetical order, and learning proper letter formation of the lowercase letters. Students will learn sentence structure identifying the appropriate end marks as well as learning to start with a capital. Students will build on their storybook knowledge, learning that stories have characters, setting and main events. Students will learn what fluent reading is from the modeling that will occur during the first part of the school year. Kindergarten students will engage in multiple shared reading experiences.

Mid-Year:
By mid-year students will review learn the proper letter formation for all uppercase letters. They will continue to develop letter - sound correspondences. Students will also begin to build their trick word recognition. Students will orally distinguish between long and short vowel sounds. Kindergarteners will continue to develop essential phonemic awareness skills by manipulating phonemes with additions and substitutions. Students will move towards segmenting initial, medial and final phonemes in cvc words. Students will work continuously on finding multiple meanings with newly taught words.

End of Year:
Students will end the year with more opportunities to manipulate sounds to build closed syllables. Students will add in digraphs and be fluent in the production of these sounds. Students will discriminate between short and long vowel sounds. Students will also begin sentence dictation and will continue with the dictation and marking of words. Students will continue to practice the retelling of stories told orally, and they will make comparisons between characters in two stories. Kindergarten students will become masters at echo-reading passages for proper phrasing and expression.

Unit 1: Launching the Writing Workshop
The first writing unit of kindergarten is divided into four sections. Students will begin to see themselves as authors as the attempt to tell stories through pictures and their best approximation of writing. Students will learn how to work independently, moving from one piece of writing to the next. Students start their first attempts of stretching out words. Kindergarteners will also begin to explore the world of teaching books. They will learn to say more and add pages to their writing. As writers establish their writing life, they will move back into stories, and will go through the revision process for the first time!

Unit 2: Writing for Readers
In this unit, students will focus on paying attention to the words they write. The students will focus on conventions such as spelling, punctuation, and white space. Students will learn that paying attention to the conventions will make it easier for others to read and appreciate text. Kindergarteners will learn to go back to their stories looking for what ones are easy to read, and what ones are tricky. Students will be introduced to a checklist for the first time, and they will use this to help them reflect on what they have learned so far this year. They will begin to pay attention to the trick words, and using their resources to spell them correctly. Students will make sure they have a beginning, middle and ending to the stories they write. Students will again, go through the revision process.

Unit 3: How-To Books
Students will move into a different kind of writing with the introduction to how-to books. Students will use their writing to teach others how to do the things that they are experts at. For example, students might write a how to book about a fire drill, or how to make an ice cream sundae. They will use pictures with labels to help show the reader the steps to the process. Students will turn to their writing partners to help them clear up confusing parts. They will give one another tips to make their writing better. Kindergarteners will celebrate their work by sharing their how-to writing with others.

Unit 4 Persuasive Writing of All Kinds: Using Words to Make a Change
Students will jump right into the world of persuasive writing, by making signs, songs, and petitions to help solve problems they see in their classrooms and schools. Students will be asked to look at the world and thinking about ways to solve problems. Students will learn the art of convincing their audience why the change is important. Students will then move into writing letters to address problems. They will look more globally by the end of the unit, and look solve bigger problems like “being green.” Students will end the school year, by publishing their work and then presenting their projects to an audience.

Labeling and Pattern Book Writing:
Students will engage in a brief unit that will allow them to label their room, the school, and the pictures in their stories. They will begin to stretch out words to pick up as many sounds as they can in their spelling. This unit gives students an opportunity to associate a spoken word with a written word, and make connections between symbols and sounds. Students will also write their own pattern books. They will choose story patterns and write their own stories. The predictable format will help to build their confidence as writers and their ability to tell a story.

Stafford Public Schools
Grade 1 Literacy Curriculum At-A-Glance

Unit 1: ***Building Good Reading Habits***
The first unit of the year, sets the stage for a wild year of reading growth. Students will dust of the skills that they learned in kindergarten, and remind them of all of their good reading habits. Students will strive to work with more independence and automaticity. Students will review comprehension strategies for before, during, and after reading. They will pracitce and build greater word solving strategies, by looking at all the parts of each word, they also will be flexible with letters and sounds, especially vowels. They will learn to try vowels both ways. Students will gain greater independence through the strategic partnerships that are established. Students will learn to become a member of a rich literate community that they take part in creating.

Unit 2: ***Learning about the World***
This unit will take the natural curiousity of our first graders, as they become experts on the topics they question. These questions will become topics to explore as they begin to read nonfiction. Students will begin to study the world around them in their books. They will learn to teach others about their topics too. Students will learn key comprehension strategies such as previewing texts, predicting, and noticing text structures. They will also study some author’s craft moves. They will learn to synthesize information from multiple sources. Students

will then spend some time focusing on vocabulary and strategies for when they come across some tricky parts.

Unit 3: Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension

Unit 3 is an important unit, because it comes at a transition in the first graders reading life. This is when many readers are transitioning to a more complex text with more complex story lines. It becomes essential for readers to develop high levels of accuracy, comprehension, and fluency. It is at this point where they require the development of greater problem solving skills. Students will review many of their problem solving strategies throughout the unit. They will learn self help strategies to get through the rough parts. Students will practice different word solving strategies through meaning, syntax and visual cues. They will reread for fluency, and pracitce with their partners. Students will reconnect with the reading community that they are building in their first grade classroom.

Unit 4: Meeting Characters and Learning Lessons: A Study of Story Elements

The last unit of the year focuses on the need for readers to get into the adventures of their stories. Students will focus on some key comprehension strategies such as sequencing, the nuts and bolts of story elements that are foundational for both literal and inferential understandings. Students will learn to empathize with their characters, envision the story as well as predict endings. Students will build their level of engagement and interactions with their stories. Students will learn to use pictures clues to help them keep track of the plot, and paying attention as they embark on more complex text. Students will practice retelling key events as they occurred. Students will begin to grow ideas about their characters and connect to the lessons they learn from their characters. Students will close out the unit by recommending favorite stories to others, and teach about the lessons they learned in their stories.

Word Detectives:

Students will engage in a highly engaging unit. They will here from a secret agency. They will work to earn their own detective badge as they learn more word solving strategies. They will build on some key foundational skills around blends, digraphs, and vowel teams. Students will end the unit with a focus on fluency, and they will celebrate their newly acquired detective badge!

Writing:

Fundations Level 1: Foundational Literacy Skills:

Beginning of the Year:

Students will engage in a wealth of foundational skills that are critical for a solid beginning in reading and spelling. Students will start the year with a review of keywords, letter, and sounds. They will work with digraphs, and long and short vowel sounds. Students will review the proper letter formation for both lowercase and uppercase letters. Students will work primarily with 3 and 4 sound closed syllables. They will build their sight word knowledge, and create their own reference notebook. Students will be encouraged right from the start to proofread their work and be independent. Students will work all year long to increase word knowledge. They will build awareness of story structures and develop awareness of phrasing, fluency, expression, and understanding.

Mid-Year:

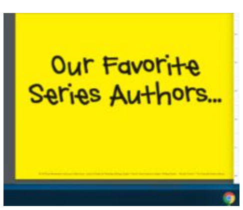
As students move into to the mid-year, they will explore word endings, identifying base words and using mark up strategies to dissect word parts. Students will continue their work with trick words, and they will explore different types of syllables. Students will look at both long and short vowel sounds, r controlled, and cvce words. Students will continue their proofreading by paying attention to different punctuation. Students will learn capitalization rules, and they will continue to use their references to problem solve. Students will move to encoding and decoding words with 5 sounds. Students will study the difference between nonfiction and fiction text. They will learn to ask and answer questions about the stories they read. Students will learn the different sentence types, and use context clues to solve unknown words.

End of Year:

In the last part of the year, the students will study vowel teams, and they will explore more word endings. They will read and spell compound words, they will increase their trick word knowledge, and they will continue to use phonemic awareness skills to solve unknown words. Students will do more work with vocabulary and story grammar. They will learn to write complete simple and compound sentences. They will begin to learn the difference between declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Unit 1: Small Moments: Writing with Focus, Detail, and Dialogue

First graders will be invited to write like the professionals right away! They will begin to discover that small moments of their lives can turn into wonderful stories. Students will work back and forth between building a writer workshop community and writing meaningful stories. Approximation will be encouraged as the move rapidly through volumes of writing. Students will learn strategies to help them bring people in their stories to life by making them move and talk. Students will be invited to use mentor texts for the first time in order to learn other's writers' craft. Students will create lists of techniques the author uses. In the final section of this unit, students will "fancy up" their writing by using checklists to revise their writing. They will add colorful details, and detailed illustrations to bring their stories to life. They will celebrate their writing by adding their stories to the classroom library.



<u>Unit 2: Nonfiction Chapter Books</u>

Students will move into a unit on nonfiction writing. They will start with the most basic form by creating a picture book. Students will learn to use a teaching voice and write a lot. They will revisit some critical skills that they learned in the Small Moments unit. They will use a checklist to make sure their work is complete. They will set goals and they will reflect on their work. Students will then move towards a more ambitious form of writing. They will begin to write chapter books about a topic that they know a lot about. The will take a look at mentor text, and notice how the chapters are set up. Each chapter will take on a different text structure. Students will also explore different ways to elaborate by making comparisons, examples and persuasions. The final stage will allow students to add text features to their writing!

<u>Unit 3: Writing Reviews;</u>

Students will launch into the unit with a "glorified" show and tell. Students will be asked to think, talk, and write about collections that they have. The will write a review of these collections. They will decide what part of their collection is the best. Students will learn how to write an introdcution to their opinions and insights about what matters most. Students will write several reviews and they will begin to look at these with revisions in mind. They will create anthologies of these reviews. Before the unit ends students will shift from writing reviews about objects to writing reviews about books they have read. They will try to persuade their classmates to read the books and become interested in them.

<u>Unit 4 From Scenes to Series Writing Fiction</u>

Students will end the year with a favorite, writing realistic fiction through the eyes of their characters. Students will create small moments for their characters, writing quickly and bringing stories to life. As they get comfortable with the genre, students will experiment with word choice. They will also show trouble that their characters face, and they will work to get their characters out of trouble by the end. Students will use the narrative checklist to help them set new goals and reflect on their own writing. First graders will take the characters that they create in their first story, and they will begin to write a book series with this characters. Students will study mentor text and try out some of the strategies in their own writing. They will experiment with the idea of showing, not just telling the story. Students will end the unit with their very own "meet the author page." They will have a grand finale at the end of the unit to celebrate themselves as authors.

Editor(s)	Quinn McAdam

Document title or description	Staffordville Schools Literacy Curriculum
Readers and purpose: the situation	Administration, teachers, and faculty at Staffordville Schools

Evaluation	
Content Development	• The overall content was good but certain places (noted) co strengthened by further examples. For documents like this, picture" seems to be very important, so shaping that vision colleagues would be beneficial. This way, too, everyone w less be on the same page.
Organization	• The organization of these documents are great. They have of information that directs the reader where to go next.
Overall	• Overall, what would strengthen this piece would be a level consistency all around. This would decrease any distractio focus on the content and information.
Sections	• Each section is defined and clear.
Paragraphs	• With the structure of these documents, separate paragraphs necessary.
Visual design	• There are a couple of places where the spacing need to be with the rest of the text.
Page Design	• Page design is clear and precise.
Headings	• Be sure to either make all headings or none of the headings for consistency.
Color	• Use of color is appropriate for the document.
Illustrations/Graphics	• Graphics are thoughtfully chosen. Be sure to place them w most relevant and where they accompany the strongest.
Style	
Word choice	• For the most part, word choice is direct and to the point. H instances, different words would be better. For example, "c "discriminate" because of connotations.
Sentence structures	• Some sentences would benefit from a word being added, s
Grammar	• There were a couple of instances of unclear phrasing that t overall message of the document.
Punctuation	• Many places where commas need to be inserted and others removed. • There is a place where a hyphen needs to be added. • Some apostrophe placements need to be shifted.

Mechanics	• Multiple spaces need to be eliminated in several places. • There are some places where letters need to be capitalized lowercase.
Spelling	• There are a few spelling errors throughout that should be a

Administrative Staffordville School Family Handbook (Excerpt)

Edit Type: Copyedit

Document Resume 2

Client: Staffordville Public Schools

Audience: School community, including families, administration, faculty, and staff.

Purpose:

- To set forth a clear set of guidelines for the school community about the expectations of Staffordville Public Schools for their students and families.

Editing Performed:

- Proofread for any spelling or grammatical errors
- Ensured content was consistent

Value Added:

- A level of consistency among the document
- Corrected spelling, grammar, and style professionalism

<u>Behavior Expectations</u>

The School Readiness Child Care program is located in the West Stafford School. As a result, and for the safety of all children, the school rules will also apply to the children involved in the childcare program.

School rules are developed around the concept of:

1. Respecting yourself
2. Respecting others
3. Respecting our environment

In order to create a safe, warm, and caring environment, students and teachers work together in a democratic fashion to develop classroom and general school rules.

Withdrawal Policy

The Stafford School Readiness Program recognizes that not every situation is appropriate for every child. We work to ensure that all children are successful in our program. Should there be a concern regarding your child and the program, we will discuss this with you and make every effort to resolve the concern. If a resolution not possible, the parent and/or program may choose to terminate the arrangement with a two week notice.

Please note that if you withdraw a student from the School Readiness program, you are also withdrawing your child from the AM pre-kindergarten program. Your child may continue to attend the West Stafford pre-kindergarten program only if a space is available in the PM session.

Full Day Part Year Program

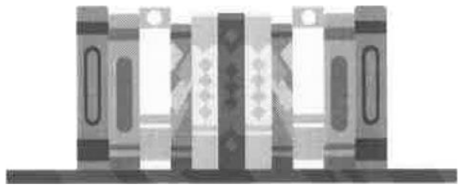
Student Pick-Up Procedures from Child-Care

- Families are asked to enter thru the front door and proceed to the Main Office.
- As a courtesy, we ask that you complete cell phone calls prior to entering the building.
- All Children must be signed out of the program daily.
- Unfamiliar individuals will be asked for proper photo identification before releasing children.

Parents/Guardians are responsible for picking up their child(ren) by 5:30 p.m.. In the event that your child is still at the program 5 minutes after closing, we will take the following steps:

1. Attempt to reach you at home, work, or school.
2. Call the people listed on the Emergency/Release Form and request that this authorized person come and pick up the child.
3. Call the authorities which will include the local police department and the State Department of Children and Families.

There is a $5.00 late fee for the first 15 minutes after 6:00, and $1 Late Fee for every minute thereafter.



Inclement Weather

Due to inclement weather, the childcare program may close, or delay in opening. Any delay or closing will be announced through the School Messenger and on the following radio stations: WTIC FM 96.5, WDRC FM 103, WHCN FM 105.9, WKSS FM 95.7, WTIC AM 1080, and WDRC AM 1360.

Delays and closings will also be posted on the school website: www.stafford.k12.ct.us. If school is dismissed early due to inclement weather, the full day/part year School Readiness program option closes at 11:45 AM for safety reasons.

Child Care Center Closings

The After School Childcare Program follows the school calendar and will be closed on all Professional Development Days and the following holidays:

October 12	Columbus Day
November 11	Veterans' Day
November 28-29	Thanksgiving Break
December 23-31	Holiday Vacation
January 1	New Years Day
January 20	Dr. Martin Luther King Day
February 17	President's Day
February 18	February Break

April 10	Good Friday
April 11-19	Spring Vacation
May 25	Memorial Day

Nutrition

Meals and Snacks

Children enrolled in the full day/part year program may participate in the Stafford Public Schools' hot lunch program, or bring a bagged lunch.

Families can apply to receive free or reduced breakfast/lunch through the USDA (National School Lunch Program). The childcare program will provide a nutritious snack in the afternoon.

Please send healthy lunches that might include the following:

- Yogurt
- Cheese pieces, string cheese, cottage cheese
- Fresh fruit, applesauce, canned fruit
- Egg salad, ham or turkey sandwiches
- Bread sticks, rice cakes, crackers, bagels
- Hard boiled eggs, small pieces of luncheon meat   Animal crackers, oatmeal cookies, fruit roll-ups

Children do not trade or share lunch foods. Please send foods your child enjoys eating, Please do not send foods that are high in sugar. We will remove candy, soda and other very sweet items from lunches and send them back home. Please note, we are an allergy aware environment.

Rest Time

Children are extremely active during the day and get tired. Our program requires us to have a nap or rest time as part of the daily schedule. Children do not have to sleep but do have to rest on a cot. They need a quiet time, free from interaction with adults and other children to recharge. Many children sleep during this time.

Please provide a blanket for your child to make him or her comfortable during rest time. A fitted crib sheet fits perfectly on the cot. Bedding will be sent home throughout the year to be washed and returned.

Clothing

Success in early childhood means play, play, and play! Children are exploring paint, mud, dirt, clay, play dough, markers, glue, and other media. While we use smocks and try to select materials that do not stain, occasionally certain materials do stain clothing. We encourage you to send your children in play clothes that are easily laundered. Children do best with elastic waistbands on trousers and tights and simple, easy to handle fasteners.

Please have your child wear shoes with rubber, non-slip soles. Clogs and sandals do not give adequate foot protection outdoors. In winter, the children need very warm boots with good tread for outdoor play and shoes or protective slippers for time spent indoors. During the winter months, the child care program will go outside everyday (weather permitting). If the effective temperature is below 280 F., children will not be brought outside. In addition to the warm boots mentioned above, each child should also have hats, mittens, and warm coats.

Please provide children with a complete change of clothes: underwear, shirt, pants, and socks daily. Extra clothing should be seasonally appropriate. Soiled clothing will be packaged in plastic bags and put in the child's cubby. Children who are being toilet trained need at least three or four sets of clothing on hand.

Open Door Policy

The Stafford School Readiness Child Care Program maintains an open door policy. We invite parents to participate in all school activities and volunteer in classrooms. However, please note that only those parents who have completed our volunteer packet may serve as a volunteer in the classroom, at events, or on field trips. We recommend that parents notify the staff when a visit is planned. Parents must sign in at the office and wear a visitor/volunteer badge as appropriate.

Mandated Reporting

The State of Connecticut requires that all schools report to the State Department of Children and Families any and all suspected cases of child abuse. The School Readiness program is, therefore, obligated to report to the State any suspected cases of child abuse and/or neglect.

Records

A complete record will be kept on each child enrolled in the Stafford School Readiness child care program. Any issues regarding the health or welfare of the child shall be documented in the child's file, brought to the attention of the Site Coordinator and communicated in a timely manner.

Evening Contact

Contact It is the policy of the program to encourage all staff members to communicate with parent(s)/guardian(s). The most natural time for friendly and informative communication is in the evening when a child leaves. It is during this time that parent(s)/guardian(s) and staff can discuss program activities and child and family needs.

Parent Bulletin Board

A bulletin board displays information, policies, and notices which should be of interest to parent(s)/guardians(s).

Newsletters

During the school year, our Family Resource Center sends out monthly newsletters to keep families informed about program activities and/or policy changes.

Plan for Parent Involvement, Education and Outreach

Parents/guardians are always welcome in our program. We hope that you and your family will enjoy the School Readiness program and become active participants both in and out of the classroom. During the year, we collaborate with the Stafford Family Resource Center which holds a variety of family activities, parent workshops, and parent meetings.

Parents/guardians can also become involved through helping out in the classroom, attending field trips, or joining the West Stafford PTA.. We value you suggestions, so please feel free to speak with the Senior Childcare Provider, Site Coordinator, or School Readiness Program Administrator about your ideas.

Family Activities

Efforts will be made to involve parent(s)/guardian(s) in all program activities. Activities might include: holiday parties, picnics, and parent workshops. For example, we collaborate with the Stafford Family Resource Center which provides weekly literacy based Learn and Play Groups for children ages infant through preschool age. The Stafford Family Resource Center and Stafford School Readiness also offer literacy based home visits by a certified CT PAT Parent Educator, family fun activities, and parent workshops.

Edit Type: Types of Edit

Document Resume 3

Client: Certified Auto Repair

Audience: Potential and current customers

Purpose:

- To offer current and potential customers clear information on the general mission and practices of Certified Auto Repair
- Clearly phrase announcements

Editing Performed:

- Proofread for any spelling or grammatical errors
- Altered formatting of posts to function more clearly for readers
- Ensured content was clear, concise, and correct
- Referenced Van Buren and Buehler's "Levels of Edit" for consistency

Value Added:

- A level of consistency among posts
- Proper formatting for information intake
- Inclusion of specific services offered to posts
- Clear reasons for choosing Certified Auto Repair over competitors

About:

We service all makes and models of cars and light trucks ,from factory scheduled service to major repairs.

Impressum:

Fixed Right The First Time !

Each customer will receive service that is second to none , professional but personal ! Our automotive services include oil changes , tires , diagnostics of all systems on the vehicle , diesel service , engine and transmission repair , brakes , suspension and alignment service , air conditioning service ,exhaust system , fleet services . just about any service you may need we can perform !

General Information:

Certified Auto Repair employees 3 ASE Master Technicians including co owner / lead technician John McAdam . ASE certified technicians include co owner Josh Pagano .

What's that light? The check engine light is designed to alert the driver when there is a problem with the engine or the transmission. It means there is a problem that needs to be addressed with a diagnosis from a professional technician. Ignoring the light could lead to a damaged engine and emissions components. It will also cause a failure of an emissions test.

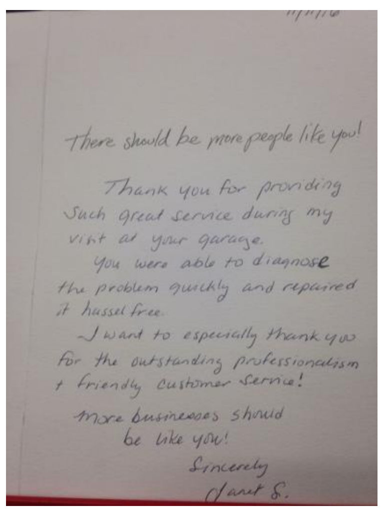
Here at Certified Auto Repair, LLC, we have the professional technicians and equipment to properly diagnose and repair your vehicle to get the check engine light to turn off and keep it off.

Emissions Testing - Should you need to get your car through emissions testing, we have the professional technicians and equipment to diagnose any potential emissions problems to insure your car will properly pass its emissions test and, if necessary, we will bring it to the testing station for you.

Do your headlights look like the pic on the left ? If so , Certified Auto Repair can make both of your headlights look like the pic on the right ! Yes It's true & for just $139.00 !!! It's called headlight lens restoration ! It will increase your night driving vision & make your car or truck look great again ! Give us a call at 860 228 3612 to make an appointment !

Hello to all our Facebook friends and customers !!! Every once in a while we get a friendly card with some kind words about our business and customers experiences here at the shop . We would like to share those words with you all . This customer brought this card personally with Mottas cookies too!

Thank you , Josh & John



There should be more people like you!

Thank you for providing such great service during my visit at your garage.

You were able to diagnose the problem quickly and repaired it hassel free.

I want to especially thank you for the outstanding professionalism + friendly customer service!

More businesses should be like you!

Sincerely
Janet S.

Type of Edit	**Comments**

Format	• Names go on a separate line than the closing.
Mechanical Style	• factory-scheduled instead of factory scheduled • All commas go directly after the word they follow (no space). • Use a colon instead of a dash. • Like commas, all periods should go directly after the words they follow (no spaces). • There should be no spaces in between punctuation and the word they follow. • Refrain from using several exclamation points, especially if a period will suffice. • Write out “and” • One exclamation point would be better (than three). • customers’
Language	• Go right to “professional but personal”. • Conclude the list with “and more”. • “co-owner and lead technician,” instead of “co owner / lead technician” • “to turn the check engine light off and keep it off” to keep the phrasing consistent. • Ensure instead of insure • Write out the word “picture” for professionalism. • Phrasing: You will get quality, efficient service for an affordable price with our headlight lens restoration. • “for more information and to make an appointment.” • Restate the business name for reinforcement.
Substantive	• List some specific services you offer in the “About” section for visualization`: alignments, oil changes, engine replacements, etc. • Including that this will be a series/creating a series on the website

	will offer customers more information and consistently keep up with updates.

Teacher Review of Practice

Edit Type: Copyedit

Document Resume 4

Client: Kim McAdam

Audience: School Administration

Purpose:

- To offer a perspective to administration of the teacher about their performance over the course of the last period.

Editing Performed:

- Proofread for any spelling or grammatical errors
- Ensured content was consistent

Value Added:

- A level of consistency among sections
- Accurate spelling and grammar for formality

Review of Practice Form

The purpose of the Review of Practice (RoP) is to provide an opportunity to discuss the aspects of the CCT Rubric generally not observable during an observation. In most instances, the focus of a RoP will be related to indicators in Domains 2 and 4. Examples include, but are not limited to the following: qualitative contributions to meetings, unit/lesson plans embedded with Common Core Standards/shifted practices, formative and/or summative assessments, and data analysis and action plans. Other focus areas beside the aforementioned can be mutually agreed upon by the evaluator and the evaluatee (see Educator Evaluator Plan for additional topics).

The CCT Domains 2 and 4 Rubric will be used to rate all Review of Practice submissions.

RoP Focus Area:

2a: Planning of instruction content that is aligned with standards, builds on student's prior knowledge and provides for appropriate level of challenge for all students.

2b Planning instruction to cognitively engage students in the content.

2c Selecting appropriate assessment strategies to monitor

student progress.

4a. Engaging in continuous professional learning

4b. Collaborating to develop and sustain a professional learning environment

RoP Anticipated Evidence:

After implementing our new Fundations program I expected my students to be able to name 21+ upper and lowercase letters, 21+ letter sounds, and increase their reading level.

I will use my letters/ sounds benchmark and fundations assessments along with the BAS assessment for reading levels to show growth throughout the year .

RoP Reflection:

I chose to be a part of Lisa Lobik's Fundations study group this year in order to best implement this new program with fidelity. Through these meetings I was able to collaborate with colleagues and reflect on balanced literacy and how to become more targeted in my instruction.

We...
.explored the Fundations website and watched video examples of best practice
. through discussions and videos we deepened our understanding of the procedures of various activities, the purpose behind them, and the language to best manage their implementation
.collaborated with colleagues about best practices in building foundational literacy skills (we also discussed sight words, LLI and BAS as they are all a part of our balanced literacy).
.participated in data conversations to determine ways to meet the needs of students (using our data blitzes)
.reflected on our own teaching and we were able to share tips and strategies that work for us
.visited classrooms at our own grade level and through our learning walks I was able to watch a lesson in 1st grade

I found our meetings worthwhile and productive. I always came out of a meeting with a new strategy to try or different language to better explain a concept or to manage an activity. I believe that being a part of this group has helped me to implement Fundations to the best of my ability. In the beginning, the new program seemed overwhelming, a bit long and stressful (trying to deliver it exactly as written in the book). The meetings helped me to see that we were all in the same boat and that it would become easier with time. It certainly has! The repetition of the program not only helps students to master the stills, but it also make the program very predictable and easy to implement.

I am very pleased with the progress that my students have made using the program. Not only do they know their letters and sounds and have increased their reading levels, but their writing is more clear and easy to read, and their sentence structure has a firm foundation (uppercase letters to start, finger spaces, and readable words). See attached document. Note the Spring reading level is based on informal assessments and not the BAS. The Spring BAS has not be completed yet.

My next step in to continue exploring the Fundations website whenever I have questions or need modeling. I will also continue to use Lisa as a resource; she is full of knowledge and always ready and willing to lend a helping hand. I am very lucky to have strong colleagues in my building that are also very helpful and willing to discuss best practice.
Collaboration is key when implementing any instruction, especially a new program. I certainly will continue to utilize all of my resources!

Autism Assessment

Edit Type: Comprehensive Edit

Document Resume 5

Client: Julie Hall

Audience: Parents of evaluated children, KIDSTEPS licensed therapists

Purpose:

- To provide an outline for parents and therapists about the procedure of having a child assessed for being on the Autism spectrum.
- Clearly phrase necessary background information that will benefit parents, especially.

Editing Performed:

- Proofread for any spelling, grammar, or style errors
- Specified word choice to precisely reflect the necessary information
- Ensured content was clear, concise, and correct
- Included the use of citations for quoted information

Value Added:

- A level of consistency among the overall document
- Proper formatting for information intake
- Citations added for proper references
- Clear language to guide parents and therapists to a seamless assessment

May 15, 2019

Dear Ms. Hall,

Overall, this is a strong template that offers solid information and still leaves room for customizable options as different children are evaluated. I found a few places where it could be strengthened, but you laid a great foundation for a practical and useful document. My main critiques that would benefit the piece are as follows:

- Include APA citations in the piece in order to give due credit to your respective sources that you drew information from. This not only provides formal credit to the original authors, but allows people using this document to see where they could find further information directly from the source.
- Make sure to differentiate subsections from larger sections using indentation and differentiate quoted text from original text. This will make the document easier to both read and access necessary information from.
- Maintain consistency even in the fine details such as spacing, color, and overall formatting. This will make the document user friendly, visually appealing, and professional.

I also noticed a few grammar and style points that you would want to address. The following edit includes all of my comments. I hope that these are helpful to you in the progress of this document.

Sincerely,
Quinn McAdam

Autism Assessment

Child's Name: DOB:
Date of Assessment: Age at time of Assessment:
Parents' names: Phone numbers:
Address:

Evaluators: Evaluator's name 1
Evaluator's name 2

Evaluation/ Assessment Process:

Assessment was completed in (location) with (parties present, including the child). The parent(s) and/or caregiver contributed to the process by providing background information about child's name, the progress in Birth to Three services thus far, as well as sharing their observations from their daily routines and experiences. The evaluation consisted of a review of the reports from previous evaluations, audiological assessment, Modified Checklist for Autism in Toddlers (MCHAT R/L) as well as the information gathered about repetitive behaviors. Formalized testing was completed using the Autism Diagnostic Observation Schedule -2nd Edition Toddler Module (ADOS-T) and clinical observation by the evaluators. The Vineland Adaptive Behavior Scales- 2nd edition (Vineland- II) was implemented to explore the child's ability to get along with others in the course of their day. Parent's name indicated that child's name behaved in a manner that was consistent/inconsistent with their typical behavior.

<u>Social Information</u>: (who does the child live with, are there other caregivers, is DCF involved, any Adverse Childhood Experiences that we know about, concerns about the child's ability to interact with family/others etc.)

<u>Medical Background</u>:
Pregnancy Term: # of weeks Birth Weight: wt. in lbs., wt. in oz.
Vision Screening or Evaluation (select): Date completed Results: normal vision, testing pending or other
Birth or Past History: (from Initial Eligibility Report)
Current Health Status:
Related Family Medical History:
Current Diagnosed or Established Condition:

<u>Developmental Milestones</u>:
Age at time of skill emergence…
- sitting independently (age in months)
- crawling on hands & knees (age in months)
- walking independently (age in months)
- first words (and what they were) (age in months and named words)

<u>Previous Evaluations, Screenings & Assessments</u>: (Child's strengths will be included)

The following reports were reviewed as a part of this assessment: (include only those that apply)
- CT Birth to Three Eligibility Report: (insert date) Confirmed delay in (specific areas of delay and standard deviation reported) areas of development.
- Audiological Report (insert date) Results: hearing within normal speech range, some loss identified in R/L/both ears, or other(?)
- Audiological Assessment has been scheduled for (insert date).
- Modified Autism Checklist for Toddlers reviewed. Confirmed (insert number of concerns) concerns identified on the checklist.
- List any other Birth to Three or medical testing/screening tools that were shared as a part of the assessment process.

<u>Autism Diagnostic Observation Schedule (ADOS) Second Edition</u>
The ADOS-2 is semi-structured, standardized assessment of the communication, social interaction and play or imaginative use of materials for individuals who have been referred because of possible Autism Spectrum Disorder. The ADOS-2 is a play-based assessment that consists of standardized activities that allow the examiner to observe behaviors that have been identified as important to the classification of Autism Spectrum Disorders. Structured activities and materials provide standard contexts in

which social interactions, communication, and other relevant behaviors can be observed. The Toddler module is intended for participants age 12-30 month who do not consistently use phrase speech. (Module 1 is intended for participants age 31 months and older who are pre-verbal or consistently using single words to communicate.) The ADOS-2 ratings are organized "Language and Communication," "Reciprocal Social Interaction," "Play," "Stereotyped Behaviors and Restricted Interests," and "Other Behaviors."

Language and Communication: *The language and communication section covers overall level of non-echoed language, frequency of vocalizations directed towards others, intonation of vocalizations or verbalizations, immediate echolalia, stereotyped/ idiosyncratic use of words or phrases, use of other's body to communicate, pointing and gestures.*
(Description of Child's performance during assessment)

Reciprocal Social Interaction: *The reciprocal social interaction section covers unusual eye contact, responsive social smile, facial expressions directed at others, integration of gaze and other behaviors during social overtures, shared enjoyment in interaction, response to name, requesting, giving, showing, spontaneous initiation of joint attention, response to joint attention, quality of social overtures and overall quality of rapport.*
(Description of Child's performance during assessment)

Play: *This section covers functional play with objects and imagination/ creativity.*
(Description of Child's performance during assessment)

Stereotyped Behaviors and Restricted Interests: *The stereotyped behavior and restricted interests section covers unusual sensory interests in play materials or person, hand and finger movements, complex mannerisms, self-injurious behaviors, and unusually repetitive interests or stereotyped behaviors.*
(Description of Child's performance during assessment)

Other Behaviors: *Observed or reported behaviors including over-activity, tantrums, aggression, negative or disruptive behavior or anxiety.*
(Description of Child's performance during assessment)

Vineland Adaptive Behavior Scales, Second Edition

The Vineland Adaptive Behavior Scales, 2nd Edition (Vineland – II) is an individual assessment of adaptive behavior, which can be defined as the day to day activities necessary to take care of oneself and get along with others for individuals from birth through 90 years. Adaptive behavior reflects what a child actually does in an independent manner, as opposed to what the child is capable of doing. The Vineland assesses functioning across four major domains: Communication, Daily Living Skills, Socialization & Motor Skills.

The Communication domain measures a child's ability to listen, understand, and communicate through use of speech (this domain also includes reading and writing for older children). The Daily Living Skills domain assesses a child's independence at performing basic skills of independence, i.e. getting dressed, feeding himself with a utensil. The Socialization domain assesses how a child is able to function in social situations, i.e. meeting new people or separating from his or her parents. The Motor Skills domain looks at how the child uses their body, ranging from their ability to walk and climb stairs to how they use their fingers to hold a crayon.

The following table summarizes Child's name's functioning level of adaptive behavior within each domain. Domain scores are provided as Standard Scores that have a Mean of 100 and a Standard Deviation of 15, thus scores between 85 and 115 indicate the average range for your child's age. Child's name's scores are listed in the table below.

Domain	**Standard Score**	**Percentile Rank**	**Adaptive Level**
Communication			
Daily Living Skills			
Socialization			
Motor Skills			
Adaptive Behavior Composite			

Child's name's scores indicate a delay in the areas of communication, daily living skills, socialization, and /or motor skills as compared to children the same age. Parents reported that he/she struggles with communication, daily living skills, socialization, and motor skills most in everyday life. His/Her scores indicate that _____ can also be an area of difficulty. Overall, his/her Adaptive Behavior Score is higher/lower than what we expect to see for a child his/her age.

Summary and Recommendations

In summary and based on the results of the ADOS-2 assessment, the Vineland Behavior Scales, 2nd edition, clinical observations, information shared by the parent, and the review of the list previous assessments reviewed, MCHAT, audiological , child's name meets/does not meet the DSM-5 criteria for a diagnosis of Autism Spectrum Disorder. Specifically, child's name demonstrated insert specifics

(If the child received a diagnosis)

It is recommended that:

- Your child receives intensive, evidence-based services to address the needs described above. As outlined on your statement of eligibility, you could receive these services from your current general Birth to Three program (if they are available to provide this support,) or you could transfer to an Autism-specific agency. Your service coordinator will meet with you and further outline your family's options for services and assist you in determining and coordinating how you move forward.

- You share the results of this assessment with your child's pediatrician.
- You may find further information and resources at www.AutismSpeaks.org.

(If the child does NOT receive diagnosis)

It is recommended that:

- You review the results of this evaluation with your service coordinator to determine your options given the information learned from the assessment.
- You share this report with your child's pediatrician.
- Your child continue in Birth to Three services to address your concerns about your child's developmental.

Evaluator 1 Signature & Credentials

Evaluator 2 Signature & Credentials

Editor(s)	Quinn McAdam

Document title or description	Autism Assessment
Readers and purpose: the situation	Parents of child being assessed, KIDSTEPS licensed therapists. The situation is to inform parents about the analysis of their chil to determine whether or not they are on the Autism spectrum. Th used by both parents and therapists.

Evaluation	
Content Development	• Content progresses well and offers a mix of information and fillable portions for logging.
Organization	• The organization of the piece is solid and clear to the rea topics are where.
Overall	• Citations will be necessary since direct text is taken from sources. This ensures that anyone who desires further inf be able to access the correct source itself. • APA citations will be most appropriate for this subject m
Sections	• Sections are differentiated well using headings and bold
Paragraphs	• Paragraphs are separated appropriately by subject matter • The only concern is the first paragraph is a large chunk o benefit from being split up. This is up to the discretion of

Visual design	• An overall note: there is one place where spacing is inco that spacing is uniform over all sections and subsections.
Page Design	• Page design is visually appealing and structured well for the document.
Headings	• Headings are placed correctly based upon the content fol • Bold font is used on all headings, including subheadings. would benefit from being further differentiated, preferab indentation.
Color	• Blue text used intermittently throughout the document. W that this is text will be formatted differently later on and placeholder not to be a concern in this stage of editing. • The concern is that some bullet points are turned into thi bullet points should be uniform in color (for this piece, b best).
Illustrations/Graphics	N/A
Style	•
Word choice	• There were a couple of words that would be better replac such as "person" and "developmental".
Sentence structures	• Some sentences would benefit from the inclusion of a wo "and".
Grammar	• There was one instance of unclear phrasing: "using other
Punctuation	• Some commas need to be removed; others need to be ins • There is one part where a comma is put inside of parenth should be on the outside based upon sentence structure. • There is an instance where a colon needs to be inserted, a where a period should be replaced with a semicolon. • A hyphen needs to be removed to make two words one.
Mechanics	• There are a few places where extra spaces need to be rem • There are a couple of spots when capital letters should be of lowercase ones.
Spelling	• Spelling throughout appears to be solid, any questions w other sections.

CERTIFIED AUTO REPAIR LLC EMPLOYMENT HANDBOOK

Established 2019

The expectations, guidelines, and goals for new and current employees at Certified Auto Repair LLC in Columbia, Connecticut. Set in modular fashion for easy access to appropriate information.

Quinn McAdam

Table of Contents

1: About Certified Auto Repair

Summary:

This short, introductory module lists the basic information about Certified Auto Repair (CAR).

At CAR, we stand by our motto: "fixed right the first time!" We pride ourselves in a job well done the first time around. Quality work is of utmost importance at Certified Auto Repair; we want to see as few customers as possible return for the same problem. If you have a question, ask the appropriate manager for assistance.

Owners John McAdam and Josh Pagano both have extensive backgrounds in the automotive industry. McAdam has been an ASE Certified Master Technician for over ten years while expanding his knowledge on all kinds of makes and models. He is the lead technician on the shop floor.

Pagano is an ASE Certified Technician and has been managing the office for the company since its previous ownership as Columbia Car Care. Together, they run CAR as great resources for information.

Content:

- Values:
  - Honesty
  - Hard work
  - Customer service
  - Cleanliness
  - Integrity
  - Teamwork
- Vision:
  - Certified Auto Repair aims to provide the premier automotive service in southern New England while continuing to grow. As a team, we are always trying to go the extra mile in order to educate ourselves and our customers while providing the service we strive for.
- Hours of Operation:
  - Monday: 8:00 a.m. – 5:30 p.m.
  - Tuesday: 8:00 a.m. – 5:30 p.m.
  - Wednesday: 8:00 a.m. – 5:30 p.m.
  - Thursday: 8:00 a.m. – 5:30 p.m.
  - Friday: 8:00 a.m. – 5:30 p.m.
  - Saturday: 8:00 a.m. – 1:00 p.m.
  - Sunday: Closed

2: General Employee Information

Summary:

Module 2 gives information for all employees of CAR, regardless of their position. These are expectations each employee is required to uphold in order to be successful with the company.

Several topics in the realms of communication, employment, housekeeping expectations, and lunch meetings are discussed and broken down.

Employees are to meet these expectations during the entirety of their employment. These criteria form the foundation of a successful employee at CAR.

Content:

- Communication
    - Hierarchy
    - Filing Suggestions and Complaints
- Employment
    - Equal Opportunity Statement
    - Background Checks
    - Compensation
    - Work Hours
    - Time Clock
    - Breaks
    - Sick and Personal Time
    - Absences and Leaves of Absence
    - Performance
    - Discipline, Resignation, and Termination
    - Benefits
    - Parking
    - In Case of Emergency
- Housekeeping Expectations
    - Workspace Cleanliness
    - Proper Tidying After Jobs
    - Personal Belongings
- Lunch Meetings

Communication

Hierarchy: Shop

1) Owner: John McAdam
2) Shop Foreman
3) Senior Technicians
4) Technicians
5) Interns

Hierarchy: Office

1) Owner: Josh Pagano
2) Office Managers
3) Service Writers
4) Office Staff
5) Interns

Filing Suggestions and Complaints

To file a suggestion or complaint, fill out the appropriate form, found in the Appendix of this manual. Copies of this form can be found in the main office. Submit the form to Josh in the office. The owners will address your submission privately with you once it has been reviewed.

Employment

Equal Opportunity Employer

CAR is an equal opportunity employer. Applicants will not be discriminated against based on their race, color, religion, national origin, sex, physical or mental disability, or age. All applicants will be assessed based upon their fit for the job which they applied for regardless of these characteristics.

Background Checks

Any applicant at CAR may be requested to undergo a background check to ensure compatibility between the applicant and company.

Compensation

Pay rates are to be discussed with ownership privately based upon experience, seniority, and education. Hourly rates are offered for all employees. Paychecks are issued every Friday through Key Bank in Columbia, Connecticut. Direct deposit is available upon request; see the main office for the direct deposit form.

Work Hours

Shop technicians and interns are expected to be at work from 8:00 a.m. to 5:00 p.m. unless previously arranged with ownership. Office staff and interns are expected to be at work from 8:00 a.m. to 5:30 p.m.

Time Clock

The time clock is on all shop computers with the R.O. Writer software. To clock in and out, procedure is as follows:

1. Open R.O. Writer on any shop computer
2. Select "Quick Functions" in the menu bar
3. Click "Time Clock"
4. Find your name on the list and hit "clock in" or "clock out" as needed

Breaks

Each employee is entitled to an hour lunch break per full day worked. They are also entitled to subsequent breaks as needed between jobs and once it is cleared with a manager.

Sick and Personal Time

Each employee is entitled to eighty hours of combined sick, personal, and vacation time after one year of employment at CAR.

Absences and Leaves of Absence

If an employee will be absent for any reason, they are expected to call the shop at (860) 228-3612. For an extended leave of absence for personal emergency, employees are expected to discuss the time they will need with ownership.

Performance

Employees are expected to maintain quality performance during their employment. If at any time there is an issue with their performance, they will receive a warning from management. If the problem persists, the employee risks the penalty of termination from the company.

Discipline, Resignation, and Termination

Ownership and management are entitled to issue warnings for any inappropriate behavior. For more serious offenses (such as theft, violence, etc.) they reserve the right to terminate the employee's employment immediately at their discretion.

If an employee wishes to resign, a two-week notice is expected aside from the case of emergency.

Benefits

Benefits are available to full-time employees after ninety days. To enroll in the benefits package, employees are to see Josh in the main office to fill out necessary paperwork.

Parking

Parking for employees is anywhere on shop grounds. They can park in the back of the shop or in the main lot where customer vehicles are kept, as long as they do not interfere with access to those customer vehicles.

In Case of Emergency

CAR is aware that personal emergencies come up suddenly. In the case of one, an employee is expected to communicate. They do not have to disclose full detail, but ownership should be made aware that an emergency is taking place and specific accommodations are needed.

Housekeeping Expectations

Workspace Cleanliness

All workspaces, in the shop and office alike, are expected to remain in a neat and organized fashion. In such a fast-moving environment, a clean workspace is integral to success. Failure to properly maintain a workspace will result in a warning from management or ownership

Tidying

Technicians are expected to properly clean their station and bay after each job and to maintain general tidiness in the shop as a team. Office staff are expected to keep countertops clear and the seating area tidy. All employees are required to clean their space at the end of each workday.

Personal Belongings

Personal belongings are to be kept at each employee's respective workstation. Phones are permitted to be at workstations so long as they are not a consistent distraction to the employee's productivity.

Lunch Meetings

Lunch meetings take place biweekly to ensure the CAR team is on the same page professionally. These meetings are time for discussion, communication, and socialization. They take place on Wednesdays at noon, and lunch is provided by ownership. Different strengths and weaknesses from the past two weeks are discussed and addressed accordingly.

3: Guide to Technician Procedures

Summary:

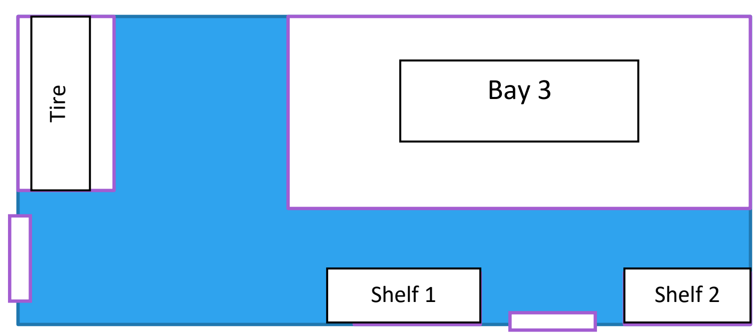
In module three, an outline for overall technician protocol is detailed. Technicians will learn how they obtain jobs, general methods for diagnostics, and the bonus pay structure based on weekly productivity. They will also find the details about their workspace and can reference the shop map for further details on bay layout.

In the exhibits section, technicians can find a graphic of the tire machine and parts shelf locations, along with a visual of the parts room.

This module is designed to help technicians become accustomed to the routine of CAR. and allow them to familiarize themselves with the kinds of jobs they can expect during their employment.

Content:

Exhibit: Tire Machines and Parts Shelves



Resources

Bays

Each technician is assigned their own bay/workspace. In this space, they may keep their personal toolbox and tools. This is the general workspace of each technician in their day-to-day tasks.

Tools and Toolboxes

Each technician is entitled to keep their personal toolbox and tools in their workspace. Technicians are expected to be mindful of which tools belong to them and which belong to CAR.

Parts

Parts for specific jobs are located on or around the two parts shelves next to Bay 3. They should have a sticker noting the work order number it belongs to. Technicians are expected to make sure the part they take from the shelf is noted on the work order for the job they are completing. If there is ever a question about if a part is for their assigned job, they should ask the shop foreman for assistance.

Stock parts are kept in the room next to Bay 3. Technicians should be diligent in making sure that any used stock parts are put onto work orders so that the inventory in the system is accurate. These parts can be taken as needed for CAR jobs so long as they are noted.

Technicians are not to take parts for their personal use at any time unless cleared by ownership. If a technician needs a part for their personal vehicle, they should talk to Josh so it can be ordered at a special rate and a work order can be made for the vehicle to ensure the technician pays the cost at the employee rate.

Shop Machines

The alignment rack, tire machines, scanners, etc. are on hand for technician use when they need them. Technicians are expected to maintain a team-based attitude and assist coworkers on these machines if need be.

Jobs

Job Assignments

Jobs are assigned to technicians through the main office and shop foreman based on technician ability and scheduled work for the day. If a technician has an issue with a job they are assigned for any reason, they are expected to consult with the foreman to find a resolution.

Customer Keys

Customer keys with an attached work order are kept outside of the main office door on the key rack for upcoming jobs. If the customer is waiting as opposed to dropping the vehicle off, the technician will note a red “waiting” stamp on the top of the page. These jobs should be completed as efficiently as possible. Keys for completed vehicles should be returned to the office so that the office staff can put them in the appropriate place for customer pickup.

Retrieving Cars

Once the keys are distributed, customer cars can be retrieved from the parking lot on the side of the building or at the front of the building. Technicians should be sure to take extra care whenever driving customer vehicles.

Diagnoses

General Diagnostic Information

Diagnoses of vehicles should be done to the best of the technician's ability and assessed thoroughly. If any problems or questions arise, technicians are expected to ask a senior technician, the shop foreman, or John for assistance to ensure that the car is diagnosed correctly the first time.

Test Drives

Test drives are only done for replacement jobs. There are times when technicians will be expected to test drive the vehicles they work on. These drives should be between ten to fifteen minutes on average. Often, the shop foreman or John will test drive vehicles for a more advanced perspective.

Scanners

Scanners are located outside of the main office and can be used to tell which code the car is showing to identify the issue. Office staff can ask technicians to use the scanners to assess walk-in customer cars who have an immediate problem.

Types of Work

- Oil Changes
- Alignments
- Tire Replacements and Fixes
- Brake Replacements
- Battery Replacements
- Engine Replacements
- Extensive Jobs

Bonuses

Timecards

Each technician is to fill out a timecard each day with time punches from the timeclock (located next to the door to Bay 2 via the map on page 166) indicating how long was spent on each job. This is labeled in the "straight time" column to the far left of the timecard. Technicians are also expected to note the work order number of the job they worked on in each row, as well as the vehicle make and model.

Bonus Structure

Each day, production time is calculated by the administrative assistant. Technicians' production time is added up each week to determine weekly production, and it is placed in a chart comparing it to their straight time. Based on production time, a weekly bonus can be offered by ownership. Technicians are eligible for bonus pay for production that exceeds 35 hours.

Module 4: Guide to Office Staff Procedures

Summary:

In module four, protocols for office staff are set forth. Office staff will learn about the structure of the offices at CAR, the phone system, and the programs used to help the shop run smoothly.

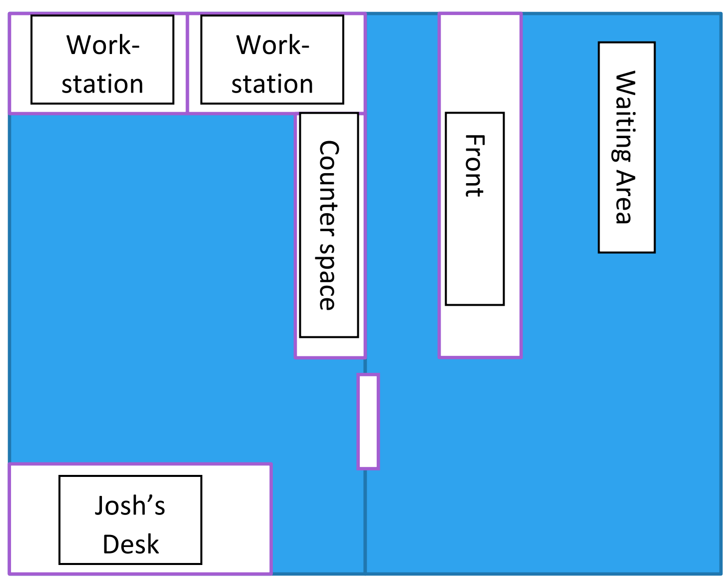
Module four also covers many frequent tasks that office staff will be required to fulfill, as well as their role within the auto parts department of the company. Office staff also aid in tracking technician production and will become familiar with the basic functions of auto repair work.

Graphics of the front office will be explained (found at right), and an example procedure will be listed later in the module.

Content:

- Workspace
  - Front and Back Offices
  - Computers and Software
  - Phones
- Frequent Tasks
  - Phone Calls
  - Booking Appointments
  - Taking Payments
  - Printing Envelopes
  - Mail
  - Memos
- Parts Department
  - Parts Orders and Invoices
  - Inventory
  - Parts Tracking
- Monitoring Technician Production
  - Timecards
  - Production Chart

Exhibit: Front Office



Workspace

Front and Back Offices

There are two offices located within CAR. The front office contains the customer waiting room and the front desk. The back office contains service writing and managerial desks.

There is an additional office located at the back of the shop, in the space next to Bays 1 and 2 via the map (see page 166), reserved for administrative assistants and ownership.

Computers and Software

All shop computers use the Napa Tracs software for day-to-day operations. There are computers located in all offices, as well as in the break room for staff to use in daily tasks.

Phones

Employees are permitted to keep their personal cell phones in their workspace, so long as it does not become a frequent distraction on the clock.

Frequent Tasks

Phone Calls

Office staff, regardless of position, will have to take customer phone calls. Staff is required to be friendly, helpful, and considerate when speaking to customers and helping them to book appointments and solve problems they may be having with their car.

Booking Appointments

Appointments are to be booked using the calendar feature in Napa Tracs to ensure that all appointments can be accessed by other members of the team.

Taking Payments

All jobs should be cashed out within Napa Tracs. If there is an exceptional circumstance regarding payments, Josh should be consulted about what to do.

Memos

Memos for other staff members are to be recorded on the memo sheets. Listed on this sheet at minimum should be the name of the recipient, the time the message was given, and the sender, in addition to their phone number or contact information.

Parts Department

Parts Orders and Invoices

All parts orders have an accompanying invoice. These invoices should be kept for reference, and it is the responsibility of office staff to make sure each part on an invoice is either placed on a work order or returned as needed.

Inventory

Inventory is stored within the Napa Tracs system. There is an existing work order containing all inventory parts, their price, as well as how many are on hand. New inventory parts are to be added to this work order, as well as placed within the "inventory" category in the system. On-hand amounts are to be updated each week accompanying the stock order.

Parts Tracking

Parts on the shelf should each be tracked for which job they belong to. Office staff are expected to do the following:

1. Write down all new part numbers on the shelf
2. Refer to invoices and check to part order number (which matches the work order number) to match up the job with the part
3. Check the work order to make sure the part is entered on the job
4. Create a sticker with the P.O. number, the date, and the parts distributer and place it on the part or its box
5. Repeat several times throughout the day to keep up with part deliveries

Monitoring Technician Production

Timecards

Each day, a member of the office staff is expected to assess timecards by adding up straight time and monitoring production time, in other words, the time that the customer pays for each job. To do this, the staff member should follow this procedure:

1. Reference the work order number the technician listed on the job
2. Reference the work order of the same number in Napa Tracs
3. Check the production time listed next to each job the technician is assigned to
4. Record the sum of times for all jobs the technician did on the work order in the second column of their timecard next to the accompanying work order number
5. Add all production times from all work orders together and write the sum on the bottom of the timecard.
6. Each timecard comes with the cover page and two carbon copies behind it.
   - Save each white carbon copy and clip them together by date.
   - Distribute the pink copy daily to the technicians so they can assess their own productivity.

Production Chart

Each week, a member of the office staff is expected to create a production chart for that week. Staff should keep a log of each technician's straight and production time each week and add up their weekly totals. These totals will go in a double bar graph made with Microsoft Excel. The double bar graph is kept on the shop flash drive, located in John's office. The staff member will enter the updated information in the Microsoft Excel file and copy the graph into the Microsoft Word file where they will print two copies.

Module 5: Guide to Intern Procedures

Summary:

Module 5 covers the basic functions of being an intern at CAR. One-on-one training will be outlined, as well as the method which interns should take to record information. Common jobs will be covered, as well, with basic procedure for how these jobs should be done. Finally, interns will learn the proper route to obtain a reference from ownership regarding their internship.

Content

One-On-One Training

Shadowing a Technician

Each new intern is expected to complete one-on-one training with one of the current shop technicians. They will shadow this technician for the amount of time appropriate for their experience level to get acquainted with the CAR environment.

Training with John

New interns with limited experience will complete their one-on-one training with John. They are expected to be prompt and pay attention to their instruction. Questions are encouraged.

Common Jobs

- Oil Changes
- Alignments
- Tire Replacements and Fixes

Obtaining A Reference

For written references from John and Josh for those designated as deserving, interns are expected to give a week's time for the reference to be written. They should fill out the reference form located at the back of this handbook or in the main office and submit it to Josh upon completion.

Appendix: Map of the Shop and Forms

Summary:

The appendix contains a map of the shop and several form templates that employees from all departments may use. The map of the shop comes with a key that labels each section, including a section about the parking lot.

Form templates are used to properly record employee thoughts and contributions, from suggestions to time off requests. These help to make sure no information goes unnoticed. Employees are encouraged to be put any ideas or requests in writing so that they can be addressed at the appropriate time in the busy day-to-day running of the shop.

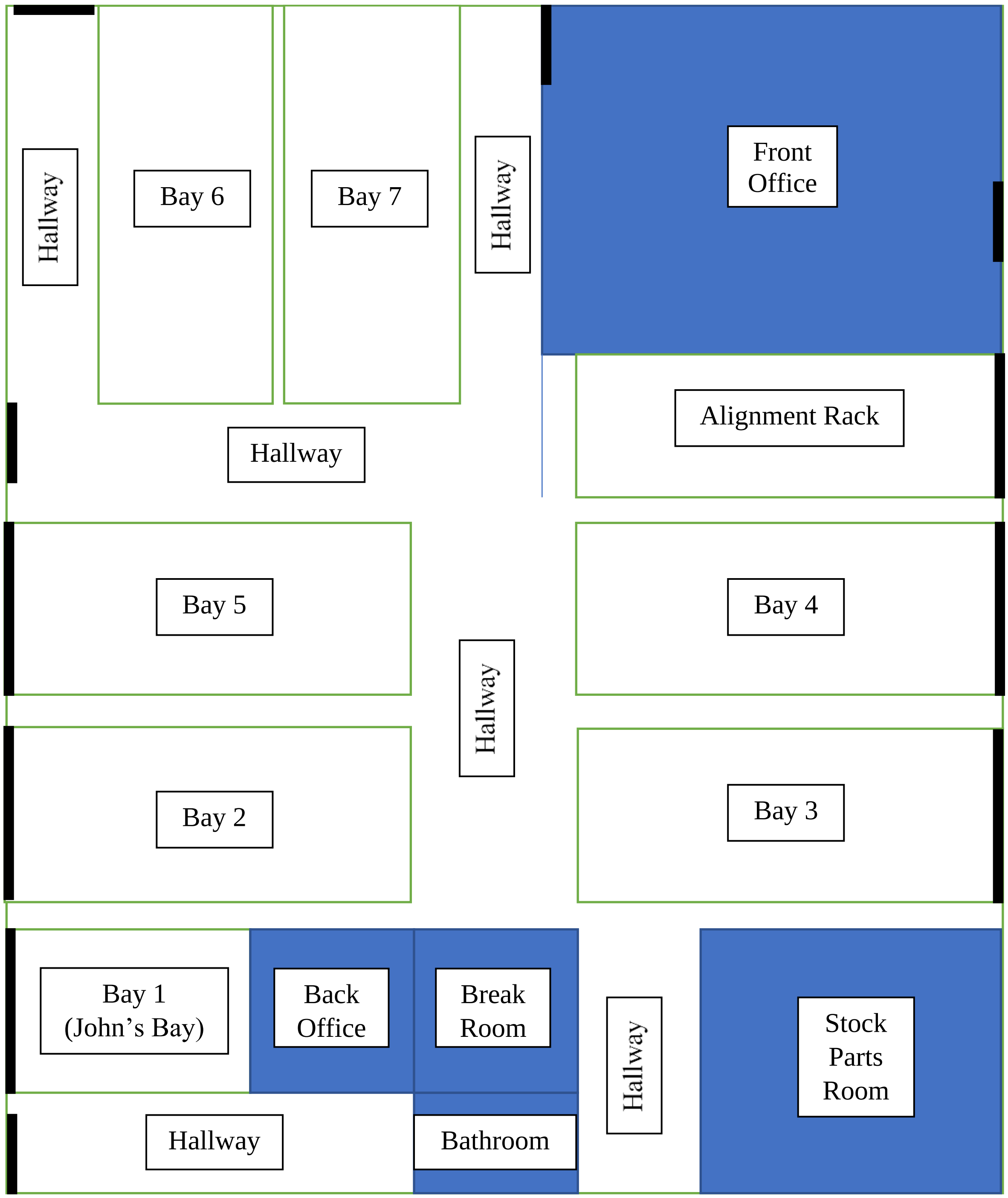
Content:

- Map of the Shop
  - Different bays
  - Parts rooms and shelves
  - Offices
  - Bathrooms
  - Parking lots
  - Emergency exits
- Appendix: Form Templates
  - Suggestion Form
  - Time Off/Vacation Form

Exhibits:

- Map of the shop (page 166)

Map of the Shop



*Black rectangles indicate doors

Form Templates

Suggestion Form

We encourage suggestions for improvements we can make to better Certified Auto Repair. Employee input is welcomed, and we will try to implement suggestions as soon as possible should they fit our needs. Employees can remain anonymous if they so choose.

Employee Name: ____

Date: ____

Suggestion(s):____

____

____

____

____

____

Time Off Request Form

Section 1: Employee

Name:

Needed Dates Off:

Reason:

Signature:

X ______________________

Employee

Section 2: Ownership (Josh or John)

Approved: ☐ Yes ☐ No

Signature:

X ______________________

Ownership

This form is to be returned to the employee.

Reference Request Form

References can be written for interns or employees looking toward their next opportunity.

Section 1: Employee

Employee Name: ____

Date: ____

Reference needed by: ____

References can be expected within a week of their request approval.

Section 2: Ownership

Reference approved: ☐ Yes ☐ No

This sheet should be returned to the employee.

Works Cited

Certified Auto Repair Employment Manual. 2016.

McAdam, John. Personal interview. October 2019.

Pagano, Josh. Personal interview. October 2019.