

Technical Writing: Style Guide Development

From 2017-2020, I helped edit and maintain style guides for multiple Macmillan Education projects.

In 2019, I created this style guide, see [full PDF here](#), for Macmillan Education learning games. The style guide established terminology, instructions, and rules for 6 levels and 500+ pages of game content.

Ex:

Share It! Style Guide: SHB Instructions

Global notes:

- Terminology used in SHB instructions can vary level-by-level.
- Consistency in terms used within each level is most important.

Sharebook

The bullets below explains how and where to place text under the game board, game pieces, etc., at the bottom of the page.

- **Columns:** We use two columns. Left is the instructions on how to play. Right is the example dialog, written as:

| | |
|---------------------|-----------------|
| How to Play: | Example: |
|---------------------|-----------------|
- **Length:** Columns can have no more than 6 lines of instructions/dialog (not including the headings *How to Play* and *Example*).
- **Instructions:** Steps should only include those particular to the activity. Meaning, we can assume that steps that apply to any game such as taking turns or cutting out the cards can be left out.

Key terms to remove

- Adverbs in instructions
- Remove 'sit face to face'
- Remove 'on the table / desk,' etc...
- Remove 'cut out the cards'
- Remove 'don't look at ...'
 - Ex. ~~Don't look at Student A / B (partners) version~~


Key usage to remove

- 'Student A' and 'Student B' instructions with page numbers (this will appear in SB and we have Student A/B icons on the SHB page)
 - Ex. ~~Student A: Look at page 19. Student B: Look at page 24.~~

Technical Writing: Author Briefs

From 2017-2020, I worked on the development of author briefs for print, digital, and video content at Macmillan Education. Here's an example from an author brief I helped develop for the Macmillan Academy teacher training video series.

Ex: Author brief



Macmillan Academy video script author brief

Thank you for agreeing to write and produce the Macmillan Academy training videos. Please read through the script authoring brief and contact me if you have any questions.

I. Overview of project

The objective is to produce a series of non-course-specific *Smart* teacher training videos covering a variety of methodologies and topics. These videos will be the first in a series of Macmillan Academy training videos. We plan to generate the videos in bundles by providing accompanying content such as digital RCFs and worksheets for our teachers.

These videos will be available to our customers on our Teacher Apps, course-specific Teacher Resource Centers, [One Stop English](#), and potentially, [Macmillan ELT YouTube](#).

As part of the Macmillan Academy teacher training series, the look, style, format, and production quality of our initial contribution of **14** videos will create a foundational approach for all subsequent teacher development videos.

However, for this preliminary offering, there will also be three course-specific videos that address concerns in our markets where those courses are sold. These course-specific videos will follow the same approach and design as the *Smart* videos, the only difference is that they will not be part of Macmillan Academy and won't be reused for other courses.

II. Video styles

Our goal is to produce non-course specific *smart* training content for teachers of basic skill and language levels, any type of teaching environments, and any age group ranging from Primary to Adult. As a result, we have narrowed our approach to two formats – *How To* and *Lecture* videos.

A. How To Videos

The *How To* video style will help teachers in our markets acquire new ideas and methods as language teachers.

Format

- Vox Pop -- Montage of real teachers being interviewed about issues they may have with the training topic (e.g. Pair Work, Mixed Abilities, Social Emotional Learning, etc).
- Animation – graphics and graphic animation illustrating the ideas presented in the script
- Voiceover speaker – explaining the animation –accent should be clear and neutral. American is fine, but not too strong.
- B-roll stock footage if applicable

Length – short, preferably 2 minutes or less excluding sting

Technical Writing: Audio Scripts

From 2017-2019, I wrote, edited, and produced technical scripts for audio and video content. During the live recording sessions I reviewed / edited scripts to ensure consistency across 5 levels and 500+ pages of course content, including amending text in-studio to match actors' performance. See full [audio script PDF here](#).

Ex: Final Audio Script

SCRIPT

Producer notes:

Date & Recording Day: Monday March 4 – Friday March 8 2019

Title: *Share It!*

Component & Level: Student Book Level 3

Track Labelling Convention: SI_SB3_CD1_001.mp3, SI_SB3_CD1_002.mp3 ...
SI_SB3_CD2_001.mp3 etc.

Level 3 Main Characters

| Name | Age | Gender | Nationality | Notes |
|----------------|-----|--------|-------------|---|
| Clara | 8-9 | Female | American | |
| Julie | 8-9 | Female | American | Ireland |
| Matt | 8-9 | Male | American | |
| Kevin | 8-9 | Male | American | |
| Suzy Share Pal | n/a | Female | American | A character in <u>Shareville</u> who helps to exhibit good behaviour and values. Riley |
| Sid Share Pal | n/a | Male | American | A character in <u>Shareville</u> who helps to exhibit good behaviour and values. Cooper |
| | | | American | |

Level 3 Other Speakers

Notes or special pronunciations:

- All accents are standard American unless otherwise specified.
- Actors can be reused, but characters in the same and adjacent tracks should not have the same voice. However, the same actors can be used in adjacent conversations/tracks if they modify their voices to sound somewhat different.
- See table below for a summary of characters.

Ex. Audio Script edits

Track Number: 51

| | |
|----------|----------|
| Speakers | Narrator |
| Setting | |
| Notes | |

Header: Unit 3, Lesson 4 Vocabulary, page 38, Activity 1

Rubric: Listen, point, and say. Then ~~turn and play~~ quiz a friend.

1 firefighter (*pause*) firefighter

2 pilot (*pause*) pilot

3 bus driver (*pause*) bus driver

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Monday January 7 – Wednesday January 9, 2019

Share #! Student Book Level 1

Studio, Media Producer: Javier Sanchez Gallegos, Commissioning Editor: Shelagh Speers, Development Editor: Connor Elfrink, Managing Editor: Katherine Neep

Track Number: 52

| | |
|----------|--|
| Speakers | Female, Male |
| Setting | |
| Notes | The Jobs Song <u>N/A: To be recorded at different session.</u> |

Header: Unit 3, Lesson 4 Vocabulary, page 38, Activity 2

Rubric: Listen and circle. Then mime and sing.

Female: ~~Is he a bus driver?~~

~~I don't know!~~

~~Is he a firefighter?~~

~~No! No! No!~~

~~Is he a dentist?~~

~~Yes, he is! He's a dentist.~~

~~Now, we know!~~

Male: ~~Is she a singer?~~

~~I don't know!~~

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