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# *Writer's Statement about "An Analysis of the Different Starbucks Menu Formats and Evaluating Their Accessibility"*

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My profound interest in accessibility and inclusivity has stemmed from my previous experience serving as a co-coach for my high school's Special Olympics Unified Track and Field team, where I would plan and hold weekly practices for students with intellectual and/or physical disabilities. In addition to this, I was a volunteer for Special Olympics and a member of our school's Best Buddies organization. Through these activities, I was able to deepen my knowledge on a wide range of intellectual diversities and disabilities. I learned more about the perspectives and experiences from members of these communities, and I began to realize how inaccessible our society can be.

During my senior year of high school before our spring track season began, I was working part-time at Starbucks. There, I noticed how guests that were unfamiliar with our menu had trouble reading the document as the text was small and far away. I would encounter deaf or hard-of-hearing customers and it was sometimes difficult for them to refer to the tiny total on the payment terminal. I was very mindful of these interactions because I could relate them to the experiences of my student athletes. When I took ENC1102 and saw that we could explore the accessibility of documents for our research paper, I knew I could apply those issues to my own experiences.

I first began researching previous articles that related to menu design and accessibility features. I wanted to pay special attention to the common layouts of menus, their presentations, and how it affects the customer's perceptions. I had trouble with this initial research because finding and reviewing so many articles was overwhelming. It was difficult to decide what sources could be useful and applicable to my research, and particularly how all the sources work together. Being organized during this stage is extremely important as there is a lot of information regarding different sources, authors, and summaries. I had never completed an annotated bibliography or review of literature before and it was certainly a lot of work. However, this component is essential because it provides the fundamental background and foundation for your research.

Next, I personally found the primary research analysis quite simple. I examined the structure and features of the Starbucks in-store and online menus and performed rhetorical analysis. Lastly, for the researched argument article, I thoroughly enjoyed combining all my previous work and revising it to produce a coherent and fluent research paper. This helped me evaluate all the necessary and relevant information and remove any sections that didn't contribute to my overall argument.

I heavily relied on the guidance and feedback from my professor. While some components of the paper felt daunting at times, I could always turn to my professor or classmates to discuss more effective methods of completing the different assignments. What I found especially helpful during my writing process was reviewing research papers written by previous ENC1102 students. I had never completed a research paper before, so being able to see the final product allowed me to truly comprehend what the requirements for the paper were and my professor's expectations.

I really enjoyed taking ENC1101 and ENC1102 as these classes focused greatly on the development and growth of each writer. These English courses, in addition to my professors, made me appreciate English in a new light and helped me develop my newfound love for writing. I no longer felt that my writing had to fulfill a set of checkboxes for specific content; I was now able to expand the boundaries of my thoughts, further my knowledge in topics I'm interested in, and explore my capabilities as a writer. These writing assignments afforded students an ample amount of freedom to create and share their own stories and experiences.