

## San José State University

### Department of English, School of Humanities & Arts

# English 111: Writing Online: Strategic Digital Content and Social Media, Fall 2021

#### Course and Contact Information

Instructor:	Sara West
Office Location:	FOB 128 (Open Student Meeting Hours held online for Fall 2021 semester)
Telephone:	408-924-4047 (Office); 423-851-4117 (cell)
Email:	sara.west@sjsu.edu
Student Meeting Hours:	Monday 1:00-2:00 P.M., Friday 9:00-10:00 A.M., and by appointment. <i>Open Student Meeting Hours will be held on Zoom to reduce office crowding.</i> If making an appointment, we can schedule to meet on Zoom or at an outdoor on-campus location.
Class Days/Time:	Mondays & Wednesdays, 9:00-10:15 A.M.
Classroom:	Clark 111

#### Course Format

##### Course Description

Search through any number of job listings in the Silicon Valley area and you're bound to see references to content writing, strategy, and management. Both for-profit and nonprofit organizations and businesses are expected to produce online content—from websites and corporate blogs, to social media posts and how-to videos—to better reach their audience and users. That's why, regardless of the type of writing job you go into, it's highly likely that you'll need to understand how to produce and manage content.

This course will help you prepare for the content management you may be tasked with in professional/technical writing and communications jobs. We'll be working our way up from content auditing and user-experience research to content creation and assessment. You'll be creating content that is both effective and ethically sound. At the end of the class, you'll know more about effective content strategy, and you'll have a variety of content examples to add to your writing portfolio.

##### In-Person Classes

This course is intended to meet in person for the Fall 2021 semester. If for any reason courses are switched to an online mode, this class will be conducted as a synchronous class via Zoom. Otherwise, the course will continue in person. Masks are always required during class. Please familiarize yourself with SJSU's vaccine at <https://www.sjsu.edu/medical/services/covid-vaccine.php> and other health and safety policies at <https://www.sjsu.edu/healthadvisories/health-safety-protocols/index.php>.

##### Canvas, Email, and Computers in Class

You are responsible for checking your email and the Canvas course page regularly. For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) at [http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources).

You are responsible for checking your email and the Canvas course page regularly. All readings, copies of major assignments, handouts, and important announcements will be posted on Canvas. If, for any reason, Canvas is not working or a

link/document is not working, please contact me as soon as possible. In addition, if you notice something on Canvas is incorrect (the wrong document uploaded, a seemingly incorrect grade entered, etc.), please notify me.

To reduce the number of materials that need to be printed and also to reduce the number of shared documents, you may access course documents via computer or tablet during class.

You should also check your SJSU email regularly. If you do not use your official SJSU account to email me, please include your full name and student ID with your email. I will try to respond to emails on the day they are received, but emails received after 7 p.m. may not be answered until the next day. Emails received after 7 p.m. on Friday and throughout the weekend may not receive replies until Monday morning. **Please don't hesitate to contact me if you need help!**

If you want to send a quick question or comment without composing a formal email, you can text me using the number above. Text messages should be related to the class. If you do not feel comfortable with communicating via this means, rely on email instead.

## Course Goals and Learning Outcomes

### Program Learning Outcomes (PLOs)

Students will demonstrate the ability to:

1. PLO 1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric. (All reading assignments fulfill this.)
2. PLO 2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature. (Since this is a professional writing course, reading assignments in this course will cover major theoretical and practical concepts from professional and technical writing.)
3. PLO 3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject. (Every major assignment fulfills this goal.)
4. PLO 4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively. (All major assignments will require students to research organizations, stakeholders, and/or users, and to use this research to support their content strategy recommendations and design.)
5. PLO 5. Articulate the relations among culture, history, and texts. (Discussions of content examples and related readings will incorporate contextual discussions along comparative lines.)

### Course Learning Outcomes

Upon successful completion of this course, students will be able to...

#### Content Strategy:

1. Identify and articulate problems with existing content
2. Communicate content problems to relevant stakeholders
3. Perform content analysis and user-experience research
4. Offer research-backed solutions for content issues
5. Develop a content strategy plan for both implementation and assessment

#### Content Writing:

6. Demonstrate the best practices of content writing
7. Produce marketable content based on thorough analysis of an organization, its users, and its purpose
8. Apply analytical tools towards the process of researching and writing with authority on unfamiliar topics
9. Write in a style that is appropriate to the organization, its users, and its purpose
10. Assess, edit, and improve your own writing
11. Work professionally with other writers, both as an editor of other students' writing and in group situations.

## Required Texts/Readings

Casey, Meghan. (2015). *The Content Strategy Toolkit: Methods, Guidelines, and Templates for Getting Content Right*. ISBN: 978-0-134-10510-9. Available through SJSU library, Safari Books.

Handley, Ann. (2014). *Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content*. ISBN:978-1-118-90555-5. Available through SJSU library, Safari Books.

Note on Safari Books Access: Safari Books provides access to e-resources to many universities in the Cal State system. For this reason, you may find yourself timed out if you're inactive for too long, and then you will need to re-sign in to regain access.

Other course readings will be available through Canvas as necessary.

## Course Requirements and Assignments

### Main Assignments

According to [University Policy S16-9](#), "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

You will complete the following assignments (some of these assignments will have pre-writing elements that will also be turned in):

#### **Assignment #1: Content Analysis (CLO 1, CLO 6, CLO 10)**

For this assignment, you will be assessing the existing content of a business or organization (or, if you're working with an up-and-coming organization that has yet to produce robust content, you'll be assessing a similar organization), providing an audit of that content based on the organization's purported mission, assumed audience, competitors, and voice, tone, and style.

#### **Assignment #2: Usability Report (CLO 2, CLO 3, CLO 4, CLO 7, CLO 10)**

In this assignment, you will be revisiting the organization you choose for assignment 1, but you'll be adding to your assessment by researching the organization's target audience. You'll be creating and carrying out a usability test and reporting on those findings.

#### **Assignment #3: Problem/Solution Presentation to Stakeholders (CLO 2, CLO 4, CLO 10)**

Based on the issues you've discovered in Assignments 1 and 2, you'll be preparing a short persuasive presentation on your organization's current content issues and your proposed solutions.

#### **Assignment #4: Content Portfolio (CLO 4, CLO 6, CLO 7, CLO 8, CLO 9, CLO 10)**

You'll be producing content for the organization! Based on their previous content, the results of your audit and your UX research, and the feedback you received from your peers, you'll be creating content that both 1) fits the organization's brand identity and 2) solves any content issues you've identified thus far. You'll also be creating a style sheet for others who may need to replicate your content.

The content you create will depend on the organization you choose and the problems you identify. Some possible content options include social media posts/campaigns, website copy, promotional emails, online advertisements, videos, podcasts, event descriptions/invitations, organizational blog posts or articles, how-to/user guides, infographics, and FAQ pages.

#### **Assignment #5: Implementation and Assessment Plan (CLO 2, CLO 4, CLO 5, CLO 10)**

A content creator's job doesn't just end when the content is produced—you'll also have to figure out how the content will be shared and how you'll know whether it has done its job. In this assignment, you'll produce a short report detailing your plans for implementation and assessment.

To produce all of this within our limited timeframe, you may need to work on assignments simultaneously. Please study the schedule and plan your semester accordingly. Because these assignments build on each other, you may also find it helpful to keep a file of “scraps” or notes that you may use for future assignments.

### One Unit Enhancement: Content Portfolio (CLO 1, CLO 2, CLO 6, CLO 8, CLO 10)

To prepare adequately for professional writing in the workplace, students will be spending four units of work on this course. In addition to the regular assignments in the class, which entail working with a specific business/organization throughout the semester, students will prepare a content portfolio that demonstrates a variety of content types and styles. For ten weeks, you will receive prompts, and then at the end of the semester, you will revise each of your pieces for a complete portfolio to show your range. More on this assignment will be posted to Canvas.

### In-Class Exercises (all CLOs)

I will be assigning in-class writings about or based on the readings and/or class topic. You will not always have an in-class writing, but you won't know when they are ahead of time. You may also have other in-class writings that deal with practicing certain content production skills, which will help you practice writing content outside of the organization you choose for the semester.

In-class exercises will be due at 11:59 p.m. PT on the day they are assigned.

### Draft Workshops (CLO 10, CLO 11)

Sharing our writing with others and getting advice is a major aspect of this class. Professional writers are not only expected to produce quality writing, but they are also expected to give helpful advice to others. This semester, you'll be turning in drafts online, as well as assessing each other's work.

Peer review of drafts will take place during the class. **If you cannot attend a class for a draft review**, you will need to contact me ahead of time to make other arrangements.

If you do not turn in a draft and/or if you do not participate in peer review, you will not get any comments from me on your draft. I will not comment on late drafts, though you can meet with me during office hours with a draft.

### Final Examination or Evaluation

The assignments for this class build on each other as the course progresses. For this reason, the final two assignments, Assignment 4: Content Portfolio and Assignment 5: Implementation and Assessment Report, will serve as cumulative evaluations for your overall mastery. Each other assignment will be leading to the point in which you will actually produce content and then will give a report about how that content should be implemented and assessed.

### Grading Information

#### Assignment Submission

You will submit major written assignments via Canvas. If Canvas will not accept a file because of file type or file size, you may email the file to me before the deadline.

All work should be submitted on time, and you are responsible for ensuring that I receive the paper. **Unless otherwise specified, assignments are due by midnight PT on the day they're due.** If ever you need to submit a project early, and you have already revised and edited fully, that is fine.

## Drafts

In assessing your rough drafts, I take the time to comment extensively on organization, style, transition between ideas, beginnings, endings—the important stuff. I don't correct typos or errors (though I may highlight them) unless I see you consistently making mistakes that interfere with readability. I record my commentary and include a short discussion of how your draft fits or lacks components of the assignment's rubric.

## Final Drafts

My commenting is much more limited, though I may provide some feedback about how to improve as you continue through the following assignments. I compare your final draft against your rough draft, looking at how well you incorporated feedback and how much effort you put into revising your work. My feedback at this stage is primarily reflected in the grading rubric. Look to where you missed out on points to see where you can improve. For those of you who want more feedback, I'd be happy to meet with you to discuss the assignment. Because the assignments in this course build on each other, please reach out to me early in the semester if you feel concerned or confused.

## Assignment Grade Distribution

Assignment #1: Content Analysis, 100 pts

- Audit Worksheet: 10 pts

Assignment #2: Usability Report, 150 pts

- Usability testing protocol: 10 pts

Assignment #3: Problem/Solution Presentation to Stakeholders, 100 pts

- Speaking notes and/or visual aid: 10 pts

Assignment #4: Project Content Portfolio, 200 pts

- Style sheet: 10 pts

Assignment #5: Implementation and Assessment Plan, 150 pts

- Outline: 10 pts

In-Class Exercises: 100 pts (5 to 10 pts each)

Peer Review: 50 pts (10 pts each) – Points earned for participating in review of your peer's work.

Content Portfolio: 100 pts (10 pts each)

## Final Grading Scale

A plus: 1000 to 980 points

A: 979 to 940 points

A minus: 939 to 900 points

B plus: 899 to 870 points

B: 869 to 840 points

B minus: 839 to 800 points

C plus: 799 to 770 points

C: 769 to 740 points

C minus: 739 to 700 points

D plus: 699 to 670 points

D: 669 to 640 points  
D minus: 639 to 600 points  
F: 599 and below

**Grading Criteria:** The following paragraphs sum up my criteria for grading an essay. Assignments are assigned letter grades, from A to F.

An "A" is awarded to work that is consistently excellent, professional, and publishable. In this class, "A" caliber content analysis or production would demonstrate that the author understands well the organization's purpose, audience, style, and tone or that the author understands changes that might be necessary to better fit audience and purpose.

A "B" is awarded to work that is consistently above average—and occasionally excellent. Despite some bright spots, the organization would likely ask for another pass at the content for some revisions.

A "C" is awarded to work that is developing. Though the potential is there, the organization would likely pass on this content or would ask for significant revision.

A "D" is awarded to work that is incomplete or off the mark. In this class, "D" level content likely would not demonstrate a good understanding of the organization's purpose, audience, style, and tone—or the changes that might be necessary to better fit audience and purpose.

An "F" is generally awarded to work that is not turned in. This grade usually comes in the form of a zero.

*Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.*

## COVID-19 Policies

### Feeling Sick? Exposed to someone with COVID-19? Awaiting COVID-19 test results?

Don't come to class. Email me as soon as possible, and we will work out how you will complete any classwork on that day and will negotiate a new deadline. (See Late Work Policy.)

### Vaccination

California State University has mandated that all students, faculty, and staff must be vaccinated against COVID-19 by September 30. Students moving into University Housing will need to be vaccinated before moving in.

To be fully vaccinated by September 30 to comply with the requirement, you must get your final dose of the Moderna or Pfizer vaccines or the only dose of the Johnson & Johnson vaccine by September 16. If you choose to receive the Moderna vaccine, you must get your first dose by August 19. If you choose to receive the Pfizer vaccine, you must get your first dose by August 26.

For more information on the vaccination requirement, please see SJSU's vaccine policy at <https://www.sjsu.edu/medical/services/covid-vaccine.php>.

### Masking

Regardless of vaccination status, everyone in the classroom will need to wear a mask over their noses and mouths throughout the duration of class time. Face masks should not have vents, mesh, or any other holes. If you chose to wear a face shield, you also need to wear a mask. Disposable face masks can be provided by SJSU, if needed. SJSU's mask policy states that reusable masks should be laundered before each use and disposable masks should be used only once.

If you need a disposable mask, you can find them:

- Facilities Development & Operations' Customer Service Center located in the Corporation Yard A (CYA) building (intersection of San Fernando and 9th Street, across from the North Garage)
- Kiosk located between the Student Wellness Center and Event Center.

For more on SJSU's mask policy, please see SJSU's Adapt Plan, which will be frequently updated:

<https://www.sjsu.edu/healthadvisories/sjsu-adapt/plan/>

If SJSU changes their guidance on masking, I will announce an update to this policy.

## Physical Distancing

Physical distancing is required for unvaccinated individuals. We will not know each other's vaccination status until after September 30. Our classroom is large, and you're encouraged to distance how you see fit. If we work in groups or pairs, please try to maintain appropriate physical distancing.

I will also endeavor to stay at a safe distance from you as I make my way around class. You can give verbal permission for me to move closer if you'd like. If you feel that I am getting too close, you can also tell me to step back.

After September 30, please consider your comfort level and the comfort level of others. The best policy is to keep physical distance unless someone has explicitly said that you can move closer.

If university guidance on physical distancing changes, I will announce an update to this policy.

## Food & Drink

To reduce the need of removing your mask, please avoid bringing food to the classroom. If you bring a drink, please replace your mask between sips.

## Need a Place to Be Between Classes or While Taking Online Classes?

New for Fall 2021, SJSU has designated available classrooms for student study and workspace purposes. When these classrooms are not in use for teaching purposes, they are available for students to use. Students may use the classrooms for individual or group studying, attending online classes while on campus, and other student work activities. All classrooms have wifi. Only a limited number of outlets are available in any classroom.

Find out the availability of these classrooms here: <https://www.sjsu.edu/learnanywhere/campus-resources/study-resources.php>

## Additional Course Policies

### Attendance

Missing more than a few days of class will significantly affect your understanding of the material because we spend a lot of time in class digging into the concepts and doing in-class activities about those concepts. *If you miss class, please consult the syllabus and your classmates.*

I would appreciate that you notify me if you are unable to attend class. Please, please, please don't disappear on me. If you are dealing with something major that's getting in the way of regular attendance, LET ME KNOW. You don't need to give me details, but let's discuss so we can come up with a game plan.

If you attend class, you should be planning to stay the entire duration. If you need arrive late or leave early during a specific class, please let me know.

### Late Work Policy

Professional writers and editors in the workplace are expected to make and/or keep up with deadlines, and part of the purpose of this class (and the others in the PTW program) is to prepare you for that reality. In the workplace, if you were not able to complete a project on time, you would either have to 1) meet with your supervisor to negotiate the deadline or 2) work all night to get it done on time.

Thus, I do not accept late on any work *unless you have spoken to me beforehand and we have negotiated a new deadline.*

(That said, I have an open-door policy for a reason—come talk to me if something is up.)

### Acting with Academic and Professional integrity

In both your academic and professional careers, you are expected to act with integrity. You are in this class for more than a grade, you are here to emerge with actual skills—skills that are not developed through cheating. Though it most likely will not be an issue, any plagiarism, homework copying, or unauthorized borrowing from your neighbor's brain will not be tolerated in this class and will be reported directly to Student Conduct and Ethical Development.

### Classroom Conduct

Be kind to each other. You are to treat the instructor, any guests or substitute instructors, and your classmates with respect and courteous behavior. Keep in mind that we likely come from different backgrounds, honor different belief systems, have access to different tools, struggle with different concepts, and excel at different tasks and responsibilities. And that's okay.

Treat the classroom as a professional workspace.

### Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course is urged to contact SJSU Cares. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

### My open-door policy

To reduce crowding in and around my office, my open student meeting hours will be conducted online via Zoom. I'm happy to talk with you at any time about the readings, assignments, and any other aspect of the course. Because I understand that sometimes student meetings hours can be difficult to get to, I'm always happy to meet with you at another time if you send me your availability. I am also happy to meet outdoors at an on-campus location.

### University Policies

#### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S16-15](#) and SJSU current semester's [Policies and Procedures](#). In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

## Timely Feedback on Class Assignments

Per [University Policy F13-1](#), all students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.

## Accommodation to Students' Religious Holidays

[University Policy S14-7](#) states that San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](#)). Information about the latest changes and news is available at the [Advising Hub](#).

## Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

## Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](#) website for more information.

## Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

## Student Technology Resources

Computer labs and other resources for student use are available in:

- [Associated Students Print & Technology Center](http://as.sjsu.edu/asptc/index.jsp) at <http://as.sjsu.edu/asptc/index.jsp> on the Student Union (East Wing 2nd floor Suite 2600)
- [The Spartan Floor](http://library.sjsu.edu/about/spartan-floor) at the King Library at <http://library.sjsu.edu/about/spartan-floor>
- [Student Computing Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center) at <http://library.sjsu.edu/student-computing-services/student-computing-services-center>
- [Computers at the Martin Luther King Library](https://www.sjpl.org/wireless) for public at large at <https://www.sjpl.org/wireless>
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services](#) located in IRC Building. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### SJSU Writing Center

Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

### SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services are providing services. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](#) at <http://www.sjsu.edu/counseling>



## English 111, Content Writing, Fall 2021 Course Schedule

This schedule is subject to change. I will notify you of any changes to the schedule in class and I will upload a new schedule document on Canvas. I will make sure that there is ample time for you to make any changes to your schedule that you might need to.

\*Make sure you flip/scroll to the next page to ensure you're not missing something that has gotten cut off in the table formatting. Though I do try to keep Canvas up-to-date, make sure you're keeping up with this calendar as well.

Week	Date	Topics & Assignments	Due (at 11:59 PT unless otherwise noted)
1	M 8/23	Introduction to the Course, Syllabus  <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Handley, Introduction, Ch. 1-6</li> <li>• Casey, Introduction</li> <li>• Any additional readings on Canvas</li> </ul>	
1	W 8/25	Introduction to "Content"  <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Handley, Ch. 7-15</li> <li>• Casey, Ch. 1-2</li> <li>• Any additional readings on Canvas</li> </ul>	
2	M 8/30	Analyzing Content, Performing Content Audits  <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Content Audit Worksheet</li> <li>• Casey, Ch. 6 and 8</li> <li>• Any additional readings on Canvas</li> </ul>	<b>Content Portfolio Piece #1</b>
2	W 9/1	Analyzing Content, Pt. 2  <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• <a href="#">"What is the Technical Writer's Role in Content Marketing?"</a></li> <li>• Readings for guest speaker (Canvas)</li> </ul>	<b>Content Audit Worksheet</b>
3	M 9/6	<b>Labor Day – No Class!</b>	
3	W 9/8	Workshop, Assignment 1  <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Casey, Chapter 7</li> <li>• Handley, Ch. 16-28</li> <li>• Any additional readings on Canvas</li> </ul>	<b>Draft of Assignment 1</b>

Week	Date	Topics & Assignments	Due (at 11:59 PT unless otherwise noted)
4	M 9/13	Understanding Users/Audience <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>Usability.gov, "<a href="#">Usability Testing</a>" and "<a href="#">Recruiting Participants</a>"</li> <li>"<a href="#">UX and Content Design: How They Are Related</a>"</li> </ul>	<b>Content Portfolio Piece #2</b>
4	W 9/15	Usability Testing, Pt. 1: Participants <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>Usability.gov, "<a href="#">Planning a Usability Test</a>," and "<a href="#">Recruiting Test Participants</a>"</li> <li>"<a href="#">How to Build an Experience Map</a>"</li> </ul>	<b>Assignment 1</b>
5	M 9/20	Usability Testing Pt. 2: Planning and Testing <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>Usability.gov, "<a href="#">Running a Usability Test</a>"</li> <li>"<a href="#">How to Test Content With Users</a>"</li> </ul>	<b>Content Portfolio Piece #3</b>
5	W 9/22	Usability Testing Pt. 3: Conducting Usability Testing <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>Conduct or finish conducting your testing</li> <li>Usability.gov, "<a href="#">Reporting Your Findings</a>"</li> </ul>	
6	M 9/27	Optional instructor conferences and/or time to conduct your usability testing <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>Conduct or finish conducting your testing</li> <li>Usability.gov, "<a href="#">Reporting Your Findings</a>"</li> </ul>	Due: Usability Testing Protocol
6	W 9/29	Usability Testing, Pt. 4: Reporting <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>Draft of Assignment 2</li> </ul>	<b>Content Portfolio Piece #4</b>
7	M 10/4	Workshop #2 <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>Casey, Ch. 3-5</li> </ul>	<b>Draft of Assignment 2</b>

Week	Date	Topics & Assignments	Due (at 11:59 PT unless otherwise noted)
		<ul style="list-style-type: none"> <li>Any additional readings on Canvas</li> </ul>	
7	W 10/6	Communicating with Stakeholders <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>Handley, Ch. 29-40</li> <li>Any additional readings on Canvas</li> </ul>	<b>Content Portfolio Piece #5</b>
8	M 10/11	Articulating Problems and Solutions <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>Reading "Making Oral Presentations," linked on Canvas.</li> </ul>	<b>Assignment #2</b>
8	W 10/13	Giving Formal Presentations <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>Prepare speaking notes, work on presentation aid(s)</li> </ul>	
9	M 10/18	Workshop #3 <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>Finalize speaking notes and/or presentation aid(s)</li> </ul>	<b>Assignment #3 Speaking Notes and/or Presentation Aid</b>
9	W 10/20	Optional instructor conferences and/or time to practice and time your presentation <ul style="list-style-type: none"> <li>Finalize presentation and presentation aid(s)</li> </ul>	<b>Content Portfolio Piece #6</b>
10	M 10/25	Presentations and Q&A <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>If you didn't present on Day 1, look back over your presentation; if you did, relax!</li> </ul>	<b>Assignment 3 (be ready to present either day)</b>  <i>5 pts in-class points for asking a question during the Q&amp;A on either day (feel free to ask more)</i>
10	W 10/27	Presentations and Q&A <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>Casey, Ch. 9-10</li> <li>Handley, Ch. 41-44</li> <li>Any additional readings on Canvas</li> </ul>	<i>5 pts in-class points for asking a question during the Q&amp;A on either day (feel free to ask more)</i>
11	M 11/1	Creating Content, Websites and Email, User Help Guides <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>Casey Ch. 11-13</li> <li>Handley, Ch. 68-73</li> </ul>	<b>Content Portfolio Piece #7</b>

Week	Date	Topics & Assignments	Due (at 11:59 PT unless otherwise noted)
		<ul style="list-style-type: none"> <li>Any additional readings on Canvas</li> </ul>	
11	W 11/3	Creating Content, Product/Service Descriptions <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>Handley, Ch. 60-66</li> <li>Any additional readings on Canvas</li> </ul>	
12	M 11/8	Creating Content, Social Media <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>“Shooting Video that Doesn’t Suck” on Canvas</li> <li>NPR Podcasting Guide on Canvas</li> </ul>	<b>Content Portfolio Piece #8</b>
12	W 11/10	Creating Content, Audio/Video <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>Work on preparing content</li> <li>Any additional readings on Canvas</li> </ul>	
13	M 11/15	In-Class Content Production and Conferences <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>Continue working on content</li> <li>Any additional readings on Canvas</li> </ul>	<b>Due: Content Style Sheet</b> <i>Bring drafts, notes, example content, etc. You will meet with me to discuss your content portfolio.</i>
13	W 11/17	Workshop #4 <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>Casey, Ch. 14-15</li> <li>Any additional readings on Canvas</li> </ul>	<b>Draft of Assignment 4</b>
14	M 11/22	Scheduling Your Content <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li><a href="#">“Strategic Content Management”</a></li> </ul>	<b>Content Portfolio Piece #9</b>
14	W 11/24	No Class – Happy Thanksgiving!	
15	M 11/29	Implementing Your Content/Content Management Systems <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>Revisit Casey, Ch. 12</li> </ul> Any additional readings on Canvas	<b>Assignment #4</b>

<b>Week</b>	<b>Date</b>	<b>Topics &amp; Assignments</b>	<b>Due (at 11:59 PT unless otherwise noted)</b>
15	W 12/1	Assessing Content  <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Prepare Assignment #5 Draft</li> </ul>	<b>Content Portfolio Piece #10</b>
16	M 12/6	Workshop #5	<b>Draft of Assignment #5</b>
Final Exam	Thursday 12/9 7:15- 9:30 A.M.	In-Class Final Meetings	<b>Assignment #5</b>