

Writing Online: Strategic Digital Content and Social Media Section 01

ENGL 111

Fall 2022 Section 01 4 Unit(s) 08/19/2022 to 12/06/2022 Modified 08/18/2022

Contact Information

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|------------------------|--|
| Instructor: | Sara West |
| Office Location: | FOB 128 |
| Telephone: | 408-924-4047 (Office); only answered during Student Meeting Hours |
| Email: | sara.west@sjsu.edu |
| Student Meeting Hours: | Monday 2-3 p.m., Friday 10-11 a.m., and by appointment Schedule a meeting via my Google Calendar (https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUJvwbFM2ZW5MRXUxfGRlZmF1bHR8ZmNmYzI3YTZyMTYzOTY5NmMyZDI1YWVhZTEyM2M4YjE) or walk in. Scheduled meetings can be in person or on Zoom. |
| Class Days/Time: | Monday & Wednesday, 12:00-1:15 |
| Classroom: | Clark 111 |

Course Description and Requisites

Catalog Description: Content writing and management, creating effective and ethical content, content auditing, integration and assessment. Applications may include social media posts/campaigns, website copy, promotional materials, videos, podcasts, product and event descriptions, blog posts or articles, how-to/user guides, infographics, and FAQ pages. Activities include producing reports, conducting user research, and giving verbal presentations.

Extended 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.

Prerequisite: Upper-division standing.

Letter graded

Letter Graded

* Classroom Protocols

This section provides information on classroom-specific policies. Please be aware that these policies vary from class to class, even within the same department. Make sure to familiarize yourself with the specific policies of each class.

In-Person Classes

This course is intended to meet in person for the Fall 2022 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.

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>.

Online Access and Technology

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

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 will be asked to access course documents via computer or tablet during class. Some course materials can be viewed on your mobile phone, but many in-class activities will ask you to be able to edit/type on the documents. If you do not have a laptop or tablet that can be brought to class, you can rent equipment from Student Computing Services at the library.

You should also check your SJSU email regularly. If you do not use your official SJSU account to email me, please include your name and student ID with your email. I will try to respond to emails on the day they are received, but emails received after 5 p.m. may not be answered until the next day. Emails received after 5 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!**

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, course schedule, Canvas page, 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

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 are not able to complete a project on time, you would either have to 1) meet with your supervisor/team/client 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. New deadlines should be negotiated *at least 12 hours before the deadline*. If you have emailed me to ask for an extension less than 12 hours before the due date, particularly after 5 p.m., you should not assume an extension will be granted.

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

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. Remember that you are in a professional environment and that you're training to be in an ever-more professional environment. Be yourselves but be respectful of each other.

Here are some simple ways to treat each other with respect in this class:

- Listen when people speak
- Look at someone when they are speaking
- Use nonverbal cues to let someone know you're listening
- Avoid using your phone or browsing on your computer when others are speaking
- Take out headphones/ear buds when others are speaking
- Speak clearly and loudly so others can hear you
- If working in groups...
 - Determine roles/responsibilities before beginning a project
 - Create shared calendars and documents
 - Make sure everyone has access to group documents
 - Contribute and allow space for others to contribute
 - If you disagree with someone else in the group, explain your reasoning and consult the rest of the group if the disagreement continues
 - Stay on task until the project is completed

Academic 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, correspondence about an exam, 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.

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

Student Meeting Hours are always for you. 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. All you need to do is chat with me before/after class or send me an email with your availability.

COVID-19 Related Policies

I expect these policies will continue to evolve during this semester, but for now, here are the expectations for this class.

Vaccination

California State University has mandated that all students, faculty, and staff must be vaccinated against COVID-19 and must receive a vaccine booster shot to remain in compliance with the CSU's vaccination policy.

At SJSU, all booster-eligible students who are registered for hybrid or in-person classes are required to update their vaccination status and upload a record of their booster shot by January 31, 2022.

Other vaccines/boosters may become available and may also be required by the university. Keep an eye on your SJSU email for information.

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

Masking

At this time, regardless of vaccination status, SJSU requires everyone in indoor locations on campus 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.

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.

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?

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>

Program Information

The following statement has been adopted by the Department of English for inclusion in all syllabi: In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System").

Grades issued must represent a full range of student performance:

- A = excellent;
- B = above average;
- C = average;
- D = below average;
- F = failure.

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

Program Learning Outcomes (PLO)

Upon successful completion of an undergraduate degree program in the Department of English and Comparative Literature, students will be able to:

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.
2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts, including structures of power.

Department Information:

Department Name: English and Comparative Literature

Department Office: FO 102

Department Website: www.sjsu.edu/english (<https://www.sjsu.edu/english>)

Department email: english@sjsu.edu (<mailto:english@sjsu.edu>)

Department phone number: 408-924-4425

Delineation of Workload for 4-Unit Course

The English Department designates several of its upperclass-serving classes as 4-credit hour class (rather than the traditional 3-unit class). This course is one such class, so it is my responsibility to show how this course fulfills the additional unit credit.

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 nine 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.

Course Learning Outcomes (CLOs)

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

Course Materials

Please let me know if you have difficulty accessing the course materials.

The Content Strategy Toolkit: Methods, Guidelines, and Templates for Getting Content Right

Author: Meghan Casey
ISBN: 978-0-134-10510-9
Availability: Online through Safari Books

This book is available through the SJSU Library. If I try to provide a direct link, it doesn't work, so go to library.sjsu.edu (library.sjsu.edu) and search for the book title: it should be the first search result!

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.

Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content

Author: Ann, Handley
ISBN: 978-1-118-90555-5.

This book is available through the SJSU Library. If I try to provide a direct link, it doesn't work, so go to library.sjsu.edu (library.sjsu.edu) and search for the book title: it should be the first search result!

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.

Additional Readings

Other course readings will be available through Canvas as necessary.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>. You can also find more information on the [University's Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) at <https://www.sjsu.edu/curriculum/courses/syllabus-info.php> (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>).

Assignment #1: Content Analysis

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.

(Aligns with CLO 1, CLO 6, CLO 10)

Assignment 2: Usability Report

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.

(Aligns with CLO 2, CLO 3, CLO 4, CLO 7, CLO 10)

Assignment #3: Problem/Solution Presentation to Stakeholders

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.

(Aligns with CLO 2, CLO 4, CLO 10)

Assignment #4: Content Portfolio

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.

(Aligns with CLO 4, CLO 6, CLO 7, CLO 8, CLO 9, CLO 10)

Assignment #5: Implementation and Assessment Plan

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.

(Aligns with CLO 2, CLO 4, CLO 5, CLO 10)

One Unit Enhancement: Content Portfolio

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.

(Aligns with CLO 1, CLO 2, CLO 6, CLO 8, CLO 10)

In-Class Assignments

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.

(Aligns with all CLOs)

Draft Workshops

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.

(Aligns with CLO 10, CLO 11)

Final Exam/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 often 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.

Criteria

| Type | Weight | Topic | Notes |
|---|------------|--------------|--|
| Content Analysis | 100 points | Assignment 1 | |
| Content Audit Workshop | 10 points | Assignment 1 | The first step in the full content analysis project. |
| Usability Report | 150 points | Assignment 2 | |
| Usability testing protocol | 10 points | Assignment 2 | The first step in the full usability report project. |
| Problem & Solution Presentation to Stakeholders | 100 points | Assignment 3 | |
| Speaking notes and/or visual aid | 10 points | Assignment 3 | Supplement to the presentation |
| Content Production Project | 200 points | Assignment 4 | |
| Style Sheet | 10 points | Assignment 4 | Both a first step and a supplement to the Content Production Project |
| Assessment Plan | 150 points | Assignment 5 | |

| Type | Weight | Topic | Notes |
|------------------------------|----------------------|--------------|---|
| Assessment Outline | 10 | Assignment 5 | A first step in your final assessment plan |
| In-Class Exercises | 5 to 10 points each | | |
| Peer Review | 50 pts (10 pts each) | | Points earned for participating in review of your peer's work |
| Additional Content Portfolio | 100 pts | | 5 points each for content portfolio entries during the semester (9 entries = 45 points) Full revised content portfolio (see Canvas for instructions) = 55 points |

Breakdown

Homework and in-class assignments are graded on completion. For major projects, the following grading scale is used (with more specific rubrics for each assignment):

- 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.

A breakdown of the final grading scale follows:

| Grade | Range | Notes |
|-------|-----------------|-------|
| A+ | 1000-980 points | |
| A | 979-940 points | |
| A- | 939-900 points | |
| B+ | 899-870 points | |
| B | 869-840 points | |
| B- | 839-800 points | |
| C+ | 799-770 points | |
| C | 769-740 points | |
| D+ | 699-670 points | |

| Grade | Range | Notes |
|-------|----------------|-------|
| D | 669-640 points | |
| D- | 639-600 points | |
| F | 599 and below | |

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

This schedule is subject to change. I will notify you of any changes to the schedule in class and I will make edits to this schedule and the due dates 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.

| When | Topic | Notes |
|--------|--|--|
| M 8/22 | Introduction to the Course, Syllabus | FOR NEXT TIME: <ul style="list-style-type: none"> • Handley, Introduction, Ch. 1-6 • Casey, Introduction • Any additional readings on Canvas |
| W 8/24 | Introduction to "Content" | FOR NEXT TIME: <ul style="list-style-type: none"> • Handley, Ch. 7-15 • Casey, Ch. 1-2 • Any additional readings on Canvas |
| M 8/29 | Analyzing Content, Performing Content Audits | DUE: Content Portfolio Piece #1 FOR NEXT TIME: <ul style="list-style-type: none"> • Content Audit Worksheet • Casey, Ch. 6 and 8 • Any additional readings on Canvas |
| W 8/31 | Analyzing Content, Pt. 2 | DUE: Content Audit Worksheet FOR NEXT TIME: <ul style="list-style-type: none"> • "What is the Technical Writer's Role in Content Marketing?" (linked on Canvas) |
| M 9/5 | No Class -- Labor Day | |
| W 9/7 | Workshop, Assignment 1 | DUE: Draft of Assignment 1 FOR NEXT TIME: <ul style="list-style-type: none"> • Casey, Chapter 7 • Handley, Ch. 16-28 • Any additional readings on Canvas |

| When | Topic | Notes |
|---------|---|--|
| M 9/12 | Understanding Users/Audience | <p>DUE: Content Portfolio Piece #2</p> <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • Usability.gov, "Usability Testing" and "Recruiting Participants" • "UX and Content Design: How They Are Related" |
| W 9/14 | Usability Testing, Pt. 1: Participants | <p>DUE: Assignment 1</p> <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • Usability.gov, "Planning a Usability Test," and "Recruiting Test Participants" • "How to Build an Experience Map" |
| M 9/19 | Usability Testing Pt. 2: Planning and Testing | <p>DUE: Content Portfolio Piece #3</p> <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • Usability.gov, "Running a Usability Test" • "How to Test Content With Users" |
| W 9/21 | Usability Testing Pt. 3: Conducting Usability Testing | <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • Conduct or finish conducting your testing • Usability.gov, "Reporting Your Findings" |
| M 9/26 | Optional instructor conferences and/or time to conduct your usability testing | <p>Due: Usability Testing Protocol</p> <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • Conduct or finish conducting your testing • Usability.gov, "Reporting Your Findings" |
| W 9/28 | Usability Testing, Pt. 4: Reporting | <p>DUE: Content Portfolio Piece #4</p> <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • Draft of Assignment 2 |
| M 10/3 | Workshop #2 | <p>DUE: Draft of Assignment 2</p> <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • Casey, Ch. 3-5 • Any additional readings on Canvas |
| W 10/5 | Communicating with Stakeholders | <p>DUE: Content Portfolio Piece #5</p> <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • Handley, Ch. 29-40 • Any additional readings on Canvas |
| M 10/10 | Articulating Problems and Solutions | <p>DUE: Assignment #2</p> <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • Reading "Making Oral Presentations," linked on Canvas |
| W 10/12 | Giving Formal Presentations | <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • Prepare speaking notes, work on presentation aid(s) |

| When | Topic | Notes |
|---------|--|---|
| M 10/17 | Workshop #3 | <p>DUE: Assignment #3 Speaking Notes and/or Presentation Aid</p> <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • Finalize speaking notes and/or presentation aid(s) |
| W 10/19 | Optional instructor conferences and/or time to practice and time your presentation | <p>DUE: Content Portfolio Piece #6</p> <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • Finalize presentation and presentation aid(s) |
| M 10/24 | Presentations and Q&A | <p>DUE: Assignment 3 (be ready to present either day)</p> <p><i>5 pts in-class points for asking a question during the Q&A on either day (feel free to ask more)</i></p> <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • If you didn't present on Day 1, look back over your presentation; if you did, relax! |
| W 10/26 | Presentations and Q&A | <p><i>5 pts in-class points for asking a question during the Q&A on either day (feel free to ask more)</i></p> <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • Casey, Ch. 9-10 • Handley, Ch. 41-44 • Any additional readings on Canvas |
| M 10/31 | Creating Content, Websites and Email, User Help Guides | <p>DUE: Content Portfolio Piece #7</p> <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • Casey Ch. 11-13 • Handley, Ch. 68-73 • Any additional readings on Canvas |
| W 11/2 | Creating Content, Product/Service Descriptions | <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • Handley, Ch. 60-66 • Any additional readings on Canvas |
| M 11/7 | Creating Content, Social Media | <p>DUE: Content Portfolio Piece #8</p> <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • "Shooting Video that Doesn't Suck" on Canvas • NPR Podcasting Guide on Canvas |
| W 11/9 | Creating Content, Audio/Video | <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • Work on preparing content • Any additional readings on Canvas |
| M 11/14 | In-Class Content Production and Conferences | <p>Due: Content Style Sheet</p> <p><i>Bring drafts, notes, example content, etc. You will meet with me to discuss your content portfolio.</i></p> <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • Continue working on content • Any additional readings on Canvas |

| When | Topic | Notes |
|------------------------|--|---|
| W 11/16 | Workshop #4 | <p>DUE: Draft of Assignment 4</p> <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • Casey, Ch. 14-15 • Any additional readings on Canvas |
| M 11/21 | Scheduling Your Content | <p>DUE: Content Portfolio Piece #9</p> <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • "Strategic Content Management" |
| W 11/23 | No Class -- Thanksgiving | |
| M 11/28 | Implementing Your Content/Content Management Systems | <p>DUE: Assignment #4</p> <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • Revisit Casey, Ch. 12 • Any additional readings on Canvas |
| W 11/30 | Assessing Content | <p>DUE: Revised Content Portfolio Pieces</p> <p>FOR NEXT TIME:</p> <ul style="list-style-type: none"> • Prepare Assignment #5 Draft |
| M 12/5 | Workshop #5 | DUE: Draft of Assignment #5 |
| Friday, December 10 | Final Exam Time: 9:45 AM-12:00 PM | <p>DUE: Assignment 5</p> <p>Final project meetings</p> |