San José State University

Department of English, School of Humanities & Arts
English 111: Writing Online: Strategic Digital Content and Social Media

Course and Contact Information

Instructor:	Sara West
Office Location:	Working remotely
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Office Hours:	Monday 12:30-1:30 p.m. & Friday 9 a.m.-10 a.m. and *by appointment* — I promise, if you take the time to work out an appointment time with me, we'll find something that works for you.
Class Days/Time:	Mondays & Wednesdays, 10:30-11:45 a.m.
Classroom:	Online
Prerequisites:	Upper-division standing

Course Format

Zoom Synchronous Classes

Synchronous classes will be conducted via Zoom during our regular class time. Synchronous classes will consist of some combination of lecture, discussion, and group activity. To participate during class, students should be able to use the chat functionality on Zoom and/or should enable their microphone so as to speak.

During the synchronous class sessions, students are encouraged to have their video enabled if at all possible. If you need to step away from the screen, you're welcome to cut your video during that time. If you're unable to use video, please set a profile picture of yourself on your Zoom account.

Synchronous classes will be recorded. If you are unable to attend synchronous class, you should watch the recording after the fact. Any in-class exercises will be due at 11:59 p.m. PT on the day they are assigned.

Canvas and Email

You are responsible for checking your email and the Canvas course page regularly. Since this is an online course, basically everything 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.

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 on weekends may not receive replies on the same day.

If you want a 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, then rely on email instead.

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.

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 attached 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

To prepare adequately for professional writing in the workplace, students will be spending four units of work on this course. The fourth unit will allow students to explore content production beyond just written text. Students in this course will be conducting primary research through usability testing (Assignment 2), giving an verbal presentation of their findings (Assignment 3), working with audio/video technologies to produce appropriate content (Assignment 4), and working through the beginning stages of prototyping and wireframing (Assignment 5 and in-class assignments).

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.

Discussion Board Posts & Responses (CLO 1, CLO 2, CLO 6, CLO 8, CLO 10)

Discussion board posts will be assigned for 10 weeks of the semester, and these posts will have you analyze existing content, find some of your own content, write content outside of your chosen organization, and/or give you steps to work toward your major assignment. Specific criteria for discussion boards can be found on Canvas.

Discussion Board Responses. You'll be responsible for responding to blog posts from two of your peers. Comments should include constructive criticism and/or supportive feedback.

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 synchronous class. **If you cannot attend a synchronous class for a draft review**, you will need to contact me ahead of time so that I can manually assign you a peer review through Canvas.

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: 10 pts

Assignment #4: 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
Discussion Board Posts: 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.

Late Work Policy

I do not accept late work for this course. 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. If you know that a particular deadline will be a problem, please speak to me ahead of time.

(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.

Even though we're online, you should *still* treat the classroom as a professional workspace. In fact, online workspaces are the norm during this time and likely will continue to be used more often. It's easy to divide your attention in front of the computer screen, and if you choose to do that, you should make sure you're checked in enough to be able to respond when called upon and to complete the tasks you're asked to complete.

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

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 office hours are difficult to get to, I'm always happy to meet with you at another time if you send me your availability.

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.

Workload and Credit Hour Requirements

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 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

Attendance and Participation

Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at http://www.sjsu.edu/senate/docs/F15-3.pdf

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."

It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.

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 at http://as.sjsu.edu/asptc/index.jsp on the Student Union (East Wing 2nd floor Suite 2600)
- The Spartan Floor at the King Library at https://library.sjsu.edu/services/services

- [Student Computing Services](#) at https://library.sjsu.edu/student-computing-services/student-computing-services-center
- [Computers at the Martin Luther King Library](#) 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 Peer Connections

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](#) at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The San José State University Writing Center offers a variety of resources to help students become better writers, and all of our services are free for SJSU students. The writing center is still offering online tutoring appointments. All writing tutors 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 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.

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is also conducting online appointments. 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 2020 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
1	W 8/19	Introduction to the Course, Syllabus **FOR NEXT TIME:** • Handley, Introduction, Ch. 1-6 • Casey, Introduction • Any additional readings on Canvas	
2	M 8/24	Introduction to "Content" **FOR NEXT TIME:** • Handley, Ch. 7-15 • Casey, Ch. 1-2 • Any additional readings on Canvas	Discussion Board 1 (Monday) Discussion Board Responses (Tuesday)
2	W 8/26	Analyzing Content, Performing Content Audits **FOR NEXT TIME:** • Content Audit Worksheet • Casey, Ch. 6 and 8 • Any additional readings on Canvas	
3	M 8/31	Analyzing Content, Pt. 2 **FOR NEXT TIME:** • "What is the Technical Writer's Role in Content Marketing?" • Readings for guest speaker (Canvas)	Content Audit Worksheet Discussion Board 2 (Monday) Discussion Board Responses (Tuesday)
3	W 9/2	Content Writing in the Profession Guest Speaker: Elizabeth Stainton Walker, Digital Strategy and Brand Engagement, Walmart Corporation **FOR NEXT TIME:** • Complete draft of assignment 1	
4	M 9/7	No Class—Happy Labor Day!	

Week	Date	Topics & Assignments	Due
4	W 9/9	Workshop, Assignment 1 **FOR NEXT TIME:** • Casey, Chapter 7 • Handley, Ch. 16-28 • Any additional readings on Canvas	Due: Draft of Assignment 1
5	M 9/14	Understanding Users/Audience **FOR NEXT TIME:** • Usability.gov, "Usability Testing" and "Recruiting Participants" • "UX and Content Design: How They Are Related"	Discussion Board 3 (Monday) Discussion Board Responses (Tuesday)
5	W 9/16	Usability Testing, Pt. 1: Participants **FOR NEXT TIME:** • Usability.gov, "Planning a Usability Test," and "Running a Usability Test" • "How to Build an Experience Map"	Due: Assignment 1
6	M 9/21	Usability Testing Pt. 2: Planning and Testing **FOR NEXT TIME:** • Readings for guest speakers (Canvas)	Due: Usability Testing Protocol Discussion Board 4 (Monday) Discussion Board Responses (Tuesday)
6	W 9/23	Usability Testing Pt. 3: Conducting Usability Testing Guest speaker: Jaqueline Vazquez, Senior Technical Writer, Google **FOR NEXT TIME:** • Conduct or finish conducting your testing • Usability.gov, "Reporting Your Findings"	
7	M 9/28	Usability Testing, Pt. 4: Reporting **FOR NEXT TIME:** • Draft of Assignment 2	Discussion Board 5 (Monday) Discussion Board Responses (Tuesday)
7	W 9/30	Workshop #2 **FOR NEXT TIME:** • Casey, Ch. 3-5 • Any additional readings on Canvas	Due: Draft of Assignment 2

Week	Date	Topics & Assignments	Due
8	M 10/5	Communicating with Stakeholders **FOR NEXT TIME:** • Handley, Ch. 29-40 • Any additional readings on Canvas	Discussion Board 6 (Monday) Discussion Board Responses (Tuesday)
8	W 10/7	Articulating Problems and Solutions **FOR NEXT TIME:** • Reading "Making Oral Presentations," linked on Canvas.	Due: Assignment #2
9	M 10/12	Giving Formal Presentations **FOR NEXT TIME:** • Prepare speaking notes, work on presentation aid(s)	Discussion Board 7 (Monday) Discussion Board Responses (Tuesday)
9	W 10/14	Workshop #3 **FOR NEXT TIME:** • Finalize speaking notes and presentation aid(s)	Due: Assignment #3 Speaking Notes
10	M 10/19	Presentations and Q&A	Due: Assignment 3 (be ready to present either day)
10	W 10/21	Presentations and Q&A **FOR NEXT TIME:** • Casey, Ch. 9-10 • Handley, Ch. 41-44 • Any additional readings on Canvas	10 pts in-class points for attending both days
11	M 10/26	Creating Content, Websites and Email, User Help Guides **FOR NEXT TIME:** • Casey Ch. 11-13 • Handley, Ch. 68-73 • Any additional readings on Canvas	Discussion Board 8 (Monday) Discussion Board Responses (Tuesday)
11	W 10/28	Creating Content, Product/Service Descriptions **FOR NEXT TIME:** • Handley, Ch. 60-66 • Any additional readings on Canvas	
12	M 11/2	Creating Content, Social Media **FOR NEXT TIME:**	Discussion Board 9 (Monday) Discussion Board Responses (Tuesday)

Week	Date	Topics & Assignments	Due
		• "Shooting Video that Doesn't Suck" on Canvas • NPR Podcasting Guide on Canvas	
12	W 11/4	Creating Content, Audio/Video **FOR NEXT TIME:** • Work on preparing content • Any additional readings on Canvas	
13	M 11/9	In-Class Content Production and Conferences (continuing on Tuesday) **FOR NEXT TIME:** • Continue working on content • Any additional readings on Canvas	Due: Content Style Sheet Bring drafts, notes, example content, etc. You will meet with me to discuss your content portfolio.
13	W 11/11	No Class—Happy Veterans Day!	
14	M 11/16	Workshop #4 **FOR NEXT TIME:** • Casey, Ch. 14-15 • Any additional readings on Canvas	Discussion Board 10 (Monday) Discussion Board Responses (Tuesday)
14	W 11/18	Scheduling Your Content **FOR NEXT TIME:** • "Strategic Content Management"	Due: Assignment 5 Outline
15	M 11/23	Implementing Your Content/Content Management Systems **FOR NEXT TIME:** • Revisit Casey, Ch. 12 • Any additional readings on Canvas	Due: Assignment #4
15	W 11/25	No Class – Happy Thanksgiving!	
16	M 11/30	Assessing Content **FOR NEXT TIME:** • Prepare Assignment #5 Draft	Discussion Board 11, if you missed one (Monday) Discussion Board Responses, if you missed any (Tuesday)
16	W 12/2	Workshop #5	Draft: Assignment #5 Discussion Board 11, if you missed one (Wednesday) Discussion Board Responses, if you missed any (Thursday)

Week	Date	Topics & Assignments	Due
17	M 12/7	Final Reflections, In-Class Revisions	
Final Exam	T 12/15, 7:15-9:30	Final Project Meetings	Due: Assignment #5