Instructor Information

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Course documents on eLearning
Gradebook and Assignment Submission: eLearning

Course Description

ATEC students gain competency in four areas:
- Art and design,
- Computer programming,
- Business/marketing, and
- Writing and communication.

This **writing-intensive course** blends theory and practice to increase the effectiveness of text that students prepare for digital media. Students will design, compose, and evaluate information to improve audiences' utility and satisfaction. Topics include principles that assist students in the organization, logical development, structuring, and ethical presentation of digital content for specific audiences.

Course Prerequisites

- Completion of RHET 1302 and junior or senior status
- Proficiency in English grammar, citation, and basic college-level writing skills
- Knowledge of how to effectively use technology
- Willingness to explore, try new things, and inquire about topics that interest you

Student Learning Objectives/Outcomes

To succeed in this class, you will

- Evaluate and apply the rhetorical situation to create appropriate content;
- Improve your writing, editing, design, communication, and critical thinking skills;
- Research, analyze, and interpret complex topics;
- Understand the characteristics and nature of hypertext;
- Apply basic theory for design, communication, and rhetorical strategies to effectively communicate online messages;
- Comprehend skills to evaluate usability;
- Perform as a professional to meet deadlines and submit quality work; and
- Collaborate in interdisciplinary teams.

Recommended Textbooks and Materials:

Occasionally, there will be assigned reading from the following books, all of which are available digitally through the library:

Handley, A. (2014). Everybody Writes: Your Go-To Guide to Creating Ridiculously Good
    Content. Hoboken: John Wiley & Sons.
Krug, S. (2014). Don't Make Me Think. Berkeley, CA: New Riders.
Felder, L. (2012). *Writing for the Web: Creating compelling Web content using words, pictures*
    and sound. Berkeley, CA: New Riders.

Other assigned readings will be linked in the syllabus as well as in elearning.

We will use APA style to format in-text and end-of-text citations in this class**. **Keep in mind,
however, that hyperlinks are also a useful form of citation used in digital content.

Assignment Values

Assignment - Submission Instructions - Value
Attendance and Participation in Class - No formal submission - 75 pts
Discussion Board Posts/Informal Assignments - Submit on eLearning - 75 pts
Audience/Usability Analysis - Submit on eLearning - 100 pts
Content Proposal & Marketing Strategy - Submit on eLearning - 150 pts
Proofs of Concept Content Pieces (5 total) - Published on Wordpress - 250 pts
Peer Feedback - Submit on eLearning & review in group sessions (5 total) - 100 pts
Final Portfolio with Reflection Memo/Editorial Comments - 250 pts

Total	**1000 pts**

Grading Criteria

Grades will not be rounded up. Course assignments together are worth 1000 points, and students receive grades according to the following (standard UTD) scale:

930–1000 = A
900–929 = A–
870–899 = B+
830–869 = B
800–829 = B–
770–799 = C+
730–769 = C
700–729 = C–
670–699 = D+
630–669 = D
600–629 = D–
    0–599 = F

Your grade in this class reflects if you

- Fulfill objectives for the class and particular assignments;
- Support your ideas and arguments with analysis and evidence from credible sources, focusing on a thesis or main idea;
- Create reader-friendly, accessible sites and materials (i.e., links are active and correct) with appropriate navigation and design;
- Manage your time wisely and effectively;
- Analyze and apply the rhetorical situation for each document or presentation;
- Use correct mechanics, strong style, and appropriate organization;
- Edit and proofread **all** work before you submit assignments;
- Ethically present information in assignment documents, address copyright, and correctly cite resources; and
- Present yourself professionally.

A reflects that the student's work shows excellence and meets all objectives with strength, originality, and creativity.
B reflects that the student's work is satisfactory but does not reflect excellence. This work is strong but contains minor issues that detract from your message.
C reflects that the student's work fulfills course requirements but does not satisfy the audience's needs and contains issues that decrease the effectiveness of the document.
D reflects that the student's work contains numerous issues and therefore does not fulfill the audience's needs or address the rhetorical situation.
F reflects that the student's work is unacceptable

Course & Instructor Policies
In addition to all UTD policies that students must know and follow (available at
http://go.utdallas.edu/syllabus-policies)*, the following policies apply.*

Preparation for Class
UT Dallas students are expected to study 2–3 hours per credit hour each week preparing for a 16-week class. Therefore, for this 3-hour course, you should plan to study and/or produce work for 6–9 hours per week. Some weeks, you will study, read, and write less while other weeks will require more. It is expected that you will have completed all readings and assignments before each class session and that you will be ready and prepared to engage in class discussion and workshops during each class session.

This is a writing intensive class and the writing process takes time. **You must manage your time and integrate it into your work and school schedule.** Be advised that, although there are many individual milestones to meet throughout the semester, this class can also be considered a product-based class. Your work will lead up to a Final Portfolio worth 20% of your final grade. If you are in several product-based classes this semester, time management will be of supreme importance, especially in lieu of the Late Work policy (see below).

Make-up and Late Work
In this class, you are scholars as well as professionals-in-training. Professionals who miss deadlines present poor work ethics and damage their reputations as well as lose contracts, increase costs, delay results, decrease profits, and lose their jobs. ***For these reasons, you may not submit late or incomplete work** unless you are hospitalized and provide a valid physician excuse.* Medical appointments and seasonal colds do not count as "hospitalizations."Missed work results in a zero (0) on the assignment. Additionally, you may not request an incomplete in this class unless you meet the university's criteria for an incomplete.

Accessibility Issues
If you are registered with the Office of Student Accessibility, you need to inform your instructors so they can effectively teach and meet each student's needs. If you are registered, please meet with me at the beginning of the semester during my office hours.

Extra Credit
As scholars and professionals, you should strive for excellence in your work and accept the feedback/grade provided to you. That said, you will have the opportunity to reproduce/edit your work based on the initial feedback given by the instructor and your peers. Such revisions will be reflected in the work you submit as part of the final portfolio. Given this, *no extra credit opportunities will be created.*

References, Copyright, and Plagiarism
UTD has a no-tolerance policy for plagiarism, copyright infringement, or scholastic dishonesty (including missing citations). I support and enforce that policy in my classes. *If you do not cite your sources with in-text and end-of-text citations or if you publish copyrighted work without permission, you will receive a referral to Dr. Susan McKee in the Office of Judicial Affairs.* We will use APA style to cite all sources unless otherwise indicated.

Attendance
If you arrive on time and participate in class activities, you are present. If you arrive more than 10 minutes late or conduct non-related work during class, you will be considered absent. You may miss two classes without penalty; after two absences, you will lose 10 points from the total possible 1000-points grade for each absence. After six absences you will automatically earn a grade of "F" in the class. Please note, **you are responsible for signing in for class unless the instructor takes roll that day.**

UTD excuses absences for religious holidays; however, the student is responsible to inform the instructor *before* the holiday and to submit missed work *before* the absence. Your work schedule is not an excused reason to miss class. Please make sure, if necessary, your employer is aware of your need to attend class.

Classroom Citizenship
You will receive a grade for participation as well as for your ability to offer valid, critical, and useful feedback to your peers. You should prepare for class; attend and participate; communicate professionally; and cooperate, listen, and respect others' opinions. Profane, inflammatory, deregatory, and/or aggressive behavior will not be tolerated. The instructor reserves the right to eject any student from class. Such action will result in an absence for the student.

Email
All official e-mail correspondence must go to and come from official UTD emails. I will not answer emails that come through addresses from other providers (per UTD policy).

Communication Outside the Classroom
Should you need to communicate with the instructor or classmates outside the classroom please,

- Identify yourself in all communication (e.g., email, texts, phone calls) to the instructor AND your classmates;
- Use correct mechanics and style in correspondence;
- Communicate clearly, respectfully, and professionally; and
- Allow for and plan for a 48-hour turn around before receiving a response e-mail.

Please remember, the professor of this course is invested in supporting your success, but *you* are responsible for attaining it. The sooner you make the professor aware of issues and complications, the better the chance the professor will be able to seek out and point you toward potential solutions.

This syllabus and the schedule that follows are subject to change at the discretion of the professor. Any and all changes will be published to eLearning.

Date	Read Before Class	Discussion Topic	Assignments Given	Assignments Due Before Next Class
Week 1				
Jan 8		General Introductions, Review Syllabus	Submit to Discussion Board post in eLearning, "How would you define digital content, what are some examples, how is it used, and who creates it?"	Discussion board post due by Jan 9 at 11pm.
Jan 10		Types of Digital Content	Engage in the message board discussion by submitting at least two thoughtful replies to your peers.	Replies to discussion board post due by Jan 11 at 11pm.
Week 2				
Jan 15	No Class in Observance of Martin Luther King Day			
Jan 17	The Difference Between Content and Content Marketing; What is Content Marketing; Inbound Marketing vs. Outbound Marketing	Content Vs. Content Marketing Introduction to Portfolios and Potential Content Pieces	Semester-Long Portfolio Project	
Week 3				
Jan 22	Read Chapter 6 in *The Non-Designers Design Book*	Four Design Principles		
Jan 24	21 Ways Your Audience Affects Your Design Handley, *Everybody Writes* Chapter 10	Content, Design & Audience	Submit to discussion board post in eLearning "Share an example of a piece of content marketing and discuss how it uses at least 5 of the 21 ways to appease audience."	Discussion board post due by Jan 25 at 11pm.

Date	Read Before Class	Discussion Topic	Assignments Given	Assignments Due Before Next Class
Week 4				
Jan 29	Krug, *Don't Make Me Think Revisited,* Chapters 1 - 5	Usability/Design	Audience/Usability Analysis Submit to the discussion board post in eLearning three websites you would consider yourself to be the ideal audience for and briefly analyze the ways each website and its content are designed to meet your expectations and needs.	Discussion board posts due by Jan 30 at 11 pm.
Feb 1	Krug, *Don't Make Me Think Revisited,* Chapter 9	User Testing	Engage in the message board discussion by submitting at least two thoughtful replies to your peers.	Replies to discussion board post due by Feb 2 at 11 pm.
Week 5				
Feb 5	"What Does It Mean to Be a Content Creator"; "Content Writer Job Description";"7 Things that Really Great Content Creators Do"; "The 5 Habits of Highly Successful Content Creators"	Become a Content Creator	Content Proposal and Marketing Strategy	
Feb 7	"Choosing a Blogging Niche"; "81 Topic Ideas for Starting a Blog that Matters"; "How to Brainstorm Blog Content Ideas"	Brainstorm Content Topics & Ideas	Submit to the discussion board 5 blog topic ideas. These don't have to be topics you would personally want to write about, but topics you wish there were blogs for in general.	Usability Analysis due by Feb 8 at 11 pm. Discussion board posts due by Feb 8 at 11 pm.

Date	Read Before Class	Discussion Topic	Assignments Given	Assignments Due Before Next Class
Week 6				
Feb 12	"The Complete Actionable Guide to Marketing Personas"; "6 Tips for Conducting Persona Development Research";	Conduct Persona Research	Submit to the discussion board the persona you think the posted ads are targeting. Why do you think the brand is marketing specifically to this persona?	Discussion board posts due by Feb 13 at 11 pm.
Feb 14	"How to Think Up a Year's Worth of Blog Post Topics in an Hour"	Determine the best types of content to deliver ideas/meet audience needs	Engage in the message board discussion by submitting at least two thoughtful replies to your peers.	Replies to discussion board post due by Feb 15 at 11 pm.
Week 7				
Feb 19	"What Are Keywords?"; "7 Types of Keywords to Boost your SEO Strategy"	Identify keywords and SEO parameters		
Feb 21	"The Top 10 Reasons You Should Use an Editorial Calendar"; "3 Components of a Content Marketing Editorial Calendar that Works"	Generate an Editorial Calendar		
Week 8				
Feb 26	"Why WordPress Websites are Better than Traditional Websites in 2017"; "A Beginner's Guide to Creating a WordPress Website"	Intro to WordPress		Content Proposal and Marketing Strategy due on eLearning Feb 27 by 11pm

Date	Read Before Class	Discussion Topic	Assignments Given	Assignments Due Before Next Class
Feb 28	"Why Peer Editing is the Best Editing"; "4 Benefits of Peer Editing"; "The Benefits of Having Others Edit Your Work"; "Roles People Play n Groups"	Introduction to Editorial/Peer Teams	Spend 12 minutes taking this personality test, and then share with your peer group what you result was. Are you an INTJ? A ENFP? Do you agree with the results, why or why not? Share some discussion with the group about how you like to work and interact and spend some time getting to know them too.	Post your results by Mar 1 at 11 pm. Engage with your peer group through comments by Mar 3 at 11 pm.
Week 9				
Mar 5	"How to Use Quizzes in Your Marketing Strategy"; "Quizzes as Content Marketing: the Next Trend?"; "Learning the Art of Digital Content Curation"	Short-Form Content: Quizzes and Curated Content		
Mar 7	"Digital Newsletters as Content Marketing"; "How to Write a News Brief" Rheingold, *Net Smart*, Chapter 3	Short-Form Content: News and Info Sharing	Post your Short-Form Content piece to WordPress. If you have any questions/concerns about the content you've created, share them with your peers in eLearning. Finally, provide all your peers with feedback.	Post your content by Mar 8 at 11 pm. Provide feedback to peers by Mar 10 at 11 pm.
Week 10 – No Class March 12 – March 16 in Observance of Spring Break				
Breaks are important. You've earned one. That said, this break from class also provides a great opportunity to edit and revise your work. Use your time wisely in whatever ways will best position you to finish the semester mentally, emotionally, and physically stronger.				

Date	Read Before Class	Discussion Topic	Assignments Given	Assignments Due Before Next Class
Week 11				
Mar 19	"7 Tips for Creating Successful Infographics"; "Top Tips from Experts on What Makes a Great Infographic"	Visual Content: Infographics, Research & Data, Content Visualizations, Timelines, and Maps		
Mar 21	"Gif – The Biggest Digital Marketing Trend for 2017" ; "How to Use Gifs in Your Digital Marketing Strategy" ; "Meme Marketing: How Brands Are Speaking a New Consumer Language"; "Creating Memes the Help Your Online Marketing Efforts"	Visual Content: Memes, Animated Gifs, Galleries, Comics, Cartoons, Illustrations	Post your Visual Content piece to WordPress. If you have any questions/concerns about the content you've created, share them with your peers in eLearning. Finally, provide all your peers with feedback.	Post your content with peers by Mar 22 at 11 pm. Provide feedback to peers by Mar 24 at 11 pm.
Week 12				
Mar 26	"8 Tips for Writing a Listicle that Will Get Published"; "Tips for Writing a Review"; "How to Write an Op-Ed"; "How to Write a Feature Article"	Long-Form Content: Reviews, Listicles, Curated Links, Op-Eds, and Feature Articles		

Date	Read Before Class	Discussion Topic	Assignments Given	Assignments Due Before Next Class
Mar 28	"How to Write a How-To Article"; "How to Write an Advice Column"; "How to Write a Profile (interview)"; "How to Write Great FAQ pages for Better SEO"	Long-Form Content: Advice, How-To Guide, FAQ/Q&A, and Interview	Post your Long-Form Content piece to WordPress. If you have any questions/concerns about the content you've created, share them with your peers in eLearning. Finally, provide all your peers with feedback.	Post your content with peers by Mar 29 at 11 pm. Provide feedback to peers by Mar 31 at 11 pm.
Week 13				
Apr 2	"7 Reasons to Add a Podcast to Your Content-Marketing Strategy"; "How to Start Your Own Podcast"; "Content Marketing with Music"; "How to Use Music as a Marketing Tool"	Audio/Audio-Visual Content: Podcasts and Music		
Apr 4	"Biggest Content Marketing Trend Heading into 2017: Live Streaming"; "The Benefits to Brands Using Live Streaming"; Benefits of Using YouTube as a Marketing Tool"; "How to Use YouTube as an Effective Marketing Tool"	Audio/Audio-Visual Content: Video	Post your Audio/Audio-Visual Content piece to WordPress. If you have any questions/concerns about the content you've created, share them with your peers in eLearning. Finally, provide all your peers with feedback. Schedule a time for Dr. Joyce and your peer group to meet.	Post your content with peers by Apr 5 at 11 pm. Provide feedback to peers by Apr 7 at 11 pm.

Date	Read Before Class	Discussion Topic	Assignments Given	Assignments Due Before Next Class
Week 14				
Apr 9	"2017 Social Media Image Size Cheat Sheet"; "11 Examples of Facebook Ads that Work (And Why)"; "5 Tips for Effective Twitter Copy"	Social Media Tie-In: Facebook and Twitter		
Apr 11	"How to Use Instagram to Promote your Brand and Drive Sales"; "Ultimate Pinterest Marketing Guide"	Social Media Tie-In: Instagram and Pinterest	Share your Social Media Tie-In piece with your peer group in eLearning via a screenshot of the post. If you have any questions/concerns about the content you've created, share them with your peers. Finally, provide all your peers with feedback.	Share your content with peers by Apr 12 at 11 pm. Provide feedback to peers by Apr 14 at 11 pm.
Week 15				
Apr 16		Meetings with Dr. Joyce and Peer Group		
Apr 18		Meeting with Dr. Joyce and Peer Group		
Week 16				
Apr 23		Final Goodbyes, Well-wishes, and Portfolio Reminders	Consider all the feedback you have received from your professor and your peers and use it to revise and edit your work.	**Portfolios must be finalized and submitted by May 2 at 11:00 pm.**
Apr 25	No official class meeting. Prof. Joyce will host an open lab during all her class times (8:30 a.m. - 12:45 p.m.) for students who wish to drop-in, work on their portfolio, or ask questions regarding their portfolio.			