

TECM 1500: New Media Experience

Term:	Fall 2019
Location:	Online via Canvas
Instructor:	Ms. Sarah Burton
Instructor contact:	Sarah.Burton@UNT.edu
Office hours:	Via Conferences in Canvas by appointment

TECM 1500 provides an overview of the user experience design and development process: How people in the technology industry work together to ideate, validate, develop, and sell digital media products; what job roles are involved in the process; and what avenues students can choose to pursue those roles. After the course, you won't have profound skills in any of these areas, but you will know how these roles work together to provide meaningful, user-centered, ethical products. If this course is successful, you will have the knowledge to further investigate these topics as a potential major and/or career.

Course Outcomes

Because TECM 1500 fulfills UNT Core Component Area Option B, you will practice and demonstrate the following:

- Critical Thinking Skills**, including creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. Specifically, you will
 - Identify industry practices and trends for how a technology idea develops toward the market;
 - Describe jobs and roles that shape the development of a technology idea;
 - Evaluate the ethics of contemporary technology trends; and
 - Relate your experiences and interests to the technology industry.
- Communication Skills**, including effective development, interpretation and expression of ideas through written, oral, and visual communication. Specifically, you will:
 - Summarize technology development concepts in discussions with other students;
 - Assess technology development concepts in discussions with other students and in memos to the instructor;
 - Write clearly and cogently about the technology industry using professional writing document formats and professional writing style; and
 - Reflect on your experiences with the technology around you.

Prerequisites

The course does not require prerequisite courses or knowledge apart from technology abilities (see [Technology Requirements](#) for more on these abilities and sources for learning them).

Course Materials

There is no textbook for TECM 1500. All required readings and videos are available in Canvas.

Graded Assignments

Assignment (number & points)	Short Description	Points Possible	Percentage of Course Grade
Discussions (15 x 30 pts)	You will respond to prompts related to course material weekly. You will also discuss the material with a small group of peers. <i>Measures Course Outcomes 1 and 2</i>	450 points	45%
Memos (5 X 30 pts)	You will respond to prompts related to course material in a way that asks you to reflect on an experience you have with a technology. <i>Measures Course Outcomes 1 and 2</i>	150 points	15%
Exams (3 x 100 pts)	You will complete three exams that cover content between exams. The exams will have multiple-choice, true and false, and matching questions. <i>Measures Course Outcome 1</i>	300 points	30%

Professionalism	You will demonstrate professionalism throughout the course to maintain your professionalism score. <i>Measures Course Outcome 2</i>	100 points	10%
-----------------	---	------------	-----

Professionalism

Behavior that interferes with instruction or other students' opportunity to learn cannot be tolerated. Consequences may include being referred to the Dean of Students to consider whether the behavior violated the Code of Student Conduct (UNT Policy 17.012). The university's and my expectations for student conduct apply to all instructional forum. To maintain your 100 points for professionalism, you should remain

- **Respectful** to the instructor and other students through your actions and words (25 pts);
- **Responsive** to the instructor and other students (25 pts);
- **Timely** in delivering your work (25 pts); and
- **Knowledgeable** of course policies and procedures (25 pts).

Netiquette Guide

When communicating online, you should

- Treat others with the same respect you would show in a face-to-face classroom.
- Better to be too formal than too informal. You should take your cue for the right level from how your professor interacts with you and other students.
- Be cautious when using humor or sarcasm as it can easily be misunderstood.
- Be careful with personal information (both your own and other people's).

Academic Success and Support

The [Academic Success Service](#) offers support services for students outside of the classroom experience. It provides assistance such as the Learning Center, Advising Services, The Writing Center, and [other resources](#). Also, the Department of Technical Communication has the [TECM Comm Lab](#) to help you on your course assignments in a way specific to technical communication.

Course Policies and Procedures

These policies provide you with the formal regulations governing this course. Submission of your first assignment indicates you have read, understood, and agreed to these policies.

Online Learning, Attendance, and Communication

This course has been developed to promote asynchronous learning. The instructor and students do NOT meet on a designated day and time each week.

For each module, there is a timeframe to complete all activities and assignments, and you may work at your own pace within that timeframe. However, you must adhere to the deadlines outlined on the calendar. You should log into the course daily to check for updates, review lessons, and participate in activities.

Instructor Responsibilities and Feedback

Your instructor is responsible for helping you learn, updating course content, providing you with clear instructions for assignments, answering questions about course content and assignments, identifying additional resources when needed, and providing you with feedback on your learning through assessment of required assignments.

You can expect meaningful feedback on assignments within 7–14 days of the deadline. Questions about grades or other individual issues should be emailed to the instructor, not posted on the discussion forum. Your instructor will respond to student email within 24 hours on weekdays and 48 hours on weekends.

Due Dates and Late Work

Unless otherwise noted, all assignments are due by 11:59pm on Sundays. Please refer to the calendar in Canvas for detailed information. Assignments submitted within 24 hours after the due date on Canvas earn 50% credit. Assignments submitted after that time earn zero credit. There are no make-ups available unless arrangements are made prior to due dates. Any exceptional circumstances that cause you to miss deadlines should be documented with the Dean of Students: Union 409 or 940-565-2648.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty, you should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number.

Medical Withdrawals

If a student must withdraw due to medical reasons, prior to the withdrawal deadline as indicated in the academic calendar, a student may do so through the regular withdrawal process. If a student is incapacitated or unable to make the request on his/her own, please contact the Dean of Students Office for assistance at 940-565-2648. For details regarding the withdrawal process, go to [Dean of Students' website on this subject](#).

Evaluation

Exams are close-ended (multiple choice, true/false, matching, etc.). A rubric scale is used to assess discussions and memos:

Criteria	A (Advanced)	B (Proficient)	C (Developing)	D (Beginning)	F (Unacceptable)
Content The content demonstrates critical thinking and effort in response to prompts	25 points Input that demonstrates thoughtful knowledge or consideration of course material	21 points Input that demonstrates thoughtful knowledge or consideration of the course material; though demonstrates some lack of effort or engagement	18 points Input that demonstrates some knowledge or consideration of the course material, though it may lack thoughtfulness, effort, and/or engagement	16 points Input that demonstrates little knowledge or consideration of the course material; it may lack thought, effort, and/or engagement	12 points Input that demonstrates little-to-no knowledge or consideration of the course material; it lacks thought, effort, and/or engagement
Communication The intelligibility and correctness of the content's presentation	5 points The content's presentation is intelligible and correct	4 points The content's presentation is intelligible but lacks correctness in places	3 points The content's presentation is generally intelligible; it may lack correctness in places or overall	2 points The content's presentation is somewhat intelligible; it may lack correctness in places or overall	1 point The content's presentation is unintelligible; it may lack correctness in places or overall

Technology Requirements

To successfully complete this course, you should have access to a reliable internet source. You should also have these technical skills:

- Using the learning management system (Canvas)
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats
- Copying and pasting
- Downloading and installing software
- Headset/Microphone (if required for synchronous chats)
- Word Processor
- Remember that your password is the only thing protecting you from pranks or more serious harm. Don't share your password with anyone. Change your password if you think someone else might know it.
- Always log out when you are finished using the learning management system.
- The following information has been provided to assist you with the technological aspect of the course.
 - [UNT Help Desk](#)
 - [Canvas Support](#)
 - [Computer and Internet Literacy](#)
- It's your job to backup data. UNT provides 25GB on OneDrive, so corrupted files don't excuse lateness.
- **If you are on a Mac**, do not submit any .pages files, or you will lose your timeliness points

- All students must have a valid UNT email address. The instructor may send class emails, including notices, updates, and advisories. You must check email regularly. Not receiving an email is not a valid excuse for late or missing work.

Academic Integrity

All acts of academic dishonesty will be reported to UNT's Academic Integrity Office. You can read [UNT's policy here](#).

- *Cheating*: using/attempting to use unauthorized materials or information in any work submitted for credit or hours. Results in a 0 on the assignment.
- *Plagiarism*: deliberate reproduction of ideas or words of another person as one's own. Results in a 0 on the assignment.
- *Forgery*: altering a grade or official academic university record or forging the signature of an instructor or other student. Results in an F for the class.
- *Fabrication*: intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Results in a 0 on the assignment.
- *Facilitating academic dishonesty*: Intentionally helping/attempting to help to violate a provision of the institutional code of academic integrity. Results in a 0 on the assignment.
- *Sabotage*: preventing others from completing work/willfully disrupting their academic work. Results in an F for the class.

Emergency Procedures

We will follow UNT's recommended emergency procedures. [Eagle Alert](#) is the primary alert system for UNT, and it will communicate emergency messages to the campus community.

UNT Office of Disability Accommodations

In accordance with university policies and state and federal regulations, the university is committed to full academic access for all qualified students, including those with disabilities. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities.

The supported technologies for the course ([Canvas](#), [Respondus](#), and [YouTube](#)) meet accessibility criteria and have options for accessibility.

To receive accommodations, you must [register with the ODA](#) and then [request a Reasonable Accommodation form](#), which you should present to your instructor within the first two weeks of class (see UNT Policy 16.001). You can read UNT's policy on [disability accommodation for students and academic units here](#).

Federal Regulation for F-1 Students taking Distance Education Courses

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to [the Electronic Code of Federal Regulations website](#). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Drop Dates

Please know deadlines and policies. Students can no longer receive a WF, and they can drop a course online without the instructor's signature. Students have 5 business days to decide if they want to be reinstated in a dropped course.

Sexual Discrimination, Harassment, & Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced any of these acts of aggression, please know that you are not alone. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more (UNT Policy 16.005).

UNT's Dean of Students' website offers a range of [on-campus and off-campus resources](#) to help support survivors, depending on their unique needs. Renee LeClaire McNamara is UNT's Student Advocate, available at renee.mcnamara@unt.edu or 940-565-2648.

Retention of Student Records

I maintain student records pertaining to this course in a secure location. All records such as assignments and activities submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed through the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students' records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy.

LockDown Browser + Webcam Requirement for Exams

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be the type that's built into your computer or one that plugs in with a USB cable. Watch this brief video to get a basic understanding of LockDown Browser and the webcam feature (<https://www.respondus.com/products/lockdown-browser/student-movie.shtml>).

Download Instructions

Download and install LockDown Browser from this link:

(<https://download.respondus.com/lockdown/download.php?id=165715487>).

Once Installed

- Start LockDown Browser
- Log into to Canvas
- Navigate to the quiz

Note: You won't be able to access a quiz/exam that requires LockDown Browser with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue.

Guidelines

When taking an online quiz, follow these guidelines:

- Ensure you're in a location where you won't be interrupted

- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Clear your desk or workspace of all external materials not permitted—books, papers, other devices
- Remain at your computer for the duration of the test
- If the computer, Wi-Fi, or location is different than what was used previously with the "Webcam Check" and "System & Network Check" in LockDown Browser, run the checks again prior to the exam
- To produce a good webcam video, do the following:
 - Avoid wearing baseball caps or hats with brims
 - Ensure your computer or device is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move
 - If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete
 - Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window)
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

Getting Help

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area
- Forward your "System & Network Check" information to Canvas support: <https://clear.unt.edu/services/lms-support>.
- Respondus has a Knowledge Base available from support.respondus.com. Select the "Knowledge Base" link and then select "Respondus LockDown Browser" as the product. If your problem is with a webcam, select "Respondus Monitor" as your product.

If you're still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket." Provide detailed information about your problem and what steps you took to resolve it

Master Schedule

All items are due by 11:59 p.m. on Sundays unless otherwise noted

Module	Date	Topics	Read	Watch	Do
1	8/26– 9/1	Course Introduction	<ul style="list-style-type: none"> Module 1 Overview TECM 1500 Instructor TECM 1500 Syllabus TECM 1500 Master Schedule 	<ul style="list-style-type: none"> TECM 1500 Introduction Why Work in Technology 	<ul style="list-style-type: none"> Discussion 1 Memo 1
2	9/2–9/8	User Centered Design	<ul style="list-style-type: none"> Module 2 Overview Notes on User Centered Design (UCD) Process What is User Centered Design Benefits of User Centered Design Emerging Tech: Artificial Intelligence / Machine Learning 	<ul style="list-style-type: none"> What is Human Centered Design? 10 Reasons Why The User Centered Design Process Will Make You A Powerful Designer 	<ul style="list-style-type: none"> Discussion 2
3	9/9– 9/15	Design Thinking	<ul style="list-style-type: none"> Module 3 Overview Design Thinking 101 5 Stages in the Design Thinking Process How Might We Design a Camp? Emerging Tech: Conversational Interfaces / Chatbots 	<ul style="list-style-type: none"> Design Thinking Lecture Part 1 Design Thinking Lecture Part 2 Transforming Healthcare For Children and Their Families 	<ul style="list-style-type: none"> Discussion 3
4	9/16– 9/22	Accessibility and Universal Design	<ul style="list-style-type: none"> Module 4 Overview Accessibility Fundamentals Accessibility Basics What is Universal Design? 	<ul style="list-style-type: none"> What is Universal Design? Accessible Empathy Lecture 	<ul style="list-style-type: none"> Practice Exam Discussion 4 Memo 2
5	9/23– 9/29	Product Development Life Cycle (PDLC)	<ul style="list-style-type: none"> Module 5 Overview What's the Difference? Agile vs Scrum vs Waterfall vs Kanban Project Team Roles and Responsibilities How to Write a Good User Story: with Examples & Templates Emerging Tech: Digital Realities 	<ul style="list-style-type: none"> Product Development Methods Lecture Agile Programming: For Your Family 	<ul style="list-style-type: none"> Discussion 5

6	9/30– 10/6	Business Strategists	<ul style="list-style-type: none"> • Module 6 Overview • Strategy: An Executive's Definition • Business Strategy Examples: Four Strategies Businesses Use to Make Money • 9 Brand Differentiators to Create a Competitive Advantage • Emerging Tech: Neural Interfaces 	<ul style="list-style-type: none"> • Business Product Strategy Lecture • The First Secret of Design is Noticing 	<ul style="list-style-type: none"> • Discussion 6 • Exam 1
7	10/7– 10/13	Product Manager and Owners	<ul style="list-style-type: none"> • Module 7 Overview • What is the Role of a Product Manager? • Product Owner 	<ul style="list-style-type: none"> • Agile Product Ownership in a Nutshell • Product Manager Roles, Product Management, Career Insights, upGrad • Product Management Lecture 	<ul style="list-style-type: none"> • Discussion 7 • Memo 3
8	10/14– 10/20	User Experience Researchers	<ul style="list-style-type: none"> • Module 8 Overview • Usability 101: Introduction to Usability • 10 Usability Heuristics for User Interface Design • The Rise of the UX Researcher • Emerging Tech: Trusted Presence 	<ul style="list-style-type: none"> • The ROI of User Experience • Sheena Iyengar: The art of choosing • UX Research Lecture 	<ul style="list-style-type: none"> • Discussion 8
9	10/21– 10/27	User Experience Researchers' Methods	<ul style="list-style-type: none"> • Module 9 Overview • When to Use Which User Experience Research Methods • User Interviews – The Beginner's Guide • Lessons Learned My First Year as a UX Researcher • Emerging Tech: Trusted Presence 	<ul style="list-style-type: none"> • How Does UX Research and Design Work Together? 	<ul style="list-style-type: none"> • Discussion 9
10	10/28– 11/3	User Experience Designers	<ul style="list-style-type: none"> • Module 10 Overview • What Is User Experience Design? Overview, Tools And Resources • What Does A UX Designer Actually Do? • The Differing Roles of the UX Designer 	<ul style="list-style-type: none"> • This Is What A Typical Day In The Life Of A UX Designer Looks Like • UX Design Lecture • The Beauty of Data Visualization 	<ul style="list-style-type: none"> • Discussion 10 • Memo 4

11	11/4– 11/10	Product Developers	<ul style="list-style-type: none"> • Module 11 Overview • Computer and Information Technology Occupations • These 29 Tips Should Be Required Reading For All Beginner Programmers • Emerging Tech: Quantum Computing 	<ul style="list-style-type: none"> • Let's Talk Scrum Development Teams: What are Their Roles in Scrum Projects? • What do I ACTUALLY do as a Software Developer? • Product Development Lecture 	<ul style="list-style-type: none"> • Discussion 11
12	11/11– 11/17	Technical Communicators	<ul style="list-style-type: none"> • Module 12 Overview • Defining Technical Communication • What is Technical Communications? • What Do Technical Writers Find Stressful? 	<ul style="list-style-type: none"> • What Do Technical Writers Do? • Talk Nerdy to Me • Technical Communicator Lecture 	<ul style="list-style-type: none"> • Discussion 12 • Exam 2
13	11/18– 11/24	Content Strategists	<ul style="list-style-type: none"> • Module 13 Overview • Content Strategy Basics • Content Strategy – Theory vs. Practice • What are the Content Strategy Deliverables? 	<ul style="list-style-type: none"> • Content Strategy Explained in 180 Seconds • Web Careers: What do Content Strategists Do? • Val Swisher on Global Content Strategy 	<ul style="list-style-type: none"> • Discussion 13 • Memo 5
14	11/25– 12/1	User Experience Training	<ul style="list-style-type: none"> • Module 14 Overview • Career Advice for User Researchers • Starting a Career in UX Design • How to Get Started in UX/UI Design? • Emerging Tech: Dark Web 	<ul style="list-style-type: none"> • Get Started in UX • Create A Killer UX Design Portfolio With These Pro Tips 	<ul style="list-style-type: none"> • Discussion 14
15	12/2– 12/8	Technology Development Degrees	<ul style="list-style-type: none"> • Module 15 Overview • B.F.A in Communication Design • B.A./B.S. in Technical and Professional Communication • B.S. in Business Computer Information Systems 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Discussion 15 • Exam 3

Course Materials List

Interaction Design Foundation. "User Centered Design." <https://www.interaction-design.org/literature/topics/user-centered-design>

IDEO.org. "What is Human Centered Design?" Video: <https://www.youtube.com/watch?v=musmgKEPY2o>

Usability.gov. Benefits of User-Centered Design. <https://www.usability.gov/what-and-why/benefits-of-ucd.html>

Conboy, A. "10 Reasons Why The User Centered Design Process Will Make You A Powerful Designer." Video: <https://www.youtube.com/watch?v=dKziavNRuis&feature=youtu.be>

W3C Web Accessibility Initiative. "Notes on User Centered Design Process (UCD)." <https://www.w3.org/WAI/redesign/ucd>

Gibbons, S. "Design Thinking 101." July 31, 2016. <https://www.nngroup.com/articles/design-thinking/>

Dam, R. and Siang, T. "5 Stages in the Design Thinking Process," <https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process>

Fogarasy, T. "How Might We Design a Camp?" September 5, 2016. https://medium.com/@thomas_fogarasy/how-might-we-design-a-design-thinking-camp-dd197def65a5

Dietz, D. "Transforming healthcare for children and their families" TEDx Talks. <https://www.youtube.com/watch?v=jajduxPD6H4>

Smartsheet. "What's the Difference? Agile vs Scrum vs Waterfall vs Kanban" <https://www.smartsheet.com/agile-vs-scrum-vs-waterfall-vs-kanban>

Usability.gov. "Project Team Roles and Responsibilities." <https://www.usability.gov/how-to-and-tools/methods/project-team.html>

Stormotion. "How to Write a Good User Story: with Examples & Templates," <https://stormotion.io/blog/how-to-write-a-good-user-story-with-examples-templates/>

Feiler, B. "Agile programming—for your family." TED Talks. https://www.ted.com/talks/bruce_feiler_agile_programming_for_your_family

Favaro, K. "Strategy: An Executive's Definition." May 29, 2012. <https://www.strategy-business.com/article/cs00002?gko=d59c2>

Mikoluk, K. "Business Strategy Examples: Four Strategies Businesses Use to Make Money." January 7, 2014. <https://blog.udemy.com/business-strategy-examples/>

Miller, J. "9 Brand Differentiators to Create a Competitive Advantage," November 8, 2016. <https://stickybranding.com/9-differentiators-to-create-a-competitive-advantage/>

Fadell, T. "The first secret of design is ... noticing" TED Talks. March 2015. https://www.ted.com/talks/tony_fadell_the_first_secret_of_design_is_noticing?referrer=playlist-design_giants

Aha. "What is the role of a product manager?" <https://www.aha.io/roadmapping/guide/product-management/what-is-the-role-of-a-product-manager>

Mount Goat Software. "Product owner," <https://www.mountgoatsoftware.com/agile/scrum/roles/product-owner>

Kniberg, Henrik. "Agile product ownership in a nutshell." YouTube. <https://www.youtube.com/watch?v=502ILHjX9EE&list=PLRyR-VhiNNvaS66Rcl2Z-t3GzJQufntRI>

upGrad. "Product Manager Roles." YouTube. <https://www.youtube.com/watch?v=2dczveSrsv8>

Nielsen, J. "Usability 101: Introduction to usability." Nielsen Norman Group. January 4, 2012. <https://www.nngroup.com/articles/usability-101-introduction-to-usability/>

Nielsen, J. "10 Usability Heuristics for User Interface Design." Nielsen Norman Group. April 24, 1994. <https://www.nngroup.com/articles/ten-usability-heuristics/>

Human Factors International. "The ROI of user experience." YouTube. <https://www.youtube.com/watch?v=O94kYyzqvTc>

UX Mastery. "The Rise of the UX researcher." UX Planet. <https://uxplanet.org/the-rise-of-the-ux-researcher-d740f2e794c9>

TED. "Sheena Iyengar: The art of choosing." YouTube. <https://www.youtube.com/watch?v=IDq9-QxvsNU>

Rohrer, C. October 12, 2014. "When to Use Which User-Experience Research Methods." Nielsen Norman Group. <https://www.nngroup.com/articles/which-ux-research-methods/>

Mears, C. August 15, 2013. "User Interviews – The Beginner's Guide." The UX Review. <https://theuxreview.co.uk/user-interviews-the-beginners-guide/>

Allen, J. December 18, 2017. "Lessons Learned in My First Year as a UX Researcher," UX Matters. <https://www.uxmatters.com/mt/archives/2017/12/lessons-learned-in-my-first-year-as-a-ux-researcher.php>

Liang, K. "Google UX Designer Raphael | How does UX research and design work together | Zero to UX." YouTube. <https://www.youtube.com/watch?v=sUSGtf8CxA>

White, C. February 6, 2019. "What does a UX designer actually do?" Career Foundry. <https://careerfoundry.com/en/blog/ux-design/what-does-a-ux-designer-actually-do/>

Allabarton, R. March 23, 2016. "The Differing Roles of the UX Designer," UX Magazine. <https://uxmag.com/articles/the-differing-roles-of-the-ux-designer>

Career Foundry. January 16, 2019. "This Is What A Typical Day In The Life Of A UX Designer Looks Like," YouTube. <https://www.youtube.com/watch?v=ORZIHuD22UQ>

McCandless, D. July 2010. "The beauty of data visualization." TED Talks. https://www.ted.com/talks/david_mccandless_the_beauty_of_data_visualization?language=en

Gube, J. October 5, 2010. "What Is User Experience Design? Overview, Tools And Resources" Smashing Magazine. <https://www.smashingmagazine.com/2010/10/what-is-user-experience-design-overview-tools-and-resources/>

Bureau of Labor Statistics. "Occupational Outlook: Computer and Information Technology Occupations." <https://www.bls.gov/ooh/computer-and-information-technology/home.htm>

Forbes. July 28, 2016. "These 29 Tips Should Be Required Reading For All Beginner Programmers." Forbes. <https://www.forbes.com/sites/quora/2016/07/28/these-29-tips-should-be-required-reading-for-all-beginner-programmers/#3b24ff19f399>

Beyond20LLC. April 20, 2018. "Let's talk scrum development teams: What are their roles in Scrum projects?" YouTube. <https://www.youtube.com/watch?v=CjHQcYHQGM0>

Sterkowitz, A. April 21, 2019. "What do I actually do as a software developer?" YouTube. <https://www.youtube.com/watch?v=leOX1ehXHNM>

Society for Technical Communication. "Defining technical communication." <https://www.stc.org/about-stc/defining-technical-communication/>

Giordano, C. "What is technical communications?" Tech Whirl. <https://techwhirl.com/what-is-technical-communications/>

Singer, W. "What do technical writers find stressful?" Tech Whirl. <https://techwhirl.com/what-do-technical-writers-find-stressful/>

Marshall, M. "Talk nerdy to me." TED Talks. https://www.ted.com/talks/melissa_marshall_talk_nerdy_to_me?language=en

Usability.gov. "Content strategy basics." Usability.gov. <https://www.usability.gov/what-and-why/content-strategy.html>

Crestodina, A. "Content strategy explained in 180 seconds." Orbit Media. <https://www.orbitmedia.com/blog/content-strategy-explained/>

Evans, N. "What is content strategy—theory versus practice." Gather Content. <https://blog.gathercontent.com/content-strategy-theory-vs-practice/>

Sparkbox. "Web careers: what does a content strategist do?" YouTube. <https://www.youtube.com/watch?v=E08jko8ugis>

Bowen, S. May 19, 2011. "What are the content strategy deliverables?" pybop. <http://pybop.com/2011/05/content-strategy-deliverables/>

UNT Department of Technical Communication. "Val swisher on global content strategy." YouTube. <https://www.youtube.com/watch?v=FTvGUTee5r0&feature=youtu.be>

UX Mastery. August 18, 2014. "Get started in UX." YouTube. <https://www.youtube.com/watch?v=78MGzBNHn8k>

UX Planet. January 30, 2018. "Starting a career in UX design." UX Planet. <https://uxplanet.org/starting-a-career-in-ux-design-aa39e090a77a>

Liu, T. November 19, 2017. "How to get started in UX/UI design?" UX Planet. <https://uxplanet.org/how-to-get-started-in-ux-ui-design-ae097cc0d1c>

CareerFoundry. July 3, 2018. "Create a killer UX design portfolio with these pro tips." YouTube. <https://www.youtube.com/watch?v=cYjVJZ6iPlw>

Ross, J. December 5, 2011. "Career advice for user researchers." UX Matters. <https://www.uxmatters.com/mt/archives/2011/12/career-advice-for-user-researchers.php>