

TECM 5191

DIGITAL LITERACIES FOR PROFESSIONAL COMMUNICATORS¹

Term:	Fall 2019
Live Meetings:	Mondays 6-9pm in AUDB 312
Asynchronous:	Canvas (unt.instructure.com)
Instructor:	Kim Sydow Campbell, PhD (Dr. Kim)
Instructor contact:	direct message via Slack
Office hours:	Mondays 5-6pm in AUDB 317 and by appointment

COURSE OUTCOMES

To demonstrate your understanding of the most relevant digital literacies needed by technical communication professionals, you will demonstrate that you

1. can assess the quality of digital information sources relevant to technical communication
2. can reflect upon your strategies for learning digital literacies in order to plan for future learning
3. understand the role of the following digital literacies
 - a. HTML, XML, and CSS
 - b. web design
 - c. content management
 - d. component content management
 - e. video and screencasting
4. can apply an understanding of digital literacies when
 - a. designing a portfolio website
 - b. writing topic-based content
 - c. publishing technical content in print and on the web
 - d. producing video help

PREREQUISITES

Because our graduate programs (both MA and GAC) admit students in any term, this 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 5191. All required readings and other source materials are available in Canvas. Details appear in this document after the Master Schedule. All software tools are also available at no cost to students, but some can only be accessed in the TECM Tech Lab (307 Auditorium Building).

¹ Updated on 11-1-19.

Students are encouraged, but not required, to secure a web domain with hosting for presenting their professional portfolio. Wordpress options appear below. Other options will be discussed in class.

Pricing for (.com) at wordpress.com/pricing/:

- Free (no custom domain)
- Personal \$60 for one year
- Premium \$96 for one year

Pricing for (.org) at bluehost.com/wordpress:

- Free Wordpress
- Bluehost (with custom domain) \$48 for one year

GRADED ASSIGNMENTS

Students may earn up to 100 possible points as outlined in the table that follows. Letter grades for the course are assigned based on the total points earned, using a 10-point scale (e.g., 90-100 points = A, 80-89 points = B, etc.).

Required Assignments	Short Description	Points Possible (100)
Project 1: Single Sourcing	Implement a single source project with topic-based authoring. (Measures Course Outcomes 2, 3a, 3d, 4b, and 4c.)	25 points
Project 2: Screencasting	Create video help using screencasting as a team member. (Measures Course Outcomes 2, 3e, and 4d.)	25 points
Project 3: Portfolio + Reflective Essay	Create a web portfolio to display your technical communication skills and a reflective essay on your learning strategies. (Measures Course Outcomes 1, 2a, 2b, 2c, and 4a.)	30 points
In-class Activities	Learn skills that support major projects. (Supports all major Course Outcomes: 1, 2, 3, and 4.)	10 points
Homework	Practice skills or supply information. (Supports all major Course Outcomes: 1, 2, 3, and 4.)	10 points

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 instructor's expectations for student conduct apply to all instructional settings.

The total points earned in the course can be reduced by up to 10 points (one letter grade) for demonstrating lack of professionalism. To avoid this, you should remain

- **Respectful** to the instructor and other students through your actions and words;

- **Responsive** to the instructor and other students; and
- **Knowledgeable** of course policies and procedures.

A student will receive one warning before points are deducted.

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 both synchronous and asynchronous learning. The instructor and students meet on a designated day and time each week. However, much independent work is accomplished outside of class meetings. You should check Slack at least daily to check for updates.

When communicating online, you should observe these netiquette practices:

- treat others with the same respect you would show in a face-to-face classroom.
- be too formal rather than too informal. (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).

INSTRUCTOR RESPONSIBILITIES AND FEEDBACK

Your instructor is responsible for providing course content, designing learning activities, providing you with 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 days of the deadline. Questions about grades or other individual issues should be directed to the instructor, not posted in the #general channel on Slack. Your instructor will respond to student questions sent via direct message on Slack within 12 hours on weekdays and 24 hours on weekends.

DUE DATES AND LATE WORK

Unless otherwise noted, all assignments are due by 11:59pm on Sundays. Please refer to the assignments 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.

TECHNOLOGY REQUIREMENTS

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

- using the learning management system (Canvas)
- downloading and installing software
- using web browsers (multiple ones are good for testing web designs)

Note the following guidance:

- 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.
- It's your job to backup data. UNT provides 25GB on OneDrive, so corrupted files don't excuse lateness.
- 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.

Technology Help

If you need technology help in TECM 5191, especially with MadCap Flare and Camtasia, use the TECM Tech Lab.

Hours: Monday - Thursday 8am - 10pm & Friday 8am - 5pm

Room: Auditorium Building 307

Email: unttechlab@gmail.com

Phone: 940-565-4193

Visit the [TECM Tech Lab Resources](#) page for more information.

Other technology help at UNT:

- [UNT Help Desk](#)
- [Canvas Support](#)
- [Computer and Internet Literacy](#)

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 course.
- *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 course.

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](#), [YouTube](#) and [Slack](#)) 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](#).

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.

MASTER SCHEDULE (11-1-19)

Module or Week	Dates	Topics	To Read (before class on Monday)	To Watch/Listen (before class on Monday)	To Do In Class on Monday	To Do as Homework (by 11:59 pm on Sunday)
1	10-21 (M) to 10-27 (S)	Digital Literacies for Tech Comm	<ul style="list-style-type: none"> TECM 5191 Syllabus & Master Schedule 		<ul style="list-style-type: none"> Slack sign-up Baseline survey Source Quality Worksheet: Portfolio readings 	<ul style="list-style-type: none"> Portfolio Analysis
2	10-28 (M) to 11-3 (S)	Tools for Managing Web Content	<ul style="list-style-type: none"> Major Assignment: Web Portfolio Project Does a Technical Writer Need to Understand Web Design? Toward Understanding Important Workplace Issues for Tech Comm 	<ul style="list-style-type: none"> Web Design for Non-Designers 	<ul style="list-style-type: none"> HTML/CSS tutorials or quizzes Source Quality Worksheet 	<ul style="list-style-type: none"> Major Assignment: Web Portfolio Draft
3	11-4 (M) to 11-10 (S)	Single Sourcing & Topic-based Authoring	<ul style="list-style-type: none"> Major Assignment: Single Source Project The Three Musketeers of Technical Content Does Being Technical Matter? 	<ul style="list-style-type: none"> Topic-based Writing: What is it, and Why Should I Care? 	<ul style="list-style-type: none"> Structured authoring tutorial Source Quality Worksheet 	<ul style="list-style-type: none"> Content Model for Single Source Project
4	11-11 (M) to 11-17 (S)	Tools for Component Content Management	<ul style="list-style-type: none"> The 5 Principles of Single Sourcing in Tech Comm The Current State of Component Content Management 	<ul style="list-style-type: none"> MadCap Flare for the Total Newbie 	<ul style="list-style-type: none"> CATME survey Source Quality Worksheet Flare tutorial 	<ul style="list-style-type: none"> Topic-based content in Flare for Single Source Project
5	11-18 (M) to 11-24 (S)	Tools for Standardizing Content	<ul style="list-style-type: none"> What is DITA and Why Should You Care The Darwin Information Typing Architecture (DITA) 	<ul style="list-style-type: none"> Flare's Stylesheet Editor for the Total Newbie: Seven CSS Skills You Should Know 	<ul style="list-style-type: none"> Source Quality Worksheet MadCap Central tutorial 	<ul style="list-style-type: none"> Reviews/revisions of content (see due dates in Canvas) Major Assignment: Single Source Project
6	11-25 (M) to 12-1 (S)	Tools for Screencasting	<ul style="list-style-type: none"> Major Assignment: Screencasting Project Too Long; Didn't Read The Minimalist Approach to Online Instructional Videos 	<ul style="list-style-type: none"> Basics: Making a Tutorial Video for Beginners 	<ul style="list-style-type: none"> Personas Camtasia tutorial Source Quality Worksheet 	<ul style="list-style-type: none"> Script & Storyboard
7	12-2 (M) to 12-8 (S)	More on Video Help	<ul style="list-style-type: none"> Video Usability YouTutorial: A Framework for Assessment Instructional Video 	<ul style="list-style-type: none"> Perfecting the Audio Narration in Instructional Video 	<ul style="list-style-type: none"> SPOT Source Quality Worksheet 	<ul style="list-style-type: none"> Major Assignment: Screencasting Project
8	12-9 (M) to 12-13 (F)	More Digital Literacies	<ul style="list-style-type: none"> The Interplay of Tech Comm & UX CATME 	<ul style="list-style-type: none"> Should You Specialize? Interview with Tom Johnson 	<ul style="list-style-type: none"> Heuristic review 	<ul style="list-style-type: none"> Major Assignment: Web Portfolio Project (by noon on Friday)

COURSE MATERIALS LIST

The required materials for the course are found in Canvas, but I've listed more complete details about them as well as other source materials below.

MODULE 1: DIGITAL LITERACIES IN TECHNICAL COMMUNICATION

To Read/Skim (in class):

- Clayson, Ashley (in press) Eportfolios on the Job: The Use of Assessment Eportfolios in the Business and Technical Communication Job Market. *Business and Professional Communication Quarterly*
- Rabil, Richard (2018) How to Be an Amazing Tech Comm Job Applicant at TechWhirl
<https://techwhirl.com/how-to-be-amazing-tech-comm-job-applicant-tips-tech-comm-hiring-manager/>

To Watch/Listen:

None

To Learn More:

- Carliner, Saul (2009) Computers and Technical Communication in the 21st Century. In *Digital Literacy for Technical Communication: 21st Century Theory and Practice*. Routledge.
- Fontana, R.P., Milligan, C., Littlejohn, A., and Margaryan, A. (2015) Measuring self-regulated learning in the workplace. *International Journal of Training and Development*. 19 (1) 32-52.
- Hackos, JoAnn (2016) Following the Trends 2016 – An Analysis of the Survey Results
<https://www.infomanagementcenter.com/publications/e-newsletter/cidm-enews-04-16/following-the-trends-2016-an-analysis-of-the-survey-results/>
- March, Elizabeth (2018) What Do We Mean When We Talk about Workplace Digital Literacy
<https://www.linkedin.com/pulse/what-do-we-mean-when-talk-workplace-digital-literacy-elizabeth-marsh/>
- Rush Hovde, Marjorie and Renguette, Corinne (2017) Technological Literacy: A Framework for Teaching Technical Communication Software Tools, *Technical Communication Quarterly*, 26:4, 395-411
- Wood, Adam Michael (2017) What (and How Much) to Learn? <http://hackwrite.com/posts/what-and-how-much-to-learn/>

MODULE 2: TOOLS FOR MANAGING WEB CONTENT

To Read:

- Johnson, Tom (2010) Does a Technical Writer Need to Understand Web Design?
<https://idratherbewriting.com/2010/07/06/does-a-technical-writer-need-to-understand-web-design/>
- Lanier, Clinton (2018) Toward Understanding Important Workplace Issues for Technical Communicators. *Technical Communication*, 65(1), 66-84

To Watch/Listen:

- Osborn, Tracy (2016) Web Design for Non-Designers <https://www.youtube.com/watch?v=uKpfO331DY4>

To Learn More:

- Boag, Paul (2017) How to Iterate Your Way to a Winning Content-Driven Website <https://www.smashingmagazine.com/2017/12/iterating-content-driven-websites/>
- CareerFoundry (2018) Create a killer UX design portfolio with these pro tips <https://www.youtube.com/watch?v=cYjVJZ6iPlw>
- Chrome Web Inspector <https://videopress.com/v/vGnrMTsQ>
- Delia, Colin (2019) Solved! Lorem Ipsum is NOT 16th Century Filler Text at DeepAdvantage <https://www.deepadvantage.com/blog/lorem-ipsum/> (more than you ever wanted to know about "lorem ipsum"!)
- Real Website Hints (2017) 5 Website Design Hints. Web Design Tutorial for Beginners. <https://www.youtube.com/watch?v=j2G1UpRiPY>
- Samuels, Jacquie (2013) Types of Content Management Systems Explained <https://techwhirl.com/types-of-content-management-systems/>
- Usability.gov (n.d.) Heuristic Evaluations and Expert Reviews. <https://www.usability.gov/how-to-and-tools/methods/heuristic-evaluation.html>
- Usability.gov (n.d.) Information Architecture Basics <https://www.usability.gov/what-and-why/information-architecture.html>
- Wordpress (accessed 9-15-19) How to Add Custom CSS <https://en.support.wordpress.com/custom-design/editing-css/>
- Wordpress (accessed 9-15-19) How to Find Your Theme's CSS <https://en.support.wordpress.com/custom-design/how-to-find-your-themes-css/>
- Rand-Hendriksen, Morten (2019) [WordPress 5 Essential Training](#) on LinkedIn Learning (formerly Lynda.com)

MODULE 3: SINGLE SOURCING AND TOPIC-BASED AUTHORING

To Read:

- Sapienza, Filipp (2002) Does Being Technical Matter? XML, Single Source, and Technical Communication. *Journal of Technical Writing and Communication*, 32(2), 155-170.
- Samuels, Jacquie (2013) The Three Musketeers of Technical Content <https://techwhirl.com/three-musketeers-of-technical-content-structure-writing-publishing/> at TechWhirl

To Watch/Listen:

- Cherryleaf Podcasts (2018) Topic-based Writing: What is it, and Why Should I Care? <https://cherryleaf.podbean.com/e/topic-based-writing-what-is-it-and-why-should-i-care/>

To Learn More:

- Albers, Michael (2003) Single Sourcing and the Technical Communication Career Path. *Technical Communication*, 50(3), 335-343
- Baker, Mark (2013) *Every Page is Page One: Topic-Based Writing for Technical Communication and the Web*. XML Press. See detailed contents at <https://everypageispageone.com/the-book/>

MODULE 4: TOOLS FOR COMPONENT CONTENT MANAGEMENT

To Read:

- Andersen, Rebekka and Batova, Tatiana (2015) The Current State of Component Content Management: An Integrative Literature Review. *IEEE Transactions on Professional Communication*, 58(3), 247-270
- Svensson, Anders (2016) The 5 Principles of Single Sourcing in Technical Documentation <https://www.linkedin.com/pulse/5-principles-single-sourcing-technical-documentation-anders-svensson/>

To Watch/Listen:

- Ferguson, Daniel (2014) MadCap Flare for the Total Newbie: Why Single-sourcing, Multi-channel Publishing is Essential <https://www.youtube.com/watch?v=ot3zRISPdCE&t=48s>

To Learn More:

- Andersen, Rebekka (2014) Rhetorical Work in the Age of Content Management: Implications for the Field of Technical Communication. *Journal of Business and Technical Communication*, 28(2), 115-157
- STC (2019) Future-Proof Your Docs: Keeping Docs Accurate with Continuous Delivery <https://www.youtube.com/watch?v=IloPkjD8hIM&feature=youtu.be>

MODULE 5: TOOLS FOR STANDARDIZING CONTENT

To Read:

- Learning Solutions (2010) What is DITA and Why Should You Care? <https://learningsolutionsmag.com/articles/524/what-is-dita-and-why-should-you-care>
- Harrison, Nancy (2005) The Darwin Information Typing Architecture (DITA): Applications for Globalization. *IEEE International Professional Communication Conference Proceedings*

To Watch/Listen:

- Scriptorium (2015) Overview of HTML markup versus DITA markup <https://www.youtube.com/watch?v=1cYP5six9ww&t=1s>

To Learn More:

- Cherryleaf (2017) If not DITA, then what? <https://cherryleaf.podbean.com/e/if-not-dita-then-what/>
- Graydon (2010) DITA is Hard <https://www.single-sourcing.com/dita-is-hard/>
- Open Source DITA files <https://wiki.oasis-open.org/dita-adoption/ditaSourceSets>
- Perlin, Neil (2019) Flare's Stylesheet Editor for the Total Newbie: Seven CSS Skills You Should Know <https://www.youtube.com/watch?v=LWtzk3OWcyA>
- Sample DITA content collection <https://github.com/gnostyx/dita-demo-content-collection>
- Self, Anthony (2011) DITA Style Guide from Scriptorium <https://www.scriptorium.com/books/#dsg>

MODULE 6: TOOLS FOR SCREENCASTING

To Read:

- Prause, Jacqueline (2018). Too Long; Didn't Read: How a New Generation is Changing User Assistance <https://news.sap.com/2018/05/tldr-new-generation-changing-user-assistance/>
- Pflugfelder, Ehren (2013). The Minimalist Approach to Online Instructional Videos. *Technical Communication*, 60 (2), 131-146

To Watch/Listen:

- TechSmith Academy (n.d.) Making a Tutorial Video for Beginners https://academy.techsmith.com/making-a-video-tutorial-for-beginners?utm_source=linkedin&utm_medium=social&utm_campaign=academy

To Learn More:

- TechSmith (n.d.) The Beginner's Guide to Successful Video Pre-Production <https://www.techsmith.com/blog/video-pre-production/>
- TechSmith Academy (n.d.) Basics: Recording Your Screen <https://academy.techsmith.com/basics-recording-your-screen>
- White, Alexandra (2017) Five Tips for Creating Watchable Technical Screencasts <https://heyawhite.com/2017/08/24/creating-fun-technical-screencasts/>
- Samuels, Jacque (2012) Video Tutorials: What Your Mother Doesn't Understand <https://techwhirl.com/technical-writer-tips-tricks-video-tutorials/>

MODULE 7: MORE ON DELIVERING VIDEO HELP

To Read:

- Morain, Matt & Swarts, Jason (2012) YouTutorial: A Framework for Assessing Instructional Online Video, *Technical Communication Quarterly*, 21:1, 6-24
- NN/g (2014) Video Usability <https://www.nngroup.com/articles/video-usability/>

To Watch/Listen:

- Johnson, Tom (2014) Perfecting the audio narration in instructional video <https://idratherbewriting.com/2014/10/23/slides-and-recording-for-perfecting-the-audio-narration-in-instructional-videos-at-info-dev-world/>

To Learn More:

- Hudspeth, Shawn (2019) How to Create Screencasts People Will Actually Watch <https://shawnhesketh.com/create-screencasts/>
- TechSmith (n.d.) How to Make Great Corporate Training Videos <https://www.techsmith.com/blog/how-to-make-great-training-videos/>

MODULE 8: MORE DIGITAL LITERACIES

To Read:

- Redish, Ginny and Barnum, Carol (2011) Overlap, Influence, Intertwining: The Interplay of UX and Technical Communication. *Journal of Usability Studies*, 6(3), 90-101

To Watch/Listen:

- Cherryleaf Podcast (2018) Should You Specialize? Interview with Tom Johnson <https://cherryleaf.podbean.com/e/49-should-you-specialise-interview-with-tom-johnson/>

To Learn More:

- Cherryleaf Podcast (2018) Trends in Technical Communication in 2018 and Beyond <http://cherryleaf.podbean.com/e/trends-in-technical-communication-in-2018-and-beyond/>

- Johnson, Tom (2019) Tech Comm Trends <https://idratherbewriting.com/blog/tech-comm-trends-stc-puget-sound/>
- Vermuelen, Ferry (2019) Technical Writing Tools: The Ultimate Choice of 83 Experts (2018 Update) <https://instrktiv.com/en/technical-writing-tools/>