TECM 5191
DIGITAL LITERACIES FOR PROFESSIONAL COMMUNICATORS

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 (dot)COM at wordpress.com/pricing/:
- Free (no custom domain)
- Personal $60 for one year
- Premium $96 for one year

Pricing for (dot)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.).

<table>
<thead>
<tr>
<th>Required Assignments</th>
<th>Short Description</th>
<th>Points Possible (100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 1: Single Sourcing</td>
<td>Implement a single source project with topic-based authoring. (Measures Course Outcomes 2, 3a, 3d, 4b, and 4c.)</td>
<td>25 points</td>
</tr>
<tr>
<td>Project 2: Screencasting</td>
<td>Create video help using screencasting as a team member. (Measures Course Outcomes 2, 3e, and 4d.)</td>
<td>25 points</td>
</tr>
<tr>
<td>Project 3: Portfolio + Reflective Essay</td>
<td>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.)</td>
<td>30 points</td>
</tr>
<tr>
<td>In-class Activities</td>
<td>Learn skills that support major projects. (Supports all major Course Outcomes: 1, 2, 3, and 4.)</td>
<td>10 points</td>
</tr>
<tr>
<td>Homework</td>
<td>Practice skills or supply information. (Supports all major Course Outcomes: 1, 2, 3, and 4.)</td>
<td>10 points</td>
</tr>
</tbody>
</table>

**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.

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**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.

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**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).

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**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.

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**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)

<table>
<thead>
<tr>
<th>Module or Week</th>
<th>Dates</th>
<th>Topics</th>
<th>To Read (before class on Monday)</th>
<th>To Watch/Listen (before class on Monday)</th>
<th>To Do In Class on Monday</th>
<th>To Do as Homework (by 11:59 pm on Sunday)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10-21 (M) to 10-27 (S)</td>
<td>Digital Literacies for Tech Comm</td>
<td>TECM 5191 Syllabus &amp; Master Schedule</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2              | 10-28 (M) to 11-3 (S)  | Tools for Managing Web Content                                          | Major Assignment: Web Portfolio Project  
Does a Technical Writer Need to Understand Web Design?  
Toward Understanding Important Workplace Issues for Tech Comm | Web Design for Non-Designers                                                                   | HTML/CSS tutorials or quizzes  
Source Quality Worksheet                                      | Portfolio Analysis                                                       |
| 3              | 11-4 (M) to 11-10 (S)  | Single Sourcing & Topic-based Authoring                                 | Major Assignment: Single Source Project  
The Three Musketeers of Technical Content  
Source Quality Worksheet                                      | Major Assignment: Web Portfolio Draft                                        |
| 4              | 11-11 (M) to 11-17 (S) | Tools for Component Content Management                                  | The 5 Principles of Single Sourcing in Tech Comm  
The Current State of Component Content Management                                                  | MadCap Flare for the Total Newbie                                      | CATME survey  
Source Quality Worksheet  
Flare tutorial                                              | Content Model for Single Source Project                                          |
| 5              | 11-18 (M) to 11-24 (S) | Tools for Standardizing Content                                          | What is DITA and Why Should You Care  
The Darwin Information Typing Architecture (DITA)                                                 | Flare’s Stylesheet Editor for the Total Newbie: Seven CSS Skills You Should Know | Source Quality Worksheet  
MadCap Central tutorial                                       | 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                                                | Major Assignment: Screencasting Project  
Too Long; Didn’t Read  
The Minimalist Approach to Online Instructional Videos                                          | Basics: Making a Tutorial Video for Beginners                               | Personas  
Camtasia tutorial  
Source Quality Worksheet                                      | Script &Storyboard                                                            |
| 7              | 12-2 (M) to 12-8 (S)   | More on Video Help                                                     | Video Usability  
YouTutorial: A Framework for Assessment Instructional Video                                          | Perfecting the Audio Narration in Instructional Video                 | SPOT  
Source Quality Worksheet                                      | Major Assignment: Screencasting Project                                            |
| 8              | 12-9 (M) to 12-13 (F)  | More Digital Literacies                                                | The Interplay of Tech Comm & UX  
CATME                                                                                          | Should You Specialize? Interview with Tom Johnson                   | Heuristic review                                                               | 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):


To Watch/Listen:

None

To Learn More:


MODULE 2: TOOLS FOR MANAGING WEB CONTENT

To Read:


To Watch/Listen:

To Learn More:

- CareerFoundry (2018) Create a killer UX design portfolio with these pro tips. [https://www.youtube.com/watch?v=cYjVJZ6iPlw](https://www.youtube.com/watch?v=cYjVJZ6iPlw)
- Chrome Web Inspector: [https://videopress.com/v/vGnrMTsQ](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/](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=j2G1IUpRiPY](https://www.youtube.com/watch?v=j2G1IUpRiPY)

**MODULE 3: SINGLE SOURCING AND TOPIC-BASED AUTHORING**

To Read:


To Watch/Listen:


To Learn More:


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MODULE 4: TOOLS FOR COMPONENT CONTENT MANAGEMENT

To Read:


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=ot3zRJSPdCE&t=48s]

To Learn More:

- STC (2019) Future-Proof Your Docs: Keeping Docs Accurate with Continuous Delivery [https://www.youtube.com/watch?v=IlloPkJD8hIM&feature=youtu.be]

MODULE 5: TOOLS FOR STANDARDIZING CONTENT

To Read:


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]

MODULE 6: TOOLS FOR SCREENCASTING

To Read:

To Watch/Listen:

- TechSmith Academy (n.d.) Making a Tutorial Video for Beginners

To Learn More:

- TechSmith (n.d.) The Beginner's Guide to Successful Video Pre-Production
  [https://www.techsmith.com/blog/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](https://academy.techsmith.com/basics-recording-your-screen)
  [https://techwhirl.com/technical-writer-tips-tricks-video-tutorials/](https://techwhirl.com/technical-writer-tips-tricks-video-tutorials/)

**MODULE 7: MORE ON DELIVERING VIDEO HELP**

To Read:


To Watch/Listen:

- Johnson, Tom (2014) Perfecting the audio narration in instructional video

To Learn More:

- Hudspeth, Shawn (2019) How to Create Screencasts People Will Actually Watch
  [https://shawnhesketh.com/create-screencasts/](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/](https://www.techsmith.com/blog/how-to-make-great-training-videos/)

**MODULE 8: MORE DIGITAL LITERACIES**

To Read:


To Watch/Listen:


To Learn More: