

University of Kentucky
School of Information Science (SIS)

[ICT 302]: Content Management Systems

- Instructor:** Spencer Greenhalgh, PhD
- Contact Information:** *Office*—341 Lucille Little Library Bldg.
Phone—859.218.2294
Email—spencer.greenhalgh@uky.edu
Zoom—<https://uky.zoom.us/my/greenhalgh>
- Response Time:** During the week, I work to respond to all emails within 24 hours. I am slower to respond on weekends and may not get back to you until Monday. Please keep this in mind when preparing to submit assignments!
- Office Hours:** I will hold office hours on Zoom (see above):
Monday, 2pm to 3pm,
Tuesday, 2pm to 3pm, or
by appointment
- Meeting Schedule:** You will attend class with your group members from 3pm to 4pm on **either** Monday, Wednesday, or Friday, as assigned by Dr. Greenhalgh. Normally, groups will meet in LCLI 205, but it is possible to arrange for attending via Zoom.
- In addition to once-a-week meetings in real time, you will also complete class activities asynchronously on Canvas and communicate with your classmates and Dr. Greenhalgh via Microsoft Teams and other technologies.

COVID-19 Statement [[inspired by](#) Dr. Andrew Heiss]

A college class can be stressful enough during normal times, but it's likely worse during a global pandemic. You may know (or be!) someone who has lost their job, tested positive for COVID-19, been hospitalized, or taken on new family responsibilities.

I am fully committed to making sure that you learn everything you were hoping to learn from this class! Although formal deadlines are an important part of giving structure to a class, my late policy and willingness to make accommodations are pretty generous even during normal times, and if this pandemic is turning your life upside down, I'm willing to be as flexible as you need me to be.

If you feel like you're behind, not understanding everything, or just plain stressed, **do not suffer in silence!** I'm pretty quick to respond to email and more than happy to meet with you.

COVID-19 Policies

Please note the following course policies specifically related to the COVID-19 pandemic.

Face Covering/Distancing Policy

In accordance with University guidelines, students must wear UK-approved face coverings in the classroom and academic buildings (e.g., faculty offices, laboratories, libraries, performance/design studios, and common study areas where students might congregate). If UK-approved face coverings are not worn over the nose and mouth, students will be asked to leave the classroom.

Students should complete their daily online wellness screening before accessing university facilities and arriving to class.

Students should not move chairs or barriers in classrooms and should socially distance at all times, leaving a six (6) foot radius from other people. Masks and hand sanitizer can be found in the LCLI 320 office suite if needed.

Students should leave enough space when entering and exiting a room. Students should not crowd doorways at the beginning or end of class.

The instructor may choose to remove a mask when pedagogically necessary at the front of the classroom and behind a clear barrier. The instructor's mask will be replaced when it is no longer necessary to have it removed, or when the class meeting is complete.

Fall Academic Calendar and Reading Days

Several modifications to the academic calendar have been made in response to the COVID-19 situation. The current calendar is available [here](#).

The calendar features a Reading Day. The current Dead Week restrictions on certain instructional activities would continue to apply to Reading Days. An additional restriction would apply to Reading Days, namely no required class meetings or, more generally, no “required interactions.” Reading Days are not academic holidays.

Basic Needs Statement [inspired by [Dr. Sara Goldrick-Rab](#)]

Any student who has difficulty affording or accessing food to eat every day or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to [contact the Dean of Students](#) and to explore the resources listed at the bottom of [this page](#). Furthermore, please notify me if you are comfortable in doing so.

Children in Class Statement [inspired by [Dr. Christopher C. Jones](#)]

All breastfeeding babies are welcome in class as often as necessary. Non-nursing babies and older children are welcome whenever alternate arrangements cannot be made. I want all

students—including students who are parents—to feel welcomed and be supported, and I expect all students to join me in these efforts.

Course Information

Course Description

This course focuses on the practice and theory of designing, building, and maintaining content management systems.

Course Objectives—"I Can" Statements

The following "I can" statements will serve as guiding objectives for this course and its assessments. By the end of the semester, you should feel comfortable making each statement about yourself and be able to back up that statement with your performance on course activities and assessments.

- **I can** identify and define key concepts in (web) content management.
- **I can** describe and compare content management systems.
- **I can** manage content using established workflows.
- **I can** identify and employ technologies related to content management.
- **I can** find and use resources for self-directed learning.

Required Course Materials

You are not required to buy a textbook for this class; however, much of my teaching will be inspired by [*Web Content Management: Systems, Features, and Best Practices*](#) and other resources by Deane Barker. If you find the lectures helpful—and have the money to do so—I suggest you purchase the book during or after the semester.

Over the course of the semester, you will be learning about a number of free resources that you can use to learn about content management systems. Furthermore, you will work together as a class to use what you learn from those resources (and other course activities) to create resources that you can use as a reference after the semester has ended.

Course Assessment

Your grade for this course will be based on 600 points:

- 540 points – 600 points = A
- 480 points – 539.9 points = B
- 420 points – 479.9 points = C
- 360 points – 419.9 points = D
- 0 points – 359.9 points = E

These 600 points come from the following groups of activities, which should all be completed honestly. For larger assessments (like Create and Submit activities), please pay close attention to the rubric on Canvas—I follow rubrics closely when I grade, so they are reliable guides for how to succeed.

Learn Activities: 30 points (2 points/week for 15 weeks)

During each week of the semester, you will complete one or two active learning activities on your own and on Canvas that relate to class concepts. These will typically take the form of discussion posts where you apply knowledge from a written lecture or from annotating readings using the [Hypothesis](#) software (available through Canvas).

Explore Activities: 30 points (2 points/week for 15 weeks)

During each week of the semester, you will complete two exploration activities on your own and on Canvas where you demonstrate your understanding of class concepts by finding out how they work in real-life scenarios. These will typically take the form of discussion posts where I provide a prompt for an exploration activity and you report on what you found.

Create Activities: 150 points

During each week of the semester, you will complete one practical activity related to course concepts. For Modules 1-5, you will complete these activities on your own. For Modules 6-15, these will take the form of *blog post reports* that represent the work of a whole group (see below). You will complete your create activities using other technologies (Google Docs, Hugo, WordPress) but submit them on Canvas.

Create activities will begin in class but can be completed later in the week. However, no one who has an unexcused absence from class can receive credit for their create activity for that week—even if they otherwise complete the work. Please see below for course policies on unexcused absences.

Blog Post Reports: 100 points (10 points/week for 10 weeks)

For each of the *blog post report* create activities, you and your group will publish a post to the class WordPress website. The post may be on any appropriate topic related to ICTs and will be evaluated on the quality of its content (including word count and mechanics), the quality of its presentation (including proper use of markup elements), and its proper inclusion of media (including proper accessibility and attribution). For each blog post, your group should decide on the content management role that each member should play. You should have at least one *administrator*, one *developer*, and one *editor* (as we use those terms in this class); other members of the group may take any role, and more than one group member may play the same role. I highly recommend that you rotate roles throughout the semester so that everyone has experience with all of these roles.

After the blog post is published, the group *administrator* will submit a brief report to Canvas that includes a link to the post. The report will be evaluated based on how well it describes who played what role and how well it evaluates the group's workflow for that post.

Submit Activities: 390 points

Throughout the semester, you will submit several *learning reports* to document what you have learned from week to week. You will also submit a series of individual and group projects that demonstrate your understanding of course concepts. You will complete submit activities using other technologies (Google Docs, Hugo, WordPress) but submit them on Canvas.

Learning Reports: 210 points (6 points/week for 15 weeks, plus one 20-point mid-semester report and one 100-point end-of-semester report).

At the end of each week, you will create a short post on your Hugo website where you report how you demonstrated your progress on each of the five "I Can" statements for this course (see above). This progress can come from in-class activities, but it is also expected that you work outside of class hours (both on your own and with your group) to make progress on course assessments and learning. Early in the semester, we may not yet have addressed some of the statements—you should still address the statement but clearly say that we haven't done anything related to it. However, by Module 5 or 6, you should be able to address each of them every week—if you do not work toward one or more statements as part of organized class activities, it is your responsibility to find a way to progress toward mastery of that statement!

Each week, you will submit a link to this post on Canvas. Your post will be evaluated based on how many of the "I Can" statements it addresses and how well it uses Markdown elements.

At the end of Module 9, you will submit a longer report to Canvas where you summarize your progress on each of the five "I Can" statements for the course during the first half of the semester. I will provide detailed feedback on this mid-semester report to set you up for success on the end-of-semester report. This report will be evaluated based on how strong of an argument you make for being able to demonstrate each of the "I Can" statements.

At the end of Module 16, you will submit an even-longer report to Canvas where you describe your ability to meet each of the "I Can" statements for this course based on evidence from throughout the semester. This report will be evaluated based on how strong of an argument you make for being able to demonstrate each of the "I Can" statements.

Annotated Definitions: 60 points (one 5-point mid-semester report, one 5-point peer review of another group's report, and one 50-point end-of-semester report).

Over the course of the semester, you and your group will be responsible for creating two pages on the class WordPress site where you define, explain, and demonstrate a content management concept (one each) that we learn about during the semester. Your group will work with other groups and Dr. Greenhalgh to decide which concepts should be defined and which group will define each concept. To create the page, you will follow the same kinds of workflow that you follow to create your blog posts.

At the end of Module 9, your group will submit a close-to-complete draft of a single definition page as well as a report describing your efforts so far. I will provide detailed feedback on this

mid-semester report to set you up for success on the end-of-semester report. However, in terms of points, I will only evaluate the mid-semester report based on completion.

At the end of Module 10, everyone will individually create a peer review of another group's definition page, following guidelines I provide about effective feedback.

At the end of Module 16, your group will submit two complete definition pages as well as a report describing your efforts throughout the semester. The report will be evaluated based on some of the same criteria as the blog post reports (content, presentation, media, responsibilities, and workflow) as well as the quality of your definition, explanation, and demonstration.

Resource Guides: 60 points (one 5-point mid-semester report, one 5-point peer review of another group's report, and one 50-point end-of-semester report).

Over the course of the semester, you and your group will be responsible for creating two pages on the class WordPress site where you list and link to helpful resources related to a particular skill or topic related to content management. Your group will work with other groups and Dr. Greenhalgh to decide which skills or topics should be covered and which group will cover each skill or topic. To create the page, you will follow the same kinds of workflow that you follow to create your blog posts.

At the end of Module 9, your group will submit a close-to-complete draft of a single resource guide as well as a report describing your efforts so far. I will provide detailed feedback on this mid-semester report to set you up for success on the end-of-semester report. However, in terms of points, I will only evaluate the mid-semester report based on completion.

At the end of Module 10, everyone will individually create a peer review of another group's resource guide, following guidelines I provide about effective feedback.

At the end of Module 16, your group will submit two complete resource guides as well as a report describing your efforts throughout the semester. The report will be evaluated based on some of the same criteria as the blog post reports (content, presentation, media, responsibilities, and workflow) as well as the quantity and quality of the resources you link to and the quality of the descriptions you provide for those resources.

Walkthroughs: 60 points (one 5-point mid-semester report, one 5-point peer review of another group's report, and one 50-point end-of-semester report).

Over the course of the semester, you and your group will be responsible for creating two pages on the class WordPress site where you provide a walkthrough of how to accomplish a particular task in WordPress. Your group will work with other groups and Dr. Greenhalgh to decide which tasks should be covered and which group will cover each task. To create the page, you will follow the same kinds of workflow that you follow to create your blog posts.

At the end of Module 9, your group will submit a close-to-complete draft of a single walkthrough as well as a report describing your efforts so far. I will provide detailed feedback on

this mid-semester report to set you up for success on the end-of-semester report. However, in terms of points, I will only evaluate the mid-semester report based on completion.

At the end of Module 10, everyone will individually create a peer review of another group's walkthrough, following guidelines I provide about effective feedback.

At the end of Module 16, your group will submit two complete walkthroughs as well as a report describing your efforts throughout the semester. The report will be evaluated based on some of the same criteria as the blog post reports (content, presentation, media, responsibilities, and workflow) as well as how well you provide specific steps, multiple sources of support, and outside connections.

Late Work Policy

Officially, each assignment is due at 11:59pm on the Sunday night indicated in Canvas. Practically speaking, however, I will grade without penalty (for graded assessments) and provide feedback on (for all assessments) any assessment that is turned in by the time I begin looking over that assessment. However, I will not grade or provide feedback on any work that is completed after this time unless you have made other arrangements with me. Naturally, because my schedule varies from week to week and because I try to provide feedback as quickly as possible, your best bet is to turn in your work by the official deadline or—if life has thrown you a curveball—to get in touch with me ahead of time to make other arrangements.

Excused Absences (Senate Rules 5.2.4.2)

Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a “W,” or the Instructor of Record may award an “I” for the course if the student declines a “W.” (Senate Rules 5.2.4.2.1)

(If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the Instructor cannot penalize the student for any unexcused absences.)

Verification of Absences (Senate Rules 5.2.4.2.A, B, C, and E)

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate

athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

Excused Absences: Quarantine

Academic policies regarding excused absences can be found in the Senate Rules (and below) under “Excused Absences.” The Senate Council has interpreted excused absences for the Fall 2020 semester to include an excuse from required in-person interactions if the student has been directed to self-quarantine by the University (including its app), a medical professional, public health professional, or government official.

Considerations for Online Learning

Because this course is held partially online, it may be different than many of the courses you have taken in the past. Please consult this section for advice and resources that will help you successfully participate in an online class.

Technology Requirements

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at [ITS Student Hardware & Software Guidelines](#).

Technical Support

For account help, contact UK’s [Information Technology Customer Services online](#), by [email](#), or by phone at 859-218-HELP (4357).

Online Learning Resources

The following resources may be helpful for you:

Zoom Teleconferencing Software

We will be using the Zoom software in this course for virtual office hours and other meetings. <https://uky.zoom.us> [log in using your linkblue account]

Information Technology Services (ITS) Customer Services

Students having trouble logging into the various linkblue sites (Account Manager, myUK, Canvas, Office365, etc.) can contact the ITS Service Desk for help.

859-218-HELP or 859-218-4357

<https://www.uky.edu/its/customer-support-student-it-enablement/customer-services>

Canvas Assistance

Students needing technical assistance within their Canvas course can find help through Canvas support.

<https://community.canvaslms.com/docs/DOC-10554-4212710328>

UK Online

<http://www.uky.edu/ukonline/>

Distance Learning Library Services

Phone: (859) 218-1240

Fax: (859) 257-0505

E-mail: dllservice@lsv.uky.edu

Librarian: [Carla Cantagallo](#)

2-2, north wing, [William T. Young Library](#) 0456

Website: <http://libraries.uky.edu/dlls>

Course Policies

The following policies are in effect for this course:

Midterm Grades for Undergraduate Students (Senate Rules 6.1.3.A)

Mid-term grades will be posted in myUK by the deadline established in the [Academic Calendar](#).

Academic Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. Visit the [DRC website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

Non-Discrimination Statement and Title IX Information

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1 \("Policy on Discrimination and Harassment"\)](#). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website](#).

Faculty members are obligated to forward any report made by a student related to IIEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

Bias Incident Support Services

Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University's official reporting system for acts that negatively impact a sense of belonging. Campus and community consultation and educational opportunities centered on inclusion, diversity, equity and belonging is a resource also provided by BISS. For more detailed information please visit the [BISS website](#) or contact them [via email](#).

Martin Luther King Center

The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC's year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. Students can reach the MLKC via phone at 859-257-4130, by visiting them in Gatton Student Center Suite A230, [via email](#), and by visiting the [MLKC website](#).

Office of LGBTQ* Resources

UK is committed to supporting students and upholding the University's efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK's Name Change Form. (More information about the form can be found on the Office of LGBTQ*'s [website](#).) Otherwise, students can provide this information to faculty members directly.

Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the website of the [Office of LGBTQ* Resources](#).

Veteran's Resource Center

Being both a member of the military community and a student can bring some complexities. If you are a member of the military or a military veteran or dependent, please let me know when these challenges arise.

Drill schedules, calls to active duty, mandatory training exercises, issues with GI Bill disbursement, etc. can complicate your academic life. Please let me know if you experience complications and I will do my best to work with you.

If you are a military student serving in the National Guard or Reserve it is in your best interest to let all of your professors know that immediately. You might also consider sharing a copy of your training schedule as well as any orders activating you. The Veterans Resource Center (VRC) can provide a letter for your professors validating your absence but be aware that there is no current UK policy protecting military students who miss class due to short term activations such as long weekend drills, annual training or emergency activations. See the instructor or the VRC for details.

The VRC is a great resource for members of our military family. If you have questions regarding your VA benefits or other related issues, the VRC has a full complement of staff to assist you. The VRC also provides study and lounge space, as well as free printing. Please visit the VRC [website](#), [email](#) the DRC, visit them in the basement of Erikson Hall, or call the director, Tony Dotson, at 859-257-1148.

Violence Intervention and Prevention (VIP) Center

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a “Responsible Employee” of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University’s Title IX Coordinator in the IEEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the Violence Intervention and Prevention (VIP) Center’s [website](#) (offices located in Frazee Hall, lower level; email them; or call 859-257-3574), the Counseling Center’s (CC) [website](#) (106 Frazee Hall; 859-257-8701), and the University Health Services (UHS) [website](#); the VIP Center, CC, and UHS are confidential resources on campus.

The VIP Center accepts walk-in appointments.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the [Code of Student Rights and Responsibilities](#). Complete information can be found on the [Academic Ombud](#) page. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rule 6.3.1 (see current [Senate Rules](#)) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the

result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Academic Integrity—Prohibition on Cheating (SR 6.3.2)

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Academic Integrity—Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

Faculty members are obligated to forward any report made by a student related to IEEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report

alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

Summary Course Schedule

This table provides an overview of the schedule for this course. Some of the readings and topics are inspired by Deane Barker's [Introduction to Content Management Systems syllabus](#).

Module	Topic	Learn Activities	Explore Activities	Create Activities	Submit Activities
Module 1	Introduction to ICT 302	<ul style="list-style-type: none"> - read about Dr. Greenhalgh - read about how ICT 302 is organized - read (and discuss) the philosophy behind ICT 302 - as needed, learn about Canvas 	<ul style="list-style-type: none"> - read (and annotate) course syllabus 	<ul style="list-style-type: none"> - set up basic course technologies 	<ul style="list-style-type: none"> - submit learning report for Module 1
Module 2	Introduction to Content	<ul style="list-style-type: none"> - read about (and discuss) what content is - read (and annotate) "Why You Need Two Types of Content Strategist" 	<ul style="list-style-type: none"> - explore Markdown, HTML, and CSS 	<ul style="list-style-type: none"> - set up Hugo introduction page 	<ul style="list-style-type: none"> - submit learning report for Module 2
Module 3	Introduction to Content Management	<ul style="list-style-type: none"> - read about (and discuss) content management workflows - read (and annotate) "Content Management is an Emergent Skill" 	<ul style="list-style-type: none"> - explore productivity tools and techniques 	<ul style="list-style-type: none"> - create group workflow document 	<ul style="list-style-type: none"> - submit learning report for Module 3
Module 4	Introduction to Content Management Systems	<ul style="list-style-type: none"> - read (and annotate) "In the Shadow of the CMS" - read about content management systems 	<ul style="list-style-type: none"> - explore the Hugo software 	<ul style="list-style-type: none"> - create a dummy final course website with your Hugo website 	<ul style="list-style-type: none"> - submit learning report for Module 4
Module 5	Introduction to Presentation of Content	<ul style="list-style-type: none"> - read about presentation of content - read (and annotate) "Content Management and the Separation of Presentation and Content" 	<ul style="list-style-type: none"> - explore available themes for Hugo 	<ul style="list-style-type: none"> - modify the presentation of your Hugo website 	<ul style="list-style-type: none"> - submit learning report for Module 5
Module 6	Introduction to WordPress	<ul style="list-style-type: none"> - read about WordPress - read about (and discuss) WordPress resources 	<ul style="list-style-type: none"> - explore the class WordPress website 	<ul style="list-style-type: none"> - submit blog post report for Module 6 	<ul style="list-style-type: none"> - submit learning report for Module 6

Module 7	Features of Content Management Systems	<ul style="list-style-type: none"> - read about (and discuss) CMS features - read (and annotate) "Checking the Box: How CMS Feature Support is Not a Binary Question" 	- explore WordPress and Hugo feature	- submit blog post report for Module 7	- submit learning report for Module 7
Module 8	Other Content Management Systems	<ul style="list-style-type: none"> - read (and annotate) "Why Categorizing, Comparing, Rating, and Evaluating a CMS is Really, Really Hard" - read (and annotate) "Why Organizations Pick CMS X Over CMS Y" 	- explore other CMSs	- submit blog post report for Module 8	- submit learning report for Module 8
Module 9	Mid-Semester Check-In	- read about (and discuss) effective peer feedback	- submit mid-semester feedback	- submit blog post report for Module 9	<ul style="list-style-type: none"> - submit learning report for Module 9 - submit mid-semester learning report - submit mid-semester annotated definitions draft - submit mid-semester resource guide draft - submit mid-semester walkthrough draft

Module 10	Introduction to Content Modeling	<ul style="list-style-type: none"> - read about (and discuss) content modeling - read (and annotate) "Open and Closed Content Management" 	<ul style="list-style-type: none"> - explore templates on WordPress and Hugo 	<ul style="list-style-type: none"> - submit blog post report for Module 10 	<ul style="list-style-type: none"> - submit learning report for Module 10 - submit peer feedback for annotated definitions - submit peer feedback for resource guide - submit peer feedback for walkthrough
Module 11	Introduction to Content Aggregation	<ul style="list-style-type: none"> - read about (and discuss) content aggregation) - read (and annotate) "Menuing in Content Management: Implicit vs. Explicit" 	<ul style="list-style-type: none"> - explore content aggregation on Hugo and WordPress 	<ul style="list-style-type: none"> - submit blog post report for Module 11 	<ul style="list-style-type: none"> - submit learning report for Module 11
Module 12	Extending Content Management Systems	<ul style="list-style-type: none"> - read about (and discuss) extending CMSs - read (and annotate) "The Dark Side of Plugin Architectures" 	<ul style="list-style-type: none"> - explore extensibility with WordPress and Hugo 	<ul style="list-style-type: none"> - submit blog post report for Module 12 	<ul style="list-style-type: none"> - submit learning report for Module 12
Module 13	Content and Commerce	<ul style="list-style-type: none"> - read (and discuss) money-making models for the internet - read (and annotate) "When eCommerce Might Be a Very Bad Thing" 	<ul style="list-style-type: none"> - explore eCommerce options for WordPress and Hugo 	<ul style="list-style-type: none"> - submit blog post report for Module 13 	<ul style="list-style-type: none"> - submit learning report for Module 13
Module 14	Multichannel Distribution of Content	<ul style="list-style-type: none"> - read about (and discuss) multichannel content distribution - read (and annotate) "Beyond Web-Centricity in Content Management" 	<ul style="list-style-type: none"> - explore additional channels related to Hugo and WordPress 	<ul style="list-style-type: none"> - submit blog post report for Module 14 	<ul style="list-style-type: none"> - submit learning report for Module 14
Module 15	End-of-Semester Check-In	<ul style="list-style-type: none"> - review (and discuss) effective peer feedback - consider deleting class accounts 	<ul style="list-style-type: none"> - provide some final peer feedback 	<ul style="list-style-type: none"> - submit blog post report for Module 15 	<ul style="list-style-type: none"> - submit learning report for Module 15

Module 16	Submit Final Projects				<ul style="list-style-type: none">- submit end-of-semester learning report- submit end-of-semester annotated definitions report- submit end-of-semester resource guides report- submit end-of-semester walkthroughs report
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