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University of Kentucky
School of Information Science (SIS)

[ICT 302-001]: Content Management Systems

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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 work week (but not the weekend!), I commit to respond
                             to all emails within 24 hours. I expect you to regularly check
                             Canvas and email for messages from me and to respond quickly.

Office Hours: I will hold office hours in person or on Zoom (see above):
                                     Monday, 1pm to 3pm,
                                     Wednesday, 10am to 12pm, or
                                     by appointment

Meeting Schedule: You will attend class in LCLI 312 from 3pm to 3:50pm on
                             Mondays, Wednesdays, and Fridays. It will be possible to arrange
                             for attending via Zoom in case of COVID-19 related concerns.

Required Materials: You will need regular access to a laptop computer during class.
                             All class materials will be available on Canvas. However, much of
                             my teaching will be inspired by this book 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 yourself.

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"Life is Difficult" Statement [inspired by Dr. Andrew Heiss]

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The past few years have been characterized by a global pandemic, increased (and overdue) attention to inequalities and injustices, and stressful political tensions; we might hope that the worst of all of these has passed, but the truth is that none of them have disappeared. This is a difficult time to be in college.

Despite these difficulties, I am fully committed to making sure that you learn everything you were hoping to learn from this class! My late policy and willingness to make accommodations are generous even during normal times, and if your life is being turned 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 usually quick to respond to email and more than happy to meet with you.

COVID-19 Policies

Since the beginning of the COVID-19 pandemic, the University of Kentucky has paid close attention to scientific recommendations and local circumstances and has updated its policies accordingly. I strongly encourage everyone to get vaccinated and boosted, and I expect everyone to keep up with and follow UK guidelines. I also encourage you to be a responsible citizen and classmate, even when that means going above and beyond UK guidelines. For example, you may notice me coming to class wearing a mask when Fayette County is in the "red zone" or if I have a cough or cold. Please consider how you can contribute to a healthy class and campus.

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 Center for Support and Intervention and to explore the resources listed at the bottom of this page. Furthermore, if you are comfortable doing so, you can also notify me.

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 in class.

- **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.

Course Assessment

This semester, I am experimenting in ICT 302 with *ungrading*, which tries to put less emphasis on point-counting and more emphasis on feedback, reflection, learning, and growth. This doesn't mean that there won't be any assessments in this course—there will be plenty! The difference is that these assessments aren't excuses for me to give you points that will then get added together to determine your final grade in the class.

Instead, these assessments are opportunities for you to prove to me what you already know and for me to explain to you what you still need to learn. Small assignments in this class (both group and individual) will be graded as simply complete or incomplete. A complete assignment is one that is turned in and that follows all the directions. An incomplete assignment is one that is not turned in (in which case you've missed your chance to submit it) or that does not follow all the directions (in which case I will return it to you to revise and resubmit).

Your final grade in Canvas will simply be the percentage of small assignments that you (and your group) have completed in the class, graded according to the following scale:
    90–100.0% = A
    80–89.99% = B
    70–79.99% = C
    60–69.99% = D
     0–59.99% = E

However, this grade will not necessarily be your final grade in the course. Rather, it will be considered alongside a small number of evaluations on some end-of-semester big projects, and I will use those to determine your final letter grade for the class. Let's take a look at each of these big projects, how you will be evaluated on each of them, and the smaller assessments and activities that support them.

Big Project: Personal Learning Report (we will usually spend Mondays on this project)

As mentioned earlier, there are five "I can" statements that 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 in class; that, more than any letter grade, is the best indication of whether you've learned anything in this class.

At the end of each week, you will create a short, individual post on your group's Hugo website where you describe how one or more things you did that week relates to one or more "I Can" statements. I will read and respond to each of these posts to draw attention to your accomplishments and correct any misconceptions. You will also have weekly opportunities to comment on and respond to class readings (either through the Hypothesis social annotation software or a discussion board); I will review everyone's responses to guide class discussions and correct misconceptions. Furthermore, during most weeks, you will have the chance to do a tinkering project with the Hugo static site software to give yourself practical experience with course concepts.

At the end of Module 16, you will submit a 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. You will give yourself a grade on this Personal Learning Report. As a general rule, if you feel confident in your ability to meet all five "I Can" statements, you should give yourself an A. If you only feel confident in your ability to meet four "I Can" statements, you should give yourself a B. Three statements? Give yourself a C. You can figure out the rest.

During Module 10, you will prepare a first draft of this Personal Learning Report for me to look over. I will tell you what grade I would give you if I were evaluating you. You can use this feedback to think more about your learning and write a more convincing report on what you've learned.

During Module 14, you will prepare a second draft of this Personal Learning Report for me to look over. I will tell you what grade I would give you if I were evaluating you and let you know what changes you will need to make for me not to override the grade you give yourself.

You will submit your final Personal Learning Report at the end of Module 16. I reserve the right to override the grade you give yourself if you do not respond to my feedback in Modules 10 and 14.

Big Project: Group WordPress Website (we will usually spend Fridays on this project)

At the beginning of the semester, I will randomly assign you into small groups of 4-5. Throughout the semester, your group will work to set up a WordPress instance and develop it into a hypothetical website for a small organization or business. At the end of the semester, your group will self-evaluate your work (under my supervision), so it's important to define the criteria for that self-evaluation.

During Module 3, you will collectively publish a Group Contract to your group's Hugo website that defines what "A" work looks like, what "B" work looks like, etc. Then, during Module 5, you will individually publish Personal Contracts to your group's Hugo website that defines what "A" work looks like, what "B" work looks like, etc.

During Module 9, you will discuss as a group what grade you deserve based on what you've done up to that point and what your contract defines up to that point and communicate that mid-semester grade to me. You will also provide an initial evaluation of your groupmates' work. Based on those discussions, you will also have an opportunity to tweak your Personal and Group Contracts in Module 10.

During Module 14, you will discuss as a group what grade you deserve based on what you've done and what your contract defines and communicate that grade to me. You will also individually evaluate your own work based on your Personal Contracts. I will let you know if I disagree with any of these evaluations.

You will then submit final Group and Peer Evaluations at the end of Module 16. I reserve the right to override any evaluations if you have not responded to my Module 14 feedback.

Your Final Grade

At the end of the semester, you will have a whole pile of letter grades in front of you. You will have one individual grade from Canvas based on how many small assignments you completed, another individual grade for your Personal Learning Report, and one group grade for your Group WordPress Website. You will also have a number of additional grades for your Group WordPress Website (depending on the number of people in your group).

Once I've received all of these grades, I will determine your final grade for the class. In short, I will put all your grades in order from highest to lowest and pick the "middle" grade as your grade for the class. For example, if you get a "B" based on your completion of small assignments, you give yourself a "B" on the Personal Learning Report, your group gives itself an "A" on the Group WordPress Website, and your four group members give you an "A," an "A," a "B," and a "C" on the Group WordPress Website, your grades all lined up will be "AAA<u>B</u>BBC." The middle letter in that sequence is a B, and that's the grade you'll get; if one group member partner had given you an "A" instead of an "B", your grades all lined up would be "AAA<u>A</u>BBC," and you would receive a "A" instead." Please note that it's possible that could you end up with an even number of grades at the end of the semester; in that case, I will usually take the higher of the two "middle" grades. However, I reserve the right to tweak these final grades. I do not expect this to be common but will intervene if I feel that the grade resulting from this process understates or overstates someone's effort in class.

This grading process gives me relatively little say in what grade you get, gives you and your group some direct say in what grade you think you deserve, and gives your group members some hefty say in how impressed they are with your work. That should make you think about how to approach this class—and how this relates to life after school...

Late Work Policy
Officially, each assignment is due at 11:59pm on the date 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.

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](#).

All of the policies listed on this page are in effect for this course. Also in effect are these rules related to academic offenses; plagiarism is a serious concern in the world of content management, and I will not tolerate it. It is your responsibility to ensure that you understand what plagiarism is and how to avoid it.

Diversity, Equity, and Inclusion

College Statement
The College of Communication and Information will build a collaborative environment for creativity, curiosity, and excellence grounded in the core values of diversity, justice, and equity. We are enriched by the diversity of cultures, perspectives, and talents in our community. We thrive together when we work to provide an equitable and welcoming experience that respects and empowers the unique contributions and circumstances of students, faculty, and staff from every race and ethnicity, nationality, gender identity and expression, sexual orientation, religion, citizenship status, age, veteran status, pregnancy and parenting status, and disability or health status. We are committed to ensuring every member of our College feels welcomed, well-served, and included. Please join us.

University Statement
The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (Governing Regulations XIV). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (https://www.uky.edu/regs/gr14). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to creating a safe, equitable, and anti-racist environment. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record or the college's diversity officer, who is charged with addressing concerns about diversity, equity, and inclusiveness (uky.edu/inclusiveexcellence/college-diversity-inclusion-officers). Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, or the dean. To submit an official report of bias, hatred, racism, or identity-based violence, visit the Bias Incident Support Services website (https://www.uky.edu/biss/report-bias-incident).

DEI Resources
Please also consider the following resources related to diversity, equity, and inclusion:

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 (uky.edu/biss) or contact them via email (biss@uky.edu).

Counseling Center
The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the UKCC's website (uky.edu/counselingcenter) for more detailed information or call (859) 257-8701.

Disability Resource Center
If you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754, via email (drc@uky.edu) or visit their website (uky.edu/DisabilityResourceCenter).

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 (mlkc@uky.edu), and by visiting the MLKC website (uky.edu/mlkc).

If there are aspects within your experience here at UK that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or email the Office for Institutional Diversity via email (vpid@uky.edu).

Non-Discrimination / Title IX
In accordance with federal law, 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") (https://www.uky.edu/regs/ar6-1). 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") (https://www.uky.edu/regs/ar6-2). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (Institutional Equity), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit Institutional Equity's website (https://www.uky.edu/eeo).

Faculty members are obligated to forward any report made by a student related to discrimination, harassment, and sexual misconduct to the Office of Institutional Equity. Students can confidentially report alleged incidences through the Violence Intervention and Prevention Center (https://www.uky.edu/vipcenter), Counseling Center (https://www.uky.edu/counselingcenter), or University Health Service (https://ukhealthcare.uky.edu/university-health-service/student-health).

Reports of discrimination, harassment, or sexual misconduct may be made to Institutional Equity here.

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 (uky.edu/lgbtq/forms-and-resources).) Otherwise, students can provide this information to instructors 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 (uky.edu/lgbtq/forms-and-resources).

Veterans Resource Center (VRC)
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 instructors 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. Let your instructor know if you experience complications.

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 (uky.edu/veterans), email the VRC (vetcenter@uky.edu), visit them in the basement of Erikson Hall, or call the director, Colonel Tony Dotson, at (859) 257-1148.

If you are a military student serving in the National Guard or Reserve, it is in your best interest to let all of your instructors know that immediately. You might also consider sharing a copy of your training schedule.

If you are a military student who is a member of the National Guard or Military Reserve and are called to duty for one-fifth or less of this semester, provide a copy of your military orders to the Director of the Veterans Resource Center (contact information above) once you become aware of the call to duty. (Please also provide the Director with a list of all your current courses and instructors.) The Director will verify the orders with the appropriate military authority and will, on the military student's behalf, notify their instructors as to the known extent of the absence.

Your absences will not be penalized and instructors will work with military students to create reasonable accommodations for making up missed assignments, quizzes, and tests.

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 Institutional Equity 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 (uky.edu/vipcenter/content/faq) (offices located in Bosworth Hall, 1st Floor; (859) 257-3574), the Counseling Center's (CC) website (uky.edu/counselingcenter/student-resources), and the University Health Services (UHS) website (uky.edu/university-health-service/student-health/our-student-services). The VIP Center, CC, and UHS are confidential resources on campus. **The VIP Center accepts Zoom, phone, and walk-in appointments.**

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 (Dates)	Topic	Monday activities	Wednesday activities	Friday activities	do by Sunday
Module 1 (22 Aug - 28 Aug)	Introduction to ICT 302	- lecture on ICT 302 - read and annotate syllabus together - introduce Personal Learning Report project - introduce weekly personal reports	- introduce groups - set up group Hugo websites - set up Microsoft Teams workspace	- introduce Group WordPress Website project - introduce weekly group reports	- complete Module 2 readings on Canvas
Module 2 (29 Aug - 4 Sep)	Content	- discuss Module 2 readings - lecture on content	- tinker with Hugo content model	- start developing initial Group contract - publish weekly group report on Hugo and submit through Canvas	- complete Module 3 readings on Canvas - publish weekly personal report on Hugo and submit through Canvas
Module 3 (5 Sep - 11 Sep)	Content and Commerce	- Labor Day, no class	- discuss Module 3 readings - lecture on content and commerce	- discuss commerce models for group projects - continue developing initial Group Contract - publish weekly group report on Hugo and submit through Canvas	- complete Module 4 readings on Canvas - publish weekly personal report on Hugo and submit through Canvas - publish initial Group Contract to Hugo and submit through Canvas

Module 4 (12 Sep - 18 Sep)	Content Management	- discuss Module 4 readings - lecture on content management roles	- tinker with Hugo publication workflow	- start developing initial Personal Contracts - set up workflows and permissions for Group WordPress Website - publish weekly group report on Hugo and submit through Canvas	- complete Module 5 readings on Canvas - publish weekly personal report on Hugo and submit through Canvas
Module 5 (19 Sep - 25 Sep)	Content Management Systems	- discuss Module 5 readings - lecture on content management systems	- tinker with setting up a dummy group website and menus in Hugo	- continue developing initial personal contracts - publish weekly group report on Hugo and submit through Canvas	- complete Module 6 readings on Canvas - publish weekly personal report on Hugo and submit through Canvas - publish initial Personal Contracts to Hugo and submit through Canvas

Module 6 (26 Sep - 2 Oct)	WordPress	- discuss Module 6 readings - lecture on WordPress	- tinker with comparing Hugo and WordPress	- set up WordPress workflows and permissions - publish weekly group report on Hugo and submit through Canvas	- complete Module 7 readings on Canvas - publish weekly personal report on Hugo and submit through Canvas
Module 7 (3 Oct - 9 Oct)	Multichannel Distribution of Content	- discuss Module 7 readings - lecture on content channels	- tinker with social media integration with Hugo	- consider distribution channels for Group WordPress Website - publish weekly group report on Hugo and submit through Canvas	- complete Module 8 readings on Canvas - publish weekly personal report on Hugo and submit through Canvas
Module 8 (10 Oct - 16 Oct)	Content vs. Presentation	- discuss Module 8 readings - lecture on presentation	- tinker with themes and CSS in Hugo	- look into themes for Group WordPress Website - publish weekly group report on Hugo and submit through Canvas	- complete Module 9 readings on Canvas - publish weekly personal report on Hugo and submit through Canvas

Module 9 (17 Oct - 23 Oct)	Content Aggregation	- discuss Module 9 readings - lecture on content aggregation	- tinker with templates, menus, and tags in Hugo	- consider content aggregation on your Group WordPress Website - submit mid-semester Group Evaluation through Canvas	- submit first draft Personal Learning Report to Canvas - submit mid-semester Peer Evaluations through Canvas
Module 10 (24 Oct - 30 Oct	Mid-Semester Check-In	- Fall Break; no class	- lecture on self and peer feedback - discuss course objectives and Personal Learning Report	- discuss Personal and Group WordPress Website contracts - update Group Contract on Hugo and submit through Canvas	- update Personal and Contracts on Hugo and submit through Canvas - complete Module 11 readings on Canvas
Module 11 (31 Oct - 6 Nov)	Extending Content Management Systems	- discuss Module 11 readings - lecture on extending content management systems	- tinker with Hugo Developer Tools	- look into relevant plugins for Group WordPress Website	- complete Module 12 readings on Canvas - publish weekly personal report on Hugo and submit through Canvas
Module 12 (7 Nov - 13 Nov)	User-Generated Content	- discuss Module 12 readings - lecture on user-generated content	- consider role of user-generated content on Group WordPress Website - publish weekly group report on Hugo and submit through Canvas	- Dr. Greenhalgh at conference; unstructured workday	- complete Module 13 readings on Canvas - publish weekly personal report on Hugo and submit through Canvas

Module 13 (14 Nov - 20 Nov)	Features of Content Management Systems	- discuss Module 13 readings - lecture on features of content management systems	- tinker with evaluating Hugo features	- move Group WordPress Website project forward - publish weekly group report on Hugo and submit through Canvas	- publish weekly personal report on Hugo and submit through Canvas
Module 14 (21 Nov - 27 Nov)	End-of-Semester Check-in	- discuss Personal Learning Reports, Group Evaluations, and Peer Evaluations	- Thanksgiving Break; no class	- Thanksgiving Break; no class	- complete Module 15 readings on Canvas - submit draft Group Evaluation - submit self-evaluations according to Personal Contracts - submit draft Personal Learning Report to Canvas

Module 15 (28 Nov - 4 Dec)	Other Content Management Systems	- discuss Module 15 readings - lecture on other content management systems	- tinker with other CMSs	- move Group WordPress Website forward	-
Module 16 (5 Dec - 7 Dec)	End-of-Semester Wrap-up	- review lecture on self and peer feedback - move Group WordPress Website project forward	- move Group WordPress Website forward - last chance for feedback from Dr. Greenhalgh - submit final projects	- Reading Day; no class	-