[ICT 302-001]: Content Management Systems

Instructor: Spencer Greenhalgh, PhD

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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):
Tuesday, 1pm to 3pm,
Wednesday, 12pm to 2pm, or
by appointment

Meeting Schedule: You will attend class in LCLI 311 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.

COVID-19 (and More) 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. Not only this, but there have been several events over the past 24 months that are reminders of inequalities and injustices people here in Kentucky and around the world are facing. 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 this pandemic (or anything else) 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 usually quick to respond to email and more than happy to meet with you.

COVID-19 Policies

I expected to be able to say at the beginning of the semester that much of the worst of the pandemic was behind us; however, there are ongoing and new concerns related to COVID-19, and it is difficult to say what this semester is going to look like. I strongly encourage everyone to get vaccinated, and I expect everyone to follow current University of Kentucky policies related to COVID-19 (at the beginning of the semester, this includes wearing a mask in the classroom regardless of vaccination status). UK policy may change throughout the semester, and I expect everyone to keep up with and follow current policy.

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 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. Then, at the end of the semester, you're going to receive a small number of evaluations on small number of 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 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; that, more than any letter grade, is the best indication of whether you've learned anything in this class. 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 and at the end of Module 15, you will prepare a draft version 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. Furthermore, 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.

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

We are going to spend a lot of time in this class talking about *concepts* related to content management systems, but your ability to *apply* these concepts is just as important. 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 Module 16, you will show me your WordPress website. You will be evaluated on the Group WordPress Website project in two ways:

First, your whole group will work together to give itself a grade on the Group WordPress Website. During Module 2, you will publish a group contract to your group's Hugo website that defines what "A" work looks like, what "B" work looks like, etc. You will have an opportunity to tweak that contract in Module 10, and in Module 16, 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.

Second, each of your group members will give you a grade (and you will grade each of your group members) based on your (and their) contributions to the Group WordPress Website. During Module 4, you will publish a personal contract to your group's Hugo website that defines what "A" work looks like, what "B" work looks like, etc. You will have an opportunity to tweak that contract in Module 10, and in Module 16, each group member will evaluate every other group member based on what they've done and what their contract defines and communicate those grades to me.

During Module 10 and at the end of Module 15, you will prepare a draft version of each of these evaluations 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. Furthermore, at the end of each week, someone in your group will create a short post on your group's Hugo website that describes what you've accomplished, what is going well, what is going less well, and next steps that you're going to take. I will read and respond to each of these posts to draw attention to your accomplishments and provide help as needed. I will also spend the bulk of Wednesday classes checking in with groups, evaluating their work, and providing help as needed.

Big Project: Real Work (we will usually spend Fridays on this project)

We are going to spend a lot of time in this class talking about *concepts* related to content management systems, and we are going to practice *applying* these concepts with group projects, but there's no substitute for doing content management in the *real world*. As a class, we will be working with one or more community partners to do actual content management work for their organizations or companies. Throughout the semester, we will be working with at least one community partner, though we may begin working with others as the semester goes on. This is an excellent opportunity for us to consider content, content management, and content management systems in the real world, and I am very grateful to the community partners that are being generous enough to give us a peek into their processes

Each community partner we work with will give *the entire class* a grade on the "Real Work" we do for them. I am your professor for this class, but they are essentially your boss, and it's going to be important to keep them happy. If they feel like our class does A work, the entire class will get an "A." If they feel like our class does B work, the entire class will get a "B." You can figure out the rest.

This evaluation structure means two things: First, that it's important for everyone to take initiative and contribute to the Real Work project(s) we do, because everyone's going to get the same grade. Second, that it's important for us to communicate well with our community partners. We will spend our Fridays planning, organizing, and doing the content management that our community partners ask us to do. I will ask our community partners to provide us feedback around Module 10 (including a grade representing how well we're doing at this point); depending on the partner and the project, they may provide more feedback throughout the semester. More important to me than the grade they give us is the impression that we leave on them; the work we do not only represents you individually but us as a class, me as a professor, the ICT program, the School of Information Science, the College of Communication and Information, and the University of Kentucky.

Your Final Grade

At the end of the semester, you will have a whole pile of letter grades in front of you. You will definitely have one 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) and a number of class grades for our Real Work (depending on the number of community partners we work with).

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 give yourself a "B" on the Personal Learning Report, your group gives itself an "A" on the Group WordPress Website, your three group members give you an "A," an "A," and a "B" on the Group WordPress Website, and two community partners give the class an "A" and a "C," your grades all lined up will be "AAA<u>A</u>BBC." The middle letter in that sequence is an A, and that's the grade you'll get; if one group member or community partner had given you a "B" instead of an "A", your grades all lined up would be "AAA<u>B</u>BBC," and you would receive a "B" 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 very 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 and our community partners 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 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.

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.

Course Policies

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

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).

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 activites	Wednesday activities	Friday activities	do by Sunday
Module 1 (23 Aug - 29 Aug)	Introduction to ICT 302	- lecture on ICT 302 syllabus - introduce Personal Learning Report project - discuss weekly individual reports - set up Hypothesis	- introduce groups - introduce Group WordPress Website project - set up Hugo websites - discuss weekly group reports	- introduce community partners - introduce Real Work project - set up Microsoft Teams workspace	- complete Module 2 readings on Canvas
Module 2 (30 Aug - 5 Sep)	Content	- discuss Module 2 readings - lecture on content - practice producing content on Hugo	- develop initial group contract	- discuss content related to Real Work project	- complete Module 3 readings on Canvas - publish weekly reports on Hugo and submit through Canvas - publish initial group contract to Hugo and submit through Canvas

Module 3 (6 Sep - 12 Sep)	Content and Commerce	- Labor Day, no class	- discuss Module 3 readings - lecture on content and commerce - discuss commerce models for group projects	- discuss commerce models for content in Real Work project	- complete Module 4 readings on Canvas - publish weekly reports on Hugo and submit through Canvas
Module 4 (13 Sep - 19 Sep)	Content Management	- discuss Module 4 readings - lecture on content management roles - practice content management on GitHub/Hugo	- develop initial personal contracts	- set up workflows and permissions for Real Work project	- complete Module 5 readings on Canvas - publish weekly reports on Hugo and submit through Canvas - publish initial personal contracts to Hugo and submit through Canvas
Module 5 (20 Sep - 26 Sep)	Content Management Systems	- discuss Module 5 readings - lecture on content management systems - evaluate Hugo as a CMS	- set up a dummy Group Website in Hugo	- move Real Work project forward	- complete Module 6 readings on Canvas - publish weekly reports on Hugo and submit through Canvas
Module 6 (27 Sep - 3 Oct)	WordPress	- discuss Module 6 readings - lecture on WordPress - explore WordPress resources	- set up WordPress server - set up WordPress workflows and permissions	- move Real Work project forward	- complete Module 7 readings on Canvas - publish weekly reports on Hugo and submit through Canvas

Module 7 (4 Oct - 10 Oct)	Multichannel Distribution of Content	- discuss Module 7 readings - lecture on content channels - discuss RSS feeds on Hugo	- consider other content channels for Group WordPress Website project	- move Real Work project forward	- complete Module 8 readings on Canvas - publish weekly reports on Hugo and submit through Canvas
Module 8 (11 Oct - 17 Oct)	Content vs. Presentation	- discuss Module 8 readings - lecture on presentation - explore CSS and themes in Hugo	- look into themes for Group WordPress Website	- move Real Work project forward	- complete Module 9 readings on Canvas - publish weekly reports on Hugo and submit through Canvas
Module 9 (18 Oct - 24 Oct)	Content Aggregation	- discuss Module 9 readings - lecture on content aggregation - explore aggregation possibilities in Hugo	- consider content aggregation on your Group WordPress Website	- Dr. Greenhalgh at conference; unstructured workday	- publish weekly reports on Hugo and submit through Canvas
Module 10 (25 Oct - 31 Oct	Mid-Semester Check-In	- Fall Break; no class	- lecture on self and peer feedback - discuss website contracts - start providing peer feedback	- process feedback from community partners - self-evaluate Real Work project	- submit draft Personal Learning Report to Canvas - update Personal and Group Website Contracts on Hugo and submit through Canvas - complete Module 11 readings on Canvas

Module 11 (1 Nov - 7 Nov)	User-Generated Content	- discuss Module 11 readings - lecture on user-generated content	- consider role of user-generated content on Group WordPress Website	- move Real Work project forward	- complete Module 12 readings on Canvas - publish weekly reports on Hugo and submit through Canvas
Module 12 (8 Nov - 14 Nov)	Extending Content Management Systems	- discuss Module 12 readings - lecture on extending content management systems - look into extending Hugo	- look into relevant plugins for Group WordPress Website project	- move Real Work project forward	- complete Module 13 readings on Canvas - publish weekly reports on Hugo and submit through Canvas
Module 13 (15 Nov - 21 Nov)	Features of Content Management Systems	- discuss Module 13 readings - lecture on features of content management systems - evaluate Hugo in terms of CMS features	- move Group WordPress Website project forward	- move Real Work project forward	- complete Module 14 readings on Canvas - publish weekly reports on Hugo and submit through Canvas
Module 14 (22 Nov -	Content Modeling	- discuss Module 14 readings - lecture on content modeling	- Thanksgiving Break; no class	- Thanksgiving Break; no class	- complete Module 15 readings on Canvas - publish weekly reports on Hugo and

28 Nov)		- describe Hugo's content model(s)			submit through Canvas
Module 15 (29 Nov - 5 Dec)	Other Content Management Systems	- discuss Module 15 - lecture on other content management systems - look into other CMSs	- move Group WordPress Website project forward	- wrap up Real Work project - write thank you notes to community partners	- submit draft Personal Learning Report to Canvas
Module 16 (6 Dec - 8 Dec)	End-of-Semester Check-in	- review lecture on self and peer feedback - move projects forward	- move projects forward - last chance for feedback from Dr. Greenhalgh	- semester is over!	-