

Course Outline - GLIS660 Enterprise Content Management

General information

Course #: GLIS660

Section #: 001

Term: Winter

Year: 2021

Course pre-requisite(s): None

Course co-requisite(s): None

Course schedule: Friday 11:35 am - 2:25 pm

Number of credits: 3

Instructor information

Name: Peymon Montazeri

E-mail: peymon.montazeri@mail.mcgill.ca

Virtual office hours: Friday 2:26 – 3:26 pm

Communication plan: Zoom, myCourses, and email

I will be available on Zoom every Friday from 2:26 to 3:26 pm (right after class) for office hours but please contact me in advance. In addition, if the office hours are not suitable for you, please contact me and we will set up an alternate time.

When emailing me, please include the course title (i.e. GLIS660) in the subject line. I usually reply to emails within 24 hours (except on weekends).

Course overview

This course aims to provide the students with an overview of what managing an organization's content entails. Throughout the course, students will learn about the three facets of enterprise content management (i.e. people, content, and tools) and their role in a successful content strategy. Concepts will include how to identify people and their content needs, how to best address those needs, and the tools that can help along the way; all while keeping in mind the organization's goals and mission. The course will consist of lectures, guest lectures, software demos, student presentations, and discussions.

Instructor message regarding remote delivery

Given the pandemic, GLIS660 will be held entirely remotely. I will try my best to provide you with any help or support that I can to help you succeed. I have created a form that is available on myCourses, where you can anonymously submit your feedback, comments, concerns, or, complaints at any time. Additionally, you may refer to [Guidelines for Students on Remote Teaching](#).

[Learning, and Assessment](#) and [Remote Learning Resources](#) should you need more information on remote delivery.

Learning outcomes

By the end of this course, students should be able

- To identify the definition, characteristics, and functions of enterprise content management (ECM)
- To recognize the role of content strategy
- To understand the connection between content, people, and tools in enterprise content management
- To understand the needs of content users and how those needs may be addressed
- To know what content lifecycle and managing content in an enterprise means
- To identify tools related to ECM including software applications on content management systems (CMS)

Required Course Materials

We will use the following textbook throughout the course. It is available online through the McGill Library.

Rockley, Ann., Cooper, Charles., & Halvorson, Kristina. (2012). Managing enterprise content: A unified content strategy (2nd ed., Vol. 1–1 online resource (xviii, 365 pages) : illustrations). New Riders. <https://learning.oreilly.com/library/view/managing-enterprise-content/9780132931656/>

Optional Course Materials

While not required, the following books would help you better understand the material being taught in class. All are also online through the McGill Library.

Cameron, S. (2011). Enterprise content management: A business and technical guide. BCS Learning & Development Limited.
<http://ebookcentral.proquest.com/lib/mcgill/detail.action?docID=3051647>

Halvorson, Kristina., Rach, Melissa., & Cancilla, Sarah. (2012). Content strategy for the web (Second edition., Vol. 1–1 online resource (xix, 198 pages) : illustrations). New Riders.
<http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=1596051>

Nichols, K., & Rockley, A. (2015). Enterprise content strategy: A project guide. XML Press.
<http://ebookcentral.proquest.com/lib/mcgill/detail.action?docID=1913024>

Class format and materials

In order to accommodate all of the students, regardless of where they are located, the course lectures will be pre-recorded and available on myCourses prior to each class. Students are expected to listen to the recordings in their own time. No new content will be taught at our designated course time – this time will be used to reiterate what was in the recordings and hold discussions.

Weekly schedule

To simplify ECM, the course loosely divides it into people, content, and tools. This is not to say these concepts are independent of one another; rather, they are interrelated and cannot be separated. Because of this, weekly concepts will inevitably overlap.

Session	Topic	To read	Due
1 – January 15*	Introduction & overview <ul style="list-style-type: none"> ➤ This course ➤ ECM 		
2 – January 22	Introduction & overview <ul style="list-style-type: none"> ➤ Organization, goal, scope ➤ Content strategy 	Rockley: Ch 1, 2	
3 – January 29	People side of ECM <ul style="list-style-type: none"> ➤ People audit ➤ Needs assessment ➤ Guest lecture (tentative) 	Rockley: Ch 7	
4 – February 5	People side of ECM <ul style="list-style-type: none"> ➤ Needs assessment (con'd) ➤ Personas ➤ Workflows (intro) 	Rockley: Ch 7, 8	
5 – February 12	Content side of ECM <ul style="list-style-type: none"> ➤ What is content? ➤ Content audit ➤ Structured vs unstructured ➤ Lifecycle 	Rockley: Ch 9, 10, 16	Assignment part 1
6 – February 19	Content side of ECM <ul style="list-style-type: none"> ➤ Management ➤ Metadata ➤ Reuse 	Rockley: Ch 11, 12, 13, 15	
7 – February 26	Content side of ECM <ul style="list-style-type: none"> ➤ Governance ➤ Localization ➤ Protection/Privacy ➤ Guest lecture (tentative) 	Rockley: Ch 17	
---- March 5 ----	READING WEEK – NO CLASS ☺		
8 – March 12	Tools side of ECM <ul style="list-style-type: none"> ➤ Cloud ➤ XML 	Rockley: Ch 19	Assignment part 2

9 – March 19	Tools side of ECM ➤ XML (DITA) ➤ Guest lecture (tentative)	Rockley: Ch 20	
10 – March 26	Tools side of ECM ➤ CMS ➤ Workflows (application)	Rockley: Ch 14	
----- April 2 -----	GOOD FRIDAY – NO CLASS ☺		
11 – April 9	Student presentations		Assignment parts 3 and 4
12 – April 16	Student presentations		

* While every attempt will be made to follow the schedule and cover the material as indicated in the table below, the exact dates may vary depending on the class progress and feedback received from the students.

Evaluation

To better understand the concepts that are taught in the course, students (individually or in groups of no more than 3) are required to choose a small student organization and develop a web content strategy for them. The content strategy will be divided into four parts consisting of the three ‘sides’ of ECM (i.e. people, content, and tools) and an overview presentation of the strategy. The chosen student organization can be one you are either familiar with or one that you can find enough information on (for example via their website). There is no need to contact the organization for the assignment and assumptions can be made (and stated) wherever needed. The evaluation of the content strategy is based on a demonstrated understanding of the concepts learned in class, as opposed to coming up with the ‘right’ strategy. More information on each part of the assignment can be found below.

Part 1: People (25%)

Length: 1500 to 2500 words.

Format: paper

- Talk about the organization, its goals, why it was chosen
- Identify and describe the key people and their content needs
- Based on the assessment of the people, develop a minimum of three (3) personas of the main users (could be external and/or internal)

Part 2: Content (25%)

Length: 1500 to 2500 words.

Format: paper

- Based on your access to the organization (via their website, social media, etc.), evaluate their existing content and how it is currently being managed
 - Is the content meeting the needs of the people? How can it be improved?
- Develop a content strategy based on your evaluation of people needs and the existing content
 - Ensure to have a governance strategy for at least three (3) types of their content and justify

Part 3: Tools (25%)

Length: 1500 to 2500 words.

Format: paper

- Find three (3) content management systems (CMS) that could address the needs of the people and content, as identified in parts 1 and 2
- Talk about the pros and cons of each platform
- Select one of the found CMSs to adopt for your content strategy and justify your selection
- Include at least two (3) workflows demonstrating how the content, people, and CMS work together. For example, one workflow could be for content creation, another could be for content modification, etc.

Part 4: Presentation (25%)

Length: 15-20 minutes.

Format: PowerPoint presentation (recorded)

- Putting parts 1, 2, and 3 together, present your content strategy in a recorded presentation

McGill Policy Statements

Academic integrity

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures. See [here](#) for more details.

Language of submission

In accord with McGill University's [Charter of Students' Rights](#), students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

Additional statements

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

As the instructor of this course, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009.

Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without the

explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

[End-of-course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students

Additional policies governing academic issues that affect students can be found in the [McGill Charter of Students' Rights](#).