User Stories

Story 1

Jean is a senior in high school from Des Moines. She learned about technical writing from one the contestants on the show *Survivor*, but doesn't fully understand what it is. She likes writing and is thinking about majoring in Technical Communication. She is looking at the Technical Communication webpage on her iPhone's Safari app. She wants to learn exactly what technical communication is and the focus areas of the classes she might take (writing, design, etc.). She scrolls past the first sentence because it is understated, in italics, and doesn't seem important. She is unimpressed by the image she has to scroll past and is unenthused by the first sentence in the first paragraph. She doesn't just want to "help those who create ideas to communicate better"; she wants to create ideas herself. She stops reading quickly and looks into other majors without learning what technical communication is.

Outcome: **Negative**   Will they be adding a Tech Comm major or minor: **No**

Story 2

Karen is the mother of a freshman who is thinking about switching majors. Karen is concerned about her child getting a major in the English Department, instead of the College of Engineering, and is not sure if the major will be marketable in the job market. Karen wants to learn what technical communication is and if her child will be able to find a job after they graduate. Karen reads through the entire page on her iPad Mini before bed. She likes that there is an emphasis on internships and an area of concentration. She approves of the major after learning that it is the *"relationship between practical communication and science/technology,"* however she would like to know what jobs Iowa State alumni with a technical communication major have.

Outcome: **Mostly Positive**

Story 3

Jem, a sophomore in Technical Communication, wants to plan out his next semester schedule and hopefully also draft his four-year plan. As a sophomore, Sean wants to learn more about the upper level Tech Comm classes so he can choose the ones he finds most interesting and take the prereqs into account when planning. He is on a library computer. The only help Sean can find for specific course information is in the two links on the bottom of the page. Sean isn't happy that the links are so old, but uses the PDFs (along with the course catalog) to draft his plan. Unfortunately, what Sean doesn't know is that his four-year plan won't work because there is no indication anywhere, on any website, that most technical communication classes are either taught only in the spring semester or only in the fall semester or haven't been taught in several years.

Outcome: **Mostly Negative**

Story 4

Atticus is a junior in Computer Science. He took English 314 and loved it. He enjoys documenting his code and explaining how his projects work to his friends who aren't programmers. Atticus thinks technical communication is useful and wants to add it as a second major or a minor. By doing this he wants to improve his communication skills, giving himself an edge after he graduates. He is using his laptop to look at the technical communication website. Tom wants to make sure that the technical communication major focuses on similar topics that he covered in English 314. Tom really likes the emphasis on communication and documentation throughout the page. He is confused by what organization culture and organizational activities means, but this does not deter him. He scrolls to the bottom of the page and clicks on the "Minor in Technical Communication" link. He is still unsure if he wants to get a major or minor, but is very happy that technical communication is what he thought it was.

Outcome: **Negative**   Will they be adding a Tech Comm major or minor: **Unsure**

Story 5

Racheal is a sophomore in English. After she graduates, she wants to become an editor, but most of her classes focus on reading. She has taken two technical communication courses already, but wants to learn more about rhetoric, writing, and editing. She talked about it with her advisor and decided she wants to add technical communication as a major or minor. She is using the website to find out more about the technical communication minor and who to contact to add it. She scans the bolded header for relevant information. She does not see any information about who to contact. She clicks on the link about the technical communication minor. At first she is confused about why it took her to a page about an English minor, but after she scrolls down she finds the information she is looking for.

Outcome: **Mixed**   Will they be adding a Tech Comm major or minor: **Yes**