



Open Meeting 2011

**What
happened
to WaSP?**

We started out by
spreading the word to
anyone who'd listen.



We led browser upgrade campaigns.



We took browsers to
task for their sins
against web standards.



We goaded software
developers into
embracing standards.



In many ways you could say we won the battle over web standards.



So why are so many web sites still built without using web standards?



We've been preaching to the converted.

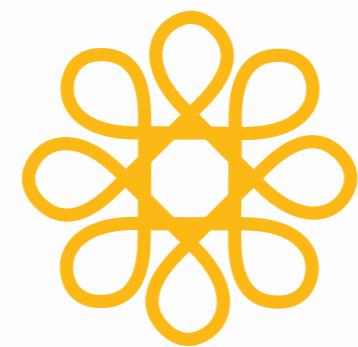


There are a lot
of people we
haven't reached.



But we want to change that.





WaSP
INTERact



CHALLENGES

SOLUTIONS

TIME

CHANGE

RESOURCES

[Home](#) / Curriculum

Curriculum

Based upon web standards and best practices, WaSP InterACT is designed to prepare students to be a web professional. Adapt and reuse our resources. Contribute your own content and ideas.



Foundations

Focus on the basic principles and fundamental competencies that form a solid grounding for any aspiring web professional.



Front-end Development

Basic competencies and advanced skills in front-end technologies, platforms, tools and key knowledge areas.



Design

Competencies in producing engaging visuals and animation based on creative design and technical production skills.



User Science

Key knowledge areas in designing interaction and information for user experience as well as essential techniques for undertaking successful evaluations.



Server-side Development

Curriculum Framework

Courses are grouped into professional disciplines to provide a clear idea of study levels.

[See our full framework structure »](#)

Our Roadmap

Learn more about what's to come and when.

[View the roadmap »](#)

[Get the Book](#)

interactwithwebstandards.com

[Explore the Curriculum](#)

interact.webstandards.org/curriculum

InterACT Curriculum

WaSP InterACT is a living, open curriculum based upon web standards and best practices, designed to teach students the skills of the web professional.

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InterACT Curriculum

- Assignments.
- Grading rubrics.
- Modules.
- Living curriculum.

Get the Book
interactwithwebstandards.com



Explore the Curriculum
interact.webstandards.org/curriculum



InterACT with Web Standards

- Maps with the InterACT curriculum.
- Integrates assignments.
- Includes resources.

Get the Book
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TIME



Try it yourself!

Complete these exercises to practice the techniques you have just learned.

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Try it yourself!

Notice how your own content expectations change depending on whether you're reading: a website, a billboard, a magazine, a brochure, to sign up for a newsletter, to check today's headlines or to buy something on a retail site.

Keep notes about your discoveries. Where were you when you encountered the material? What time of day was it? Which season? Are there certain expectations that don't change, no matter what or why you're reading?

Finally, summarize your findings in a blog post.



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Course Blog Grading Rubric

| Criteria | Performance Quality | | | | Score |
|-------------------|--|--|---|---|-------|
| | 0 points | 1 point | 2 points | 3 points | |
| Blog Posts | Blog post was not published on time, is poorly written, does not contain content relevant to the course, or does not meet the post length requirement. | Blog post was published on time, contains some spelling and/or grammatical errors, meets the post length requirement, but content is not very relevant to the course, or does not expand upon course topics. | Blog post was published on time, contains no spelling and/or grammatical errors, meets the post length requirement, and the content expands upon course topics. | Blog post is published on time, is very well written with no typos, grammar, or spelling errors, expands upon course topics, and exceeds the minimum post length. Post contains images where relevant to the content, and links to plenty of sources and resources. | |

CHAPTER 5

Writing for the Web

by Erin Anderson

No matter what gets you there in the first place – website, mobile application, widget, and we common: words.

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Writing For The Web

F-200 | Foundations

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Course Description

This course will introduce students to the essentials of writing and editing text for the web. Topics covered include writing for efficient reading; editing print content for optimizing web content for search-engines and their users; finding the appropriate tone for each project; writing good page titles, headlines, “alt” text, and links; and writing “interface copy.” Students will draft and edit a variety of content pages and written print copy for use on the web.

Prerequisites

FED-100 Web Design 1

Recommended Textbook(s)

Redish, Janice. *Letting Go of the Words: Writing Web Content that Works*. Morgan Kaufmann, 2007.

Cook, Claire Kehrwald. *Line by Line: How to Edit Your Own Writing*. New York: Harcourt, 1985.

Recommended Reading

Explore the Curriculum
interact.webstandards.org/curriculum

Assignment: Who Is It For?

The first thing you need to do on any web writing job (or any writing job, period) is figure out what you need to accomplish: what information you need to provide, who you need to provide it to, and how. On the surface, that can look simple. To sell a product, provide its specifications and some marketing language, etc. To write an About Us page, talk about the organization. But, as the tens of thousands of poorly written sites on the web attest, there's more to it than that.

If you're selling a product, you'll need to know who you're selling to, how the product will solve a problem or make their lives better, and why they should buy the product instead of another. To write an About Us page, for example, you need to know what information about the organization people need to know (directions to an office? what the company does? whether it's hiring?) and what information the organization wants to communicate about itself (mission statement, core values, etc.)—and then figure out how to balance those two things so that users get what they need without wading through fluff and the organization communicates its self-concept in ways that aren't irritating.

Part One: Analyze the three example sites selected by your instructor and write short answers to the following questions for **each site**:

- What audience is this site intended to serve? In other words, who are the target readers or product users or community members, and what's your reasoning for this conclusion?
- Is there a single audience for the site, or are there multiple audiences?
- If there's one large audience, can it be broken up into more manageable components?
- How do the site's audiences break down by:

Assignment: Who Is It For?

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Part One: Analyze the three example sites selected by your instructor and write short answers to the following questions for each site:

- What audience is this site intended to serve? In other words, who are the target readers or product users or community members, and what's your reasoning for this conclusion? *No matter what gets you there in the first place, there's one thing every website, mobile application, widget, and web-based video game has in common: words.*
- Is there a single audience for the site, or are there multiple audiences?
- If there's one large audience, can it be broken up into more manageable components?
- How do the site's audiences break down by:

Assignment: Who Is It For?

Assignment Grading Rubric

| Criteria | Performance Quality | | | | Score |
|-------------------------|---|---|--|---|-------|
| | 0 points | 1 point | 2 points | 3 points | |
| "Who Is It For?" | The student's work does not fulfill the basic requirements of the assignment. | The student's work fulfills the basic requirements of the assignment, but it doesn't answer all the questions or demonstrate a thorough understanding of the relevant concepts. It may contain mechanical errors, and is not written fluidly. | The student's work fulfills the basic requirements of the assignment, answers all the questions, and demonstrates a reasonable understanding, though not mastery, of the relevant concepts. It contains few mechanical errors, but may not be written fluidly. | The student's work fulfills all requirements of the assignment, answers all the questions, and demonstrates an in-depth understanding of the relevant concepts. It is fluidly written, and contains no major mechanical errors. | |



Resource // Recommended readings

- Words that Zing
<http://www.alistapart.com/articles/words-that-zing/>
- Grammar Girl
<http://grammar.quickanddirtytips.com/>
- Your About Page is a Robot
<http://www.alistapart.com/articles/aboutpagerobot/>
- Communicate Clearly with Online Customers
<http://blog.braintraffic.com/2009/11/communicate-clearly-with-online-customers/>
- Writing for the Web
<http://www.useit.com/papers/webwriting/>
- 10 Tips on Writing the Living Web
<http://www.alistapart.com/articles/writeliving>



Time

- Teach.
- Advise.
- Support.
- Volunteer.
- Practice.
- Research.
- Publish.

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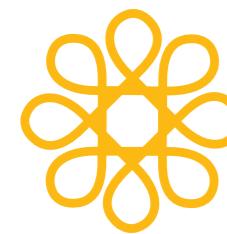
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Time

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Change.

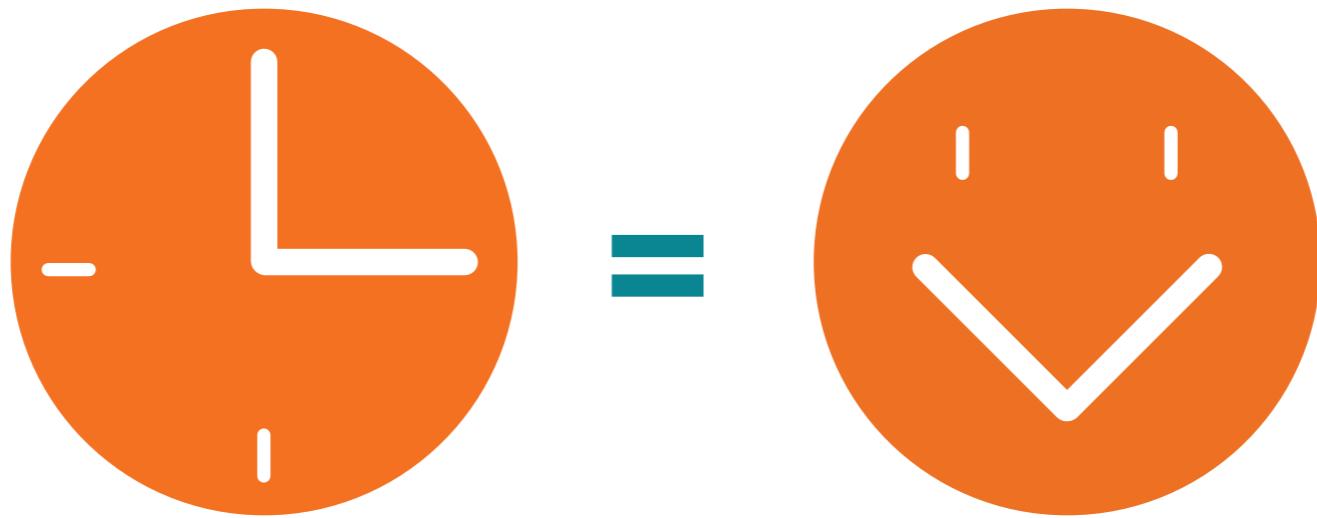
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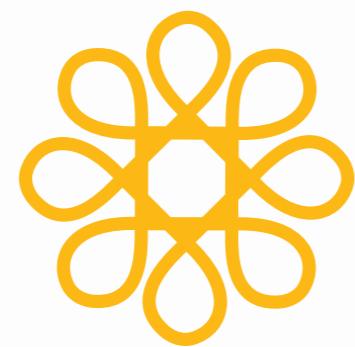
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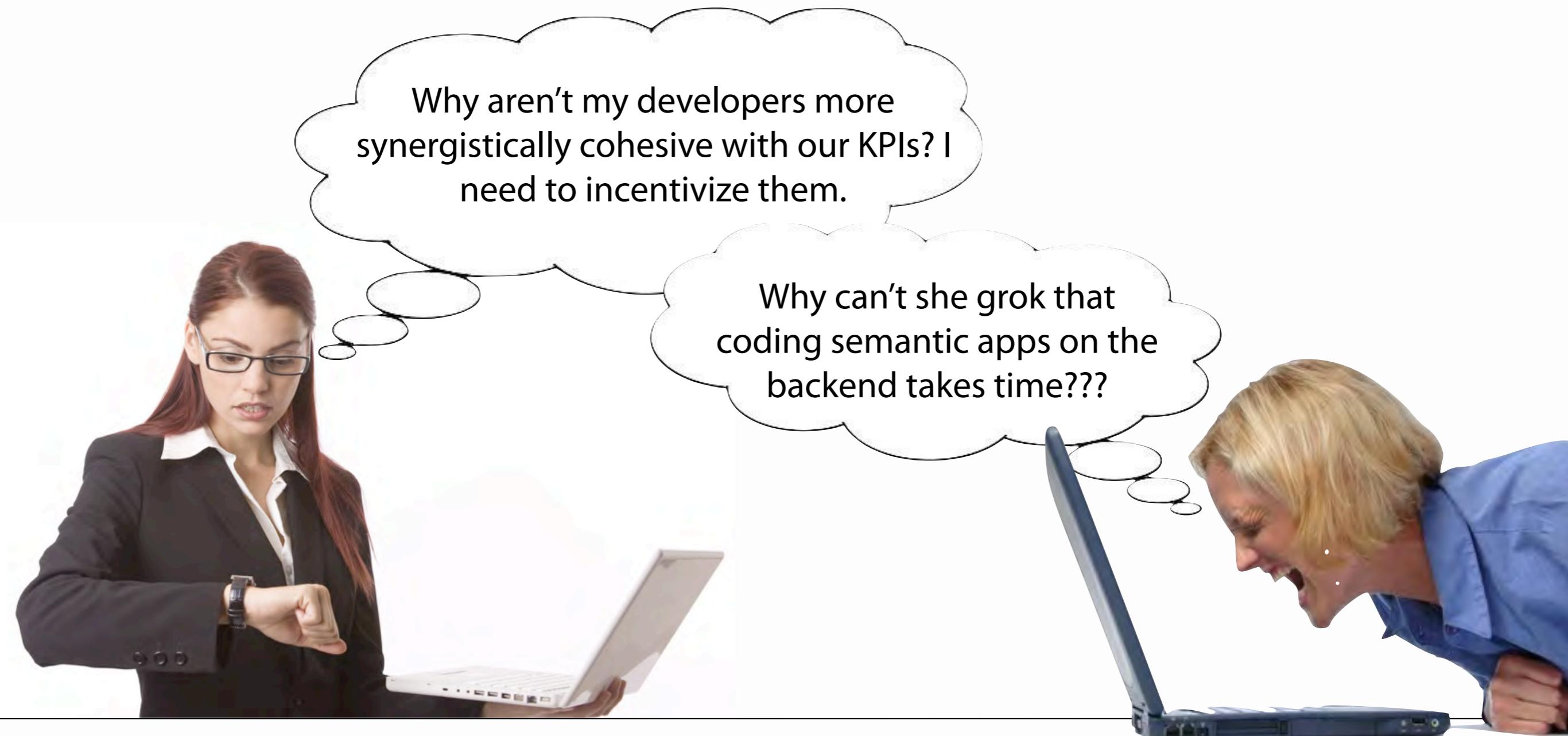


WaSP
INTERact

Implementation



The Problem:



The Solution:

Management + Technology



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Master of Internet Technology

Terry College's Master of Internet Technology

As companies strive toward greater efficiency and effectiveness by e-enabling their business processes, the meshing of IT and business knowledge continues to be a critical success factor. The Master of Internet Technology Program meets this challenge by providing its students with a strong and well-rounded foundation in both the hard technology and softer management skill sets.



Guest Lecturer Molly Holzschlag shares a laugh with students.

Announcements

Now recruiting for Fall of 2011!

[Find out how to apply »](#)

Watch this space for announcements about an open house event after the first of the year.

Sponsors

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Guest Lecturer Molly Holzsclag shares a laugh with students.

The Internet Technology Program in the Department of MIS at the Terry College of Business is a part-time, two-year degree program offered at Gwinnett University Center in metro Atlanta. Classes are taught in the evenings two days per week. The program consists of five contiguous semesters, including one summer semester. Students who begin the program in the fall 2011 semester will graduate at the end of the spring 2013 semester. Students will proceed through the program as a cohort taking all courses together.



In 2009, our curriculum took on an international flare when we became the first masters program to partner with the [Web Standards Project's InterAct Curriculum](#). Working in conjunction with the [W3C Open Web Education Alliance](#), our partnership with [WaSP InterAct](#) has allowed us to couple solid, standards-based instruction with access to the movers and shakers of the Web.

Faculty Spotlight



Craig Piercy

Craig Piercy has been named an invited expert by the Open Web Education Alliance, an incubator group of the World Wide Web Consortium. At Terry, Piercy directs the Master of Internet Technology program.

[Learn more »](#)

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Our Curriculum

| Tech-y | Bus-y |
|------------------------------------|---------------------|
| Internet Technology | |
| Data Management | Project Management |
| Server Side Development | Analysis and Design |
| Client Side Development | Business Strategy |
| User Experience | |
| Capstone Project (9 months) | |

Majority **Interact** Content

Partial Interact Content



What we get from Interact

Interesting curriculum and content

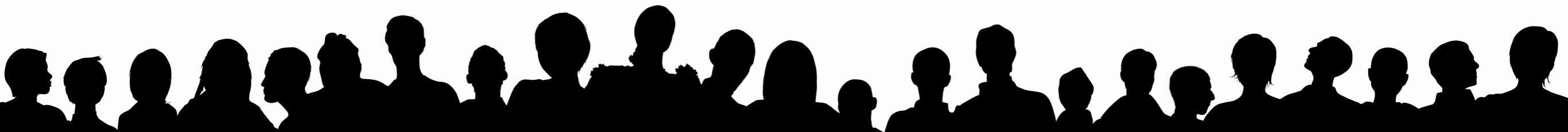
Access to industry professionals.

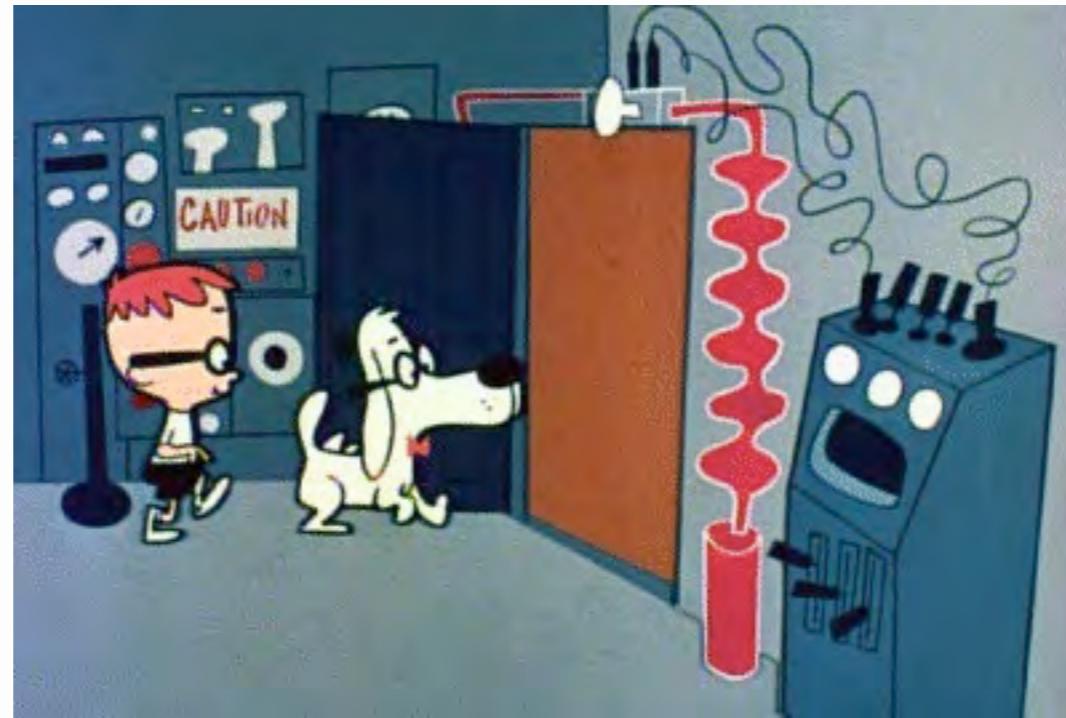
Community of professionals and educators
passionate about Web standards.

Teaching, training, and technology
standards.

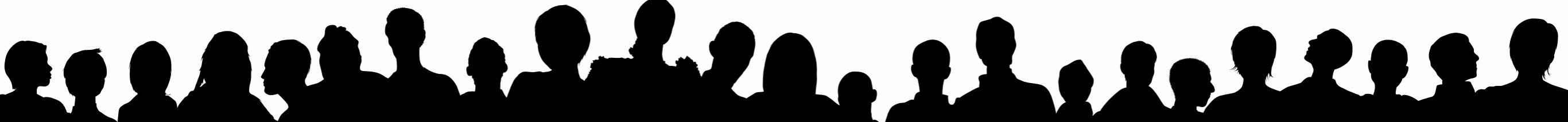








Let's travel back in time to 2001.



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ENGINEERING, LAND SURVEYING & ENVIRONMENTAL CONSULTING

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Projects: Water Quality

| Project Name & Location | Client |
|---------------------------------|------------------------|
| Avery Ranch Water Quality Ponds | Waterstone Development |

Project Description:

Design and permitting through the City of Austin for ten wet pond facilities to meet water quality treatment requirements and to serve as water features for the Avery Ranch Golf Course. Work included specification of aquatic vegetation and design survey.

| Project Name & Location | Client |
|--|------------------|
| Pioneer Crossing Stormwater Constructed Wetlands | Prime Strategies |

Project Description:

Design and permitting of three constructed stormwater wetlands facilities and one water quality wet pond to meet City of Austin water quality treatment requirements and to serve as aesthetic amenities for this large residential and commercial mixed use development.

| Project Name & Location | Client |
|---|---|
| Flood Needs Assessment Austin, Texas | City of Austin Natural Resources and Environmental Protection Department |





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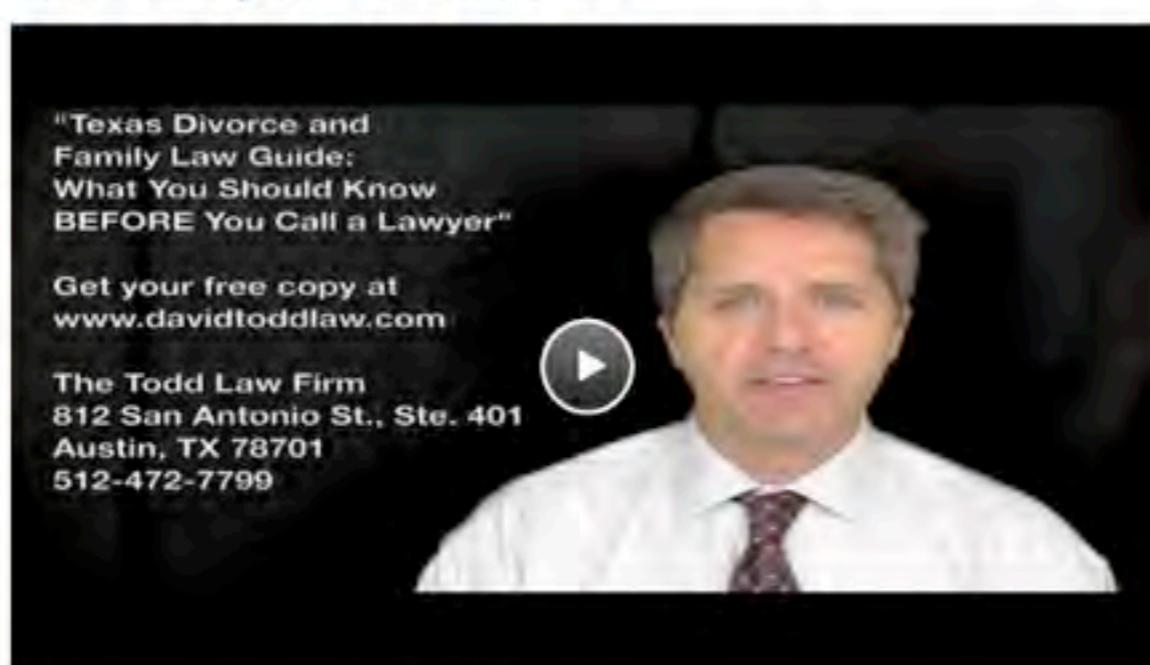
david@daviddtodd.com

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Practice Areas

- [Your Rights in Divorce](#)
- [Divorce](#)
- [Dignified Divorce](#)
- [Child Custody](#)
- [Modification of Orders](#)
- [Mediation](#)
- [Collaborative Law](#)
- [Child Support](#)
- [Assault & Other Torts in Divorce](#)

Austin, Texas Divorce Attorney and Family Law Lawyer David Todd



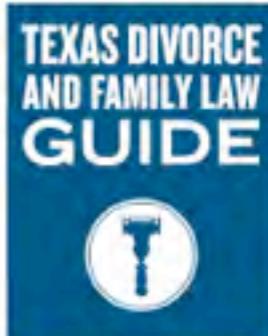
Austin Divorce Attorney | Austin Family Lawyer

What are my rights in divorce/family court? Before you call a lawyer, download our free 'Five Deadly Mistakes That Can Wreck Your Family Law Case' from Austin Divorce Lawyer and Texas Family Law Attorney David Todd. Learn how to avoid common mistakes and protect your rights. Download your [free copy from Austin divorce lawyer and Texas family law attorney David Todd now](#) and contact Austin divorce lawyer David Todd for a free consultation about your case.

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austin family law attorney, texas divorce lawyer,custody lawyer, modification attorney, child support attorney, mediation attorney, texas collaborative law attorney

Visit our [Austin divorce attorney / Texas custody lawyer](#) home page for more information.

The Todd Law Firm represents clients in family law matters in austin, texas, travis county, williamson county, hays county, bastrop county, burnet county, dallas county, harris county, bexar county, dallas, houston, san antonio, san angelo, central texas, georgetown, san marcos, bastrop

austin family law attorney, texas divorce lawyer,custody lawyer, modification attorney, child support attorney, mediation attorney, [texas collaborative law attorney](#)

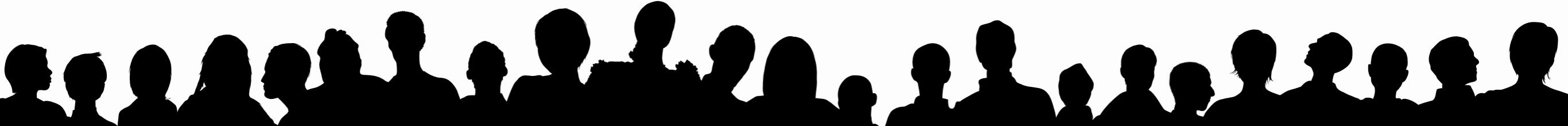
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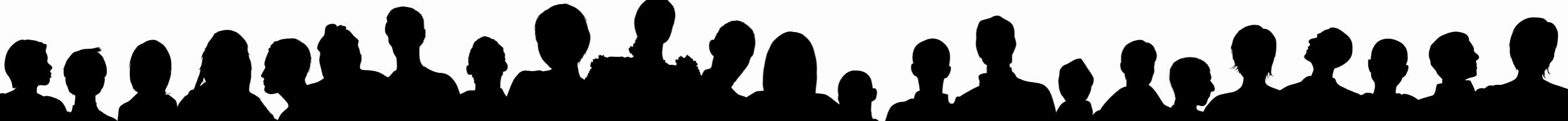
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SMALL BUSINESS + WEB STANDARDS



[Interview Guide](#)

Ask the right thing when you hire!

[Glossary](#)

Reference for terminology

[Further Reading](#)

Other useful resources

Hiring the right web people for your small business need not be a headache.

A short couple of sentences that describe the raison d'etre of this resource: to help small business hire the right kind of web team through the free availability of an interview guide. Explain that this guide is base on the knowledge of web standards as an industry measure.

[View Interview Guide](#)

[Download Interview Guide](#)



SAMPLE QUESTION

What will you do to help people find my website?

When you launch a new website it's important that your users find you; just because you built it doesn't necessarily mean they will come. It's important to find out how your web agency can help you achieve this goal.



ABOUT THIS INITIATIVE

This guide was created and is maintained by the Small Business Outreach Committee of the Web Standards Project, an industry-leading organization founded in 1998 to promote web standards among browser manufacturers and the web industry at large.

Small businesses form the bedrock of our worldwide economies and our aim is to help these businesses build websites that serve their customers well.

[More about us »](#)

LATEST NEWS

[WaSP Small Business Interview Guide featured in XYZ »](#)

by Kelly McCarthy on 4 Aug, 2010

[New testimonials from happy small business owners »](#)

by Karen Chapman on 4 Aug, 2010

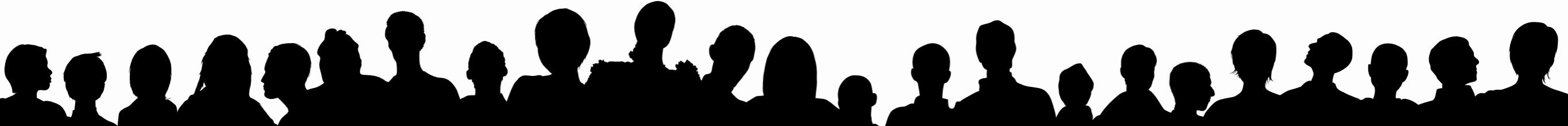
PROCESS Findability

Cost ACCESSIBILITY

User Maintenance

Experience **Mobile**
Technologies

Browsers Ownership





SMALL BUSINESS + WEB STANDARDS



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QUESTION 3

[Previous Question](#) | [Next Question](#)



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Download Interview Guide (PDF)

Useful/helpful text about how a PDF that includes everything is available

- [Print this page](#)
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STANDARDS FACT

Did you know that 2,500 new accounts were opened due to increased usability from the accessible site launch of UK Standard Life?

RELATED READING

Web

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website?

When you launch a new website it's important that your users find you; just because you built it doesn't necessarily mean they will come. It's important to find out how your web agency can help you achieve this goal.

GOOD RESPONSE

"Our focus is on ensuring your site is well-built so it can be easily indexed by search engines, has well-written content containing relevant keywords, and follows industry best practices such as human-readable URLs and descriptive link text. We'll advise you on what keywords and phrases are best for you to incorporate into your content and the best way to go about doing that. We'll also work on specific pages to help optimize them and get the best results for you."

POOR RESPONSE

"We can promise you'll have number 1 ranking in Google for your chosen keywords. We can add lots of keywords to your homepage and can even set up special hidden pages to help Google index your site."

EXPERT TIP

Good SEO is all about good content. Avoid "black hat" techniques such as hidden text, content just for search engines, and keyword-stuffing. There are lots of reputable SEO companies that can help you, many of which can offer copywriting and regular analysis of your SEO ranking. Be wary of deals that sound too good to be true; guaranteeing a number 1 place in Google simply isn't possible.

Previous Question: User Experience

Next Question: Maintenance

Standard Life?

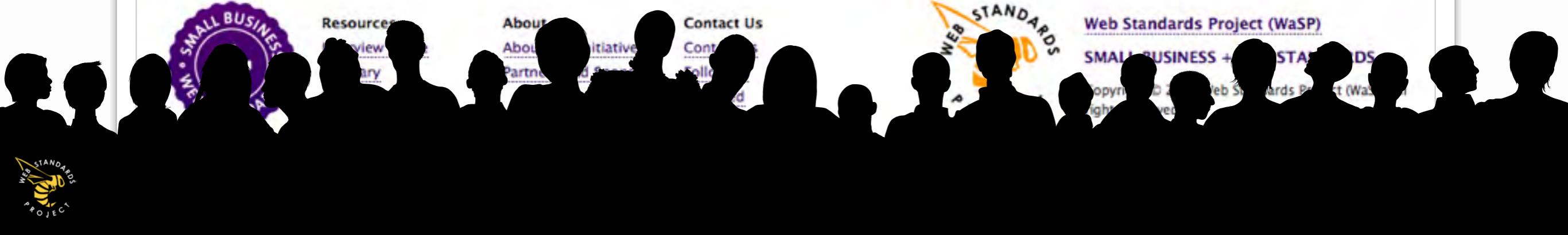
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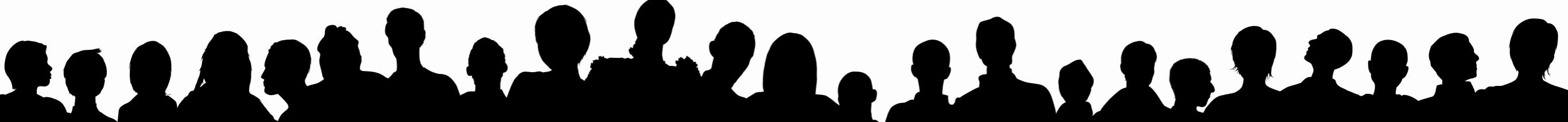
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Books

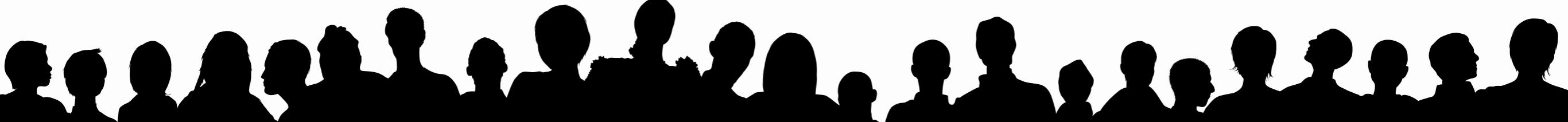
- *Building Findable Websites: Web Standards, SEO, and Beyond*, by Aarron Walter
- *Search Engine Visibility*, by Shari Thurrow
- *The Art of SEO*, by Eric Enge, Stephan Spencer, Rand Fishkin, Jessie C Stricchiola



next steps:

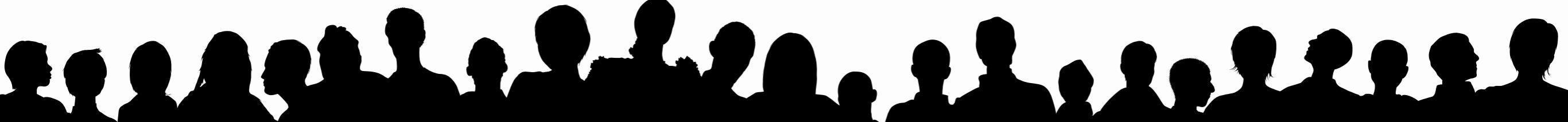


testing

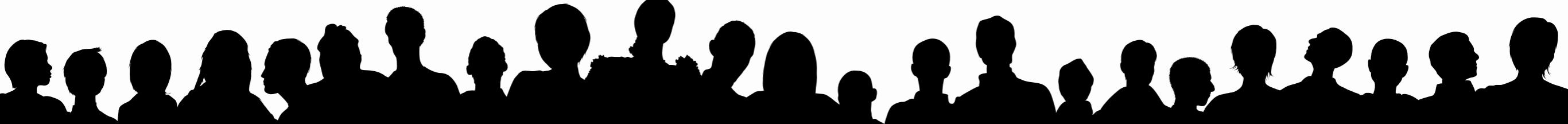


launch

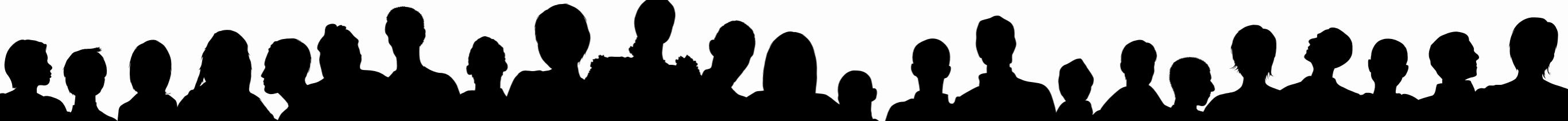
(May 2011)



PDF/print



promotion & distribution

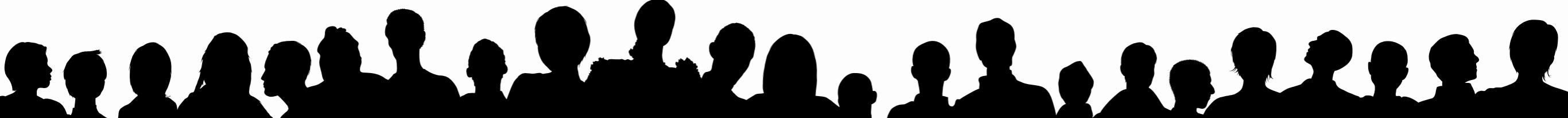


grow





biz.webstandards.org
(coming soon)





WEB STANDARDS
SHERPA





PREVIOUSLY
[Improving the Tweet Box](#)
by Aaron Gustafson

THIS WEEK
Stop Hiding Behind Products

by [Jared Spool](#)



Jared recounts why Products, a generic label commonly found on websites' main navigation, may not actually help a potential customer find what they want.

[BEGIN THE CLIMB →](#)

COMING NEXT
Making Donations Easier
by [Dan Rubin](#)

[SEE ALL REVIEWS →](#)

TOP DISCUSSIONS

- 3 How are you making sure your content isn't hidden behind generic labels?

THOUGHTS POSTED: 1



[Aaron Gustafson said:](#)

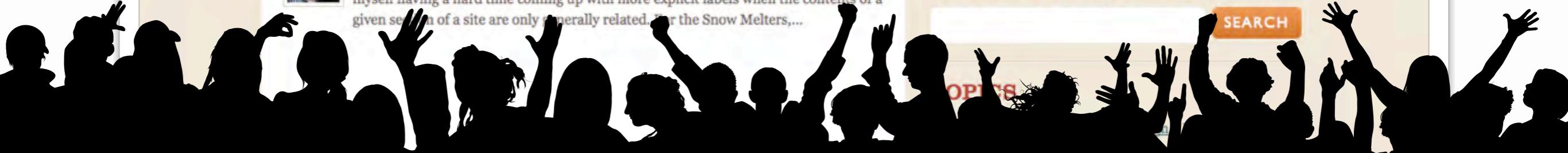
I completely agree that we should be more explicit in our labeling, but I always find myself having a hard time coming up with more explicit labels when the contents of a given section of a site are only generally related. For the Snow Melters,...



LOOKING FOR SOMETHING?

TOPICS

SEARCH



“Web Standards Sherpa’s experts provide helpful, pragmatic and up-to-date advice on best practices for web professionals everywhere.

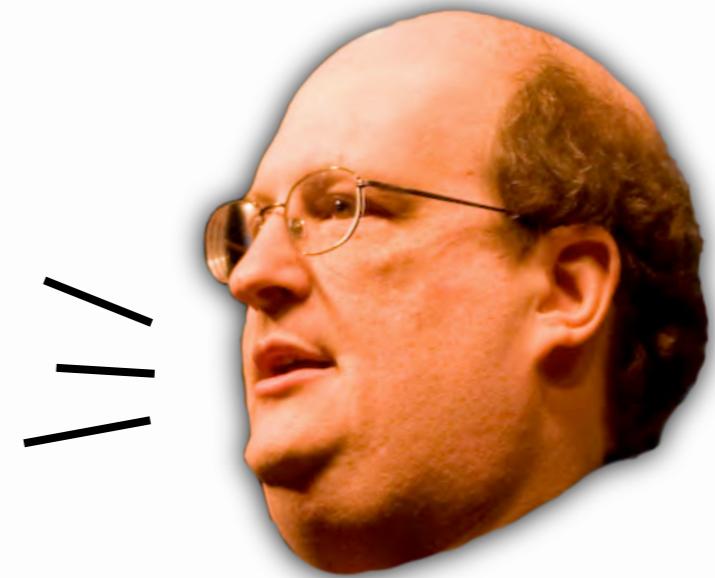




Limit your usage to two fonts (three at the absolute most) to help viewers focus on the words, not how many different fonts are saying them.



Good design, when it's done well,
becomes invisible. It's only when it's
done poorly that we notice it.





WEB STANDARDS SHERPA

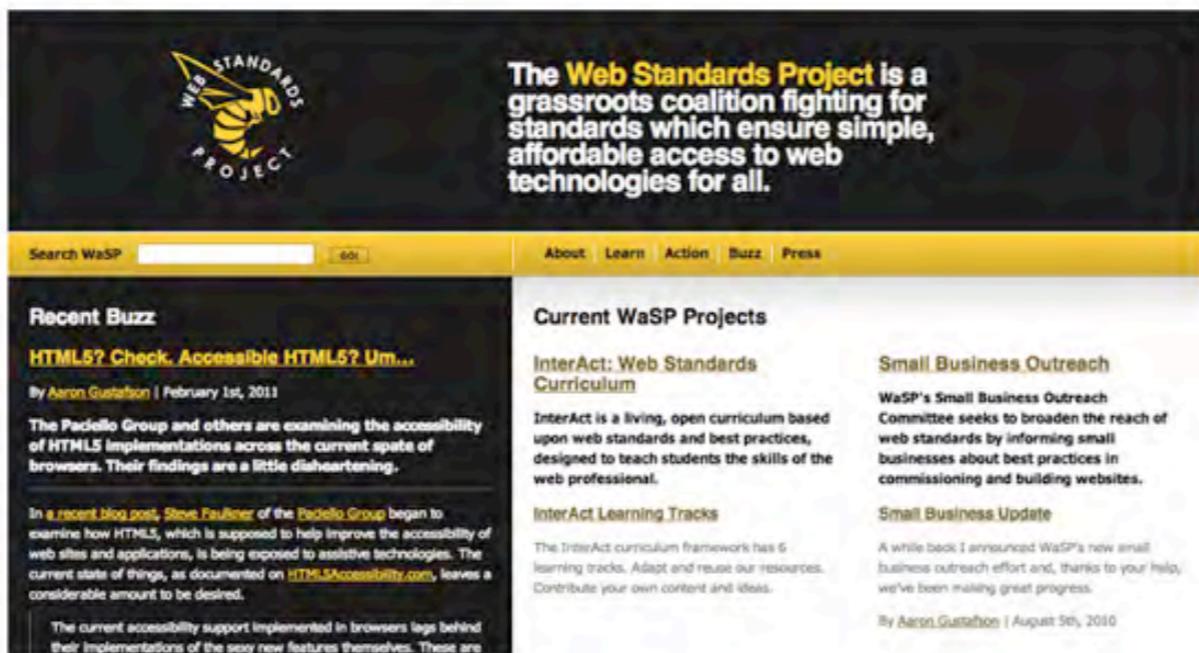
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Webstandards.org: Context & Audience on the Homepage

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The **Web Standards Project** is a grassroots coalition fighting for standards which ensure simple, affordable access to web technologies for all.

Recent Buzz

HTML5? Check. Accessible HTML5? Um...
By Aaron Gustafson | February 1st, 2011

The Paciello Group and others are examining the accessibility of HTML5 implementations across the current slate of browsers. Their findings are a little disheartening.

In a recent blog post, Steve Pauliner of the Paciello Group began to examine how HTML5, which is supposed to help improve the accessibility of web sites and applications, is being exposed to assistive technologies. The current state of things, as documented on [HTML5Accessibility.com](#), leaves a considerable amount to be desired.

The current accessibility support implemented in browsers lags behind their implementations of the sexy new features themselves. These are

Current WaSP Projects

InterAct: Web Standards Curriculum
InterAct is a living, open curriculum based upon web standards and best practices, designed to teach students the skills of the web professional.

Small Business Outreach
WaSP's Small Business Outreach Committee seeks to broaden the reach of web standards by informing small businesses about best practices in commissioning and building websites.

Small Business Update
A while back I announced WaSP's new small business outreach effort and, thanks to your help, we've been making great progress.

By Aaron Gustafson | August 5th, 2010

Content strategy is the practice of planning for, designing, and managing content in the long term. It can help you avoid all sorts of trouble, even if you're not a big company with thousands of employees. All organizations need smart content strategy, rules, and governance plans so, to make the most of what you have, you're using it in the best possible ways.

YOUR SHERPA



Erin Kissane

Erin Kissane is a content strategist and editor who has been doing some kind of web content work since Netscape Navigator 2.01 was an awesome browser.

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How do you handle content challenges beyond initial creation?

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Each of these content chunks includes a linked heading, a blurb about the project, a linked subhead, and a blurb that appears to deal with a particular aspect of the project. Three of these smaller blurbs also include an author attribution and posting date.

So far, so good. Now let's take it apart.

Easy fix: consistency

The most obvious content-related problem in this area of the page is one of inconsistency. Although the presentation of the four project sections is consistent, a quick reading of the content reveals several irregularities in the content of the topical blurbs:

- “InterAct” is also spelled “InterACT”—and more importantly, it seems to be part of two different projects in ways that are a bit confusing.
- The four topical blurbs use three different points of view (first person plural, first person singular, and third person).
- Some topical blurbs lack author attributions and dates.

InterAct: Web Standards Curriculum

InterAct is a living, open curriculum based upon web standards and best practices, designed to teach students the skills of the web professional.

InterAct Learning Tracks

The InterAct curriculum framework has 6 learning tracks. Adapt and reuse our resources. Contribute your own content and ideas.



Small Business Outreach

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The topical blurbs are inconsistent.

These minor inconsistencies are easy to miss—especially when a site grows organically and without formal structural oversight. But even these small shifts in style and point of view can be confusing to readers, and they detract from the visitor's sense of a unified, organized brand.

The implementation-level fix for this problem is to go in and make these pieces consistent by adding or removing information, and standardizing editorial style in the blurbs. But although that's useful, it's a one-time repair that won't do anything to help keep the site consistent in the future. So after they fix up the specific, it would be smart for WaSP to:



but solving this well will produce real rewards. WaSP needs to be clear about who these chunks of content are for, and what they're supposed to accomplish. Only then can the content creators write and publish content that includes appropriate contextual cues and useful suggestions on what to do next. This means if the intended audience includes non-insiders, the site should make stronger attempts to contextualize WaSP's projects in inviting ways.



GOING THE EXTRA MILE

If you're working with more than one or two content creators, you may want to establish a style guide to serve as a reference for consistent language use, and give it to all content creators and editors. While you're at it, consider creating an editorial calendar that shows what content will be published when, along with interim check-ins and reviews as needed. It won't force you (or your writers) to write, but it can really help keep things organized—which can, in turn spur actual content creation.

Finally, if you're working with lots of content creators—or if you have dozens or more pages of content—consider making [content templates](#) to help define and maintain the substance of your content, as well as its style.



PITFALLS TO AVOID

- Avoid creating public-facing content that focuses on internal goings-on without first inviting site visitors to understand why this information matters.
- Skip internal jargon and special titles for things and ideas that can be explained using simpler terms.
- Don't ignore minor inconsistencies in style and presentation—they add up to create an impression of a fragmented organization or brand.



THINGS TO DO

- Define a clear audience (or audiences) for the content of the site, and of the front page: who is the content for?
- Define the purpose of each page and major chunk of content: what is the audience meant to learn or do?
- Convey information in terms that are helpful to these audiences, whether those terms match internal language or not.
- Make realistic plans for updating your content, and design your site to embrace these plans, instead of fighting with them.
- Standardize presentation of like content—including information architecture, visual design as well as editorial style.



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FURTHER READING

- Jonathan Kahn, "[Content Strategy for the Web Professional](#)", Lucid Plot, 9 September 2009
- Kristina Halvorson, "[The Discipline of Content Strategy](#)", A List Apart, 16 December 2008
- Jeffrey MacIntyre, "[Audit, Plan, Build, Grow: A Methodology for Content Strategy](#)", Web Content 2010, 16 April 2010

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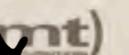
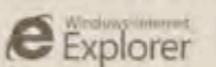
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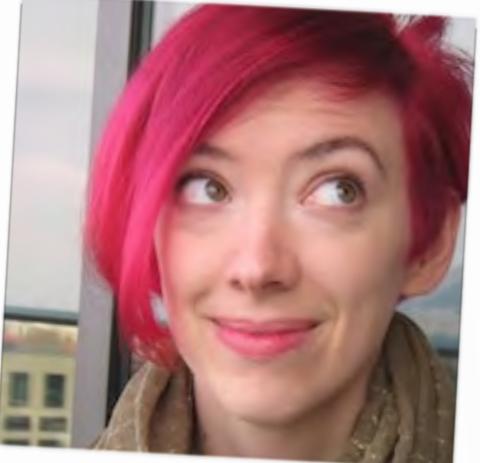
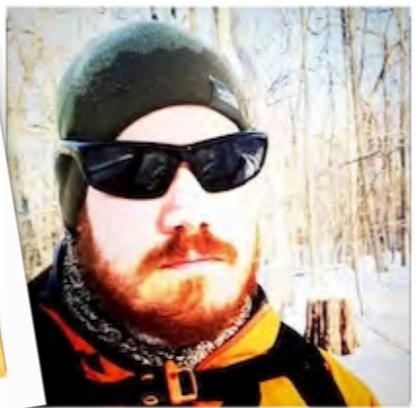
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