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Office Hours: by appointment

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Phone: 414-229-2514
Skype: shanaponelis
Fax: 414-229-6699

Meeting Times & Location: Online

Help on D2L:
E-mail: help@uwm.edu
Phone: 414-229-4040
URL: https://pantherfile.uwm.edu/groups/sa/ltc/public/D2L%20student%20help%20files/

Course description
An overview of the concepts and principles of information marketing, pricing of information as well as public relations as they apply to libraries and information agencies. 3 credits.

Background
In today’s complex information environment, librarians and information professionals have a greater responsibility to communicate the resources and expertise that their organizations can provide, whether it be on campus, inside an organization or in society. According to the ALA marketing is “a planned and sustained process to assess the customer’s needs and then to select materials and services to meet those needs.” This course examines how to apply marketing principles in order to communicate the information products and services offered by libraries and information-based organizations to the customer. Advocacy, the “on-going process of building partnerships so that others will act for and with you, turning passive support into educated action” (ALA), is another important aspect that is covered in this course.

Prerequisites
Junior standing. It is expected that undergraduate students enrolling for this course have had experience writing papers. If you need help with papers, please ask. Undergraduates have fewer requirements than graduates enrolled in the MLIS program, as outlined below.

1 Preferred method of communication
LEARNING OUTCOMES
After completion of this course you will be able to:
1. Describe the relationship between marketing and information.
2. Discuss information as a product and as a service.
3. Critically discuss the importance of ethics in marketing.
4. Understand the role of marketing in the planning and management of information services.
5. Understand the importance of advocacy for libraries.
6. Develop a marketing plan incorporating marketing research, market segmentation, the market mix, and marketing strategy.

MLIS core competencies
This course addresses the following core competencies identified by the ALA:
• 1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.
• 1J. Effective communication techniques (verbal and written).
• 5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.

TEXTS

<table>
<thead>
<tr>
<th>Required</th>
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<th>Recommended</th>
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Electronic copies of required readings for each module (other than the required textbooks) are on reserve at Golda Meir Library (GML) unless indicated otherwise. Those not available on the e-reserve at GML will be posted on D2L. You are encouraged to avail yourself of other relevant resources in the library collection. The recommended reading for each topic may be but will not necessarily be available on the electronic reserve.

TEACHING METHOD
Lectures, online discussions, and written assignments.

Lectures comprise notes that summarize and integrate the important aspects in the required reading material and serve as your guide through the readings. After reviewing
the lecture notes and completing the required reading you need to participate in the module’s online discussion, if there is one listed. **Online discussion** questions will cover additional aspects not covered directly in the lectures. There are 3 **written assignments** for graduate students and 2 for undergraduate students, one of which is a group assignment.

Students with disabilities should contact me directly in case you need special accommodations.

**COURSE SCHEDULE (SUBJECT TO CHANGE)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>July 11</td>
<td>General introduction to marketing</td>
<td>• Discussion forum: Introduce yourself</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Client/consumer markets and buying/exchange behavior</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>July 18</td>
<td>Market research</td>
<td>• Online discussion: Social media and marketing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Market segmentation</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>July 25</td>
<td>Market mix</td>
<td>• Individual assignment: Marketing and the ability to influence people</td>
</tr>
<tr>
<td>4</td>
<td>Aug.  1</td>
<td>Advocacy for libraries</td>
<td>• Individual assignment: Advocacy plan <em>(graduates only)</em></td>
</tr>
<tr>
<td>5</td>
<td>Aug.  8</td>
<td>Marketing strategy</td>
<td>• Group assignment: Marketing plan for a library/an information business + presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marketing plan</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Aug. 15</td>
<td>Discussion of marketing plan presentations</td>
<td>• Discussion of group assignment presentations</td>
</tr>
</tbody>
</table>

**LEARNING MODULE DESCRIPTIONS**

1. **General introduction to marketing**

Learning outcomes supported by this module:
- Describe the relationship between marketing and information.
- Discuss information as a product and as a service.

*Topics:* The information-based economy; marketing as a management process, the different approaches to marketing, scope of marketing, categories of markets for information services and products, the main variables in the marketing process, analyze the marketplace (PEST and SWOT).

*Required reading:*

**Recommended reading:**

**2. Client/consumer markets and buying/exchange behavior**

<table>
<thead>
<tr>
<th>Learning outcomes supported by this module:</th>
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</thead>
<tbody>
<tr>
<td>Discuss information as a product and as a service.</td>
</tr>
<tr>
<td>Understand the role of marketing in the planning and management of information services.</td>
</tr>
<tr>
<td>Critically discuss the importance of ethics in marketing.</td>
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</table>

**Topics:** the customers of information products and services, what stimulates the consumer to go into an exchange relationship, what are the main characteristics of users of information products and services, the main role players in the exchange relationship, decision making process to go into an exchange relationship

**Required reading:**

**Recommended reading:**

### 3. Marketing research

<table>
<thead>
<tr>
<th>Learning outcomes supported by this module:</th>
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</thead>
<tbody>
<tr>
<td>• Develop a marketing plan incorporating marketing research, market segmentation, the market mix, and marketing strategy.</td>
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</table>

**Topics:** Definition of marketing research, the purpose of marketing research, requirements for the information that is gathered, the marketing research process, implementation of the marketing research plan, interpretation and evaluation, integration into marketing plan.

**Required reading:**

**Recommended reading:**

### 4. Market segmentation

<table>
<thead>
<tr>
<th>Learning outcomes supported by this module:</th>
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<tbody>
<tr>
<td>• Develop a marketing plan incorporating marketing research, market segmentation, the market mix, and marketing strategy.</td>
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</table>
Topics: Definition of market segmentation, from mass marketing to mass customization, patterns of market segmentation, ethical considerations.

Required reading:

Recommended reading:

5. Market mix

Learning outcomes supported by this module:
- Develop a marketing plan incorporating marketing research, market segmentation, the market mix, and marketing strategy.

Topics: Definition of the market mix, product, price, place, promotion (incl. social networking tools), and profile.

Required reading:

Recommended reading:
6. Advocacy for libraries

Learning outcomes supported by this module:
• Understand the importance of advocacy for libraries.

Topics: Advocacy in the context of marketing, importance of advocacy, the art of persuasion and influence, creating and carrying the message, communication strategies.

Required reading:

Recommended reading:

7. Marketing strategy

Learning outcomes supported by this module:
• Develop a marketing plan incorporating marketing research, market segmentation, the
Topics: Definition of a marketing strategy, positioning in the market, marketing strategies, Boston and Ansoff matrices.

Required reading:

8. Marketing plan

Learning outcomes supported by this module:
- Develop a marketing plan incorporating marketing research, market segmentation, the market mix, and marketing strategy.

Topics: Purpose, reason and use of marketing plan, contents of a marketing plan, formulation of a marketing plan for an information business, case studies.

Required reading:

Recommended reading:
ASSIGNMENTS

I expect from you to complete all readings listed and to actively participate in online discussions reflecting your personal experience, critical analysis and thinking and, of course, your knowledge acquired from the assigned readings. Assignments should reflect these too; in particular your reading and independent research.

Discussion assignments

Instructions:
- You are required to post your initial response to the question by the Friday following the starting date of the module before 11:59 p.m. in the relevant discussion forum and respond to at least 1 of your fellow students’ posts by Sunday before 11:59 p.m.
- You are welcome to post more responses but keep in mind that all your posts should meet the stated requirements since one of your posts, initial or a response to another student will be chosen randomly and be graded according to the participation rubric that is included for your reference as an Appendix to this Syllabus.
- The length of your posts in all instances should be between 200 and 400 words. This means that both your initial post and your responses should be substantive and not just “me too” or “I agree.” It is more difficult to express oneself well in fewer rather than more words and so you need to focus on not just meeting the word requirement but also making sure that you meet the criteria in the rubric.
- As the instructor I will post individual comments to expand on points made or pose questions if I feel that an important point has not been addressed.
- On the Monday following the week’s discussion I will post my analysis and comments on all posts in a single integrated post.

Introduce yourself

Introduce yourself on the D2L discussion forum: who you are, where you live, what you do, why you are taking this class, etc. To make an impersonal medium more personal please include a photo of yourself that you think express your personality (optional).

Social media and marketing

Question will be posted on the D2L Content page prior to discussion.

Written assignments

Suggested lengths are given for the four assigned papers although quality is much more important than quantity. Grades will be reduced for papers that include irrelevant content to “fill up space” to meet the length specifications for a paper. Carefully honed, mellifluous prose is as important as substantive content and is also evaluated so keep the following in mind when writing your assignments:
- Write in a straightforward style.
- Try to avoid long or complex sentence structures.
Avoid repetition and jargon
Be careful with the use of gender-specific pronouns (he, she) and other gendered words (chairman, manpower, man-months). Use inclusive language that is gender-neutral (e.g., she or he, they, s/he, chair, staff, staff-hours, person-years).
Develop paragraphs fully.
Use a limited number of succinct headings and subheadings to structure your paper.
Avoid contractions and first or second person pronouns.
Avoid footnotes
Be aware of plagiarism and direct quotes involving even a few words must include the source, date, and page number(s) and it must be enclosed in quotations.
Follow the style manual of your chosen reference and citation style carefully.
Before submitting carefully read your paper for typographical and grammatical errors.

Submit all assignments in a single file in .doc, .docx or .pdf formats in the D2L drop box. Only assignments submitted in the drop box will be graded. No late assignments accepted without prior agreement.

Be sure to upload your assignments well before the deadline as this time is based on the system clock on the D2L server: your file must be uploaded AND saved by 11:59 p.m. CST/CDT according to the D2L system clock. Note that the complete file needs to be uploaded and SAVED before the deadline (remember to click the 'Save' button); simply starting the submission process before the deadline isn’t sufficient. Upload time is affected by your connection speed and size of your document. Any problems experienced with uploads to the drop box after 11 p.m. according to the system clock will not be accepted as extenuating circumstances for late submission. As the saying goes, timing is everything!

Individual assignment: Marketing and the ability to influence people (U+G)
One of the most important aspects of marketing is the ability to create a successful exchange relationship between customers/users and a company’s products and services. In other words, marketers need to understand their customers and must have the ability to influence them to go into this ‘exchange relationship’. Cialdini, in his book on Influence – Science and Practice (see Required Textbooks for full reference), discusses our human nature and behavior, and how using certain skills can influence people based on knowledge of human nature and behavior.

Choose any three topics (mostly based on chapters in the book, for example, reciprocation) addressed by Cialdini, and discuss how these techniques might be successfully used by libraries and other information services to influence customers/users to successfully create an exchange relationship. Make use of practical examples in a library, or other information service setting, to illustrate your answer.

Length of paper: Max. 6 pages double-spaced text
Individual assignment: Advocacy plan (GRADUATES ONLY)
Develop an advocacy plan for a library of your choice. Apart from a description of your library (brief historical overview, current situation, current patrons, etc., no more than a page) your assignment should include answers to the following questions compiled by the ALA to elicit an advocacy plan (http://www.ala.org/ala/issuesadvocacy/advocacy/advocacyuniversity/frontline_advocacy/frontline_academic/goingdeeper/yourplan.cfm):

• What is your goal? (What are you trying to accomplish?)
• What are your objectives? (Why is it important?)
• What are your strategies? (What are you going to do to accomplish your goal?)
• What is your message? (15 words or less)
• What data (or stories) support this message?
• Who is your target audience?
• Why should they care?
• How are you going to reach them? What will be your best tools?

Length of paper: Max. 4 pages double-spaced text

Group assignment: Marketing plan for a library/an information business (U+G)
In your allocated group, create a marketing plan for a library or information business of the group’s choice. It can either be for an existing or a new library/business. The project must comprise of the following elements:

⇒ Professional part:
  • Name of library/business
  • Logo or emblem

⇒ Description of the type of library/business:
  • A precise description of the different products and services that are/will be rendered (not longer that 2 pages)
  • Explanation of continued relevance to the community/Explanation why the business should succeed (not longer than 1 page)

⇒ Marketing strategy:
  • Goal of marketing.
  • SWOT - analysis as well as market segmentation.
  • The market mix
    * Product/service with its own unique selling characteristics
    * Price
    * Promotion or method of introduction
    * Place - where product will be distributed.

⇒ Particular promotion:
• Library: Develop a leaflet/brochure promoting a particular product and/or service. The advertisement must reflect and appeal to your target market for the particular product/service.
• Business: Design an advertisement for a magazine/journal, promoting your product and/or service. The advertisement must reflect your target market as well as the uniqueness of your product.

Length: Max. 10 pages double-spaced text for document
Presentation material suitable for a presentation of 20 minutes

You will be evaluated not only on your paper but also on the presentation/discussion thereof (see Grading).

GRADING

There is no final exam in this class. The grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Under-graduate students</th>
<th>Graduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online discussions</td>
<td>Social media and marketing</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Ethics in marketing</td>
<td>15</td>
</tr>
<tr>
<td>Individual assignment: Marketing and the ability to influence people</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>Individual assignment: Advocacy plan</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Group assignment: Marketing plan for a library/an information business</td>
<td>Marketing plan</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
<td>10</td>
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<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
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</tbody>
</table>

UWM AND SOIS ACADEMIC POLICIES

Please don’t ask for extensions, make-up assignments, or extra credit. Here’s UWM’s policy on “special consideration,” which I strive to follow closely (http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S29.htm):

**Special Consideration.** The principle of equal treatment of all students shall be a fundamental guide in responding to requests for special consideration. No student should be given an opportunity to improve a grade that is not made available to all members of
The class. This policy is not intended to exclude reasonable accommodation of verified student disability, or the completion of work missed as the result of religious observance, verified illness, or justified absence due to circumstances beyond the student’s control.

Comments: This policy applies to requests for special consideration both before and after a course is completed (See also Grade or Record Changes). It is usually impossible to make opportunities for grade improvement available to all students in a course after the course has ended. Examples of unacceptable opportunities for an individual student include extra work, retaking an examination, taking an extra examination, or an extension of time on an assignment or examination. The policy on incompletes (UWM Select Policies and Procedures, S-31) explains the circumstances in which a student may be given extra time for the completion of a course. This policy should reassure students who are not seeking special consideration and it should also protect instructors from student pressure for special consideration.

The following links contain university policies affecting all SOIS students. Many of the links below may be accessed through a PDF-document maintained by the Secretary of the University: http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf. Undergraduates may also find the Panther Planner and Undergraduate Student Handbook useful (http://www.uwm.edu/Dept/OSL/DOS/Handbook2005-06.pdf). For graduate students, there are additional guidelines from the Graduate School (http://www.uwm.edu/Dept/Grad_Sch/StudentInfo/), including those found in the Graduate Student and Faculty Handbook: http://www.uwm.edu/Dept/Grad_Sch/Publications/Handbook/.

Students with disabilities. If you will need accommodations in order to meet any of the requirements of a course, please contact the instructor as soon as possible. Students with disabilities are responsible to communicate directly with the instructor to ensure special accommodation in a timely manner. There is comprehensive coverage of issues related to disabilities at the Student Accessibility Center (http://www.uwm.edu/Dept/DSAD/SAC/MainOffice.html), important components of which are expressed here: http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf.

Religious observances. Students’ sincerely held religious beliefs must be reasonably accommodated with respect to all examinations and other academic requirements, according to the following policy: http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm. Please notify your instructor within the first three weeks of the Fall or Spring Term (first week of shorter-term or Summer courses) of any specific days or dates on which you request relief from an examination or academic requirement for religious observances.

Students called to active military duty. UWM has several policies that accommodate students who must temporarily lay aside their educational pursuits when called to active duty in the military (see http://www3.uwm.edu/des/web/registration/militarycallup.cfm), including provisions for refunds, readmission, grading, and other situations.

Incompletes. A notation of “incomplete” may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantial cause beyond the student’s control, has been unable to take or complete the final examination or some limited amount of other term
work. An incomplete is not given unless the student proves to the instructor that s/he was prevented from completing course requirements for just cause as indicated above (http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf).

**Discriminatory conduct (such as sexual harassment).** UWM and SOIS are committed to building and maintaining a campus environment that recognizes the inherent worth and dignity of every person, fosters tolerance, sensitivity, understanding, and mutual respect, and encourages the members of its community to strive to reach their full potential. The UWM policy statement (http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf) summarizes and defines situations that constitute discriminatory conduct. If you have questions, please contact an appropriate SOIS administrator.

**Academic misconduct.** Cheating on exams and plagiarism are violations of the academic honor code and carry severe sanctions, ranging from a failing grade for a course or assignment to expulsion from the University. See the following document (http://www.uwm.edu/Dept/OSL/DOS/conduct.html) or contact the SOIS Investigating Officer (currently the Associate Dean) for more information.

**Complaints.** Students may direct complaints to the SOIS Dean or Associate Dean. If the complaint allegedly violates a specific university policy, it may be directed to the appropriate university office responsible for enforcing the policy.

**Grade appeal procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow SOIS appeals procedures or, in the case of a graduate student, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School (http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S28.htm).

**Examinations, Finals.** The Secretary of the University is authorized to prepare the final examination schedule. The time of the final examination for an individual or a class may be changed only with the prior approval of the dean or director of the respective college/school. The change will involve a postponement to a later date. For individuals with exam conflicts, a separate week at the very end of the exam week will be reserved to take one of the conflicting exams (http://www.uwm.edu/Dept/SecU/acad+admin_policies/S22.htm).
### APPENDIX: RUBRIC FOR ASSESSMENT OF DISCUSSION ASSIGNMENTS

<table>
<thead>
<tr>
<th>Rating</th>
<th>Criteria</th>
<th>Points awarded ( /10)</th>
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</table>
| Excellent                   | • The participant integrated evidence from the reading, lecture, or past experience in supporting their argument.  
• The participant consistently posted insightful comments and questions that prompted on-topic discussion.  
• The participant consistently helped clarify or synthesize other class members' ideas when posting a response.  
• If disagreeing with another class members' ideas, the participant stated his or her disagreement or objections clearly, yet politely.                                                                                                                                                                                                                           | 9-10                  |
| Average                     | • The participant was notably lacking in one or two of the items listed for A-level participation.  
• The participant usually, but not always, expressed herself or himself clearly.                                                                                                                                                                                                                                                                                          | 8                     |
| Superficial participation   | • The learner may participate in discussion, but comments may be infrequent, untimely, or indicate a lack of preparation prior to responding.  
• Participation does not indicate familiarity with the concepts or readings, and comments are not always relevant to the topic being discussed.  
• The comments may not be of appropriate length.                                                                                                                                                                                                                                                                                                                   | 7                     |
| Non-helpful participation    | • The participant’s comments are unrelated to the discussion.                                                                                                                                                                                                                                                                                                                                                                    | 6                     |
| Non-participation           | • The participant consistently failed or refused to participate at all, even when specifically prompted or questioned, even if the participant's participation otherwise conforms to a higher level on the rubric.  
• The participant is disrespectful of others views, attempts to dominate the discussion, demonstrates inappropriate communication such as flaming, or is inattentive to the discussion at hand generating side discussions which tend to disrupt others focus of attention  
• The student does not participate.                                                                                                                                                                                                                                                                                                          | 0-4                   |