UNIVERSITY OF WISCONSIN – MILWAUKEE
SCHOOL OF INFORMATION STUDIES

INFO ST 622 (201, 202) INFORMATION MARKETING

SYLLABUS

Summer 2015 (May 18 – July 11)

Instructor: Shana Ponelis
Location: NWQB 3420
E-mail: ponelis@uwm.edu
Phone: 414-229-2514
LinkedIn: www.linkedin.com/in/sponelis
Fax: 414-229-6699
Office Hours: By appointment
Skype: shanaponelis

Meeting Times & Location: D2L

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 is 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.

1 Preferred method of communication
LEARNING OUTCOMES
After successful completion of this course you will be able to:

1. Describe the relationship between marketing and information (discussions, Individual Assignment 3).
2. Describe and explain the role of marketing in the planning and management of information services (discussions, Individual Assignment 1).
3. Explain and critically discuss the importance of advocacy for libraries (discussions, Individual Assignment 2).
4. Critically discuss the importance of ethics in marketing (discussions, Individual Assignment 3).
5. Develop (G)/Critically evaluate (U) a marketing plan incorporating marketing research, market segmentation, the market mix, and marketing strategy (Group Assignment 1).

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.

IFLA Code of Ethics for Librarians and other Information Workers
This course supports the following clause in the IFLA Code of Ethics for Librarians and other Information Workers:

1. Access to information
Librarians and other information workers promote and publicise their collection and services so that users and prospective users are aware of their existence and availability.
TEXTBOOKS

<table>
<thead>
<tr>
<th>Required</th>
<th>All students</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Recommended</th>
<th>All students</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Graduate students</th>
</tr>
</thead>
</table>

Additional readings are also assigned from a variety of sources, which will be available on D2L, through the electronic reserve or online databases at the Golda Meir Library. URLs for web-based articles are accurate at the starting date of the course; I have no control over sites’ internal information architecture – if the link doesn’t work please do a search on the website using the article title. The recommended reading will not necessarily be available on the electronic reserve. You are also encouraged to avail yourself of other relevant resources in the library collection.

TEACHING METHOD
Reading, discussions, and written individual and group assignments.

In order to achieve the learning outcomes of this course, and in accordance with the UWM campus credit hour policy, the average student should expect to devote a minimum of 144 hours (on average 18 hours a week) to complete all the required readings and assignments. Undergraduates have fewer requirements than graduates enrolled in the MLIS program as outlined below. Students with special test and note-taking needs should contact the instructor as early as possible for accommodations. See policies below.
### COURSE SCHEDULE (SUBJECT TO CHANGE WITH ADVANCE NOTICE)

<table>
<thead>
<tr>
<th>No</th>
<th>Starting Date</th>
<th>Topic(s)</th>
<th>Reading</th>
<th>Online discussion assignments</th>
<th>Written assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>May 18</td>
<td>General introduction to marketing</td>
<td>Potter Introduction, Ch 1</td>
<td>• Introduce yourself <em>(required, not graded)</em>&lt;br&gt;• What is information marketing?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>May 25</td>
<td>Strategic marketing</td>
<td>Potter Ch 2</td>
<td>• Setting SMART objectives</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>June 1</td>
<td>Library branding</td>
<td>Potter Ch 3 &amp; 4</td>
<td>• Evaluation of printed library marketing materials</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>June 8</td>
<td>Digital / internet-based marketing</td>
<td>Potter Ch 5, 6, 7 &amp; Appendix</td>
<td>• Evaluation of online library marketing presence</td>
<td>• Evaluation of a library</td>
</tr>
<tr>
<td>5</td>
<td>June 15</td>
<td>Influence and advocacy</td>
<td>Potter Ch 8, 9 &amp; 10, Siess Ch 5* Cialdini</td>
<td>• Portrayal/ perceptions of librarians</td>
<td>• Advocacy plan <em>(graduates only)</em></td>
</tr>
<tr>
<td>6</td>
<td>June 22</td>
<td>Strategic marketing revisited</td>
<td>Potter Ch 2 &amp; 11 De Sáez Ch 10* Duke &amp; Tucker* <em>Fisher &amp; Pride Ch 1, 3(G)</em> Harriman Ch 7*</td>
<td>• Ethics and marketing in libraries</td>
<td>• Marketing and the ability to influence people</td>
</tr>
<tr>
<td>7</td>
<td>June 29</td>
<td>Work on marketing plan assignment</td>
<td></td>
<td></td>
<td>• <strong>Group:</strong> Evaluation and revision of a marketing plan <em>(undergrads only)</em>&lt;br&gt;• <strong>Group:</strong> Marketing plan and presentation <em>(graduates only)</em></td>
</tr>
<tr>
<td>8</td>
<td>July 6</td>
<td>Presentation and discussion of marketing plans</td>
<td></td>
<td>• Review of and responses on marketing plan <em>(closes Aug 24)</em></td>
<td></td>
</tr>
</tbody>
</table>

* Will be made available on D2L.

### ASSIGNMENTS

I expect from everyone to complete all the required readings listed and to **actively participate** in discussions reflecting your personal experience, critical analysis and thinking and, of course, your knowledge acquired from the assigned readings.

Written assignments should reflect these too; in particular your reading and independent research through appropriate references using a standard reference style of your choice (APA, Harvard, etc.) However, be aware of plagiarism and direct quotes involving even a few words must be enclosed in quotations and a reference must be provided. Refer to
http://www.uwm.edu/Dept/OSL/DOS/conduct.html for more specifics on avoiding academic misconduct.

More detailed instructions for assignments are provided below followed by the assignments.

No late assignments accepted without prior agreement.

Online discussion assignments
There will be several online discussion assignments in this course that will be announced on D2L:

- Post your initial by Friday following the Starting Date and post at least 1 substantive response (engaging with a point, not simply, “Yes,” “Me too,” etc.) to one of your fellow student’s initial posts by Sunday 11:59 p.m. CDT/CST.
- If fellow students post questions to your original post you should also respond.
- Do not post your text in an attached file as this impedes the flow of discussion; text in attached files will NOT be graded. Supporting images can be attached. Include a list of references when citing from sources.
- The rubric for assessment of discussion posts is provided as an appendix to the syllabus.
- I will post my summary together with the grades during the following week.

Written assignments
Academic writing requires that you not only express your own ideas but do so in response to what others have said; academic papers are essentially about entering “a conversation about ideas” (Graff and Birkenstein, 2007).

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:

- In written communication you need to select your words more carefully and make your meaning absolutely clear. Avoid repetition, colloquial language and jargon, sexist language, contractions and awkward syntactical constructions
- Develop paragraphs fully and include transitions between paragraphs. Transitions are essential to maintain continuity in your writing.
- Where appropriate use a limited number of succinct headings and subheadings to structure your paper.
- Underline or italicize when required.
- Avoid footnotes.
- Follow the style manual of your chosen reference and citation style carefully. Try to avoid excessive and repeated lengthy quotes. When quoting be sure that the quote is relevant to your point and introduce your quotes in a suitable manner, for example, X (2011) states, “…”, According to X (2011), “libraries …”, X agrees when she writes “…”, etc.
- Include page numbers to that I can reference specific aspects of your assignment more clearly and easily when providing feedback.
It is expected that undergraduate students enrolling for this course have had experience writing papers. If you need help with your papers, please consult the UWM Writing Center for assistance. I also highly recommend, even for competent writers at both undergraduate and graduate level, the compact but very informative book *They Say/I Say: The Moves that Matter in Persuasive Writing* by Graff and Birkenstein; it explains how to structure your writing and, perhaps most helpful of all, provides specific templates that you can use to improve your papers.

If you are looking for guidance on constructing your arguments and identifying weaknesses in others’—and your own—arguments I recommend *Straight and Crooked Thinking* by Thouless, another brief but powerful book.

**Submission:** Submit files in .doc, .docx, .pdf or .ppt formats ONLY. 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 1: Evaluation of a library (U+G)**
This is an assignment in two parts. You can choose to switch parts 1 and 2 around by first developing a set of criteria and then evaluating your chosen library. If you do this, conclude by commenting on how well your set of predetermined criteria worked and whether you would change/add anything.

- **Part 1:** For this assignment you will need to visit a library of your choice (public, academic, school, or corporate) in order to evaluate the marketing mix as reflected in the products and services offered, the physical layout, signage, leaflets, brochures, online presence (if any), etc. You can speak to the staff as a patron would but don’t ask them questions specifically marketing. You can include scanned leaflets and/or brochures to visually support your discussion and make use of photos (if allowed) to illustrate your points.

- **Part 2:** Based on your evaluation develop a set of criteria against which you can conduct future evaluations.

**Length of paper:** Max. 8 pages double-spaced text, excluding cover page, photos, images and references

**Individual assignment 2: 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 develop an advocacy plan
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 objectives and ultimately 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: 1-4 pages double-spaced text excluding cover page and references

**Individual assignment 3: 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*, discusses in detail our human nature, and how people can be influenced by using knowledge of human nature and behavior.

Choose any three of the six topics addressed by Cialdini (authority, consistency/commitment, liking, reciprocity, scarcity, and social proof). Discuss how these techniques might be successfully used by libraries and other information services to influence existing and potential patrons/users in order to successfully create an exchange relationship. Make use of practical examples of each of your three chosen topics in a library or other information service setting to illustrate your discussion.

Length of paper: Max. 6 pages double-spaced text, excluding cover page and references

**Group assignment 1: Evaluation and revision of a marketing plan (UNDERGRADUATES ONLY)**

You will be provided with a marketing plan that you should critically evaluate. Instead of being provided with the criteria to use for your evaluation you also need to develop the criteria so this is a two-part assignment: (1) develop evaluation criteria, and (2) application thereof to the marketing plan, i.e. the evaluation. Your criteria should be substantiated by references to the course readings.

Length of paper: Max. 6 pages double-spaced text
**Group assignment 1: Marketing plan and presentation (GRADUATES ONLY)**
Create a marketing plan for a library of the group’s choice. Refer to pp. 34-36 of Potter (2012) for a suggested outline. (Note that you do not need to include sections that aren’t applicable/available such as information from previous campaigns; for “10. Areas of Responsibility” you do not need to provide names but list the roles/positions that would be responsible).

Next, develop a presentation that you can use to present your marketing plan to the library management. You will not present but your presentation will be made available on D2L for a discussion thereof. Therefore, you need to include some more detail similar to a PowerPoint hand out rather than the briefer keywords usually used in the displayed PowerPoint. Alternatively, you can use the usual brief keywords and add what you would say to accompany it in the notes section. However, do not simply copy and paste from your document, it needs to be what you would say. You can also use alternative presentation applications as long as it can be made available and accessible (ADA compliant) to the entire class.

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

**Note: If you want to work on a marketing plan for your library you have the option to do so. Please contact me by no later than the date announced in the weekly course e-mails so that I can set you up in a group of one.**

Length: Max. 10 pages double-spaced text for document excluding cover page, table of contents and references (if any are included) Presentation material suitable for a presentation of 20 minutes.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Undergraduate students</th>
<th>Graduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion assignments</td>
<td>40</td>
<td>35</td>
</tr>
<tr>
<td>Individual assignment 1: Evaluation of a library</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Individual assignment 2: Advocacy plan</td>
<td>-</td>
<td>15</td>
</tr>
<tr>
<td>Individual assignment 3: Marketing and the ability to influence people</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Group assignment 1: Evaluation and revision of a marketing plan</td>
<td>20</td>
<td>-</td>
</tr>
<tr>
<td>Group assignment 1: Marketing plan</td>
<td>-</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**GRADING SCALE**
I (Incomplete): See the University policy on incompletes at the following link:
www4.uwm.edu/secu/docs/other/S31.pdf

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://www4.uwm.edu/secu/policies/saap/upload/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.

---

UWM AND SOIS ACADEMIC POLICIES

The following link will take you to UWM pages/links which contain university policies affecting all UWM students: http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf

Undergraduates may also find the *Panther Planner and Undergraduate Student Handbook* useful (http://www4.uwm.edu/dos/student-handbook.cfm).

For graduate students, there are additional guidelines from the Graduate School (http://www.graduateschool.uwm.edu/students/current/), including those found in the *Graduate Student and Faculty Handbook*:

http://www.graduateschool.uwm.edu/students/policies/expanded/.
The following link will take you to pages/links that contain SOIS policies affecting all SOIS students: http://www4.uwm.edu/sois/resources/formpol/policies.cfm
### APPENDIX: RUBRIC FOR ASSESSMENT OF DISCUSSION ASSIGNMENTS

<table>
<thead>
<tr>
<th>Rating</th>
<th>Criteria</th>
<th>Points awarded ( /10)</th>
</tr>
</thead>
</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                   |