



**THE CATHOLIC UNIVERSITY OF AMERICA
SCHOOL OF LIBRARY AND INFORMATION SCIENCE**

**LSC 876
MARKETING LIBRARIES AND INFORMATION SERVICES
SPRING 2012
SYLLABUS, PRELIMINARY VERSION**

3 Credit Hours

**Meetings: Mondays, 7:00 – 9:30 p.m. (Jan. 9, Jan. 23, Feb. 20, April 16, April 30)
Room: 108 Aquinas Hall**

NOTE: This Syllabus is Subject to Change

Instructor: David Shumaker E-mail: shumaker@cua.edu Phone: 202-319-5551	Office: 239 Marist Hours: Mondays, Wednesdays, Thursdays, Fridays, and before and after in-person classes: by appointment.
---	--

Course Description

“The marketing concept holds that the key to achieving organizational goals consists of determining the needs and wants of target markets and delivering the desired satisfactions more effectively and efficiently than competitors.” – Philip Kotler.

This course offers an introduction to modern marketing concepts and their application in for-profit and not-for-profit organizations. It addresses the environment in which all types of libraries and information services operate, and provides the student with an opportunity to apply marketing concepts to an information services operation of the student’s choosing. It explores the question, “how can a library or information service determine the needs and wants of its target patrons, and go about satisfying them in such a way as to become (or remain) an information provider of choice?”

Instructional Methods

This course combines in-class lectures and workshops, online discussion, and extensive field work. There will be five class meetings, four online discussions using Blackboard, and five weeks will be devoted to field projects.

Required Text

Kotler, Philip & Nancy Lee. (2007) *Marketing in the Public Sector*. Upper Saddle River, NJ: Pearson Education / Wharton School Publishing.

Recommended Supplementary Readings

Andreasen, Alan R. & Philip Kotler. (2003) *Strategic Marketing for Nonprofit Organizations*. Upper Saddle River, NJ: Prentice-Hall.

Beckwith, Harry. (1997) *Selling the Invisible: A Field Guide to Modern Marketing*. New York: Warner Books.

Heath, Chip & Dan Heath. (2007) *Made to Stick: Why Some Ideas Survive and Others Die*. New York: Random House.

Ries, Al & Jack Trout. (2001) *Positioning: The Battle for Your Mind*. Twentieth Anniversary Edition. New York: McGraw-Hill.

Walters, Suzanne. (2004) *Library Marketing That Works!* New York: Neal-Schuman. ISBN: 1-55570-473-5.

Other Required Readings

American Marketing Association. (2010) Statement of Ethics. Available:

<http://www.marketingpower.com/AboutAMA/Pages/Statement%20of%20Ethics.aspx>

(Accessed Jan. 8, 2010)

Breen, B. (2006, Aug). "To Read the Consumer's Mind." *Fast Company* Retrieved 01 November 2006, 2006, from <http://www.fastcompany.com/design/2006/design-consumer.html>.

Chmelik, S. (2006). "Market Research for Libraries." *Information Outlook* **10**(2): 23. Available: ALADIN – Proquest.

Circle, A. and K. Bierman. (2009, June 15) "The House Brand." *Library Journal*: 32-35. Available: ALADIN – EbscoHost Academic Search Premier.

Claggett, L. (2002). "Identify Your Brand, Before You Market." *Information Outlook* **6**(11): 12. Available: ALADIN – Proquest.

Gaddis, S. (1998, June). How To Design Online Surveys. *Training & Development* **52**(6): 67-71. Available: ALADIN: EbscoHost Academic Search Premier.

Kane, G.C. et al. (2009, Nov.) "Community relations 2.0." *Harvard Business Review* **87**(11): 45-50.

Lee, D. (2004). "Market Research: Market Segmentation and Libraries." *Library Administration & Management* **18**(1): 47.

Levy, S. (2009, Nov.) "Who's Running Twitter?" *Wired* 17(11): 146-151. Available: <http://www.wired.com/images/press/pdf/twitter.pdf> . (Accessed Dec. 19, 2011.)

Olson, C. A. (2002). "What's in It for Them? Communicating the Value of Information Services." *Information Outlook* 6(11): 18.

Required Technologies

Capabilities Required for Course Delivery and Student Participation: Blackboard; standard CUA software; CUA library and information system accounts; ability to use ALADIN digital library resources. Every student should have daily access to a computer and high speed internet access, and the ability to use Microsoft Word, Powerpoint, and Excel or equivalent tools.

Tools and Technologies Taught: This course includes the discussion and use of information technology in marketing, including Web 2.0 and social media tools.

Other materials (e.g. lab supplies, calculators) with specifics of what is needed and how to obtain

None.

Libraries

The CUA Libraries' wide range of resources and services, including databases, online journals, and FAQs are on the [main web site](#). For assistance on papers and assignments, consult the [research guides](#) or schedule an appointment with a [subject librarian](#).

Course Goals

The goals of this course are to introduce the student to modern marketing concepts, explore the application of these concepts to libraries and information services of different types, and to provide the student with practical field experience in the application of marketing to a library or information service.

Goals for Student Learning

At the conclusion of this course, students should achieve the following learning objectives:

- Articulate and discuss the principles of modern marketing
- Develop marketing recommendations and a marketing plan for library and information services
- Perform marketing activities, including customer research, product and service development, and promotion of library and information services
- Evaluate marketing programs

Professional Standards Addressed

With respect to the curriculum objectives stated in Section II of the Standards for Accreditation of Master's Programs in Library & Information Studies, 1992, this course addresses:

- *Development of library and information professionals who will assume an assertive role in providing services* by educating students in the necessity, nature, and principles of marketing

- *An evolving body of knowledge that reflects the findings of basic and applied research from relevant fields* by incorporating knowledge from the fields of business management and marketing
- *The needs of a rapidly changing ... society* by developing the philosophy and practice of customer-centered library and information services, and the concepts of customer group segmentation and customer research.

Course Requirements

Successful completion of this course requires the ability to work independently and creatively. Expectations include on-time delivery of assignments, work that meets or exceeds the standard for graduate-level programs, and regular, active participation in class discussions, exercises, and activities. Class attendance and participation are important. If you must miss a class for any reason, you are expected to notify the instructor as early as possible, and to take responsibility for catching up and making up any work missed. Students must have regular access and the ability to use computers, word processing and presentation software, email, CUA libraries and the ALADIN system, and the World Wide Web.

Assignments are due at the beginning of class on the date indicated. Unless prior permission is obtained, the grade for late assignments will be reduced by 4 points (out of 100) per day; however, any work not turned in on or before the date of the final exam will receive a zero grade. Grades are based on work submitted. Rewriting, resubmission, and extra credit are not allowed.

Assignments and their weighting in the overall course grade are:

1. **Field Work Plan (10%)** Using a template provided by the instructor, each student will complete a written plan for the course's field work component. Plans will be evaluated for accurate use of concepts presented in class, clarity, completeness, and expressed relationship to the goals of the course.
2. **Midterm Project Report (10%)** Students will submit a written report on project status as of early March, with an updated project plan. Grades will be assigned based on appropriate use of marketing and project planning concepts presented in class (including online classes), clarity, challenge of the field work project, and expressed relationship to the goals of the course.
3. **Class Participation (20%)** There will be five in-person class meetings, and four weeks of the class will be devoted to online discussion using Blackboard. Each student is expected to participate in all nine sessions by contributing fresh information as well as informed and thoughtful insights and commentary to the course's shared knowledge base.
4. **Written Final Project Report (25%)** Each student will prepare a final written report on the field work project. The report will evaluate accomplishments in relation to the project plan, provide a narrative account of the project work, and reflect on what the student learned from the project. Deliverables produced in the project may be included if appropriate and if the host permits. In addition to the written report, each student will post a report or presentation to the class Blackboard site, and lead an online discussion of it.
5. **Final Project Presentation (10%)** Each student will post a summary report (text or Powerpoint notes pages) and lead a discussion of the project. Presentations will be peer graded.
6. **Final Exam (25%)** There will be a take-home final exam.

Expectations and policies

Academic honesty: Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student's own work, cheating, and fabrication.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from

<http://policies.cua.edu/academicundergrad/integrityprocedures.cfm>): "The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student's past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction."

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at

<http://policies.cua.edu/academicundergrad/integrity.cfm> and

<http://policies.cua.edu/academicundergrad/integrity.cfm>.

Other Policies or Expectations. Note your policies or expectations (e.g. Attendance and punctuality policy, Participation expectation, note re: cell phones, timeliness on papers, form of submission of papers electronic vs. hard copy, policy on making up (or not) quizzes, tests etc.)

Campus Resources for student support: (e.g. add contact information for library, tutoring center, writing center, counseling center)

Accommodations for students with disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: <http://disabilitysupport.cua.edu>.

Assessment

All graded work will be given a numeric score between 0 and 100. Weighting of assignments will be:

<u>Assignment</u>	<u>Weight</u>
Field Work Plan	10%
Midterm Project Report	10%
Class Participation (Online and In-person)	20%
Final Project Report (written)	25%
Final Project class presentation (peer graded)	10%
Final Exam	25%
Total	100%

Based on scores for individual assignments, final letter grades will be assigned as follows:

93-100	A
91-92	A-
89-90	B+
82-88	B
80-81	B-
70-79	C
<70	F

University grades:

The University grading system is available at <http://policies.cua.edu/academicundergrad/gradesfull.cfm#ii> for undergraduates and <http://policies.cua.edu/academicgrad/gradesfull.cfm#iii> for graduate students. Reports of grades in courses are available at the end of each term on <http://cardinalstation.cua.edu> .

Course Schedule

Session No. / Date	Topic	Assignment
1. Jan. 9	In-person class 1 Introductions Course structure and requirements Survey of Marketing, Part 1: Definition, The Marketing Mindset, The 4 P's, Ethics	Read: Kotler & Lee, Chapters 1-2; American Marketing Association Term Project Assigned
Jan. 16	No class	Martin Luther King Day
2. Jan. 23	In-person class 2 Survey of Marketing, Part 2: Marketing Project Planning; Research, Evaluation	Read: Kotler & Lee, Chapters 3-5, 11-13
3. Jan. 30	Project Work Week 1	Field work plans due Jan. 30, 11:59 p.m.
4. Feb. 6	Online class 1 Customer and Market Research	Read: Breen; Chmelik; Gaddis; Lee Graded Field work plans returned by Feb. 6

5. Feb. 13	Online class 2 Branding, Communicating, and Positioning	Read: Kotler & Lee, Chapters 6, 7; Circle; Claggett; Olson Revised work plans due Feb. 13, 11:59 p.m. (if needed)
6. Feb. 20	In-person class 3 Social Marketing & Partnerships	Read: Kotler & Lee, Chapter 9, 10; others TBA
7. Feb. 21 (Tuesday)	Project Work Week 2	Administrative Monday; Monday classes meet this day
8. Feb. 27	Project Work Week 3	
Mar. 5	No class – Spring Break	
9. Mar. 12	Online class 3 Social Media	Read: Kane; Levy; others TBA Midterm Project Reports Due March 12
10. Mar. 19	Online Class 4 Service and Satisfaction	(Comps. March 23-24) Read: Kotler & Lee, Chapter 8; Others TBA Graded Midterm Reports returned by March 19
11. March 26	Project work Week 4	
April 9	No Class – Easter holiday	
12. April 16	In person class 4 Evaluation of Marketing	Read: TBA
13. April 23	Project Work Week 5	
14. April 30	In-person class 5 Project Presentations Wrapup Exercise	Project Final Reports and In-class Presentations due Final Exam released at end of class
May 4	Take-home Final Exam	Final Exam due Friday, May 4, 7:45 p.m.

