

# INFORMATION LITERACY STIPEND REPORT

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## COMM 330: Advertising Decision Making

Fall 2017

**Background:** Previously in COMM 330, students were required to submit a paper describing the situation analysis of their advertising campaign using secondary research. Students were instructed to use scholarly publications, newspapers, trade magazines and relevant sources on the Internet (such as [www.census.gov](http://www.census.gov)) to complete this assignment. The students showed a general lack of awareness of resources available through the library as well as methods to find resources.

**Assessment:** During the Fall 2017 semester, students enrolled in COMM 330 were required to work in groups to create an advertising campaign for a client. One of the most important parts of an advertising campaign is the research to support ideas and executions. Students conduct research about their organization, competitors, consumer, target and the environment and then develop creative ideas. Research about the situation analysis is conducted in stages and evaluated during the middle stage of the semester. Presentations to the client occur during the final exam period and reflect findings of student research.

University of Scranton Librarian, Frank Conseretti, attended three classes during the early fall 2017 semester to conduct information literacy sessions. Students were instructed in areas such as finding library databases, which databases might be more useful for their needs, how to conduct a search, techniques to define a search, citation chasing, and specific searching within databases. In addition, the Librarian and I worked together to revise a handout for students to reference regarding the databases. This handout is also available on the online library website. <https://guides.library.scranton.edu/c.php?g=721747&p=5145001>

The following guidelines and grading rubric were used for the secondary research assignment of the situation analysis:

### Secondary Research: Articles & Citations

**Assignment Sections:** Place this document in the front of your document or folder.

\_\_\_\_\_ Articles on the following (as a minimum – may add other categories as needed)

- Client organization/Brand
- Industry
- Target market(s)

- Competitors (direct and indirect)
  - Include charts (direct and indirect) for messaging, media and content analysis of ad clippings file

\_\_\_\_\_ For each main section, create a one-page summary sheet giving key points and important information, using text citations as appropriate.

\_\_\_\_\_ Depth of analysis

- Evidence of research beyond Google
- Multiple types of sources (see syllabus)
  - Website
  - Trade journals
  - Academic research
  - News articles
  - Social media
  - Opinion polls
  - Other

\_\_\_\_\_ Citations

- Correct APA style.
- Attached to each source.
- Summarized alphabetically in one document.

**Format:**

\_\_\_\_\_ Materials are well organized.

\_\_\_\_\_ Neatness and presentation.

\_\_\_\_\_ No spelling or grammar errors – one point deducted for each error.

## Rubric for Secondary Research: Articles & Citations

	<b>Exceeds Standards</b> 4	<b>Meets Standards</b> 3	<b>Approaching Standards</b> 2	<b>Below Standards</b> 1
<b>Grammar, Punctuation, Spelling, Style</b>	No spelling or grammatical errors distracted the reader.	Only 1-2 spelling or grammatical errors distracted the reader.	3-4 spelling or grammatical errors distracted the reader.	More than 4 spelling or grammatical errors distracted the reader.
<b>Organization of Materials</b>	All material is present and organized in a cohesive manner. Instructor did not have to sort out sections.	All material is present, but some is out of order.	Most material is present. Some may be out of order.	Material is missing and out of order.
<b>Neatness &amp; Presentation</b>	All material is presented in a neat manner.	Most material is presented in a neat manner.	Some material is presented in a neat manner.	Material is not presented in a neat manner.
<b>Secondary Research Articles</b>	Several articles on each category are included.	A few articles on each category are included.	Articles on one category are missing.	Articles on more than one category are missing.
<b>Secondary Research Summary</b>	One page summary of each category with key points, insights, and citations.	One page summary of each category. Needs more in-depth discussion of key points, insights, and citations.	Summary length is not appropriate. No real discussion of key points and insights. Citations inappropriate.	Information and/or citations are missing.
<b>Secondary Research Analysis</b>	Analysis and comprehension is in-depth.	Mostly reports research results. Needs a higher level of analysis or comprehension.	Simply reports research. Does not indicate any level of analysis or comprehension.	No analysis or comprehension of research results. Missing information.
<b>Secondary Research</b>	Format and style are appropriate.	Format and style are mostly	Format and style are in need of	Format and style are not existent.

<b>Citations</b>		appropriate.	help.	
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**Results:**

- Students used the handout to access literacy information available
- Students used the Weinberg Memorial library in person or online in order to access literacy information available
- Students vocalized appreciation of the literacy information provided by the librarian as well as its helpfulness with their project
- Students demonstrated the ability to include secondary research from a number of sources in their research
- Students were instructed on techniques to obtain secondary research using search techniques
- Students were educated on the differences between databases and applied such knowledge during their research
- Students incorporated this research into their final presentations

**Future Plans:** I plan to continue this assignment in COMM 325. I would also like to continue the information literacy session with a library staff member as available. Thank you!