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Developing Information Literacy Skills for Tomorrow's Music Industry Leaders

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Abstract

What research skills should undergraduate music industry studies majors develop over the course of their studies? With the non-stop proliferation of news and information sources available, how are students being trained to do research appropriate to their field to make informed decisions? Some employers now screen for information literacy skills as a preferred qualification, due to the perception that recent graduates lack advanced research skills. This paper discusses one model of developing research skills that a future music industry leader will need. The authors show the collaboration between faculty and librarians that progressively teach students to find, access, evaluate, and use a variety of credible sources. Assignments embedded in various courses in the major allow students to scaffold and advance their confidence and skills to conduct meaningful research. These skills have been identified as a vital twenty-first century core competency by faculty, administrators, and accrediting agencies.

Keywords: information literacy, assessment, music industry curricula, music management, music business, research skills, career readiness

Introduction

We live in an age in which the amount of information available to students, educators, business persons, and the general public is at an all-time high as more and more information is made available in various forms on a daily basis. In 2012 it was reported that each *minute* 571 new websites are created, Facebook users share 648,478 pieces of content, YouTube users upload forty-eight hours of video, and Twitter users send more than 100,000 tweets.[1] Additionally, newspapers, magazines, journals, television networks, music companies, recordings artists, and film studios all have online presences and many have developed specialized online products and services. With all this information readily at the fingertips of anyone

with internet access, one might think that we are in a potential golden age of knowledge and learning. In fact, the opposite is true.

The plethora of information freely available to students on the internet creates three major problems:

1. Many students come to college believing that all information is freely available on the internet; however, many resources (such as ComScore, SoundScan, and LexisNexis) require costly subscriptions;
2. Students have a difficult time knowing when to stop looking for information;
3. Students are unsure when a source is credible and appropriate for their research.

Due to the tidal wave of information that is readily accessible and the highly variable quality of much of this information, students, educators, business leaders, and the general public run the risk of finding and using data or information that might be inaccurate, outdated, intentionally misleading, or incomplete. To help reduce the likelihood that students and future music business persons will fall into such habits, educators may wish to consider the topic of information literacy in reviewing their degree learning objectives as well as specific courses and assignments. Since music industry studies programs rely largely on the study of current trends, news, and events, the field presents an opportunity for educators to intentionally design activities, discussions, and assignments that can help students become savvy users of credible information.

In this article the authors report on their efforts to incorporate assignments and experiences into the music management curriculum that are designed to build student awareness of information literacy and improve skills in finding, evaluating, and using data and information. If successful, such learning may help students avoid the pitfalls mentioned earlier.

Information Literacy — What Is It?

Information literacy is defined by the National Forum on Information Literacy as "…the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand."[2] Information literacy is sometimes known as "information competency," "information fluency," "research

skills," or "critical thinking skills," but all have roughly the same definition. Information literacy is a multidimensional set of skills. In 2000, the Association of College and Research Libraries published a document entitled "Information Literacy Competency Standard for Higher Education," which provides a helpful outline for this set of skills and includes practical outcomes.[3][4]

Librarians have championed information literacy as a set of skills for many years. In the last decade, information literacy has gained greater recognition in all areas of education. For example, at the authors' institution, University of the Pacific, the learning objective "Critical & Creative Thinking" specifically addresses information literacy. The three applicable outcomes of this objective are:

1. Apply reasoning and evidence to judge and support claims;
2. Effectively analyze, integrate, and evaluate information; and
3. Construct well-reasoned arguments and solutions.

Information Literacy is one of the Western Association for Schools & Colleges (WASC) five Core Competencies.[5] According to the WASC's 2013 *Handbook of Accreditation*,

> Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking.[6]

Not only is there motivation to teach and assess information literacy based on what faculty members see in the classroom, but all WASC-accredited schools with undergraduate programs must document and demonstrate the extent to which students have achieved each competency at or near graduation.

The Conversation Around Information Literacy Beyond Academia

Aside from academia, information literacy is also a skill that employ-

ers desire in their new hires. According to a study conducted by Project Information Literacy in 2013 in which the researchers interviewed twenty-three employers from a range of industries, "Employers said they recruited graduates for their online searching skills but…they [the recent graduates] rarely used the traditional, low-tech research competencies that their employers…needed."[7] In general, the researchers found that information literacy skills are invaluable to the types of tasks that employers want their employees to perform. It appears that recent graduates sometimes have a difficult time adapting and transferring the information literacy skills they gained as an undergraduate to the culture and norms of the workplace.[8]

In addition, the National Association of Colleges and Employers' (NACE) "2014 Employer Survey" sheds light on just how critical information literacy skills are in the minds of those hiring college graduates. Employers rated the "ability to make decisions and solve problems" and the "ability to obtain and process information" as two of the top three "most important candidate skills and qualities."[9] This is a change from the prior year with the "ability to obtain and process information," the attribute that most closely aligns with information literacy, moving up from fifth place in the prior year's survey data.

Students themselves are also increasingly aware that so-called "real world skills" are vital to adapting to the workplace.[10] Increased student interest in completing one or more internships and the growth of student-led enterprises on many campuses help students gain such skills.[11]

At the authors' institution, the music industry program's advisory board has repeatedly emphasized to faculty that understanding how to acquire information and building up the critical thinking and analysis skills necessary to contribute as a music manager should be a key outcome of the undergraduate music industry curriculum.[12] It is their belief that knowing how to find, assess, and use reliable information in a professional setting is now a basic job requirement. Thus, one can conclude that students lacking these skills are not fully prepared for their music industry careers.

Academia is increasingly asked whether or not college graduates will be employable upon graduation. Stakeholders including employers, students, prospective students, parents, and accreditors are all encouraging educators and administrators to incorporate career readiness programs and initiatives into college programs. Further emphasizing the need to track employment outcomes after college, Arkansas, Colorado, Tennessee, Texas, and Virginia are now using graduation data tied to unemployment

rolls to determine which colleges have the lowest and highest numbers of unemployed recent graduates.[13] In this environment of increased scrutiny and questions about employability for college graduates, it seems imperative to advance information literacy as a key learning goal for programs since it aligns with employers' hiring priorities. Thus, it is vital that our academic programs provide a multitude of ways for students to become fluent in identifying, locating, evaluating, and effectively using information to make informed decisions.

Literature Review

There are many articles on information literacy in the librarianship literature. More commonly, the literature focuses on topics such as credit-bearing courses on information literacy,[14] an assignment or an activity,[15] or a set of tutorials.[16] While this literature is valuable to librarians and faculty members alike, it is important to see where all of these elements fit within the context of the curriculum. Information literacy as a set of skills cannot be fully explored through one-shot library sessions or even credit-bearing courses. These skills need to be honed and developed throughout the students' academic careers.

For the Literature Review, the authors focused exclusively on how information literacy is integrated throughout the curriculum through courses in music or business schools. In Beth Christensen's article, "Warp, Weft, and Waffle: Weaving Information Literacy into an Undergraduate Music Curriculum," from *Notes, Quarterly Journal of the Music Library Association*, she describes her role as music librarian with St. Olaf's music department to develop a "course-integrated, sequential library instruction program."[17] She states,

> …we work with existing courses and schedule course time, collaborating with the faculty, to weave the library and the concept of information literacy into the course content with which students are presented. We accomplish this with specific assignments that build upon the knowledge and skills that students gain from semester to semester. And we do it again, and again, and again.[18]

For Christensen as well as for the authors, the process is organic and changes each semester. Christensen mainly works with the music history

courses and scaffolds her assignments accordingly. Her article includes a summary of the assignments students complete as well as the specific skills she and the music faculty are trying to develop.

In the business librarianship literature, there are many articles on the importance of information literacy including articles on learning outcomes, experiential learning, and incorporating information literacy into MBA programs; nevertheless, the authors identified no articles describing information literacy curriculum at the undergraduate level. Therefore, it seems that information literacy is not often described in a comprehensive manner. This is not to say that librarians and faculty members are not thinking about this or doing this. The authors of this article have the benefit of working with a small department in which they have control over much of the curriculum design.

Overview of the Music Management Program at University of the Pacific

Pacific's Music Management program serves students seeking a degree through its Conservatory of Music, Business School, and other majors who may be working toward a twenty-credit minor in Music Management. Common classes have been identified where information literacy activities and discussion can be incorporated. Even though today's student is often one who has grown up using computers from an early age (a "digital native"), the location, acquisition, and analysis of data is something that many students have not had to address using standards that require evaluation of sources for reliability, accuracy, and relevance.

In 2010, the authors began collaborative discussions which led to developing course assignments and experiences to assist students in understanding the role and importance that information literacy can have in both academic and professional settings. Since that time, they have met regularly to fine-tune curricular elements focused on improving student information literacy.

While the next section will look at specific assignments that have been developed to enhance student understanding of information literacy, other courses provide additional assignments and projects that help further extend the student's information literacy skills. These courses are either in the University General Education sequence or for Music Management majors studying in the Conservatory of Music who take a sequence of music

history courses. Table 1 shows the courses and the corresponding information literacy assignments. Bold text indicates a music management course.

Year	Course	Assignments
First year, first semester	**MMGT10: Freshman Seminar**	**Scavenger hunt and library orientation**
First year, second semester	First Year Seminar 2 (General Education course)	Research paper
First year	**MMGT 11: Introduction to Music Business**	**Web Credibility Assignment** **Literature Brief Assignment: Analyze and interpret industry data to draw conclusions**
First year, second semester	Music History Survey	Library project
Junior year	**MMGT 111: Music Industry Analysis**	**Rock's Back Pages Assignment: Using and analyzing primary sources to develop an argument** **Research project**
Junior or senior year	Upper level music history course	Research project
Senior year, second semester	**MMGT 196: Senior Seminar**	**Company Profiles Assignment: Researching potential employers**
Senior year	**MMGT 199: Exit Examination**	**Oral exam before a panel of experts requiring selection and interpretation of industry facts and knowledge to demonstrate competency and fluency**

Table 1. Courses with information literacy assignments – Music Management degree track.

Key Assignments

Below are summaries of selected assignments and the ways they help students develop information literacy skills.

Library Introduction (MMGT 10)

Within a few weeks of coming to campus, students spend a class period of the First Year Seminar (MMGT 10) in the library on a scavenger hunt—seeking out a book, a music CD, a magazine, a scholarly periodical, and an electronic document. Students are asked to find physical materials held in the library, as well as to access specific electronic databases of journals and articles. The instructor explicitly emphasizes that a library is much more than stacks of books—it is a resource center for information that can be used to learn, grow, and develop as a music manager in training. Librarians are introduced as helpful guides for finding and using information resources effectively.

Web Credibility Assignment and Literature Brief (MMGT 11)

In the first year, students take an introductory music business class (MMGT 11) to provide them with an overview of the industry, which includes how various sectors operate and who the players are that make up the backbone of the entertainment business. Early in the term, students are asked to identify three websites that they use to gather information about the music industry and to then rank them in order of credibility and report their findings. Students use a ten-point listing of criteria that can be used to determine the relative authority and accuracy of their chosen sites.[19]

In the latter part of the term, students are assigned to write a Literature Briefing, based on a current article from *Billboard* (see Appendix A). The student is told to consider that he or she is employed as an analyst at a music industry business and will prepare a briefing for executives summarizing an important article, which covers a topic or issue that has been addressed earlier in the term.

Selecting an appropriate article is an important part of the assignment. Students are also required to use the full-text version of the article, either by photocopying the hard copy or accessing the electronic full-text version via the library's paid subscription to a database of such articles. They are encouraged to mark up their copies of the article and required, at minimum, to turn in a copy of the entire article to receive full credit.

The assignment instructions require a summary of the article as well

as the student's own analysis of why the information in the article is important. Finally, the student is asked to recommend a specific course of action to be taken by the "employer" based on the new information learned from the article and the subsequent analysis.

Within this assignment, students are challenged to build their information literacy, analytical, and written communication skills to achieve the intended outcome: a persuasive, accurate, and thoughtful brief that demonstrates understanding of a particular music industry issue or topic. A rubric was designed based on the Association of American Colleges & Universities (AAC&U) standards to assess this assignment (see Appendix B). Students earning a grade of A or B on the assignment have demonstrated their ability to use a trade magazine article to develop and make a case that is plausible. Students earning a C or lower have not yet demonstrated proficiency in these areas and will need to improve their skills through other assignments.[20]

Using Primary Sources —
Rock's Back Pages Assignment (MMGT 111)

Rock's Back Pages is an electronic database of music journalism, which includes articles, interviews, and audio clips from the last fifty years.[21] The authors' institution began subscribing to this resource in 2011 and the authors have incorporated this resource into the curriculum in various ways.

In MMGT 111 students complete an assignment that requires them to use Rock's Back Pages to locate historical articles in popular music publications. The focus is on reading primary sources written contemporaneously to the events being covered. The librarian gives a brief demonstration of how to use the resource since it is structured differently than traditional resources from vendors such as EBSCO and ProQuest. Students must compare two articles or other primary documents on the same topic that span at least thirty years and explain how reporting on that topic or issue has or has not changed during the time span. Examples include music festivals, race or gender issues, drug use by artists, etc. Students develop a persuasive argument using the evidence that they cite in their essays.

Students learn to not only analyze biases that may be inherent in the primary sources, but also to question what actually happened versus what was reported. In addition, they are encouraged to consider how societal viewpoints may have evolved during the intervening time period and

can look for other information to corroborate their argument outside the Rock's Back Pages database. This type of inquiry helps instill a healthy sense of skepticism and caution when a thoughtful and engaged student is building an argument using multiple sources.

Research Project (MMGT 111)

A required upper-division course provides students with the opportunity to continue to expand their information literacy skills. Using a survey of the past 150 years of American popular music history as a backdrop, students must develop their own thesis statement and set about developing a research paper and presentation arguing their point to an audience of peers and faculty.

The following excerpt from the course syllabus details the course learning objectives that can be met through successfully completing the research project. The instructor and librarian developed this jointly.

1. Demonstrate ability to complete substantial and thorough original research into an industry-related topic, the process of which will include:
   a. Developing and supporting an original, approved topical thesis;
   b. Ability to access needed information effectively and efficiently;
   c. Evaluating information and its sources critically and only incorporating appropriate selected information into a project as demonstrated by annotated bibliography and outline;
   d. Using information effectively to write and present a persuasive case which proves or disproves original thesis, included graded draft of essay;
   e. Using information ethically and legally, while following prescribed conventions for citation, computer-assisted in-class presentation, format, etc.; and
   f. Presenting findings effectively in the form of a research paper and in-class oral and computer-assisted presentation per class guidelines and research rubric.

This research project reflects the greatest level of direct collaboration between librarian and instructor and is organized in a prescribed sequence as follows:

Student Action	Librarian Action	Instructor Action
Thesis drafts (including peer review session)	Available for consultation	Review and approve
Reading & Research	Library tutorials and in-class library session	
Outline	Available for consultation	Review, comment, grade
Annotated bibliography	Available for consultation	Review, comment, grade
First draft essay	Available for consultation	Review, comment, grade
Final draft essay	Available for consultation	Review, comment, grade
Public presentation of findings	Attend public presentations	Coaching session, dress rehearsal, grade

Table 2. Student, librarian, instructor interaction - MMGT 111.

This sequence allows students to have multiple reviews by peers, faculty, and librarians. It also helps them learn what sources best support their arguments and how to distill source information into usable bits that can help support their thesis and argument. It's interesting to note that at this point, quite a few students are adept at gathering relevant, credible information. However, they still have limited ability to provide the necessary analysis of the sources to argue their papers effectively. The authors have found that challenging students in a writing conference with questions such as, "How does this relate to your thesis?" or "How do you know what you are stating is accurate?" is difficult for students to answer and sometimes throws them off balance, but once they eventually learn how to connect their findings (credible, relevant source material) to their arguments, they have a skill they can use the rest of their lives.

In 2011, the librarian created a short online tutorial series on topics such as "Forming an Effective Search," "Choosing a Research Topic," and "Assessing Sources." After viewing the tutorials, students attend the in-class library session. The topics covered in the tutorial are reviewed and students are shown how to search relevant library resources. Then, students complete a CRAAP (currency, relevancy, authority, accuracy, and purpose) activity. Students are divided into groups of three to four and each group is given three sources. These sources can be anything, such as an artist's Twitter stream, a YouTube video, or a peer-reviewed article.

After about fifteen minutes, the groups present their sources to the class and explain if and how they would use each one for a potential research project. This activity provides context for a larger discussion on evaluating sources.

The Research Project continues to evolve. Throughout the years, the authors have gradually started students on this assignment earlier and earlier. Presently, the students begin thinking about their research projects during the second week of the semester. Some semesters, through the University's Student Writing Center, the class has had access to a student mentor who works individually with students on developing their various drafts.

Each semester the authors have adapted the amount of interaction that the librarian has had with the class. One semester, the authors heavily advertised the librarian's office hours and encouraged all students to make individual meetings. Approximately half of the students met with the librarian at least once and those students received higher grades on the final research paper. On average, the students who met with the librarian scored twenty points higher than those who did not. Students could earn up to 250 points. However, this is a correlation and not necessarily causation. It is possible that the reason the students who met with the librarian scored higher on their research papers was because they were more persistent than their peers to succeed in this particular assignment.[22]

For the upcoming term, the authors plan to devote two consecutive class meeting periods to conferences following thesis approval and before the first drafts are due. On Tuesday, half the class will attend a private consultation with the librarian, while the remainder will have a writing conference with the instructor. During the Thursday class period, the students will switch.

Company profiles (MMGT196)

As part of the Senior Career Seminar (MMGT 196), students participate in another in-class library session on how to gather relevant data on firms that are prospective employers in a student's career area(s) of interest. The resources covered typically include Google Finance, LexisNexis, and other library-licensed databases. Students must research a total of three companies. They are given a list of companies and must choose one public and one private company from the list. Students choose any company they want for their third company. This assignment shows them what

kind of information is publicly available in comparison to what information either requires payment for access or is not available. The assignment also helps them to identify where to find reliable business information and gives them the practice of looking up company information they will need as they prepare for interviews and careers in the music management field. Students are encouraged to step out of their comfort zones and call the businesses that they selected when they have problems finding the information they need to complete the assignment.

Exit Exam (MMGT199)

During students' final semester in the program, they are required to complete an Exit Exam (MMGT 199) which draws on the breadth of major-specific knowledge acquired and asks them to think on their feet by responding to broad questions related to these knowledge areas.

- Area 1. General music industry knowledge
- Area 2. Music publishing and intellectual property
- Area 3. Technology and its role in the music industry
- Area 4. Student selected career area─topical question
- Area 5. Career mapping question

Students enter a conference room and face a panel made up of practitioners and faculty members who ask questions and then adjudicate the responses. Students receive a copy of their first question, and then have ninety seconds to develop their argument before launching into what is intended to be a three-minute answer. While this is a high stakes experience for students, since they must pass the exam to graduate, it closely parallels the interviewing process they will soon be experiencing in the industry. See Appendix C for the MMGT 199 exam rubric.

This exam provides the most comprehensive means to evaluate just what students have learned and retained over their time in the Music Management program. It also serves as motivation for students to actively engage in research and be current on industry trends, with the express purpose of preparing them for both exam success and being able to speak with confidence and accuracy as they navigate the industry post-graduation. In this way, information literacy ties directly to career preparedness by design. Involving practitioners on the adjudication panel helps to take the students further out of their comfort zones and more closely simulate the job interview process.

Information Literacy Assessment at University of the Pacific

Information literacy assessment at the institution-level has been led by the university's librarians. In 2011, 2012, and 2014, the library administered the Standardized Assessment of Information Literacy Skills (SAILS) Test. The results showed that first-year students at the University of the Pacific score lower on the test in comparison to first-year students at other doctoral-granting institutions. But when Pacific students are at or near graduation, they score higher than seniors at other doctoral-granting institutions. Unfortunately the sample size was too small to isolate students in the Conservatory of Music, let alone the Music Management Program. Nevertheless, the library intends to administer the test again with a much larger sample size, which will provide more data that will hopefully show how students score based on major and skills.

Taking this data along with the Music Management students' grades, which are being tracked longitudinally in key assignments such as those listed here, the authors hope to have a well-rounded assessment of music management students' information literacy skills in the coming years as the program continues to evolve.

Looking Ahead and Conclusion

In 2014-2015, the authors' music management program will be undergoing a major curriculum shift via a newly proposed music industry studies degree. One of the new classes will be a two-semester, self-directed Senior Project that will require students to do competitive analysis and feasibility evaluation of a product or service they may wish to launch. This will afford another opportunity for students to strengthen their information literacy skills. The authors plan to continue incorporating these types of assignments and instruction and will explore opportunities to alter the curriculum as needed. The authors expect that external factors, such as WASC's emphasis on information literacy assessment at or near graduation, will continue to be an influence.

Music management programs must stay nimble and flexible in the ways they educate future music industry leaders because the profession continues to evolve. It is the authors' belief that music business programs can only benefit from the type of instructor-librarian collaborations outlined in this essay. The ongoing co-evaluation of student essays, presentations and research methods, and findings by instructors, librarians, and administrators helps to ensure that the intended outcomes from information

literacy assignments are being achieved.

Due to the rapidly expanding sea of freely available information and the music management profession's expressed need for employees who are capable of finding, evaluating, and using information, the authors maintain it is vital to incorporate information literacy assignments into the management curriculum when possible. By incorporating assignments that emphasize these skill sets, students will learn the transferable skills they need to succeed in the workplace, as well as gain confidence. Information literacy is, more than ever, a vital set of skills that students need to develop before graduating.

MMGT 11
Guidelines for Trade Publication Literature Briefs & Analysis

A "brief" is a short summation on a topic, theme or issue that is written expressly to convey the most important elements of that topic for a reader who may not be completely familiar with the topic, although they usually have general industry knowledge. A well-written brief will provide the reader with a clear and basic understanding of the key issues and what bearing they may have on the situation or parties involved. They are often written by junior staff to prepare, or "brief," executives for upcoming meetings.

For this assignment, pretend you work as an intern for a mid-sized record label. You will be writing the brief to your boss, the label's Vice President, from that perspective. Your assignment will be to report on a significant article from *Billboard* magazine and assess the topic's likely impact on your company's future business. You will use a breaking news article from the print edition of *Billboard* for your brief. Current issues are found in the library or may be borrowed from instructor. The Billboard.com and Billboard.biz free sites do NOT publish the entire articles from the print edition, thus may not be submitted as your article for these papers. ***You must attach a copy of the article to your submission.***

STEP 1 – Research
Find a recent issue of *Billboard*. Find an article of substantial length and depth (breaking news stories often make especially good sources), which covers a music industry business, company, topic, or trend that is relevant to the materials covered in class. Please do NOT use an artist profile, commonly referred to in the industry as a "puff piece" as your source. *The more controversial the subject of the article is, generally the more fruitful it will be for your brief.*

STEP 2 – Analysis – Read your article (more than once) to and analyze how the article/the article's content affects your record label and the music industry as a whole. **Consider these questions as you read and analyze the article –** *these are not all-inclusive*. There will likely be issues that should be addressed in *addition to or instead of* these questions.
- How is it relevant to today's music industry?
- What territory is discussed? (i.e., domestic, international, regional)?
- Does the article's author simply report the facts, or does she/he also provide some interpretation or analysis of the evidence presented?
- What other sources are cited in the article? (Industry experts, attorneys, managers, demographers, economic data, etc.)
- Are there any biases or perspectives that the author of the article possesses that may influence the manner in which the information contained in the article is received by your employer?
- Does the information pose a threat or an opportunity, or a combination of both? Be clear as to why you think the information will be either (or both).

STEP 3 – Suggestions
Consider what the content of the article means for your company and *formulate suggestions* as to what your employer should do regarding the content of the article.

Appendix A. MMGT 11 - Lit Brief assignment.

STEP 4 - Writing the Brief -please follow these instructions closely
Identify your name, class, and due date in the heading. Also be sure to include the article title, author, publication name and date of publication. Your memo should have three sections: a summary, an analysis, and suggestions for your company. Be sure to separate these sections *using headings and subheadings* to facilitate easy reading.

In the first section, **summarize** the article that you chose. A summary is a concise statement of the main point(s) of an article. Being able to break down an article and decipher its main points is important. **Summarizing is an exercise in brevity.** To effectively summarize the article, read it through once. Then, read it again and list all the points that the author makes. Once you have your list, look for a common theme and write **one** sentence that summarizes, connects, or combines all of the points together. This is your **main point**. Now you need to find what facts the author used to support the main point. Re-read the article and make a list of all of the evidence or proof that the author uses to support the main point. Then, see if you can categorize those pieces of evidence or proof together into groups so that you can make them as concise as possible. Next, draft your summary. Only include information that is pertinent to your analysis and suggestions (the other information is not relevant). Be sure that you are concise but thorough.

In the second section, provide an **analysis** of the article. Consider the questions in step 2, above. Your article's subject and content will dictate your analysis, and a brief that merely answers the questions will not receive a good score.

In the third section, provide **suggestions** for your company. This section should be *persuasive*. That means that you are trying to *convince your employer to do what you are suggesting.* This section should be more than a list of suggestions. You should elaborate and explain why your suggestions should be implemented.

Attach a photocopy of the article to your brief. It is important that you present the relevant information in a clear and *concise* fashion. Do NOT recapitulate the article's content; instead focus on answering the questions above and making recommendations for your supervisor, who may not be fully up to speed on this issue.

Grammar and spelling are of utmost importance. Note where you place commas and periods when using quotation marks. Staple your assignment when you turn it in. Remember that use of the words, "I," "me," "my," etc. make your writing less formal and less persuasive. Accordingly, those words should be avoided.

Please consider using the University Writing Center – they are an amazing resource for you!

Draft Due March 5, 2014

Final Due April 23, 2014

Appendix A. MMGT 11 - Lit Brief assignment (continued).

MMGT 11 Rubric for Lit Brief Assignment

Students will complete one Lit Brief during the semester after completing a previous assignment to assess credibility of online resources. For this assignment, students will be assigned a mock job requiring them to perform research on the music industry by reading a current and significant article from *Billboard* magazine. Students will then prepare a memorandum directed to their supervisor that (1) summarizes the content of the article, (2) analyzes the article based on the specific field in which they are employed, and (3) proposes suggestions or a course of action for their supervisor or company to implement in light of the article's content.

Rubric for GE Area I-B Written and Critical Thinking Skills in Lit Brief

	Exemplary - "A" range	Very Good - "B" range	Meets the Standard - "C" range	Does not meet the Standard - "D-F" range
Writing Skills: Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Writing Skills: Content Development	Uses appropriate, relevant, and compelling content to illustrate understanding of the subject, conveying the writer's perspective, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.

Appendix B. MMGT 11 - Lit Brief scoring rubric.

	Exemplary - "A" range	Very Good - "B" range	Meets the Standard - "C" range	Does not meet the Standard - "D-F" range
Writing Skills: Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the brief has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.
Critical Thinking: Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes article, evaluating for the relevance of context, bias, assumptions, and current trends in the music industry when presenting a position. Position is supported by concrete deductions that merge article contents and course material.	Identifies the presence of bias and assumptions and their impact on student's position. Analysis of context does not extend beyond that discussed in article. Makes reasonable deductions and assumptions to support position.	Accepts article as fact; does not question validity or application of facts and evidence contained in article to current situation/ context. Makes some reasonable deductions unrelated to student's position.	Student's analysis does not extend beyond article's commentary or analysis. Student repeats or rephrases the article's analysis.
Critical Thinking: Analysis and Application to Current Situation	Student suggests a unique course of action supported by facts and evidence from the course material and article. Acknowledges other means of reaching the same end and explains why they are inferior to student's suggested course of action.	Student suggests an appropriate course of action supported by facts and evidence from the course material and article.	Student suggests a course of action that is simplistic and obvious or fails to support an appropriate suggestion with facts and evidence.	Student lacks a course of action; the course of action is not evident or misinterprets facts and information presented in the course material and article; student repeats or rewords the exact strategy discussed in the article.
	Exemplary - "A" range	*Very Good - "B" range*	*Meets the Standard - "C" range*	*Does not meet the Standard - "D-F" range*

Appendix B. MMGT 11 - Lit Brief scoring rubric (continued).

MMGT 199 Rubric for Exit Examination

All SCHOOL OF MUSIC Music Management students must complete the Exit Examination prior to graduation. The exam is given each spring term and consists of a seven-week colloquium followed by individual oral exam hearings before of a panel of faculty and practitioners. The colloquium is designed to help students prepare for oral elocution at their hearing. Evaluation of each student's performance is based on the rubric below. The first table (Specific Areas) is used on each of the student's answers for the five different topical areas. The second table (Holistic Evaluation) is used to evaluate the student's overall performance during the hearing.

A passing score will be 70 or more total points on the Exit Exam. In the event a student does not pass at the first hearing, specific topic areas may be orally re tested one additional time. If a student is unable to demonstrate having met the standard after two hearings in a specific topical area, they will be afforded an opportunity to demonstrate subject mastery via written submission under the direction of the Program Director.

Specific Areas of Evaluation for Each Question (5 questions, each 10% of score)

	Exemplary (5)	Very Good (4)	Meets the Standard (3)	Does not meet the Standard (2)
Central Message	• Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported)	• Central message is clear and consistent with the supporting material	• Central message is basically understandable, but is not often repeated and is not memorable	• Central message can be deduced, but is not explicitly stated in the presentation
Information Quality, Variety and Analysis	• Use a variety of types of credible supporting materials from relevant authorities, such as: - Explanations, examples, illustrations, statistics, analogies, and quotations • Make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic	• Use credible supporting materials from relevant authorities, such as: - Explanations, examples, illustrations, statistics, analogies, and quotations • Make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic	• Use some credible supporting materials from relevant authorities, such as: - Explanations, examples, illustrations, statistics, analogies, quotations • Make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	• Use insufficient credible supporting materials from relevant authorities, such as: - Explanations, examples, illustrations, statistics, analogies, quotations • Make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
	Exemplary (5)	Very Good (4)	Meets the Standard (3)	Does not meet the Standard (2)

Appendix C. MMGT 199 - Exit Exam rubric.

Holistic Evaluation for Student's Overall Performance (50% of score)

|	Exemplary (5)	Very Good (4)	Meets the Standard (3)	Does not meet the Standard (2)
Organization & Time Management (2:30-3:00 per answer) *(Organizational pattern = specific introduction and conclusion, sequenced material within the body, and transitions)*	• Presenter effectively uses allotted time. • Organizational pattern is: - Clearly and consistently observable - Skillful - Makes the content of the presentation persuasive.	• Presenter effectively uses allotted time. • Organizational pattern is: - Clearly and consistently observable	• Presenter effectively uses allotted time. • Organizational pattern is: - Intermittently observable	• Presenter ineffectively uses allotted time. • Organizational pattern is: - Not observable within the presentation
Language & Delivery	• Language in presentation is appropriate to the audience • Speaker appears polished and confident • Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation • Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling	• Language in presentation is appropriate to the audience • Speaker appears comfortable • Language choices are thoughtful and generally support the effectiveness of the presentation • Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting	• Language in presentation is appropriate to the audience • Speaker appears tentative • Language choices are mundane and commonplace and partially support the effectiveness of the presentation • Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable	• Language in presentation is not appropriate to the audience • Speaker appears uncomfortable • Language choices are unclear or minimally support the effectiveness of the presentation • Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation
	Exemplary (5)	Very Good (4)	Meets the Standard (3)	Does not meet the Standard (2)

Appendix C. MMGT 199 - Exit Exam rubric (continued).

Endnotes

1. Josh James, "How Much Data is Created Every Minute?" *Domo*, June 8, 2012, accessed June 2014, http://www.domo.com/blog/2012/06/how-much-data-is-created-every-minute/?dkw=socf3.

2. "What is the NFIL?" *National Forum On Information Literacy*, accessed June 20, 2014, http://infolit.org/about-the-nfil/what-is-the-nfil/.

3. "Information Literacy Competency Standards for Higher Education," *American Library Association*, 2006, accessed June 20, 2014, http://www.ala.org/acrl/standards/informationliteracycompetency.

4. As of this writing, an ACRL task force is extensively revising the "Information Literacy Competency Standards for Higher Education."

5. The authors' institution is a member of WASC.

6. WASC, *Handbook of Accreditation*, July 1, 2013, accessed June 20, 2014, http://www.wascsenior.org/content/2013-handbook-accreditation.

7. Alison J. Head et. al., "What information competencies matter in today's workplace?" *Library and Information Research* 37, no. 113 (2013): 74.

8. Ibid., 91.

9. "The Skills and Qualities Employers Value Most in Their New Hires," *National Association of Colleges and Employers*, accessed June 20, 2014, http://www.naceweb.org/about-us/press/skills-employers-value-in-new-hires.aspx.

10. Law student Thomas Cribbin expressed the frustration that many undergraduate programs do little to prepare graduates for the actual work environment they will be competing in. "Colleges Must Emphasize Real-World Skills," *The Courant*, March 11, 2014, accessed June 24, 2014, http://articles.courant.com/2014-03-11/news/hc-op-fresh-talk-focus-college-courses-on-work-ski-20140311_1_college-students-student-debt-college-graduates.

11. See Tonya D. Butler, "Blue T.O.M. Blueprint: A Case Study on the Creative Design of a Student-Run Record Label," *MEIEA Journal*, 7, no. 1 (2007): 99-118. And Guy Morrow, "Testing 'Music 2.0': Building an International Network of Student-Run Music Companies to Assess New Music Business Models," *MEIEA Journal* 8,

no. 1 (2008): 105-139.

12. This advisory board is made up of program alumni and industry professionals who provide advice to the program and help see that the evolving curriculum is in step with industry needs.

13. Jeffrey J. Selingo, "The Diploma's Vanishing Value," *The Wall Street Journal*, April 26, 2013, accessed June 20, 2014, http://on-line.wsj.com/news/articles/SB100014241278873248742045784409 01216478088.

14. For an example of an article discussing a for-credit class: Nancy Goebel et. al., "Assessment within the Augustana Model of Under-graduate Discipline-Specific Information Literacy Credit Courses," *Public Services Quarterly* 3, no. 1-2 (2007): 165-189.

15. For an example of an article discussing an in-class library activity: Veronica A. Wells, "Hunting for QR codes: Linking students to the music collection," *Music Reference Services Quarterly* 15, no. 3 (2012): 137-148.

16. For an example of an article discussing library tutorials: Mariela M. Gunn and Cynthia E. Miree, "Business information literacy teach-ing at different academic levels: an exploration of skills and impli-cations for instructional design," *Journal of Information Literacy* 6, no. 1 (2012): 18-34.

17. Beth Christensen, "Warp, Weft, and Waffle: Weaving Informa-tion Literacy into an Undergraduate Music Curriculum," *Notes, the Quarterly Journal of the Music Library Association* 60, no. 3 (2004): 616.

18. Ibid., 616.

19. The authors would like to acknowledge Professor Gabrielle Bea-trice from Sacramento City College who first developed this assignment and kindly shared it with them. The ten-point criteria for evaluating web site credibility were developed by Professor BJ Fogg who directs the Persuasive Technology Lab at Stanford University, accessed July 1, 2014, http://www.slideshare.net/bj-fogg/web-credibility-bj-fogg-stanford-university. Additionally, the authors suggest that instructors of introductory music business courses may wish to clearly identify some of the leading authorities in a specific area to students as a baseline of credible commentary (e.g., *Billboard* Editor Ray Waddell with regard to concerts and touring, or Harold Vogel on entertainment industry economics).

20. Special thanks to Professor Dana Myers who has further refined this assignment during her time teaching this course. This Literature Brief assignment is also used to help evaluate the University-wide General Education standards since the course fulfills a GE requirement for majors and non-majors.
21. *Rocks Back Pages*, accessed July 5, 2014, http://www.rocksbackpages.com/.
22. Evaluating information literacy is complex, and when possible quantitative data such as test results can be one part of such evaluation. However, by taking a holistic approach, significant evidence of student information literacy skills (or their absence) may also be found through discussion with students, fluency in presenting industry information in written forms, and the student's overall ability to make a persuasive argument on an industry-related topic.
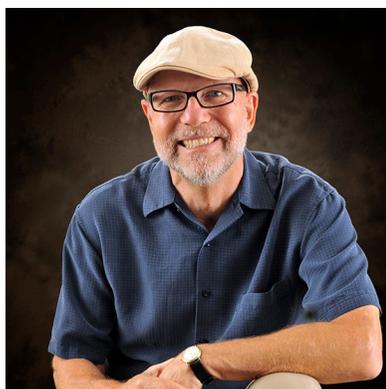
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