Faculty Information Literacy Stipend Final Report
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I. Introduction

This class is designed for students who have a particular interest in using Spanish in the business environment. This course gives students, who might not be business majors or minors, a foundation in the vocabulary of business and in the expression of basic business concepts and practices in Spanish.

In this course, a couple of assignments rely on newspaper articles and on students' research about Hispanic companies that are publicly held in Latin American stock markets to make several presentations throughout the semester, which lead to a final presentation using either a SWOT or PESTLE analysis of a company.

In my experience, students need guidance on how to access the resources that are most relevant and current in order to do the proper analysis, and a high level of collaboration with Naomi Schemm, SMU's Social Sciences Librarian, was extremely helpful and led to successfully implementing research tools for students to gain from information literacy and research techniques. Naomi created a research guide specifically targeted for the class and it is evident that students now have a more sophisticated way of accessing and evaluating resources to produce the desired outcomes.

II. Description of the information literacy assignments and methods of assessment.

In this project, three of the course assignments were used to create and develop student's Information Literacy skills with the librarian's guidance: 1) information bulletins 2) final oral presentation and 3) final essay.

Requirements for each one of the assignments as well as their rubric, and results found when implementing Information Literacy tools and are described below. Keep in mind that the final essay is in fact a written version of the oral presentation, so the requirements are very similar, but the rubric does differ in order to reflect both modalities, oral and written.

1. **Boletines informativos (Information bulletins):**

There are 7 of these assignments throughout the semester. The assignment consists of researching newspaper articles for a specific country in order for students to have a current perspective on the country's economic, social, and political situation.

NOTE: In my experience, students just use the first article they find on the web and I would like to see a more conscientious approach. Also, there are some countries that have censorship, (i.e. Equatorial Guinea, Nicaragua) and it is hard to find reliable information.

Results: Students did not rely on the first article that showed up on their internet search instead they searched in country-specific newspapers, which provided them with more accurate information of both, the country, the country's newspapers, and the news report in question. Additionally, students discovered in the course guide created by Naomi, that there is plenty of information in the different databases, for instance *Global Road warrior* and *Factivia* relevant to the matter in question. With regards to citation, many students still relied on copying the url instead of using the MLA citation.

Rubric:

Boletines Informativos

Boletines Informativos					
Criteria	**Ratings**				**Pts**
Ability to summarize and in class presentation (only for the students presenting) Article is summarized in one paragraph. Summary includes main ideas of the article. Student demonstrates ability to synthesize. Student demonstrates critical thinking. Students presenting to class demonstrate preparation.	35 pts Excellent	21 pts Competent	14 pts Poor	0 pts Average	35 pts
Analysis Demonstrates ability to analyze Demonstrates critical thinking Opinions are clearly stated and are relevant (stays away from phrases such as "I like", "I agree" etc.	35 pts Full Marks		0 pts No Marks		35 pts
Information Literacy Recognize valuable and relevant sources, especially when there is censorship involved Uses proper citation methdos	30 pts Full Marks		0 pts No Marks		30 pts
					Total Points: 100

2. Proyecto ético-comercial (Ethical and Commercial Project): In Class-Oral Presentation and Final Essay:
This project includes a fundamental analysis, a technical analysis of the company's stock plus a SWOT or PESTLE analysis of a Hispanic company that is publicly listed in one of the many Latin American stock markets.

This project consists of two separate parts: a) an in-class oral presentation and b) a final business report (essay), but the content requirements are almost identical. The business report essay is a written version of their oral presentation.

The assignment details include: an introduction, an overview and analysis of the company´s operations and stock market value (graphics) for which student perform a technical analysis, a fundamental analysis and either a SWOT or PESTLE analysis. Additionally, students are required to research business practices of the company and country as well as the company's values and ethical behavior within the community and country where it operates. Both the oral presentation and essay should include a clear conclusion.

Students are required to use at least 5 different sources and properly cite them using MLA style.

For the final Business report (Final essay): This 700 –1000 word essay assignment brings together the information presented in the final oral presentation (above) and delivers a written version of it as a formal business report.

Results: Students were able to properly cite resources in the essay, however, in some instances they still relied on copying the URL from the website they searched.

With regards to the content, there was a substantial improvement in the information students had available using the course study guide. Both the presentation and the final essay included detailed information that was vital to have a deep SWOT or PESTLE analysis. Moreover, it was evident that students spent more time researching and selecting information that was relevant to the subject matter which contributed to a rich and more in-depth analysis of the subject matter. Additionally, many students expressed that this project and research involved provided them with a very unique perspective as many of them are not pursuing a business major, and this was a springboard to their learning in that area. Moreover, other students also stated the benefit of the research guide, since without it, they would rely on the internet resources (google and similar search engines) to explore the topics assigned for the three different assignments.

Oral Presentation Rubric:

RR Rubrica 4391 Presentaciones Orales Finales						
Criteria	**Ratings**					**Pts**
Relevancia e importancia 1. Habilidad para resumir 2. Hablidad para formular hipótesis y hacer conjeturas (quantitative reasoning) 3. Habilidad para evaluar distintas fuentes de información (information literacy).	20 to >10.4 pts Full Marks	10.4 to >5.6 pts Competent	5.6 to >3.2 pts Adequate	3.2 to >0.0 pts Poor	0 pts No Marks	20 pts
Presentación en clase 1. Deben memorizar el material, no es un ejercicio de lectura. 2. Duración: máximo 10 minutos (incluyendo preguntas y respuestas) 3. Manera de dirigirse a su audiencia (postura, manejo del escenario o aula) 4. Vestuario profesional (simulacro de una presentación de negocios). 5. Incluye un análisis técnico adecuado 6. Incluye un análisis fundamental adecuado 7. Incluye recomendaciones a los inversionistas sobre esta acción	20 to >10.4 pts Full Marks	10.4 to >5.6 pts Competent	5.6 to >3.2 pts Adequate	3.2 to >0.0 pts Poor	0 pts No Marks	20 pts
Uso de la gramática 1. Control de la gramática 2. Puntuación y ortografía (en las diapositivas) 3. Uso de traducciones literales y que no funcionan.	15 to >7.8 pts Full Marks	7.8 to >4.2 pts Competent	4.2 to >2.4 pts Adequate	2.4 to >0.0 pts Poor	0 pts No Marks	15 pts
Vocabulario Vocabulario: 1. Uso del español solamente 2. Variedad de palabras (uso de sinónimos) 3. Buena selección de vocabulario apropiado y visto en clase	15 to >7.8 pts Full Marks	7.8 to >4.2 pts Competent	4.2 to >2.4 pts Adequate	2.4 to >0.0 pts Poor	0 pts No Marks	15 pts
Análisis PESTLE O DAFO --- Demuestran buen análisis en cada una de las cateogrías del modelo de evaluación DAFO o PESTLE --- Demuestran la relación de los temas en el modelo de análisis con relación a la empresa ---Demuestran conocimiento del mercado de la empresa y sus actividades	30 to >15.6 pts Full Marks	15.6 to >8.4 pts Competent	8.4 to >4.8 pts Adequate	4.8 to >0.0 pts Poor	0 pts No Marks	30 pts
						Total Points: 100

Final Essay Rubric

4391 Final Essay

You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings						Pts
Opinion / Argumentation	**22.5 to >19.8 pts** **Excellent** Sentence length and structure varied; tone consistent; writing contains related ideas; writing follows logical plan with a clear introduction, thesis statement, and conclusion; appropriate transitions used	**19.8 to >16.2 pts** **Good** Sentence length and structure show some variety; tone is generally consistent; most ideas are related; writing usually follows a logical plan with a clear introduction, thesis statement, and conclusion; appropriate transitions usually used	**16.2 to >13.5 pts** **Fair** Sentence length and/or structure are seldom varied; tone is inconsistent or shows lack of involvement; ideas are often unrelated; writing often strays from a logical plan without clear introduction, thesis statement, and conclusion; appropriate transitions rarely used	**13.5 to >9.0 pts** **Poor** Sentence length and structure are repetitive; tone is lifeless and shows no involvement; writing follows no logical plan; inappropriate transitions or lack of transitions	**9 to >0.0 pts** **Incomprehensible** No evidence of organization or style, not enough to evaluate	**0 pts** **Missing**	22.5 pts
Substance	**22.5 to >19.8 pts** **Excellent** Relevant and appropriate response to task; content communicated well; appropriate length; evidence of critical and analytical thought; topic thoroughly explored; compelling and interesting ideas for SWOT, PESTLE , Technical and Fundamental analysis; Includes a thorough evaluation of the company's ethical & unetical behavior	**19.8 to >16.2 pts** **Good** Generally good content, though topic may not be fully explored; appropriate length; some evidence of critical and analytical thought; some compelling and interesting ideas for SWOT, PESTLE , Technical and Fundamental analysis; Includes a good evaluation of the company's ethical & unetical behavior	**16.2 to >13.5 pts** **Fair** Adequate content, though repetitious and simplistic; not long enough; little evidence of critical and analytical thought; few compelling or interesting ideas for SWOT, PESTLE , Technical and Fundamental analysis; Includes a fair evaluation of the company's ethical & unetical behavior	**13.5 to >9.0 pts** **Poor** Inadequate development of ideas and content; poor ability to communicate; brevity compromises message; no evidence of critical and analytical thought; ideas not interesting compelling for SWOT, PESTLE , Technical and Fundamental analysis; Poor evaluation of the company's ethical & unetical behavior	**9 to >0.0 pts** **Incomprehensible** No relevance to task; not enough to evaluate	**0 pts** **Missing**	22.5 pts
vocabulary	**22.5 to >20.25 pts** **Excellent** Excellent and appropriate control and choice of vocabulary pertinent to the Spanish business world; variety of words used; no repetition	**20.25 to >15.75 pts** **Good** Good control and choice of vocabulary pertinent to the Spanish business world; moderate variety of words; little repetition	**15.75 to >13.5 pts** **Fair** Fair control and choice of vocabulary pertinent to the Spanish business world; minimal variety of words used; some repetition	**13.5 to >11.25 pts** **Poor** Poor control and choice of vocabulary pertinent to the Spanish business world; definite lack of variety; repetitive	**11.25 to >0.0 pts** **Incomprehensible** Incomprehensible/ does not incorporate vocabulary and terminology learned in class	**0 pts** **Missing**	22.5 pts
Grammar	**22.5 to >20.25 pts** **Excellent** Excellent control of grammar, spelling, and punctuation; very few error	**20.25 to >15.75 pts** **Good** Good control of grammar, spelling, and punctuation; some avoidable errors; contains incorrect word-forword translations from English	**15.75 to >13.5 pts** **Fair** Fair control of grammar, spelling, and punctuation; many errors; contains many incorrect word-forword translations from English	**13.5 to >11.25 pts** **Poor** Excessive grammar, spelling, and punctuation errors; many incorrect word-forword translations from English	**11.25 to >0.0 pts** **Incomprehensible** Meaning blocked; text dominated by errors	**0 pts** **Missing**	22.5 pts
Information Literacy Uses at least 3 sources Dialogue: Makes references to sources in the essay Sources are cited correctly	**10 pts** **Excellent** Uses required amount of sources; Demonstrates excellent research methods to obtain information for analysis; citation is done correctly	**6 pts** **Good** Uses required amount of sources; Demonstrates good research methods to obtain information for analysis; citation is included but not correctly cited	**4 pts** **Adquate** Uses less than required amount of sources; Demonstrates adequate research methods to obtain information for analysis; citation is included but not correctly cited	**2 pts** **Poor** Uses less than required amount of sources; Demonstrates poor research methods to obtain information for analysis; citation is not included or incorrect		**0 pts** **Absent** No resources No evidence of research	10 pts
							Total Points: 100

III. Overall results of using the Information Literacy Framework:

With the collaboration of the librarian, the information literacy student outcomes for the three projects detailed above are:

Students demonstrated to be able to use the necessary research tools to gather different perspectives regarding the fundamental analysis and the SWOT analysis, which deals with the ethical practices of the company as a whole and which might be an explanation of the stock behavior. The research guide was of extreme value as students' projects included detailed information regarding the ethical practices of the company as well as common business practices that are quite different from the ones used in the United States. For example, students provided relevant information within a business setting regarding, but not limited to verbal and non-verbal language, country specific laws and best practices, and the company's cultural values among other elements. In the same vein, students were able to get a better understanding of the differences of run between running a business in a Spanish-speaking country vs in the US. The information students provided for the SWOT or PESTLE analysis was more detailed and well-founded. Additionally, the information guide provided a research space to find information accurately and easily regarding ethical business practices.

Additionally, it was evident that students improved in the following areas:

a. Identifying multiple perspectives as avenues for research
b. Recognizing valuable and relevant sources, especially when there is censorship is involved
c. Students understand that knowledge is developed through sustained discourse and competing perspectives.
d. Evaluating and synthesizing competing perspectives when researching ethical business practices of companies.
e. Students applied critical thinking, perseverance, and knowledge of information systems to search.
f. Students developed and refined their search strategies and terminology appropriate to the tool.