**COURSE:**

**ADMS 4285 M+X**

**Brand Management**

**W 2021**

**Blended Course with a mix of "live" online classes on Zoom and weekly recorded lectures to be listened to on your own**

**Preliminary Course Outline**

(as at December 1st, 2020)

COVID19 and the ensuing move to a fully online format has led to many changes from the way this course has operated in the past in its delivery and deliverables. While I did my best to come up with the most suitable adjustments, I may have to change some aspects of the course outline below as we work through it in these extraordinary circumstances.

**I. REQUIREMENTS:**

1) For students in an Honours program, 72 credits including

* AK/ADMS 2200 3.00 **and**
* AK/ADMS 3220 3.00

2) For other students, a grade of C+ or better in

* AK/ADMS 2200 3.00 **and**
* AK/ADMS 3220 3.00

Course credit exclusion: None.

Prerequisites will be checked by the department within the first two weeks of the start of the class. Students are personally responsible for ensuring that they have completed the required prerequisites. Failure to complete prerequisites will place students at risk of administrative withdrawal from the course. The department will not be responsible for refunds resulting from such withdrawals.

If you have completed ADMS 2200 or ADMS 3220 at an institution other than York, please send a copy of the **statement of credit transfer** from Admissions Office **by the time of the second class to strebing@yorku.ca**. If your application for credit transfer is pending, please send a copy of the application, along with copies of the course outline of the course you consider equivalent and the official transcript from the other institution showing that you have completed the course (for Non-BAS/Honours students: with a C+ or better).

If you are an **exchange student**, please send a transcript from your home university showing courses equivalent to the prerequisites listed above. For **IEP students**, additional documents (e.g., a CV) may be required to assess whether you meet the prerequisites for this course.

To ensure fairness and efficiency of group work, **no late enrolment** will be allowed.

**Technical requirements**: please prepare for our live online lectures according to <https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf> and <http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf>

As per communication from York University Senate, students shall note the following:

* Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
* If you have privacy concerns about your data, provide only your first name or a nickname when you join a session. Please share the nickname in separate communication with the instructor.
* The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Please note that exams may be held using online proctoring with Proctortrack (<https://registrar.yorku.ca/proctortrack-faq>) or similar.

Technology requirements and FAQs for eClass can be found here - <https://lthelp.yorku.ca/95440-student-faq>

**II. COURSE TEXT / READINGS:**

**Mandatory Reading for the final exam**

**CIPO, “A Guide to Trade-Marks”,** [**http://www.cipo.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/h\_wr02360.html**](http://www.cipo.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/h_wr02360.html) **(to be read on your own; everything on this webpage, but not what is on other pages that this page links to).**

Please download or print this page well ahead of the exam. In case that there are changes in the document throughout the term, any version posted on this webpage throughout the term is valid.

**Reference Literature**

Some classes of the course refer to:

Keller, Kevin Lane and Vanitha Swaminathan (2019), Strategic Brand Management: Building, Measuring, and Managing Brand Equity, 5th edition, Pearson Prentice Hall.

Note: This course presents you with the latest research findings and practical experiences in greater detail than the textbook and covers many topics not covered in this textbook. The book offers just partial coverage of some of the course topics, and this material, too, is adapted for our course.

To prepare for each class, please **read the slides to be covered in this class in advance**. For other material to be prepared for each class, see under VI. "Organization of the Course".

**III. WEIGHTING OF COURSE:**

|  |  |  |
| --- | --- | --- |
| **Assignment Type** | **% of Grade** | **Due Date** |
| Group Report 1 | 25% | Section M: March 8, 7 pm  Section X: March 9, 7 pm |
| Group Presentation or Group Report 2 | 20% | last class (can on request of a group also be held in the second last class) |
| Midterm Test (timed eClass online exam) | 25% | TBA |
| Final Exam (timed eClass online exam) | 25% | TBA (April 14 to 28) |
| Participation | 5% | ongoing |

**For Students who miss the midterm,** the weight of the midterm exam will be transferred to the final exam and the final exam will be longer and cumulative, that is, contain questions from the material relevant for the midterm and the material relevant for the final exam.

For **students missing the final**, please see under "Deferred Standing" at the end of the course outline.

Documented illness and religious observance are, other than under exceptional circumstances, **no valid reasons for late-handing in of group work**. As in real life, you will have to plan ahead your group work in a way that allows for individual members to be ill or unavailable close to submission date, and include sufficient time in reserve for such cases.

There is a limitation of one calendar week for queries on grading following the return of an assignment or examination. When a request for re-grading is received, the entire assignment or examination will be re-marked. The new grade may be higher, the same, or lower.

**IV. COURSE INSTRUCTOR / CONTACT:**

Dr. Andreas Strebinger

[strebing@yorku.ca](mailto:strebing@yorku.ca)

Please give your emails a professional nature, including

* a salutation,
* information on your course, section, and, for group-work related inquiries, group name and project,
* a professional (but not necessarily formal) tone, and
* your name (official and alias).

If you write on behalf of your group or **group-related issues**, please **always cc all group members**.

Office: no office time until further notice, due to COVID 19

**Online Meetings** with groups or individuals: Anytime after prior appointment by e-mail to [strebing@yorku.ca](mailto:strebing@yorku.ca). Please send me your **request for an appointment** at least 2 business days before the day for which you want to make an appointment.

I ask every student to regularly check his/her official YorkU email address. Please make sure that you properly receive all emails sent to this address. Contact [helpdesk@yorku.ca](mailto:helpdesk@yorku.ca) should you incur technical issues with your YorkU email address or not receive general broadcasts I send to the class.

I normally reply to e-mails within 2 business days. Due to the large number of emails I receive during terms, I unfortunately **cannot reply to**

* **e-mails which do not include basic info about yourself**, that is, the course number and section, your full official name (plus any alias you use), in case of group questions your group name and number, in case of administrative questions your student number.
* e-mails asking substantive or administrative **questions which have been answered** by the course outline and other material posted on the course website, previous email broadcasts or in classroom or online classes. Please check these sources and, if you missed a class, ask your peers for their notes.
* **last-minute e-mails** sent to me the night or on the weekend before the due date of an assignment. Please plan your assignment work in a way that you know for what questions you need my support well ahead of time and send me your questions at least 2 business days before the time you need the answer.
* **e-mails asking me to change the grade component weights for you, increase a grade on an assignment without an appropriate academic rationale or give you a make-up assignment**. Under no circumstances will I ever increase an exam or assignment grade for non-academic reasons or give a make-up assignment. Non-academic reasons include, for example, that you would need a certain grade to stay in the program, for a job application, as well as life problems like a separation, strict parents etc. "Academic reasons" means that you have to provide academic evidence (textbooks, scholarly journals etc.) that your exam answer or assignment work was correct and incorrectly graded as wrong by the instructor.

If your email does not fall in one of the above categories and I did not reply to you after 2 business days, please resend the e-mail, including the header of the first time you sent it such that I can see when you sent it and give it priority ranking.

**Marker: TBA**

Note: The marker does not grade your group work. Any questions regarding your group work should therefore be directed towards the course director.

**V. EXPANDED COURSE DESCRIPTION:**

1. **Exams**

The **exams** normally consist of a mix of multiple-choice questions and short-answer or essay questions. For the exams, you need to know

* all slides and explanations presented by me in live (synchronous, sync) Zoom classes and pre-recorded (asynchronous, async) lectures;
* all examples and practice cases discussed in these classes and lectures.
* Presentations of guest speakers, if any, and the discussions of such presentations, are also relevant for the exams covering the class of the guest speech
* any literature to be studied on your own (see under II.)

You will have to take **comprehensive notes** **during both async and live zoom classes.** If you do not do so, you will very likely do poorly on the exams.

There will be a Q&A forum on the course website where you can post questions on the material relevant for the exams. Questions have to be posted two business days before an exam to receive an answer before the exam.

For those students who wrote the midterm, the **final exam** covers **only the material not covered by the midterm**. That is, in the final you will not be asked any specific questions regarding the material which was relevant for the midterm. You will, however, have to be familiar with the terms and concepts you learned for the midterm to the extent they form the basis for concepts covered after the midterm.

Exams will take between 1 and 2 hours and take place in the form of Timed eClass Online Exams. Please note:

* Latecomers will not receive extra time. Start and End Times indicated will always be Toronto time (EDT) for all students, regardless of their current location.
* Students who have submitted a letter of accommodation issued by Student Accessibility Services to [strebing@yorku.ca](mailto:strebing@yorku.ca) by one week before the exam will be assigned the appropriate extra time by the system.
* **Please prepare following this checklist** <https://lthelp.yorku.ca/quizzing/best-practices-for-a-successful-online-quiz> **and check your browser and browser settings well ahead of time:** [https://lthelp.yorku.ca/getting-started-with-eClass/recommended-browser-settings](https://lthelp.yorku.ca/getting-started-with-moodle/recommended-browser-settings).
* Following YorkU recommendations to uphold academic integrity of online exams, the questions will be presented **sequentially and shuffled**. That is, you will have to answer questions one after the other, without the opportunity of going back and change your answer, once given. Also, they will be presented in random sequence such that each student sees them in a different order.
* Exams will be open book, that is you can use all slides, all course material, and notes during the exam.
* Exams may be accompanied by online proctoring which may require a webcam. Please see <https://registrar.yorku.ca/proctortrack-faq> for details.

1. **Group project: Group Report and Presentation**

Groups will comprise 6 to 8 members. The recommended group size is 7. All evaluations of group work will take the size of the group into account. **Group formation** will be started in the first class and completed by the time of the second class. Students will be able to pick other students as their team members, up to the beginning of the second class. Thereafter, they will be assigned to a group.

In the (first) group report, each group will do a brand audit for a **brand** selected by the group whose brand strategy is determined by a company or not-for-profit organization in Canada. This excludes in many cases subsidiaries of companies or organizations from outside of Canada. Please fill in the Group Project Proposal (GPP) Form available on the course website and submit for approval by the time and date specified in the course schedule (see "organization of the course").

For the group presentation, or – as decided by a majority within the group – a second group report, each group gives a brief overview of their group report and offers new analyses and their future strategy for the brand.

Group work guidelines will be available online in time on the course website.

Group reports have to be handed in electronically on eClass. Late handing-in of reports will lower the grade for a report by 20% of the grade component percentage for the report per day commenced. This means that you don’t get any points for a group report part handed in more than 4 days after due date and time.

**Peer Evaluation**

To ensure that each group performs effectively and can draw on the full effort and skill of all team members, each student will submit a confidential peer evaluation of to the contribution of each group member to the group work. The peer evaluation is due within 1 day after the presentation/due date for second report. For students who do not submit their peer evaluation in time, a rating of equal contribution of all group members will be assumed. Please do not submit your peer evaluation early (that is, before the group presentation/second report). Peer evaluations, once submitted, cannot be changed or revoked by the student.

**Peer Evaluation: 0% contribution = 0% grade on all group-work components**

I will adjust an individual student's grades for group assignments to reflect a lack of contribution, on the basis of these evaluations. As the practical application through the group project is a crucial part of this 4000-level course and is given a correspondingly high weight in the grade breakdown, these adjustments can be severe (up to 45% of the total course grade). **In case that a group member did not, according to the rest of his/her group, contribute to the group work at all, this will very likely lead to a failure to pass the course.** Very high peer evaluations will not lead to an increase of your individual mark on the group work. It will be taken into account should you be close to a higher mark on your overall course grade (together with other factors).

1. **Attendance and participation**

**Attendance**

* will be recorded by Zoom for each Live Zoom class.
* Please sign in registered.
* While there is no formal weight given to attendance in the overall course grading, failing to attend classes with group work components will be an important factor determining the size of the adjustment of the group work grade for a particular group member if (and only if) the evaluation by the peers indicates a lack of contribution by this group member.

**Participation** carries a weight of 5% of the overall course grade. There is two ways to participate:

1. on the Student-Instructor-Forum on our eClass course site.
2. during Live Zoom Classes.

Each meaningful contribution (in live class or on the forum) carries up to one point, up to a total maximum of 5 points (5% of the overall grade).

You can make all 5 points on the Forum or all 5 points in live classes, or you can make your points in any combination of contributions in live classes and on the forum.

Your contribution must be thought-revealing and insightful to a carry a full point, that is, for example,

* give a convincing answer to a question posed by the instructor,
* provide a valid explanation of the theoretical concept involved,
* contribute a pertinent example of how a theoretical concept can be applied or
* pose an interesting, thought-provoking question.

Contributions which do not or only partially meet this standard, will receive no participation point or only a fraction of a point, respectively.

Questions or contributions of administrative nature (e.g., on organizational issues, timing, format of exams and assignments etc.) do normally not carry any participation points.

The instructor will give at least one update on the current participation points collected by students. This update will be around 2 weeks after the midterm. More updates for all students may be given throughout the time, time and technology willing. Please do not contact me for individual updates.

**ad a.) Participation in Discussion Forums**

In many of the pre-recorded (async) classes the instructor will ask one or more questions for discussion on the eClass Forum. Students are invited to give their personal answer to this question, or to reply/discuss the answer of another student.

Students are also very welcome and encouraged to discuss other parts of async lectures on the forum, ask the instructor questions on topics covered in previous lectures, or come up with a new question, comment, or example which is at least distantly related to the material discussed in classes.

Each contribution posted by the day of the last class will receive 0, .5 or 1 point. While you can still post questions to the instructor or other students on the forum after this date, they will not carry participation points towards your grade.

For a full point, a posting must

* be at least 50 words in length;
* be thought-revealing and insightful, that is, give a good explanation of the theoretical concept involved, and/or give a good example of how a theoretical concept can be applied etc; a reply to a previous post of another student must provide an insightful addition/expansion/critique; simply saying "I agree" or "I disagree" (in how many words ever), without providing new examples, new conceptual thoughts or new practical arguments will not be considered "insightful";
* have acceptable grammar and spelling;
* be correct in any factual statement;
* be original, that is, not simply repeat the thoughts of another student (in that sense, posting among the first students gives you more degrees of freedom!); also, do not copy material from the text, the internet etc - note that rules of plagiarism apply to contributions on the forum, too.
* provide references to sources, where applicable.

**ad b.) Participation in Live Zoom Classes**

* In class, you can contribute with meaningful questions, comments, examples, and ideas related to the substantive content of the class (e.g., on current or past instructor lectures, the talk of a guest speaker, on practice cases we will be working on).
* Contributions in group breakout sessions do not garner participation points.
* It is expected that you turn on your camera when participating. Please let me know by email before class if and when there are cogent reasons why you cannot turn on your camera. Your camera should show your face.
* Please make sure your background is appropriate for professional communication. Zoom allows the use of virtual backgrounds. Some York University-themed backgrounds can be downloaded here: <https://bold.info.yorku.ca/communication-strategies/>.
* In the interest of time and quality of the discussion, students are expected to participate in speaking after raising their hand on Zoom. Please let me know if there is a cogent reason why you need to participate through the chat.
* The instructor (for the case study discussions: the team moderating the discussion) will then invite students to speak. Students who haven’t spoken up so far in the ongoing class will be given priority – so make sure that you provide high quality comments and questions when it is your turn, as opportunities to do so may be limited per class.
* If there are cogent reasons why you cannot participate in speaking, please let me know at the beginning of a class. You will then be permitted to participate in writing.
* High quality contributions exhibit one or more of the following traits: demonstrate good knowledge and understanding of pertinent theoretical concepts and terms; provide good examples for the concept at hand; ask questions of high relevance and relatedness to the conceptual material or its practical application; critically reflect on concepts (e.g., question their applicability in certain industries, cultures, economic environments; question their timeliness etc.); provide original analogies of the concept to other disciplines and settings outside of marketing and business;
* Short high quality contributions (e.g., mentioning an excellent example) will carry .5 participation points, longer high quality contributions will carry 1 participation point. Other contributions may carry a fraction of .5 and 1 point, respectively.
* All Zoom classes will be recorded and transcribed, for a full record of your participation.
* The instructor will then assign participation points for each class, up to a max of 1.5 points per class.

**VI. ORGANIZATION OF THE COURSE:**

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|  | **Topics** | **To be prepared (in addition to the slides covered)** |
| 1  M: Wed, Jan 13, 11:30 am to 1 pm  X: Thurs, Jan 14, 1 to 2:30 pm | ***Live Part of the class (Zoom)*** Overview of the course ***Recorded Lecture***  **Introduction**  What is a brand and what can be branded? Why to brand: benefits of brands to customers and companies; new challenges in brand management; the concept of brand equity | Course Outline |
| 2  M: Wed, Jan 20, 11:30 am to 1:30 pm  X: Thurs, Jan 21, 1 to 3 pm  Posted by Jan 25 | ***Live Part of the class (Zoom)***  **Building Customer-Based Brand Equity (CBBE) (1)**  System of the CBBE pyramid: Brand awareness and brand image as sources of CBBE; types and benefits of brand awareness; brand recall  Group Breakout Sessions  ***Recorded Lecture***  Building Customer-Based Brand Equity (CBBE) (1), contd. Brand recognition and perceptual fluency; depth and breadth of brand awareness; effects of brand awareness | Group Work Guidelines: Sections A and B |
| M: Mon, Jan 25, 10 am  X: Tues, Jan 26, 10 am | Submit **group project proposal** **form on eClass** | |
| 3  M: Wed, Jan 27, 11:30 am to 1 pm  X: Thurs, Jan 28, 1 to 2:30 pm  Posted by Jan 27 | ***Live Part of the class (Zoom)***  **Group Work**  Group Work Brief; groups with approved projects introduce their projects to the others; group breakout sessions;  ***Recorded Lecture***  **Building Customer-Based Brand Equity (CBBE) (2)**: Brand Image, Brand Evaluation, Brand Response | Group Work Guidelines, Section D & E |
| 4  M: Wed, Feb 3, 11:30 am to 1 pm  X: Thurs, Feb 4, 1 to 2:30 pm  Posted by Feb 3 | ***Live Part of the class (Zoom)***  **Group Work**  remaining groups introduce their projects to the others; Q&A on the questionnaire  **Practice**  CBBE Pyramid  ***Recorded Lectures***  **Branding** **(1)**: Brand elements and integrated branding; Criteria for designing brand elements  **Adapting the consumer questionnaire template** for your group project | Template Consumer Interviews, Informed Consent Form and Student Researcher Confirmation Form |
| M: Mon, Feb 8, 5 pm  X: Thurs, Feb 9, 5 pm | If you want feedback to your **consumer questionnaire** which you adapted to your brand and product category based on the questionnaire template available on website: submit consumer questionnaire on eClass (recommended time to stay on track with your group work).  **You should start with your interviews no later than Feb 14 (M) or Feb 15 (X)**, to allow enough time to do them, analyse them and include them into your report. | |
| 5  M: Wed, Feb 10, 11:30 am to 1 pm  X: Thurs, Feb 11, 1 to 2:30 pm  Posted by Feb 10 | ***Live Part of the class (Zoom)***  Outlook on Midterm  **Group Work**  group breakout sessions for feedback to the questionnaire drafts (for those groups who have submitted their draft)  ***Recorded Lecture***  **Branding** **(2):** Criteria for designing brand elements (contd.); Special challenges in designing brand names and brand iconography; Selecting a brand name and frequent mistakes in branding | Group Work Guidelines: Section E |
| Feb 13 to Feb 19 | Reading Week  Perfect time to do your interviews ! | |
| 6  M: Wed, Feb 24, 11:30 am to 1:30 pm  X: Thurs, Feb 25, 1 to 3 pm  Posted by Feb 24 | ***Live Part of the class (Zoom)***  Practice  8 Criteria for Selecting Brand Names and Brand Iconography  Group Breakout Sessions  ***Recorded Lecture***  **Advanced Brand Positioning (1)**  Designing the future CBBE pyramid with brand core values; brand mantra; brand ecosystems; Social Media and trends in brand management & positioning |  |
| **TBA** (possibly weekend of Feb 27/28) | Midterm (Timed eClass Online Exam)  Relevant: Classes 1 to 6 | |
| 7  M: Wed, Mar 3, 11:30 am to 2:15 pm  X: Thurs, March 4, 1 to 3:45 pm | ***Live Part of the class (Zoom)***  Advanced Brand Positioning (2)  Means-End Analysis  **Group Work**  Group Breakout Sessions |  |
| Section M: March 8, 7 pm  Section X: March 9, 7 pm | **Handing in of Group Report electronically on eClass** | |
| 8  M: Wed, Mar 10, 11:30 am to 1 pm  X: Thurs, March 11, 1 to 2:30 pm  Posted by March 10 | ***Live Part of the class (Zoom)***  Possibly Guest Talk  Group Work: Brief for Presentation  ***Recorded Lecture***  Brand Extensions  7 ways to extend a brand; advantages and disadvantages of brand extensions: when and how to use them, when not to use them; Types of customer benefits and brand extensions |  |
| 9  M: Wed, Mar 17, 11:30 am to 1 pm  X: Thurs, March 18, 1 to 2:30 pm  Posted by March 17 | ***Live Part of the class (Zoom)***  Possibly Guest Talk  Practice Hierarchical Value Map  ***Recorded Lecture***  Brand Controlling: Measuring brand performance and tracking Customer-Based Brand Equity; Social Media Monitoring; Measuring and Reporting Company-Based Brand Equity |  |
| 10  M: Wed, Mar 24, 11:30 am to 1:30 pm  X: Thurs, March 25, 1 to 3 pm  posted by Mar 24 | ***Live Part of the class (Zoom)***  Building relationships between the brand and the customer: The Psychological Side  Types of customer-brand relations; Brand Personality: Measurement and Effects; De- and Re-Personalization of Brands in the digital era  ***Recorded Lecture***  Building relationships between the brand and the customer: The Psychological Side, contd.  Brands and Self-Congruence; Consumer self and Social Media |  |
| Section M: March 29, 5 pm  Section X: March 30, 5 pm | If you want feedback to your draft of the **Hierarchical Value Map,** submit on eClass by this time. | |
| 11  M: Wed, Mar 31st, 11:30 am to 1:30 pm  X: Thurs, April 1st, 1 to 3 pm  Posted by March 31st | ***Live Part of the class (Zoom)***  Possibly Guest Talk  Group Work: Breakout sessions, feedback to HVM (for those groups who submitted their HVM, see above)  ***Recorded Lecture***  **Building relationships between the brand and the customer: The Technological Side (1)**: Digitalization and Brand Relationship; Customer Centricity along the Customer Journey; Big Data Challenges in Personalization; |  |
| 12  M: Wed, April 7, 11:30 am to 2:00 pm  X: Thurs, April 8, 1 to 3:30 pm  Posted by April 7 | ***Live Part of the class (Zoom)***  Group presentations (for those groups who do not hand in a group report 2)  Outlook on Final Exam  Course Evaluation  ***Recorded Lecture***  **Building relationships between the brand and the customer: The Technological Side (2)**: New Opportunities through AI; Brand Management and other Disruptive Technologies (Blockchain, AR/VR, Drones etc); Brand Relationship and Influencer Marketing |  |
| Section M: April 8, 5 pm  Section X: April 9, 5 pm | Submission of peer evaluation | |
| TBA (in exam period June 14 to 28) | **Final Exam**  relevant: Classes 7 to 12 (except group presentations of other groups) and CIPO’s “A Guide to Trade-Marks” (to be read on your own) |  |

*Please respect the privacy of those involved in the class and the copyrights of your instructor(s). Online lectures as well as exams are copyrighted and all recordings, including recordings of Zoom live classes, are confidential. They are not to be passed on to anyone not enrolled in the course, posted anywhere else, or used for purposes other than studying for this course. Failure to comply with these restrictions may be prosecuted to the full extent of the law and regulations of York University.*

**VII. COURSE LEARNING OBJECTIVES:**

In this course, students learn to successfully position, brand and manage one individual product or product line of a company. Course topics include, e.g.,

* objects and trends in brand management,
* advanced brand positioning and how the rules of brand positioning have changed in the era of Social Media, Big Data, and AI;
* using brand elements (brand name and logo, typography etc.) to convey this positioning,
* managing customer experience and their psychological relationship with the brand,
* when and how to use brand extensions, and
* brand controlling, that is, monitoring the success of the brand in psychological and monetary terms, including Social Media Analytics and methods of measuring Brand Equity
* how Disruptive Technologies like AI, Blockchain, AR/VR may change brand management, and how they can be used to create customer- and company-based equity.

|  |  |
| --- | --- |
| **What this course is not ….** | **What it is …** |
| … another advertising/communication class | … a course on the theory and practice of branding, brand strategy development, and brand controlling |
| … mainly about fun or fancy brands | … about (types of) brands which many of you will actually have to deal with in your professional career |
| … mainly about consumer psychology | … about how to make an in-depth understanding of consumer psychology useful in strategy develop |
| … all about artistic creativity | … mostly about strategic creativity |
| … an “I can study everything from the textbook” course | … a course where you have to listen carefully to classes (online and classroom) and take comprehensive notes on what we discuss with the slides |
| … all about personal opinion and intuition | … based on facts and findings of latest high-quality research |
| …a ”do everything last minute at the end of the term” course | … a course requiring continuous learning and work on the group project |
| … an easy class | … a highly demanding (time, effort) and intellectually challenging class |
| … an “I can do every marketing class without the prerequisites” course | … a course where you will really need to know the fundamentals of STP, PESTLE, SWOT and have had some practice in it. The prerequisites will be checked in the course of the term. |

**VIII. ADDITIONAL INFORMATION / NOTES:**

**Deferred Exams:** Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at <http://myacademicrecord.students.yorku.ca/deferred-standing>. As communicated to the University community on March 13, 2020, Senate Executive has agreed **to waive until further notice the requirement for students to submit an Attending Physician’s Statement in support of a request for deferred standing or petitions.** Note that registration and application for deferred standing is still required in order to avoid a grade of zero on the final exam. Please go to <https://sas-app.laps.yorku.ca/> for registration and information on the process. Note that the old deferred standing registration website (<http://apps.eso.yorku.ca/apps/adms/deferredexams.nsf>) is not longer valid.

Students with approved DSA will be able to write their deferred examination during the School's deferred examination period. No further extensions of deferred exams shall be granted. The format and duration of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book.

**Academic Honesty**: The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.

Students should review the York Academic Honesty policy for themselves at:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at:

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

Turnitin: To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course eClass) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin service are described on the Turnitin.com website

**Grading Scheme and Feedback Policy:** The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

*Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible.* For more information on the Grading Scheme and Feedback Policy, please visit: <http://www.yorku.ca/univsec/policies/document.php?document=86>

**Reappraisals**: Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

**Accommodation Procedures:** LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit: <http://ds.info.yorku.ca/academic-support-accomodations/>

**Religious Accommodation**: York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit:  
<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

**Academic Accommodation for Students with Disabilities (Senate Policy)**

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information, please visit the Counselling and Disability Services website at <http://www.yorku.ca/dshub/>

York’s disabilities offices and the Registrar’s Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/>

Please alert the Course Director as soon as possible should you require special accommodations.