

COURSE

ADMS 4285 Fall 2022

Brand Management

Blended Course with a mix of live/synchronous online classes on Zoom, some recorded lectures and "live" in person classes (@Room BC 322)

Preliminary Course Outline

Prof. Pallavi Sodhi (psodhi@yorku.ca)

Course Marker: Ping Lung To (AKA Sam) kkcake60@yorku.ca

Room on YorkU Keele campus: BC 322 (Bethune College) for Live lectures,

For online/synchronous live lectures: Zoom link will be posted on eClass

Wednesdays, 11:30am – 2:30pm

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.

The prerequisite of ADMS 3220 may be waived for students who hand in, by the time of the first class to psodhi@yorku.ca, documentation of either an extensive record of post-secondary Marketing courses completed (at least 5) or ample practical experience in Strategic Marketing (where you are involved in making general decisions for a business or organization on what products to sell with what positioning to what target group). 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 psodhi@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/resume) 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 the live/synchronous 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 online exams, if any, may be held using online proctoring with Proctortrack (<https://registrar.yorku.ca/proctortrack-faq>) or similar tools.

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 (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

Though the course content is largely based on: Keller, Kevin Lane and Vanitha Swaminathan (2020), Strategic Brand Management: Building, Measuring, and Managing Brand Equity, 5th global/international edition, Pearson Prentice Hall, there are many outside sources that have been used to develop the course material. Hence, please note:

This course presents the latest research and many relevant case studies other than what the textbook provides. There are some extra topics not covered in this textbook. As such, it is important that the class notes are studied in conjunction with the textbook.

To prepare for each class, please **read the curated PPT 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	20%	November 29, 23:59pm
Group Presentation	20%	November 30 (i.e. last class)
Midterm Test	20%	October 26, Online during class hours
Individual Brand Rx Video	10%	On or before November 8, 23:59pm
Final Exam	20%	TBA (in exam period)
Class Participation	10%	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.

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 / TA CONTACT & CORRESPONDENCE PROTOCOL

Instructor: Prof. Pallavi Sodhi psodhi@yorku.ca
Course Marker/TA: Ping Lun To (AKA Sam) kkcake60@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 your email is **on questions related to your group work, please always cc all group members** (even if it just concerns "your" part of the report/presentation). Please leverage the Group Forum on eClass to interact among group members.

Office: No in-person office time until further notice.

Online Meetings with groups or individuals: Anytime after prior appointment by e-mail to psodhi@yorku.ca and/or kkcake60@yorku.ca. Please send 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 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 name and number, your full official name (plus any alias you use); in case of group questions, please specify your group name and number, in case of administrative questions your student ID.
- 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 so that I can see when you sent it and give it priority ranking.

Marker: Ping Lun To (AKA Sam)

Please address questions regarding your group work to both me and Sam. You will receive a response from one of us, provided you follow the previously stated correspondence protocols.

V. EXPANDED COURSE DESCRIPTION:

1. Exams (Midterm 20% and Final 20%)

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

- all slides and explanations presented by me in live (synchronous, sync) Zoom or classroom classes and pre-recorded (asynchronous, async) lectures if any;
- 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 of live classroom as well as online Zoom classes (synchronous or asynchronous)**. If you do not do so, you will very likely do poorly on the exams.

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 2.5 hours and will be Timed eClass exams. Exam time will be announced at least 2 weeks before an exam.

For our **Timed eClass Exams**, please note that:

- Latecomers do not receive extra time. Start and End Times indicated are always Toronto time (EDT) for all students, regardless of their current location.
- Students who have registered with the Student Accessibility Service 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>.

- Following YorkU recommendations to uphold academic integrity of online exams, the questions are presented **sequentially and shuffled**. That is, you have to answer questions one after the other, without the opportunity of going back and change your answer, once given. Also, they are presented in random sequence such that each student sees them in a different order.
- Time eClass Online Exams are open book, that is you can use all slides, all course material, and notes during the exam.
- Time eClass Online Exams may be accompanied by online proctoring which may require a webcam. Please see <https://registrar.yorku.ca/proctortrack-faq> for details.

2. Group project: Group Report (20%) and Presentation (20%)

Groups will comprise 6 **to 7 members** ideally. 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 in the second class. Students will be able, by mutual agreement, to pick other students as their team members, up to the day before of the second class. Students who did not pick a group will be assigned to one by the instructor and/or the TA.

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 for-profit or not-for-profit organization **for Canada**. This excludes subsidiaries of foreign companies and organizations from outside of Canada who cater to the Canadian customer based on global brand strategy not adapted to the Canadian market. 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**, each group gives a brief overview of their group report and offers **new analyses and their future strategy for the brand**. Presentations will be held live.

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

Since this is a fairly intensive project and I am aware that some students may be juggling schoolwork with other school activities and job searches, I will give the opportunity to students to collaborate and clarify questions on different sections/milestones of the project. Groups may compile their questions in advance and clarify their doubts on the dates mentioned on the course calendar. Though part marks will not be awarded for each milestone, timely feedback will be given to the groups that are conscientious and regular in completing the tasks on time. And it is these groups that will be able to reach the Finish line (!) with ease and greater success. The findings of the entire audit report will be presented during the last class, before the final exam

Group reports have to be handed in electronically on eClass by the due date/time. 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.

A penalty of fifteen percentage points will be applied to the group-report grade for students who have not completed and handed in on due date for the group report the transcript of at least one personal interview with a consumer of their target group, or whose interview(s) show such poor quality that they cannot be counted. This penalty comes in addition to any penalty assigned by the instructor based on poor peer evaluations for this group member. Example: A group achieves a 75% on their group report. One student in the group has not completed or handed in the transcript of any consumer interview carried out by this student in a face-to-face manner, or the interview transcript is so poor that the interview cannot be counted. This student's group report grade would be at best 60% (with further deductions possible in case of poor peer evaluations).

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 template will be posted for each group and is due along with the project reports. 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.

0% contribution according to the peer evaluation = 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).

Note that based on practice and protocols of the School, peer evaluations cannot be challenged by students affected, that is, whatever evaluation you receive from your peers will go straight and unalterably into your grade, based on a time-honoured formula.

The instructor and the marker will not request or look into within-group contributions or communication, unless warranted by exceptional circumstances, in particular any student behaviour which violates guidelines and policies of the Senate of York University.

3. Brand Rx (10%)

This is a fun, individual contribution to demonstrate your passion and expertise to be a brand marketer. Submission for a brand of your choice, presented in a video format. This exercise provides you with an opportunity to be a “Brand Manager” presenting to a team of marketing experts. You will need to interpret data and draw appropriate, actionable conclusions for the future Brand Health of the brand of your choice.

Find a current news story about a problem a brand is experiencing. (the Brand should be different category than what you are auditing for your group report)

- Explain the context of the Brand (one paragraph).
- Using concepts, techniques (e.g. Zaltman's ZMET) or typology (e.g. Fournier's typology) from course readings and class discussions, analyse the “diagnostics” of what is going right or wrong for the brand and
- Offer a remedy on how to fix the problem if you were the “Brand Manager”.

*This exercise provides you a platform to be great brand strategists. If you are active, enthusiastic budding brand strategists, you can maintain a journal of current news stories and submit it in. You may submit this Brand Rx video **ANYTIME** before the deadline for review. You may revise/update and re-submit if you wish, and specify which version you wish to be finally graded by. Final evaluation will be done by the scheduled date of November 8, 23:59pm.*

4. Attendance and participation (10%)

Attendance

- will be recorded by Zoom for each Live Zoom class. Please sign in registered.
- will be taken by the instructor at a randomly chosen point in time of classroom classes, but not in the first or the last 15 minutes.
- While there is no formal weight for classes 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 10% of the overall course grade. There is two ways to participate:

*4.a) on the Student-Instructor-Discussion Forum on our eClass course site.

**4.b) during Live classes (on Zoom or in classroom).

Each meaningful contribution (in live class or on the forum) carries between .25 and 1 point, up to a total maximum of 10 points (10% of the overall grade).

You can earn all 10 points on the Forum or all 10 points in live classes, or you can earn your points in any combination of contributions in live classes and on the forum.

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

- give a convincing answer to a question asked 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 not carry any participation points.

The instructor and/or Course Marker will grade contributions in live classes and on the forum on our eClass course site, but not on a daily basis. Students will receive **at least one update on the current participation points** collected by students **around 1 week after the midterm**. More updates for all students may be given throughout the course, time and technology willing. Please do not contact me or Course Marker for individual updates.

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

In many of the classes the instructor will ask one or more questions for discussion in class or on the eClass Forum. There may be questions posed in class called "Brand Introspection. You may contribute your feedback within a week (i.e. by 11:59pm of the next class*).

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 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 valuable contribution **posted within a week*** 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 and a maximum length of 200 words;
- be thought-provoking 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 claim;
- 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.

****4 b.) Participation in Live 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 receive participation points.
- The instructor (for discussions of group presentations: the team presenting and 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.
- 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.
- **Additional rules for Live Zoom classes:**
 - It is expected that you turn on your camera during class time. 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 attire and your background are 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 normally expected to participate in speaking and with their camera turned on, in order to be assigned participation points. Please let me know by the

beginning of the class if there is a cogent reason why you need to participate through chat or your camera needs to be turned off.

- All Zoom classes will be recorded and transcribed, for a full record of your participation.

5. **Bonus Exercises**

I understand that some students due to personal disposition may not feel comfortable speaking up in class and some others may wish to bolster their participation grade. Throughout the course, I will also post bonus exercises which you may participate in, the grading of which will be done based on quality, not quantity, in the same manner as described in the preceding section 4.b).

VI. COURSE CALENDAR & ORGANIZATION OF THE COURSE:

Lecture No./Date/Venue	Topics	To be prepared (in addition to the slides covered)
1 Sep 7 on Zoom Live/synchronous	Overview of the course 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 Brand Equity Studies (links on PPT) Keller, Chapter 1
2 Sep 14 Lect on Campus	Building Customer-Based Brand Equity (CBBE) <i>System of the CBBE pyramid: Brand awareness and brand image as sources of CBBE; types and benefits of brand awareness; brand recall</i> Group Formation and Project Briefing	Keller, Chapter 2 Curated PPTs Group Work Guidelines
M: Mon, Sep 19, 23:59pm	Submit group project proposal form on eClass	
3 Sep 21 on Zoom live/synchronous	Brand Positioning, Brand Value Chain: Brand Image, Brand Evaluation, Brand Response <i>Guidelines to develop Brand Positioning: positioning maps and their psychological foundation; criteria in choosing points of parity and points of difference; Trends in brand</i>	Keller, Chapters 2, 3 Curated PPT

	<i>management & positioning; brand ecosystems; Brand equity vs Customer Equity; Stages of Brand Value Chain</i> Group Work in Breakout sessions (Optional) <i>Group Work Brief; groups with approved projects can ask for clarifications on doubts, if any, in group breakout sessions</i>	Group Work Guidelines
4 Sep 28 on Zoom Live	Brand Elements: <i>Integrated branding; Criteria for designing brand elements; Brand iconography</i> Adapting the consumer questionnaire template for your group project Group Work: Clarification on group project AND <i>remaining groups introduce their projects to the others; Q&A on the questionnaire</i>	Keller, Chapter 4 Template Consumer Interviews, Informed Consent Form and Student Researcher Confirmation Form
Mon, Oct 3, 10 am	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 as a WORD DOC/DOCX file by this time (recommended time to stay on track with your group work). You should start with your interviews by Oct 8 to allow enough time to do them, analyse them and include them into your report.	
5 Oct 5 on Zoom Live	Marketing Programs, Corporate Branding, Hierarchical Value Maps and Laddering <i>Branding for 3 of the 4P's: (Product, Pricing and Channel strategies), Evolution/Revolution in Corporate Branding, Growth of Private Labels</i> Clarifications on Group Project	Keller, Chapter 5 Curated PPT
October 8-14	Reading Week – Perfect time to do your interviews	
6 Oct 19 Lect on Campus	Integrated Marketing Communications to Build Brand Equity <i>Using the 4th P in Branding, exploring new media cluttered environment</i> Briefing on Midterm	Keller, Chapter 6 Success stories in IMC that have built Brand Equity
Oct 26/eClass during class hours	Midterm Relevant: Classes 1 to 6	

8 Nov 2 on Zoom Live	Secondary Brand Associations, New Brands, Brand Extensions <i>Leveraging from Brand Associations, Branding Options for New Products, Developing a Brand Charter, Return of Marketing Investment</i> <i>Pros and Cons of 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</i> Group Work & Group Breakout Sessions (time permitting and optional): Analysis of Interview Data, Clarifications on Group Project	Keller, Chapters 7, 8, 12 Curated PPT with Case studies: Successful Brand Launches and Extensions
Nov 8, 23:59pm Submission of Brand Rx Video		
9 Nov 9 on Zoom	Measuring, Interpreting Brand Performance and Studying Brand Outcome <i>Qualitative and Quantitative research techniques to measure Brand Equity, Models of Consumer Based Brand Equity</i> Group Breakout Sessions (optional)	Keller, Chapters 9, 10
10 Nov 16 on Zoom	Developing a Brand Architecture Strategy Building relationships between the brand and the customer: The Psychological Side Science of Branding: Studying the Brand-Product Matrix Evaluating Brand Potential, Creating the Brand Personality/Essence Measurement and Effects; De- and Re-Personalization of Brands in the digital era Group Work: Clarifications on Group Project; Brief for Presentation	Keller, Chapter 11
11 Nov 23 on Zoom	(A)Brand Reinforcement, Globalization of Brands Importance of long-term brand management review; Adjusting Brand Portfolios for Brand Reinforcement; Brand Crisis Management;	Keller, Chapters 13, 14 Case Studies: Brand Crisis Global Brand Successes

	Globalizing a Brand Digitalization and Brand Relationship (B)The Future CBBE Framework Building relationships between the brand and the customer: The Technological Side New Opportunities through AI; Brand Management and other Disruptive Technologies (Blockchain, AR/VR, Drones etc); Brand Relationship and Influencer Marketing	Curated PPT
Nov 29, 23:59pm	<i>Submission of Group Project Reports, PPT presentations and peer evaluations on eClass</i>	
12 Nov 30 Lect on Campus Room BC 322	Group presentations Briefing for Final Exam/ Course Evaluation	
TBA (in exam period)	Final Exam relevant: Classes 6 to 12 and CIPO's "A Guide to Trade-Marks" (to be read on your own)	

Classroom equipment permitting, some synchronous and live in-person classes will be recorded and posted on the eClass course site.

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.

COVID-Related Regulations for In-Person Classes

Everyone is expected to follow the University's guidelines with regard to COVID-19 protocols, precautions, masks, and vaccinations. If you are sick and have any COVID-19 symptoms, do not come to class. If you will miss an extended amount of time because of illness, contact me to discuss your options. For our classroom to be a safe and comfortable place to learn, we all need to act with patience, compassion, and the recognition that our actions (and inactions) affect one another and the lives of those around us. Please be considerate and respectful as we navigate living and learning during this situation.

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. *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: <http://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.