

Brand Management BLEN

ADMS 4285 M 2025

Course Information & Preliminary Course Outline

Blended Course with a mix of synchronous and asynchronous/pre-recorded online classes on Zoom, and 2 in-person classes (Room TBC)

Prof. Pallavi Sodhi (psodhi@yorku.ca)

Course Marker: TBD

Room on YorkU Keele campus: **TBC for In-person lectures.**

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

Thursdays 4pm-7pm

Office Hours & Location: Online, By Appointment

*While this online course does allow for flexibility in when exactly you consume the pre-recorded content and how you structure your learning, **you are expected to follow the schedule, meet all deadlines, and actively participate throughout the duration of the course.***

There will be some in-person lectures on campus and some synchronous live online lectures to cover key topics, lab activities, presentations, and for clarifying doubts in the lecture content or group project.

Exams will be open-book and online.

Ultimately, the best way to succeed in this course is to follow the schedule, guidelines and participate frequently, honestly and consistently!

If there are any changes to the course calendar, I will make announcements on eClass. Please check eClass frequently for updates.

***One supplementary synchronous talk (attendance is voluntary) will be held at the end of the course for career guidance in the field of brand management/marketing.** Date will be confirmed based on interest and avails of students interested to pursue a career in Brand Management.*

I. COURSE DESCRIPTION & COURSE OBJECTIVES:

This course will give students a deep understanding of branding as the central component of marketing strategy in a variety of business contexts. While brands represent a company's invaluable intangible assets, creating and nurturing strong brands poses considerable challenges. This course provides students with a deep understanding of the process of brand building, with a focus on how to build, measure and manage brand equity. Course topics include:

- the importance of brands and branding;
- what is Customer Based Brand Equity (CBBE), how to measure/sustain CBBE;
- 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, logo, typography) to convey positioning,
- managing customer experience; their psychological relationship with the brand;
- when and how to use brand extensions;
- brand controlling, i.e. monitoring the success of the brand in psychological and monetary terms;
- how Disruptive Technologies like AI, Blockchain, AR/VR may change brand management, and how to use them to create customer & company-based equity.
- *...and... a supplementary Talk on Career options in Brand Management/Marketing*

What this course is NOT	What this course IS ...
... another advertising/communication class	... a course on the theory and practice of branding, brand strategy development, and brand controlling
... mainly about fun, fancy or luxury brands	... about (types of) brands which many of you will actually work on, in your professional career
... mainly about consumer psychology	... about how to make an in-depth understanding of consumer psychology useful in brand strategy development
... all about artistic creativity	... mostly about strategic creativity
... an "I can study everything from the textbook/AI - sources"	... a course where you CAN use AI to your advantage but also have to listen carefully to lectures
... all about personal opinion and intuition	... based on facts and findings of latest high-quality research
...a "do-everything-last minute-before exams" course	... a course requiring continuous learning
... 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.... The prerequisites will be checked during the term.

II. COURSE 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.

III. ORGANIZATION OF COURSE:

This course is BLENDED, where lectures will be delivered in a combination of synchronous (live online), asynchronous (pre-recorded) and in-person/on-campus.

Powerpoint slides will be uploaded on the eClass course website a week prior to every lecture. Pre-recorded lectures and other recordings will be posted after each class. Students are expected to review the PPTs and recordings regularly so as not to be faced with information overload closer to exam time and also to be better equipped to

complete the project with quality input. It is recommended to come prepared with questions if there are any doubts, so I can address them during the live/online classes.

- The course, including the submission of assignments, participation/ discussion and test-taking, will take place on the eClass course website. We are scheduled to meet on Thursdays, 4pm, as highlighted on the course calendar. Office hours will be on Zoom, in an “as-needed” basis and by appointment.
- I cannot emphasize enough about the importance of previewing the lecture notes PRIOR to attending any of the lectures, whether online or in-person.
- Online lectures will deviate from the format of the traditional classroom lecture.
- Live online or in-person lectures will be primarily for crucial course topics, presentations and project prep-work. They will act as a forum to ask questions and clarify doubts, so it would be best to review the PPTs *prior* to attending the lectures. PPTs will be posted at least a week prior to the live online lecture.
- Zoom breakout sessions and opportunities will also be given to students to share brand cases in the live/online classes.
- In the pre-recorded/async lectures, there will be embedded questions, and opportunities for participation in forums.
- Since the group project is an integral element of the course, students are expected to “meet” offline to discuss their project deliverables, and not during lecture hours. Groups of up to 4 members will be created in the 1st week of the course schedule. Students have the option to select their team ONCE.
- Peer evaluation forms will be uploaded on group forums, and each student in each group needs to submit the form online prior to project submission, as that will be how I can assess individual student contribution.
- To ensure fairness and efficiency of group work, **no late enrolment** will be allowed.

IV. COURSE TEXT / READINGS:

Reference Literature: Though the course content is largely based on:

***Strategic Brand Management: Building, Measuring, and Managing Brand Equity, 5th global/international edition** Keller, Kevin Lane and Vanitha Swaminathan (2020), Pearson Prentice Hall, (ISBN 9780134877952), 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.*

1. **Please note that the YorkU bookstore has arranged the current price only of the digital edition with a 180-day access for C\$68. Price increases may occur before receipt of materials at the YorkU Bookstore. Updated pricing will always be reflected on the eClass website once the course book lists are published in mid-December, or you can reach out to the YorkU Bookstore staff as the term approaches.*

2. The hardcopy of the 5th edition accessed from outside the YorkU bookstore may also be used instead of the digital edition for this course.

To prepare for each class, please read the curated PPT slides to be covered in that week's lecture in advance. For other material to be prepared for each class, ref: Section VI: "Expanded Course Description" and updates provided on eClass.

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).

V. WEIGHTING OF COURSE:

Assignment Type	% of Grade	Due Date
Group Project	35%	
Part 1 (proposal)	5%	January 21, 23:59pm
Part 2 (written report)	15%	April 2, 23:59pm
Part 3 (presentation: live online)	15%	April 3, during class hours
Midterm Test (openbook, online)	25%	Feb 27, Online during class hours
Final Exam (openbook, online)	25%	Online during exam period: April 8-25
Class Participation (forums, quizzes)	15%	Ongoing/weekly

VI. EXPANDED COURSE DESCRIPTION:

1. Exams (Midterm 25% and Final 25%)

The **exams** will be open-book, and 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) Zoom classes and pre-recorded (asynchronous) lectures;
- all examples and practice cases discussed in these classes and lectures.
- any literature to be studied on your own (see under section IV)

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 cumulative, that is, contain questions from the material relevant for the midterm **and** the material relevant for the final exam.

For those students who write 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.

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

Exams will be Timed, open-book, on eClass, and take between 1 and 2.5 hours. Exam date and time will be announced at least 2 weeks before an exam.

2. Group project: (35%)

The group project involves each team to be Brand Consultants. (Or should I say Brand "doctors"!!). Groups may comprise 2 - 4 members. The group project deliverables are structured such that both the size of the group and quality of individual contribution can and will be taken 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 do not pick a group will be assigned to one by me and/or the TA. **Group formation will not be changed after the 2nd class.**

Students are not allowed to do an individual project.

The three deliverables of the group project have the following course weights:

- Group Project Proposal Form (GPP form will be provided to you), with Thesis Statement, Rationale of choosing the Brand and annotated bibliography (10%)
- Written report (12.5%) and
- Presentation (12.5%)

Further details and guidelines about the "term project" will be posted on the eClass course website.

(a) Based on secondary research and current news stories, your team will need to agree on an ailing Canadian brand X.

You will then provide a proposal (template of GPP provided on eClass) and give a rationale as to why you chose the brand, using annotated bibliography. This could be a brand that is "for-profit" or a "not-for-profit" in 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. There will be additional exclusions of brands that have been worked on before, which will be listed on the detailed Group Project Brief.

(b) After getting approval from me and/or the Course Market on your brand X choice, you will do a Brand Audit. (Once chosen, groups are not allowed to change brands.)

The audit will comprise: (i) **discovery** of findings (through secondary and primary research on the category, competition), (ii) **analyzing** these findings especially where it stands vis-à-vis consumers today. (iii) **interpreting** and using all Brand concepts taught in this course, predominantly CBBE pyramid, techniques or typology from theory, course readings and class discussions/recordings, you will do a “**diagnosis**” (i.e. what is going right or wrong for the brand). (iv) **propose** your remedy to fix the issues the brand is faced with, by drawing appropriate, actionable conclusions for the future Brand Health of Brand X.

(c) In the last week of the term, your team will present your findings and recommendations to the rest of the class.

Since this is a summer course, and I am aware that some students may be juggling schoolwork with other summer jobs or other responsibilities, I will give the opportunity to students to collaborate and clarify questions on different sections/milestones of the project. This will be a key component of the synchronous lectures. Groups may compile their questions in advance and clarify their doubts on the live/sync class 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.

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 me 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).

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 in advance: allow for contingency plans to account for individual members being ill or unavailable close to submission date.

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.

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 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

An individual student's grades for group assignments will be adjusted 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. Participation (15%)

(While there are no marks or formal weight for attendance in the live/synchronous lectures, failing to attend them, especially when clarifications are given on lecture content, or involving group project will be a deterrent in participation marks.)

There are 3 ways to participate: (a) on the Student-Instructor-Discussion Forum on our eClass course site; (b) in embedded Q&A as part of the async pre-recorded lectures on eClass and (b) during Live Zoom classes.

Each meaningful contribution (in live class or on the forum) carries between .25 and 1 point, up to a total maximum of 15 points (15% of the overall grade).

You can earn all 15 points in the online (async forums/quizzes or synchronous live) or in-person lectures, or you can earn your points in any combination of contributions in live classes and on the forum or quizzes.

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. 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.

Participation in Online Discussion Forums/Quizzes

In many of the lectures, I 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 the day before next class). Students are invited to give their personal answer to this question, or to reply/discuss the answer of another student.

Each valuable contribution **posted within a week** will receive 0, .5 or 1 point. While you can still post questions to me 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.

Quizzes: Students will get the opportunity to participate in online quizzes periodically throughout the course, the content of which will reflect what is taught and/or posted on the course website. These may be embedded in the lecture recordings. Make sure you participate and do not lose the opportunity to get marks because....

You will get 1 mark in each quiz and forum just by participating and completing the quiz. Rest of the marks will be graded on how well you respond to the forum question or do in the quiz. In other words, you will get both “earned” and “awarded” marks!

Participation in Live/Synchronous 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, on practice cases we will be working on).
- Contributions in group breakout sessions do not receive participation points.
- For discussions of group presentations: the team presenting will be asked questions, (asked by students from the rest of the class). Students who haven't spoken up so far 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;
- Participation marks will be based on my and/or the course marker's perception of your performance in class based on the previously cited criteria. The evaluation would be subjective hence you will have to live with my judgment on this.

Bonus Exercises: I understand some students may wish to bolster their participation grade. Throughout the course, I will also post bonus exercises/Student Opinion Piece (SOPs) which you may participate in, the grading of which will be done based on quality, not quantity, in the same manner as described earlier in this section, on Page 9.

VII. COURSE CALENDAR & ORGANIZATION OF THE COURSE:

Note: Synchronous (i.e. live online lectures: whole or in-part) are **highlighted in green**. Any changes to the schedule in terms of dates/format of delivery will be posted on eClass.

Lecture No./Date/Venue	Topics	To be prepared
Week 1 Jan 9 Synchronous	Overview of the course Introduction to Brand Management 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
Week 2 Jan 16 Part-Synchronous	Building Customer-Based Brand Equity (CBBE) Part 1 <i>System of the CBBE pyramid: Brand awareness and brand image as sources of CBBE; types and benefits of brand awareness; brand recall</i> Basics of Brand Positioning (Async)	Keller, Chapter 2 Curated PPTs Group Project Briefing & Guidelines
Jan 21 23:59pm	Submit group project proposal GPP on eClass	
Week 3 Jan 23 Part- synchronous	Building rest of CBBE Pyramid Part 2 Brand Value Chain (Async) Group Work Guidelines (Async)	Keller, Chapters 1, 2 & Curated PPT + Case Studies
Week 4 Jan 30 (pre-recorded)	Designing & Implementing Brand Marketing Programs: Part 1 (<i>Integrated Branding Elements</i>); <i>Brand Value Chain</i> Adapting the consumer questionnaire template for your group project	Keller Chapters 3, 4 Template Consumer Interviews, Informed Consent Form and Student Researcher Confirmation Form
Feb 4, 10am	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 the Summer Break to allow enough time to conduct, analyse/interpret findings for report.	
Week 5 Feb 6 Part- synchronous	Designing & Implementing Brand Marketing Programs: Part 2 (<i>Brand Iconography criteria, New Perspectives</i>) Brand Mantra (group lab)	Keller, Chapter 5 Brand Mantra Case Studies Curated PPT
Week 6 Feb 13 IN-PERSON/ON CAMPUS	Advanced Brand Positioning; IMC to Build Brand Equity; Creating Hierarchical Value Maps; Briefing on Midterm	Keller, Chapter 6 Success stories on Brand Equity
Feb 20 No class	Reading Week (Feb 15-21) – Perfect time to do your Group Project Interviews	
Week 7 Feb 27	Midterm Online Open book on eClass	
Week 8 March 6 (Part-synchronous)	Developing Brand Architecture Secondary Brand Associations, New Brands, Brand Extensions <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 Clarifications (optional): <i>Analysis of Interview Data</i>	Keller, Chapters 12, 13 Curated PPTs with Case studies: Successful Brand Launches and Extensions
Week 9 March 13 (pre-recorded)	Brand Controlling <i>Qualitative and Quantitative research techniques to measure Brand Equity, Models of Consumer Based Brand Equity</i> Group Project Clarifications (optional)	Curated PPT

Week 10 March 20 SYNCHRONOUS	Developing a Brand Architecture Strategy Capturing Customer Mindset; 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	Keller, Chapters 9, 10, 11 Case Studies: Brand Crisis Global Brand Successes
Week 11 March 27 Synchronous (for clarifications)	(A) Long-term Brand Management - Importance of long-term brand management review; Adjusting Brand Portfolios for Brand Reinforcement; Brand Crisis Management; Globalizing a Brand - Building Relationships in Era of Digitalization (B)The Future CBBE Framework Group Work: Clarifications on Group Project; Brief for Presentation; Exam Briefing	Keller: Chapters 14,15 & Keller Chapter 7 + <i>Curated PPT (compiled from various sources and current developments in the Brand+Technology space)</i>
April 2, 23:59pm	Submission of Group Project Reports, PPT presentations and peer evaluations on eClass	
Week 12 April 3 IN-PERSON	Group presentations Briefing for Final Exam	
Supplementary Talk Date TBC	Career Options in Brand Management: Attendance is voluntary.	
TBA (in exam period: April 8-25)	Final Exam Online Open book relevant: Classes 8 to 12 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.

OTHER USEFUL INFORMATION

TECHNICAL REQUIREMENTS

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>

CORRESPONDENCE PROTOCOL

Instructor: Prof. Pallavi Sodhi psodhi@yorku.ca
Course Marker/TA: TBC

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 follow Best Practices of eClass and leverage group forums created to interact among your group members.

Online Meetings with groups or individuals: By prior appointment booked via e-mail to psodhi@yorku.ca and/or the course TA/Marker (once confirmed). 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.

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.

- Timed eClass Online Exams are open book, that is you can use all slides, all course material, and notes during the exam.
- Timed eClass Online Exams may be accompanied by online proctoring which may require a webcam. Please see <https://registrar.yorku.ca/proctortrack-faq> for details.

ZOOM LECTURES & NETIQUETTE FOR eCLASS

My mantra for good marketers and Brand Managers (whether existing or applying for interviews!) is *“if you cannot be seen, you cannot be heard.”*

- 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, after raising their hand on Zoom and with their camera turned on, in order to be assigned participation points.

Students and instructors have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Please review and familiarize yourself with behaviours that support “netiquette” in virtual classrooms by consulting the [Guide to Netiquette](#) for a Student Guide to eLearning.

Schedule Changes

If there are any changes in the class schedule, I will try to give you as much notice as possible. Please regularly check eClass/course websites for any class announcements.

RELEVANT UNIVERSITY REGULATIONS, SUPPORTS & COURSE POLICIES

Academic honesty and integrity

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK’s [Academic Integrity module](#) at the beginning of the course. Breaches of academic integrity range from cheating to plagiarism (i.e., the improper crediting of another’s work, the representation of another’s ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate university authorities, and can be punishable according to the [Senate Policy on Academic Honesty](#).

Previously submitted assignments will not be accepted.

Students must produce and submit original work. Submissions cannot include more than 10% quoted material. Critical thinking and analysis must be evident to support information that is quoted and presented.

All research used should be cited 'in text' as well as in the works cited section of the assignment. The choice of citation style is up to students; however, this style should be consistent throughout the assignment. Citation support is available here:

- [SPARK Student Papers & Academic Research Kit](#)
- [Citation Style Overviews, YorkU Libraries](#)
- [Drop-in Research Support, YorkU Libraries](#)
- [Writing Centre](#)

Intellectual Property

Course materials are designed for use as part of this course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course. Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Page 7 of 18 Rights and Responsibilities](#), the [Senate Policy on Academic Honesty](#), and/or legal consequences for copyright violations.

Student Conduct in the Learning Environment

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and instructors are expected to maintain a professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

For more information, see the policies on [Disruptive and/or Harassing Behaviour in Academic Situations](#), the [Student Conduct and Responsibilities](#), and the [Code of Student Rights & Responsibilities](#).

Student Supports and Services; Health and Safety

York University is taking a broad approach to community health. Please check [YUBetter Together](#) for information and updates. For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).

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: <https://www.yorku.ca/laps/writ/wp-content/uploads/sites/218/2020/11/Grade-reappraisal-request.pdf>

Religious Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate [accommodations to adherents for observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

Course Withdrawal

Last day to drop the course without receiving a grade is March 14, 2024. If you withdraw between March 15 and the end of classes in this course (April 3), the course remains on your transcript without a grade and is notated as “W”. Ref: <https://registrar.yorku.ca/enrol/dates/2024-2025/fall-winter>

Academic Accommodation and Accessibility Services

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. Please alert the Course Director no later than Week 3 of the course start (ideally sooner) should you require special accommodation.

Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange. For more information please visit the Disabilities 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/>

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 and how to register for deferred standing can be found at <https://myacademicrecord.students.yorku.ca/deferred-standing>

Followed by handing in a completed DSA form and supporting documentation directly to the main office of the School of Administrative Studies (282 Atkinson) and add your ticket number to the DSA form. The DSA and supporting documentation must be submitted no later than five (5) business days from the date of the exam. These requests will be considered on their merit and decisions will be made available by logging into the above mentioned link. No individualized communication will be sent by the School to the students (no letter or e-mails).

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 covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not.