

# Course Syllabus for ADV3403 Branding

## Course Information

**Course:** ADV3403 Branding

**Semester:** Summer 2020

**Credits:** 03

**Meeting Time:** Distance Asynchronous-no live classes

**Office Hours:** By appointment. Please email instructor to schedule a Zoom meeting. Zoom meetings are held in the instructor's Zoom room:

**Course site:** <https://ufl.instructure.com/courses/395954>

## Instructor

Robert (Bob) Hughes MA

[rjhughes@jou.ufl.edu](mailto:rjhughes@jou.ufl.edu)

970-368-2021

Please see my Bio—and a place for yours—under the Discussions tab in Canvas.

### How to Contact Me

Note—please use my [rjhughes@jou.ufl.edu](mailto:rjhughes@jou.ufl.edu) email address for all communication. Email is the quickest way to get a message to me as it hits my phone, which I always have with me! Please include your class name in the subject line.

**Please DO NOT use the email option/tab in the Canvas shell. This does not hit my iPhone on a timely basis, and I cannot reply using my iPhone.** Please only use my [rjhughes@jou.ufl.edu](mailto:rjhughes@jou.ufl.edu) email address to reach me.

**IMPORTANT! Follow this syllabus ONLY for your class information. Print it out and check things off as completed. There may be information included here that is not fully explained/included on canvas pages!!!**

### Announcements

Be sure to check the Announcements tab in the Canvas shell regularly for information on class assignments, changes and other class information. In addition, important information (but not all Announcements) will be sent via email when it is posted in this tab.

## Course Description

One of the most valuable assets for a company or organization are the brands associated with their products or services. As communicators (whether we are in advertising, marketing, PR or the digital worlds) we must understand the importance of brands and branding in our messaging. Creating strong brands that deliver on promises and build relationships is key to success in the marketplace and the minds of consumers. This course will help you reach an understanding of how to achieve branding goals.

### Course Goals

By the end of this course, you will:

1	Gain familiarity with the definition of a brand.
2	Gain familiarity with the elements of a brand.
3	Understand brand equity and the elements used to develop a strong brand equity.
4	Identify and understand brand elements used to differentiate brands.
5	Identify the use of traditional and digital media in building brands.
6	Describe consumer perceptions and attitudes towards brands.

## Course Design/Expectations

This course is asynchronous.

### Lectures

The recorded materials will help you to understand key concepts and assignments. These are reinforced in an online homework system and in written submissions.

**Please note: Follow only the syllabus for assignments, due dates and other relevant information. Some may have changed since the lectures were recorded.**

### Assignments

You will have regular assignments, and these will be the basis for your final grade.

*Your Student Role Includes:*

- Completing the assignments by deadline
- Watching the class lectures
- Participating in ALL discussions and exercises
- Being innovative and entrepreneurial
- Communicating often with your professor
- Checking Announcements Tab VERY often

### *My Instructor Role Includes:*

- Facilitating your classroom success in a diplomatic, courteous, and fun environment
- Reviewing, grading, and offering commentary on your assignments
- Evoking discussion and having fun doing it!
- Resolving any issues that arise with assignments and other course materials
- Communicating often with YOU

### *Assignments*

You will have regular assignments, and these will be the basis for your final grade.

You will have written assignments, discussion questions and research assignments due during our course. There will be recorded lectures and supplemental videos for your viewing and learning.

You will be assigned to a Group/Team for assignments during the semester. You are required to fill out and sign a team contract for this participation. You and your team will be expected to develop how you will all work together (meeting times, communication issues and methods, etc.) I reserve the right to grade each team member individually based on each student's effort.

### **Homework**

In addition to your readings you will have two kinds of homework:

First, under the Discussion tab, you will find a discussion question. You should post a thoughtful response to this key topic question and respond to at least two posts from your fellow students. All responses should be placed in the "Discussion" section of your Canvas shell.

Second, you will complete homework dealing with your assigned readings in Canvas.

### **Weekly Discussion Posts**

Discussion is an integral part of any ethics course. This class will be no exception. You will be expected to read the assigned chapter and accompanying readings and actively participate in weekly discussions through the "Discussions" tab in the Canvas e-learning site. You will be expected to demonstrate that you are thinking about the issues by asking questions, offering your own opinions and share justifications for those opinions, participating in class debate, posting comments and questions to the e-learning site and keeping your eyes and ears open for current events that may relate to class discussions. Please be respectful of the contributions of others and help create a class environment that is welcoming and inclusive.

### **Ownership Education**

As graduate students, you are not passive participants in this course. All students in this Program have a background in marketing, advertising, public relations, journalism, or similar fields. This class allows you to not only take ownership of your educational experience but to also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell will have an open Q&A thread where you should pose

questions to your classmates when you have a question as it relates to an assignment or an issue that has come up at work. Your classmates along with your instructor will be able to respond to these questions and provide feedback and help. This also allows everyone to gain the same knowledge in one location rather than the instructor responding back to just one student which limits the rest of the class from gaining this knowledge.

## Textbook and Technology Requirements

### Textbook

Strategic Brand Management, 5e  
Keller and Swaminathan

Available as an etext or option to rent bound text:

<https://www.pearson.com/store/p/strategic-brand-management-building-measuring-and-managing-brand-equity/P100002530249>

### Technical Requirements

You will need an Internet connection to access your text, view the lectures, attend online class sessions, and complete your assignments.

You must be able to communicate with the instructor. Most communications can be done via email and the discussion board, but you may be asked to join Dropbox.com (a free online service) to share large files.

## Course Policies

### Attendance Policy

This is an online asynchronously delivered course, attendance in the form of calling roll will not occur.

### Late Work and Make-up Policy

You are expected to prepare and submit your assignments on a timely basis. Due dates are clearly laid out in this syllabus and in the attendant class calendar.

Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for preapproved emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions. With this in mind there will be penalties for late work:

Less than an hour late	05 points off
More than an hour late but less than 24 hours late	10 points off
More than 24 hours late but less than 48 hours late	15 points off
More than 48 hours late	25 points off
49 hours and greater late	Not accepted at all

Issues with uploading work for a grade is not an excuse. If you have technical difficulties with Canvas, there are other means to submit completed work. You may email .zip files or even links to Dropbox folders to Instructor via UF email. Another suggestion to compensate for technical difficulties by not waiting until the last minute to submit work.

Work turned in late will not be accepted except for extreme circumstances (i.e. family emergencies.) If you anticipate not making a project deadline, please contact the instructor. Every day a project is late, you will lose a letter grade. No make-up options will be provided.

### **Technical Issue Policy**

Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact UF helpdesk (352) 392-HELP.

### **Emergency and Extenuating Circumstances Policy**

Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately.

Students are also advised to contact the Dean of Students Office if they would like more information on the [medical withdrawal or drop process](#).

**Students MUST inform their academic advisor before dropping a course**, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [attendance policies section](#) of the online catalogue.

### **Coursework Submissions**

In general, as noted throughout this syllabus, most coursework should be submitted through the Assignments tab in the Canvas classroom.

### **General Deadlines/Assignment Deadlines**

This class, like others, involves many deadlines. Here is a summary reminder.

- Weekly lectures on Monday
- Weekly homework on Friday
- Initial Discussion post on Thursday
- Discussion post classmate reply on Saturday
- Starbucks Consumer Research Project Module 10
- Team Assignment Module 2

### **Grading**

Grading parameters for the class projects are provided in the form of rubrics. These rubrics are detailed in this syllabus. Your work will be evaluated according to this distribution:

Online homework	100 points (Most Modules 10 points; M12 20 points)
Discussion Posts	110 points (All Modules 10 points)
Starbucks Research Assignment	100 points

Team Assignment	190 points
TOTAL	500 points 100%

And grades will be determined as follows

A	332-360 points	93-100%
A-	324-331 points	90-92%
B+	313-323 points	87-89%
B	299-312 points	83-86%
B-	288-298 points	80-82%
C+	277-287 points	77-79%
C	263-276 points	73-76%
C-	252-262 points	70-72%
D+	241-251 points	67-69%
D	216-240 points	60-66%
E	0-215 points	0-59%

Note: Rounding: I round when assigning grades. The grade of 92.62 is A- . The grade of 92.34 is B+. When the grade Springs at a .5, I will carry the grade to the next decimal point for rounding purposes.

## Course Assignments

### Discussion Assignments

During select weeks of the semester you will need to provide a thoughtful analysis of an ethical issue. Each week you will also post a response to two student's post that you either agree or disagree with. You will write these posts as someone relatively untrained in ethical reasoning, which is the focus of part 2 of the course. It is felt that wrestling with ethical issues before you have had such training will help you to see the value of ethical reasoning skills.

You will find each discussion topic under each respective week in the syllabus.

You will be expected to reference ethical guidelines and perspectives in your responses (and in your responses and create a meaningful discussion with your classmates.

Please keep these guidelines in mind as you create your weekly posts:

- 1) Your writing should be thoughtful, reflective, and focused. You should also attempt to be persuasive, by which I mean you should try to convince others, especially others who disagree with you, that you have a valid and credible perspective. You may find the following piece helpful as a guide: [The Shadow Lobbyist](#).
- 2) At a minimum, your discussion posts should average 400 words. You are strongly encouraged to document any facts you bring to bear in making your arguments. In general, when you provide factual information, it should be referenced.
- 3) At a minimum, your comments on the postings of others should run between 200 and 300 words.
- 4) Your initial Discussion posts are due by Thursday at 11pm ET of each week of the class.

Comments on the posts of two classmates are due by Saturday at 11pm ET. Late submissions will be penalized.

Personal attacks or disrespect towards others is inappropriate and will cost you points on the assignment. I will watch and determine if I feel a discussion is inappropriate if needed. Your goal should be to help the author of the post you are commenting on see another perspective.

Here is an example of a response to the essay in the link above that does a good job of accomplishing this:

The average American, thanks to a substantial educational and social deficit, simply doesn't understand politics or public policy. The interesting question, then, is how does the political class govern in the name of The People when The People are missing in action? For many decades, the political class maintained the self-delusion of running a democracy by creating their own echo chamber--issues and ideas would echo among elites in D.C. or other capitals of the country until enough steam would build up behind a policy that it seemed like there was a consensus on the issue. As a member of the political elite, if you heard the same story from multiple quarters, you could perhaps convince yourself that what you were hearing reflected the true interests of the public, even if that public was rarely involved in such surges of elite opinion. It was perhaps inevitable that as the technology and capacity to micro-target small portions of the real public have advanced that political lobbyists would eventually realize that they could insert themselves into the political elite echo chamber by manufacturing a ground-swell of 'public opinion' by whipping up opinions on particular policies by enlisting some ideological or ignorant fraction of the public. The real question is whether the political class will eventually tire of the absurdity of this situation and actually enlist the public in meaningful deliberation of issues, though this would mean a loss of control.

Here is another:

Back on July 12, 2002, during a Bill Moyers "Now" interview ( transcript here:[http://www.pbs.org/now/transcript/transcript\\_lewis.html](http://www.pbs.org/now/transcript/transcript_lewis.html) ) with Chuck Lewis of the Center for Public Integrity, I heard that in 1968 there were a mere 62 registered lobbyists in D.C. - but that this figure had risen to 20,000 by the date of that program.

Three years later, there was a June 22, 2005 Washington Post article, "The Road To Riches Is Called K Street" (still posted online and easily found with a search of that headline), which told how :

"The number of registered lobbyists in Washington has more than doubled since 2000 to more than 34,750," that hiring was booming, and that fees and retainers had risen substantially.

Yet a Ross Douthat column from September 22, 2012, "Washington Versus America" - an intriguing commentary which noted that in 2011, seven of the ten most affluent counties in the U.S. were in the D.C. area, stated that:

"For Mitt Romney and the Republican Party, what's happened in Washington these last 10 years should be a natural part of the case against Obamanomics" - seemingly implying that a surge in influence- buying in D.C. was the fault of the president, and not

the Washington Post-noted boom of the Bush years.

Mr. Edsall's column explains how the number of registered lobbyists could drop, while a corruption-generating industry still thrives at the heart of the federal government.

And one more:

It is the 4th branch of government and it showed its power during the gun debate. This branch is in the shadows and it is controlled by money coming from special interest groups such as the National Rifle Association, Organize For Action, the Koch brothers, Sheldon Adelson, Citizens United, all labor union PACS and approximately 4,600 other political action committees.

In the case of PAC's, they in theory represent a group of voters who are supporting the PAC. This creates a problem that: 1). Not every voter belongs to a PAC and 2) Not all PAC's are created equal. The more money the PAC has, the more influence they have. Further, the more one contributes to a PAC, the more influence that person has over the PAC.

Making things worse, these organizations have control over the other three branches of our, tongue in cheek, government. Most of these PAC'S are controlled by a small group of individuals making the decisions. In addition to these Political Action Committees, our elected officials spend much of their time soliciting money from very wealthy individuals in the following industries: Wall Street, Banking, Entertainment, Energy, Home Building, Technology and others.

Politics is the only industry I am aware of that allows its employees to take a paid leave of absence from performing their duties to look for another job; their reelection. I am very pessimistic. If we do not end this corruption the country will continue in its slow decline.... <http://lstrn.us/12kXsML>

**Rubric for Weekly Discussion Posts and classmate replies**

	Excellent	Good	Fair	Poor
Thoughtfulness (25%)	Post represents outstanding thinking and logical reasoning. The presentation is opinionated but balanced and fair to opposing ideas.	Post represents good thinking and logical reasoning. The presentation is opinionated with mention of opposing sides.	Post shows some weakness in thinking and logical reasoning. It lacks an informed perspective and/or ignores opposing sides.	Missing significant sections or information.
Documentation (25%)	All facts in the posts are documented with links to	All facts in the posts are documented with links to relevant	Most facts in the post are documented but few	Unclear where facts have come from or



	relevant sources. Many sources were consulted and easy sources (like Wikipedia) are used sparingly.	sources. Adequate sources were consulted and easy sources (Wikipedia) are used sparingly.	sources are used.	facts or few sources consulted.
Coherent, clear, persuasive (25%)	Writing is clear, compelling, organized, powerful and grammatically correct.	Writing is straightforward, understandable and avoids most grammar or spelling errors.	Writing has significant problems	Writing quality is poor, difficult to read.
Responses to the posts of other (25%)	Responses are engaging, challenge the peer post without demeaning it. Responses show key areas in which the original is flawed, limited or short-sighted.	Responses are respectful in challenging the peer's post. Key areas of disagreement are identified.	Response is opinionated but somewhat lacking in respect. Response fails to clarify the point of difference or the limits of the original post.	Response is opinionated but ignores the strengths or weaknesses of the original post.

## Team Assignments

There are two team assignments in this course. Details are in Canvas.

### Rubric for Grading the Team Assignments

	Excellent	Good	Fair	Poor	No Credit
	72-80 (total)	64-71	56-63	<56	0
Completeness (25%)	Team presentation has material related to all parts of the . Sections are complete.	Team presentation has material related to most parts of the .	Team presentation has some sections that are missing material related to all parts of the assignment or some sections are incomplete.	Missing significant sections or information.	
Quality (25%)	Information is of outstanding quality (recent, useful, relevant).	Information is of good quality (recent, useful, relevant).	Information is of adequate quality (somewhat dated, occasionally not useful or relevant).	Information is of poor quality (dated, not useful or relevant).	
Coherent, clear, persuasive (25%)	Writing is clear, compelling and with no spelling or grammar errors.	Writing is straightforward, understandable and avoids most grammar or spelling errors.	Writing has significant problems.	Writing quality is poor, difficult to read.	
Teamwork (25%)	Student is team leader providing direction to teammates	Student is a good team player	Student only provides partial team work		Student is not active in team assignment

## Starbucks Research and Presentation Assignment

Review the Branding Brief 9-1 on page 309 in the Keller text. (this is the Starbucks brand tracking survey.)

Survey at least 10 of your friends/family with this Starbucks survey and prepare a report to the CMO of Starbucks on what the survey has found.

For this assignment, you can choose at least 5 responses for each of the subheads (as an example, for 'Brand Judgements' you don't need to use all of the bullets A through K. Choose just 5 of those bullets for your survey.

You can do this survey in paper format or you can create in in a program of your choice and use an online survey. (Take a look at surveymonkey.com and see if that platform might work for you.)

Prepare a PowerPoint that will present your findings to the Starbucks CMO.

**This assignment will be due in Module 11**

**Rubric for Grading the Starbucks Research and Presentation**

	Excellent	Good	Fair	Poor	No Credit
	72-80 (total)	64-71	56-63	<56	0
Completeness (25%)	Research has material related to all parts of the template selected. Sections are complete.	Research has material related to most parts of the template selected. Sections are mostly complete.	Research has some sections that are missing material related to all parts of the template selected or some sections are incomplete.	Missing significant sections or information.	
Quality (25%)	Information is of outstanding quality (recent, useful, relevant).	Information is of good quality (recent, useful, relevant).	Information is of adequate quality (somewhat dated, occasionally not useful or relevant).	Information is of poor quality (dated, not useful or relevant).	
Coherent, clear, persuasive (25%)	Writing is clear, compelling and with no spelling or grammar errors.	Writing is straightforward, understandable and avoids most grammar or spelling errors.	Writing has significant problems.	Writing quality is poor, difficult to read.	
PowerPoint(25%)	PowerPoint presentation is	PowerPoint presentation is well done. It is	PowerPoint presentation is hard to	PowerPoint quality is poor.	PowerPoint is not posted.

	exceptional. It is clear, easily understood and is not overly wordy.	clear, easily understood and slides are somewhat wordy.	follow, is overly wordy.		
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## University Policies

### University Policy on Accommodating Students with Disabilities

Students requesting accommodation for disabilities must first register with the [Disability Resource Center](#). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

### Netiquette: Communication Courtesy

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. [Please read this netiquette guide for online courses](#).

### Class Demeanor:

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you to and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected that you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

## Getting Help

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://elearning.ufl.edu/>

Note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

## Additional Resources

The following resources are available at UF Distance Learning's [Getting Help page](#) for:

- [Counseling and Wellness resources](#) (352-392-1575)
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please [follow the student complaint process](#) to submit a complaint.

## Course Evaluation:

Students in this class are participating in a new course evaluation system called [GatorEvals](#). The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's Canvas e-learning management system. Students can complete their evaluations through the email they receive from GatorEvals, or in their Canvas course menu under GatorEvals.

## University Policy on Academic Misconduct:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the [UF Student Honor Code and Student Conduct Code](#).

The University of Florida Honor Code was voted on and passed by the Student Body in the Spring 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

"We, the members of the University of Florida community, pledge to hold ourselves

and our peers to the highest standards of honesty and integrity.”

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

## Academic Honesty

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

**Plagiarism:** Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

**Cheating:** Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

**Misrepresenting Research Data:** The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason, any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the [University of Florida Code of Conduct](#).

