

ADV3403 – Branding
Class# 10021, Section# 129A
Fall 2021 Syllabus

Instructor: Dan Windels

- **Email:** dwindels@ufl.edu
- **Office:** Weimer 2078
- **Office Hours (in person):** Mon. 11:45 am-1:00 pm, Thurs. 10am-11 am (or by appointment)
- **Office Hours (virtual):** Same times as above. NOTE: Please send me an email indicating you'd like to meet for virtual office hours before joining on Zoom. I may be meeting with another student at that same time.
 - **Zoom Personal Room Link:** <https://ufl.zoom.us/j/8211738258>

Teaching Assistant: Julia Kim

- **Email:** hkim3@ufl.edu
- **Office:** Weimer 2039D
- **Office Hours:** By appointment (email to set up)

Class Meeting Times & Location (NOTE: We have two different classrooms)

- **Monday:** 1:55 pm – 2:45 PM, McCarty Hall A, MCCA G186
- **Wednesday:** 1:55 pm – 3:50 pm, Williamson Hall, WM 0100

Course Communication:

Please email me using the subject line “ADV3403” with any questions about assignments, class content, or if you just want to talk advertising. I spent years working in advertising agencies across the country and I’d be happy to discuss any advertising related questions you may have. Please include as much information as possible in your email so I can provide you with an accurate response. Contacting me through Canvas is the most efficient way to communicate. I will make every effort to respond to your email within 36 hours of you sending it.

I’m happy to talk about this course, internships, or potential career directions.

Course Description:

Why is Nike a global leader in the shoe and apparel business? Why is Amazon #1 in the U.S. for online shopping? Why is Starbucks #1 for coffee? While great products and services are certainly an important part of the equation, an equally important ingredient is their ability to develop, manage, and maintain a powerful brand. But what exactly is a brand? Why are they important? What does a brand mean to the end user? In its purest form, a brand represents our collective thoughts and feelings about a company over time. But how are those thoughts and feelings created in the first place? In this class we will begin answering these questions.

Branding (ADV3403) will explore the principles of branding, design, and the key elements that go into building an effective brand strategy. We will pay special attention to the concept of *brand equity* and the role it plays in the long-term profitability of a company. We will learn to think both creatively and critically about the processes used in the advertising, design, and business world to create, build, and manage successful brands. This will include an examination of the role branding can play in helping today’s companies connect with diverse audiences.

Course content and exam materials will come from the following sources:

- Course textbook, including the branding case studies in section three
- Reading posted to Canvas
- Lectures, class discussions, and PPT/PDF presentations

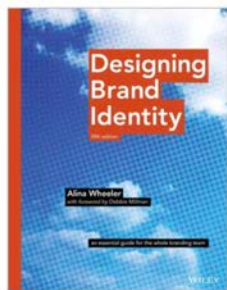
**Please note that our lectures, online discussions, and content in PPT/PDF presentations will often have information that is not included in your textbook.*

Course Objectives:

- Describe the importance of branding from both an advertising and business perspective
- Identify the steps necessary to build, measure, and manage a brand over time
- Compare and contrast branding decisions made by businesses competing in the same category
- Critique creative design decisions made by established brands
- Describe how primary and secondary research is used to inform strategic thinking
- Analyze how supporting evidence is used to justify key creative design decisions
- Construct persuasive branding recommendations using supporting evidence

Required Text:

Wheeler, Alina (2018). *Designing Brand Identity: An Essential Guide for the Whole Team (5th edition)*. Hoboken, NJ: John Wiley & Sons, Inc.



Designing Brand Identity: An Essential Guide for the Whole Branding Team, 5th Edition

Alina Wheeler, Debbie Millman (Foreword by)

ISBN: 978-1-119-37541-8 | August 2017 | 336 Pages

E-BOOK

Starting at just \$40.00

PRINT

Starting at just \$26.00

E-Book ⓘ

\$40.00

Options for Textbook

- [UF Bookstore](#) – Hard copy and Digital copy of 5th edition available
- [John Wiley & Sons](#) – Publisher’s website with e-book edition available
- Online Book Retailers – Make sure you are selecting the 5th edition since content has been updated.

Student Responsibilities:

- Students should attend all classes. I promise this class will be much more enjoyable if you do!
- Students should actively participate in class discussions. These discussions are typically the most rewarding part of the class!
- Be respectful to the diverse range of opinions during any online discussions or group activities.
- Students are responsible for all material covered in class (lectures, guest lectures, examples, discussions, videos, etc.), as well as for assigned weekly reading.
- Students should complete readings BEFORE the class in which they are discussed.
- Students are responsible for checking Canvas frequently for latest class information and updates.
- Any disagreements with grades must be submitted in writing within 5 days of when the grade is posted.

Canvas:

All course communication, announcements, assignments, and grades will be posted on Canvas. Please confirm that you have a valid and correct email address connected to your Canvas account. It is your responsibility to check Canvas regularly <https://elearning.ufl.edu>.

- UF Help Desk, available 24-7 - <http://helpdesk.ufl.edu>

My Role:

My role as instructor is to identify critical issues related to the course, direct you to resources, 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.

COVID-19:

In response to COVID-19, the following policies from the University of Florida are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- Please wear masks in our classroom – [See current CDC updates](#)
- Per UF Policy, masks are expected (but not required) for students, faculty, staff and guests in UF facilities.
- Extra masks and hand sanitizer will also be available in classrooms.
- If you are experiencing COVID-19 symptoms, click here for [CDC guidance on symptoms](#) of coronavirus.
- Please use the UF Health screening system and follow the instructions on whether you are able to attend class. Click here for [UF Health guidance](#) on what to do if you have been exposed to or are experiencing Covid-19 symptoms.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Click here for more information on [UF attendance policies](#).

Zoom Video/Web Conferencing:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live.

- Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded.
- If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image.
- Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded.
- If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.
- As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Academic Accommodations:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC) by visiting their [Get Started](#) page.

- The DRC 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 during the term for which they are seeking accommodations

University Policy on Academic Misconduct:

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

University Policy on Plagiarism

Plagiarism Definition - A student shall not represent as the student's own work all or any portion of the work of another.

Plagiarism includes but is not limited to:

- Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
- Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authorized by the student.
- Unauthorized use of materials or resources.
- Prohibited collaboration or consultation.
- Submission of paper or academic work purchased or obtained for an outside source.

Students should be familiar with and understand UF's Plagiarism Policy as found in the [UF Student Honor Code Student Conduct Code](#).

Attendance & Participation:

Attendance – Due to the evolving COVID-19 situation, there will be no attendance taken this semester. The value of this class will be found in our in-person discussions. I will bring in relevant, current, and award-winning branding examples that we can use to discuss core concepts from our readings. I will do my best to make every lecture as engaging as possible. My hope is that you will want to attend.

Participation - I realize that not everyone likes participating. Here's my challenge to you. Try to ask at least 2-3 questions during class this semester. Your questions are important. They not only help guide our discussions; they also make our class more interesting! In addition, asking questions in group settings helps prepare you for both future job interviews and the professional work environment.

Grading & Make Up Policy:

We will follow [UF Attendance Policies](#) as it pertains to attending class, assigned work, quizzes, and exams. Unless you notify me in advance and have a documented reason for why you cannot complete an assigned element of this class in a timely manner it will not be accepted.

Homework that is not submitted by the posted due date and time will incur a 10% grade reduction for each 24-hour period that it is late, up to five days. After five days, no late homework will be accepted.

Missing a quiz, activity, or exam without permission results in a zero. Under circumstances where the student misses a quiz, activity or exam due to unanticipated reasons, students will have 2 business days (i.e., 48 weekday

hours) to inform the instructor and to negotiate a make-up opportunity. In either case, valid, verifiable documentation supporting the reason for the absence is required (doctor's note, accident report).

Student Evaluations - GatorEvals

As an instructor, I appreciate hearing your feedback on this course. Feedback is encouraged and can be provided online through evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester. Look for an email during this time period from GatorEvals or for the GatorEvals link under our Canvas course menu. Results of all course assessments are available to students at <https://evaluations.ufl.edu/results>

Grading Components:

Student development and mastery of skills will be assessed based on the following items:

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|-------------------|-----|
| • Exams (3) | 55% |
| • Assignments (3) | 30% |
| • Quizzes | 15% |

Extra Credit:

You will have the opportunity to earn extra credit points for participation in an approved CJC research pool through the SONA research management system.

- **A maximum of 1.0 SONA credit is available for 60 minutes of completed research**
- 1.0 SONA credit = 10 pts. of extra credit
- All SONA extra credit will be applied to your total exam score for the semester
- If you complete less than 60 minutes of SONA research you will be awarded partial extra credit (15 min. = .25 SONA credit, 30 min = .50 SONA credit, 45 min = .75 SONA credit).
- No additional extra credit will be given for research participation that exceeds 1.0 SONA credit (60 minutes)

In order to participate in this optional extra-credit you must register for research participation through CJC's SONA research management system (<https://ufl-cjc.sona-systems.com> (Links to an external site.)). Please register a SONA account and choose studies to participate in to receive extra credits for this class.

Check SONA regularly to see what studies have become available. Typically, studies become available around the third week of the semester. You should NOT wait until the last minute to sign up for participation because people tend to procrastinate and research opportunities will be limited by the end of the semester. Most students prefer to participate early in the semester when their course loads are the lightest.

- If you need additional information on setting up a SONA account, please see this video: <https://youtu.be/1OnT2ZU6QQ>

Final Course Grading Scale:

A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	E	< 62%

Please note: All grades are based on the whole number score that you receive. There will be no rounding of grades. For example, an 89.1, 89.5, and 89.9 are all considered an 89 and therefore a grade of B+.

U Matter, We Care

[U Matter, We Care](#) serves as the umbrella program for the caring culture at the University of Florida. U Matter, We Care provides students with support and coordination, along with access to a wide variety of appropriate resources. Families, faculty, and students can contact umatter@ufl.edu seven days a week for assistance for students in distress.



Student Recording of Lectures

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited.

Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.

Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services.

A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.”

Course Schedule: The course schedule lays out the broad topics that we will be covering this semester. If there is any need to adjust the schedule you will be notified in advance both in class and through Canvas.

Week	Day / Date	Topic	Reading	Assignment
1	Mon. 8.23	<i>Introduction to Course & Case Studies</i>		
	Wed. 8.25	<i>What is Branding?</i>	Reading (Canvas Module 1): "Q&A w. Turner Duckworth" Case Studies: Amazon.com, Mastercard	
2	Mon. 8.30	<i>Branding & Marketing</i>	Case Studies: Coca-Cola, Starbucks	
	Wed. 9.1	<i>Managing the Brand</i>	Reading (Canvas Module 2): "Advertising & Brand Promotion" p.1-23	Assignment #1 handed out (Design Audit) Quiz #1 - Case Studies Week 1-2
3	Mon. 9.6	NO CLASS - LABOR DAY	Case Studies: ACHC, Adanu,	
	Wed. 9.8	<i>Brand Equity</i> <i>Brand Elements</i>	Reading (Canvas Module 2): "Introduction to Branding" p.1-19 Case Studies: IBM 100 Icons of Change, IBM Watson	Assignment #1 due
4	Mon. 9.13	<i>Brand Strategy</i>	"Introduction to Branding" p.19-36 Case Studies Beeline, Jawwy from STC	
	Wed. 9.15	<i>Brand Positioning</i> <i>Market Segmentation</i>	Reading (Canvas Module 3) "What is Branding?" "Defining What a Brand Is"	Quiz #2 – Case Studies Week 3-4
5	Mon. 9.20	<i>Brand Awareness</i> <i>Brand Image</i>	Case Studies: RideKC Streetcar, Ohio & Erie Canalway	
	Wed. 9.22	EXAM #1	EXAM #1 Covers all materials during weeks 1-5	EXAM #1
6	Mon. 9.27	<i>The Branding Process</i>	Reading (text): p. 1-33 Case Studies: Ansible, (Red)	
	Wed. 9.29	<i>Brand Touchpoints, Stakeholders</i>	Case Studies: Southwest Airlines, Vueling	
7	Mon. 10.4	<i>The Design of Brand Elements</i>	Reading (text): p. 34-53 Case Studies: Peru, Sydney Opera House	
	Wed. 10.6	<i>The Design of Brand Elements</i>	Case Studies: Credit Suisse, Boston Consulting Group	Assignment #2 handed out (Brandmark Audit) Quiz #3 - Case Studies + Reading (Week 6-7)

8	Mon. 10.11	<i>Brand Architecture, The Big Idea</i>	Reading (text): p. 54-69 Cooper Hewitt Smithsonian Design Museum, Smithsonian Natl. Air & Space Museum	
	Wed. 10.13	<i>Naming</i>	Case Studies: Action Against Hunger, Global Handwashing Day	Assignment #2 due
9	Mon. 10.18	Brand Values	Reading (text): p. 70-93 Case Studies: Laughing Cow, Mack Trucks	
	Wed. 10.20	Brand Measurement, Brand Tracking	Case Studies: Mural Arts Philadelphia, Philadelphia Museum of Art	Quiz #4 - Case Studies + Reading (Week 8-9)
10	Mon 10.25	<i>Rebranding</i>	Reading (text): p. 94-103	
	Wed 10.27	EXAM #2	EXAM #2 Covers all materials during weeks 6-10	EXAM #2
11	Mon. 11.1	<i>The Branding/Design Process in Action</i>	Reading (text): p. 104-135 Case Studies: City of Melbourne, Nizuc	
	Wed. 11.3	<i>Conducting Brand Research</i>		Assignment #3 handed out (Brand Guide Audit)
12	Mon. 11.8	<i>Conducting Brand Research Clarifying Strategy</i>	Reading (text): p. 136-147 Case Studies: Case Studies: Mozilla, Quartz	
	Wed. 11.10	<i>Clarifying Strategy, The Brand Brief</i>	Case Studies: Fred Hutch, Spectrum Health	Assignment #3 due
13	Mon. 11.15	<i>Designing Brand Identity</i>	Reading (text): p. 148-165 Case Studies: PNC, ACLU	
	Wed. 11.17	<i>Designing Brand Identity</i>	Case Studies: Budweiser, Coors Light	Quiz #5 - Case Studies + Reading (Week 12-13)
14	Mon. 11.22		Case Studies: Pitney Bowes, Santos Brazil	
	Wed. 11.24	NO CLASS - THANKSGIVING		
15	Mon. 11.29	<i>Creating Brand Touchpoints</i>	Reading (text): p. 166-192	
	Wed. 12.1	<i>Creating Brand Touchpoints</i>	Case Studies: SocialSecurity.gov, Boy Scouts	
16	Mon. 12.6	<i>Managing Brand Assets</i>	Reading (text): 192-207 Case Studies: Deloitte, LinkedIn China	
	Wed. 12.8	EXAM #3	EXAM #3 Covers all materials during weeks 11-16	EXAM #3

17	Wed. 12.15 10:00 AM to 12:00 PM	HOLD FINAL EXAM TIME - Only needed if we fall significantly behind schedule to due to unanticipated extended campus closures (e.g., hurricanes).		