



SYLLABUS

BRAND DESIGN

Instructor: Simon Goldsworthy

Language of Instruction: English

Contact Hours*: 45

LONDON, ENGLAND

COURSE DESCRIPTION

In-depth examination of brands and branding, including how brands are designed, managed, and repositioned and the role marketing communications disciplines, including advertising and PR, play in this process. The course focuses on UK and other European brands and professional practice in London, one of the largest international centres for brand development and management.

COURSE OBJECTIVES

Learning goals addressed in this course

X	Communication Competencies – In-class activities, presentations, and the project will advance your presentation and listening skills.
X	Problem Recognition, Prioritization, and Decision-Making Competencies – Both assignments will involve problem recognition as you identify the issues confronting real-life brands, and in the case of the second assignment put forward creative ideas to tackle them.
X	Ethics and Social Responsibility Competencies – Brands are developed and exist within an environment in ethical and social responsibility – and indeed legal and regulatory – issues have to be borne in mind. This course will encourage you to reflect on these issues.
X	Leadership, Team and Personal Competencies – You will be responsible for preparing and presenting ideas for the second assignment as part of a team.
X	Business Knowledge Competencies – Knowledge of branding is essential to aspiring marketers, entrepreneurs, and all business professionals, and indeed to those working beyond the commercial world.

Course Objectives: By the end of the course you should be able to

1. Explain the concepts fundamental to the study of brands and branding
2. Understand different kinds of brands and their role in an international context
3. How brands are designed and managed
4. Understand the role branding plays in marketing
5. Explain the role advertising plays in branding

6. Explain Public Relations' contribution to branding
7. Understand the key ethical and legal issues that are relevant to branding
8. Describe how branding is developing in response to contemporary challenges
9. Outline how you would go about designing or redesigning a brand.

METHOD OF EVALUATION (GRADING)

Each course requirement carries a weight used in calculating your final grade for the course. For example, an average exam grade of 90 is worth 36 points when the 40% weight is applied (i.e., $90 \times .40 = 36$). Below are the weights and the grading scale:

Assignment	Weight (% of course grade)
Engagement in class	20%
Seminar paper and presentation	40%
Brand Insight project (paper and presentation)	40%

Grading Scale

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

Course Requirements

To earn a good grade, you must show acceptable levels of performance on each course requirement as specified below.

1. Engagement in class (20% of course grade): Your presence alone does not add to your engagement grade, but repeated unexcused absences will lower it even if you participate regularly when you are in class. You will be allowed only two unexcused absences without a penalty, so please use the allowance wisely. Excused absences include personal and family medical emergencies as well as University-sanctioned events. Your participation grade will be determined primarily by the frequency and quality of the following:
 - a. your thoughtful and informative responses to class exercises and questions I pose;
 - b. participation in the weekly "brands in the news" element of the class; and
 - c. your contributions to discussions your classmates initiate, including seminars where others are presenting.

Grading guidelines for participation

Engagement Component	90 to 100% (A range)	80 to 89% (B range)	70 to 79% (C range)	60-69% (D range)	0% (F)
Attendance (unexcused absences)	Misses 0-2 classes	Misses 2-4 classes	Misses 4-5 classes	Misses 5-6 classes	Misses >6 classes
In-class discussion, exercises	Always prepared, engaged and actively involved: provides examples, asks questions, makes thoughtful comments in class	Prepared and engaged but passive in class; participates when asked directly	Seldom participates but listens attentively	Does not pay attention in class	Disrupts class or behaves disrespectfully toward others
Overall Grade	Participation score is AVE (attendance, in-class engagement) Example: You attended all classes (100%), you seldom participated in class discussions but usually listened attentively (75%). Your final participation grade is $[(100 + (2*75))/3] = 83$ out of 100 points.				

2. Seminar presentation and written paper (40% total, of which presentation is one-quarter of grade):

You will present individually to the class about a UK/European brand, exploring it and the issues it raises in relation to the concepts discussed in the course. There will be further briefing on this in class.

3. Brand Insight Project- alone or with one to four teammates (40% of course grade of which the presentation is one-quarter of grade):

Choose, in consultation with the instructor, a UK or other European brand that has either no or very limited exposure in the USA. It can be from any sector, provided that it is potentially relevant in the US and to US consumers. Your task is the following.

The UK brand manager wants you to come up with ideas on how the brand can be most successfully presented in the US market. They feel that the existing branding is not quite right for the US and accept that any or all aspects of the branding may have to change – although you cannot change the product itself. They want you to use your understanding of the American market to advise on this.

This is designed to begin as a team project. The final written work, to be submitted after the presentation, will be individual, enabling you to bring out any individual ideas you may have.

Once you have chosen the brand, you need to research it thoroughly. You then need to consider how it could be introduced successfully to the US market. How could you adapt the brand and why? Evidence of research and a rationale for the decisions you have made is required. While you will not be graded on your design skills, you should show some examples of how the brand might best be presented.

You will prepare your presentations as a group, with each person participating and all being ready to take questions. You submit an evaluation of your own and your teammates' contributions, together with a one page log outlining meetings scheduled and held, other interactions and how work was assigned. If a team member receives a negative evaluation from all or most of her/his teammates, I will lower that individual's grade accordingly. The written reports will be submitted individually after the presentations, giving you freedom to change the content in any way you wish.

There will be more briefing on all aspects of the project during classes.

Grading Guidelines for the Brand Insight Project

A-level work (90, 95, 100): This project meets all of the following criteria:

- a. Content – the project is complete (includes all required parts);
- b. Format – the project closely follows provided guidelines;
- c. Quality of the analysis – conclusions are based on well-researched and thoroughly analyzed information; the thought process is logical and demonstrates a clear understanding of the issues;
- d. Quality of writing – the project is well written; the ideas are organized in concise and clear fashion, there are few if any grammatical and spelling errors;
- e. Application – the project skillfully incorporates relevant consumer research and concepts from the readings and class discussions;
- f. Sources of information – all assertions are substantiated by reputable, current information sources, which are cited immediately following the assertions. All sources are also listed in a bibliography. Citations and bibliography must follow MLA or APA format (choose one to use throughout your reports).

B-level work (80, 85, 89): This project does not meet content, format, and/or quality of writing criteria. Nonetheless, it clearly demonstrates a good quality analysis and an excellent ability to apply relevant research to the issues at hand, and it meets requirements for sources used.

C-level work (70, 75, 79): This project may or may not meet criteria for content, format, and/or quality of writing. However, its major problems stem from a poorly developed analysis and incorrect application of research. For example, conclusions are poorly justified and there is little evidence of primary or secondary research.

D-level work (60, 65, 69): This project does not meet any of the specified criteria for content, format, quality of the analysis, quality of writing, and application of consumer research.

F-level work (<60): No project has been submitted for grading.

Expectations for Written Assignments (homework and project reports)

Writing guidelines: I expect you to adhere to the writing guidelines in the PSOBA handbook "Expectations for Student Writing," available on the PSOBA website and also posted on the course website on Moodle. Good written communication is critical in business, and correct spelling and grammar are essential to good writing. Therefore, if a paper contains several such mistakes, I will deduct points and, if the errors are distracting enough, return it to you for corrections before grading it.

Deadlines: All assignments are to be submitted via Moodle on or before the specified times on the due dates noted in the course calendar. It is your responsibility to keep up with all deadlines and submit everything on time. Late assignments will not be accepted. To submit a paper, go to the course page on Moodle, click on the correct assignment, and upload your paper, making sure to include a copy of the honors pledge signed by all team members.

Make-up exams: Make up exams will be permitted only when a student has a reasonable excuse for missing the originally scheduled exam date. Reasonable excuses include a medical condition, family emergency, and athletic tournaments (for UP athletes only). The purpose of this policy is to ensure that all students have a fair and equal chance to make a good grade.

COURSE OUTLINE

Indicative General Topic Area	Dates TBC	Indicative Class Topics / Activities (Readings tbc)
Introduction to Branding and Brand Design	Week 1	<p><i>Meet & greet</i>, course overview</p> <p>What are brands? Historical background</p> <p>Why brands matter</p> <p>Brand exercise</p> <p>Homework: identify and research a distinctive UK brand</p>
How brands are developed; how branding is used and its value	Week 2	<p>Different kinds of brands and their functions, including consumer brands but also brands in other fields</p> <p>Discussion of specific UK brands which students have identified</p> <p>Guest speaker: design company</p> <p>Brands in the News: weekly round-up – students to take it in turn to present.</p> <p>Homework: Review advertising for the brands discussed from the previous week’s homework.</p>
Advertising and branding	Week 3	<p>Advertising and brands: guest speaker</p> <p>Review of specific advertising campaigns and discussion</p> <p>Brands in the News: weekly round-up – students to take it in turn to present</p>

Public relations and branding	Week 4	PR's role in branding, including its role in defending brands Brands in the News: weekly round-up – students to take it in turn to present Individual seminar presentations: Brand stories and insights
Overview of branding and the marketing communications mix	Week 5	Visit to marketing services group
BREAK	Week 6	SPRING BREAK
Legal, regulatory and ethical issues affecting branding	Week 7	Law, regulation, ethics: including intellectual property law, advertising regulation, PR ethics, corporate social responsibility Brands in the News: weekly round-up – students to take it in turn to present Individual seminar presentations: Brand stories and insights
Brand challenges	Week 8	Brands in difficulty. Repositioning brands Brands in the News: weekly round-up – students to take it in turn to present Individual seminar presentations: Brand stories and insights
Managing brands	Week 9	Brand management: guest speaker Brands in the News: weekly round-up – students to take it in turn to present Individual seminar presentations: Brand stories and insights
Preparing for brand design presentations	Week 10	Team project briefing Brands in the News: weekly round-up – students to take it in turn to present Individual seminar presentations: Brand stories and insights
	Week 11	Visit to Museum of Brands with speaker
	Week 12	<i>Team Project work days; group tutorials to prepare for presentations</i>
Team Project Pt. presentations, reports	Week 13	

COURSE READINGS

Marketing Communications: Brands, Experiences and Participation, Chris Fill, Pearson, 2013

Branding: A Very Short Introduction, Robert Jones, OUP, 2017

Book of Branding - a guide to creating brand identity for startups and beyond, Radim Malinic, Brand Nu, 2019

Brand New: The Shape of Brands to Come, Wally Olins, Ava Publishing, 2014

Further reading and online materials will be made available during the course.

Academic Misconduct

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aaeo.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at [Discrimination & Harassment](#).

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The

instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

Specific details about confidentiality of information and reporting obligations of employees can be found at titleix.uoregon.edu.

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

Students with Disabilities

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.