

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department _____ College _____		
Current Course Prefix and Number		Current Course Title	
Syllabus must be attached for ANY changes to current course details. See Template . Please consult and list departments that may be affected by the changes; attach documentation.			
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Academic Service Learning (ASL) ** Add _____ Remove _____ <small>* See Definition of a Credit Hour. ** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.</small>		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes:		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone			
Approved by Department Chair _____ <i>Kerry</i> College Curriculum Chair _____ <i>Robert Pinsker</i> College Dean _____ <i>Ken Johnson</i> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 3/21/2024 4/2/2024 4/2/2024 _____ _____ _____ _____ _____	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

MAR 6336

Promotional Strategy and Branding

SAMPLE SYLLABUS

Instructor: Dr. Cheryl Burke Jarvis, Phil Smith Professor of Free Enterprise

Office: Fleming Hall 203

Phone: (561)

Email: jarvisc@fau.edu

Office Hours: Wednesday/Friday 11 a.m. to 1 p.m., or by appointment

Textbook: *Integrated Advertising, Promotion, and Marketing Communications*
Kenneth E. Clow & Donald Baack
9th Edition, Pearson
ISBN-13: 978-1292411217

Designing Brand Identity: A Comprehensive Guide to the World of Brands and Branding
Alina Wheeler & Rob Meyerson
6th Edition, Wiley
ISBN-13: 978-1-110-09481-8

Course Description:

Focus on the development and management of integrated marketing communications campaigns to build effective brand messaging to customers and stakeholders. Exposes students to both traditional and non-traditional tools of the promotional mix, as well as budgeting, measures of effectiveness, and strategic planning for promotional efforts.

Course Objectives:

After completing this course, students should be able to:

- Describe the various components and tools of integrated marketing communications/promotional strategy, including but not limited to advertising, digital and social media marketing, sales and sales management, packaging, brand identity, sales promotion, public relations, and sponsorships.
- Apply these components and tools to strategic brand identity development and re-branding initiatives.
- Conduct a promotions opportunity analysis and establish branding and marketing communications objectives.

- Evaluate the implementation of marketing communications and brand strategies and measure their effectiveness using modern metrics and cutting-edge analytics.
- Develop, write, and present an effective integrated marketing communications plan designed to build brand identity and brand equity.

Course Prerequisites:

MAR 6815 and graduate standing.

Course Requirements and Grading:

Grades will be determined based on the following criteria:

GRADING	
Requirements	% of Grade
Participation	10%
Major Group Project	50%
Case Assignments/Other Exercises	20%
Midterm Exam	10%
Final Exam	10%
TOTAL	100%

Participation:

Students are expected to attend and participate in every class. Participation will be evaluated in terms of quality, not just quantity. Students who talk a lot but include little relevant content or thoughtful contribution in their comments will not receive full points for participation. Also, simply repeating the facts from the text is not sufficient. Thoughtful and meaningful participation requires good preparation.

Examples of “good quality” contributions include (but are not limited to): (1) providing a synthesis/integration of concepts and theories from readings, discussion or other sources; (2) proposing a new/alternative approach to a problem; (3) bringing an external example to class to better illustrate an issue under discussion from readings other than the assigned text – for example, from the legitimate business press, *AdAge*, academic journals, other classes, (in all these cases be sure to bring citation/documentation of the evidence you report) – or from one’s own business experience; (4) raising a relevant question for

discussion that has not been answered in the text/readings; (5) externally researching and providing an answer to such a question raised in a previous discussion.

Exams:

A midterm and final exam (noncumulative) will be given. Each will be worth 10 percent of the course grade.. **No makeup exams** will be given, unless the student provides documentation of a University-approved absence.

Major Group Project:

The bulk of the course grade will be based on a group assignment working with a real-world client to develop an integrated marketing communications and brand identity plan. Throughout the semester, groups will be responsible for preparing and submitting interim assignments that comprise components of the overall project. These interim projects will be graded and feedback will be provided for improvement. At the end of the semester, each group will present its final, completed promotional plan to the class and the client. The final promotional plan will be graded separately from the interim projects, but must integrate the feedback for improvement from each interim stage. In combination, the interim stages and the final promotional plan account for 50 percent of the course grade. More complete instructions will be provided during the semester.

Note: At the end of the semester, every student will complete a peer evaluation of his/her group members' contribution to the project over the course of the semester. Free-riders will *not* be tolerated. The peer evaluations will be used to adjust individuals' grades for the group project to better reflect each student's level of effort and quality of contribution, if necessary. Earning the highest possible peer evaluation requires good communication: Make expectations for each member of the group explicit, provide feedback to each other during the semester, seek feedback of how your own group members are evaluating you during the semester, and address and resolve any conflicts early.

Case Assignments/Other Exercises:

Throughout the semester, student teams will be assigned cases to prepare for class discussion. To assure that each team has an equal amount of time to prepare the case, I will assign cases only two weeks prior to the scheduled presentation day. Each team will be required to prepare a written report and an oral (PowerPoint) presentation, and will lead the discussion of the case during class that day.

Note: Professional business attire is required for the teams leading the discussion.

Additional "exercises" may be assigned during the semester to offer students the chance to investigate and apply relevant principles that may not be covered in the major client project.

Classroom Policies:

I expect students to treat this course like a job: be professional in your speech, your writings, and your behavior, be on time, and be prepared.

Prior to Class:

The format of this class necessitates participation and preparedness on the part of the student. You **must** read all materials before the class to which they are assigned.

During Class:

To ensure that everyone has an equal opportunity to benefit from class, students should observe common courtesy and respect the rights of others. Some professional courtesy rules that should be observed in the classroom are:

- 1) Please turn off all cell phones and electronic equipment out of respect for the professor and other students.
- 2) Please refrain from talking in class unless you are addressing the professor or the whole class.
- 3) Do not surf the internet, use instant messaging, or text message during class.

Deviations from student expectations will affect your class participation grade. If it appears to me that you are particularly unprepared for class or are failing to meet the basic requirements of course etiquette, I reserve the right to ask you to leave the room. Continued enrollment in this course indicates agreement with these policies.

Help Sessions:

Students who desire help in studying for exams or preparing projects are encouraged to meet with me during my regularly scheduled office hours or by scheduling an appointment. Although I am very willing to meet with students outside of class to clarify points or provide study suggestions, I will not repeat the lectures outside of class, loan my notes to be copied, or be a private tutor.

I encourage you to make an appointment to see me if you incur any difficulties with the course – but please approach me early in the problem so that we can work together to create the opportunities for you to succeed. If you wait until the end of the semester, it will be too late to take any effective action.

UNIVERSITY POLICIES AND RESOURCES:

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades

is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Missing Exams or Late Assignments

Students are responsible for arranging to make up work missed because of legitimate (University-approved) class absences, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved activities include travel required by participation on an FAU athletic or scholastic team, musical and theatrical performances, or travel for professional RSO conferences (such as the American Marketing Association National Conference).

It is the student's responsibility to give the instructor notice prior to any anticipated absence and within 48 hours after an unanticipated absence. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Netiquette Policy

All messages and email must originate through the course Canvas site, Inbox. If you email the professor directly, you will not receive a response.

I am available continuously from the first day of the semester until the day grades are due, but not instantaneously, so please keep in mind if you send an email late in the evening, I probably will not see it until the following morning. I do check my email on weekends, but less often than during the regular work week.

Use of profanity, all caps, accusations and similar inappropriate or unprofessional email behavior will not be tolerated nor answered, and will be referred to the Dean of Students for behavioral intervention.

Any changes to the course schedule, class assignments, and important information will be posted as an Announcement on Canvas. They also will be emailed to your FAU

email account only if you have your Canvas Notifications set to automatically forward Canvas messages to your email address.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such

grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Support Services and Online Resources

- Center for Learning and Student Success (CLASS)
- Counseling and Psychological Services (CAPS)
- FAU Libraries
- Math Learning Center
- Office of Information Technology Helpdesk
- Center for Global Engagement
- Office of Undergraduate Research and Inquiry (OURI)
- Science Learning Center
- Speaking Center
- Student Accessibility Services
- Student Athlete Success Center (SASC)
- Testing and Certification
- Test Preparation
- University Academic Advising Services
- University Center for Excellence in Writing (UCEW)
- Writing Across the Curriculum (WAC)

Incomplete Grade Policy

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course at the point at which the exceptional circumstance occurred.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing ("F") grade.

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

University Regulation 4.002 of the University Regulations contains information on the grade appeals process

Disruptive Behavior Policy

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who behave in the classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct University Regulation 4.007.

CLASS SCHEDULE

Week 1	Introduction to Integrated Marketing Communications and Branding
Week 2	The IMC Planning Process and Brand Strategy
Week 3	Brand Identity, Experience, Architecture, Messaging and Voice
Week 4	Advertising; Packaging; Public Relations
Week 5	Digital and Social Media Marketing
Week 6	Sales and Sales Management; Sales Promotions
Week 7	Building Brand Relationships with Stakeholders
Week 8	Measuring Success