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| **Approved Date:**  | A close-up of a sign  Description automatically generated | **Philadelphia University** |
| **Issue:** | **Faculty:** Business |
| **Credit Hours:** 3 hours | **Department:** Business Administration |
| **Degree:** Bachelor | **Course Syllabus** | **Academic Year:** 2025/2024 |

**Course Information**

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| --- | --- | --- |
| **Prerequisite**  | **Course Title** | **Course No.**  |
| **0352110** | **Strategic Brand Management**  | **0352222** |
| **Room No.** | **Class Time** | **Course Type** |
| **306** | **08:15-09:30****Sat, Mon** |  University Requirement  Faculty Requirement Major Requirement  Elective  Compulsory |
| **Hours No.\***  | **Course Level\*** |
| **95** | * 6th  7th  8th  9th
 |

\*According to JNQF standards

**Instructor Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E-mail** | **Office Hours** | **Phone No.** | **Office No.** | **Name** |
| malrwashdeh@philadelphia.edu.jo | Sat and Mon09:30-10:30 am | 2631 | 32422 | Dr. Muneer Alrwashdeh |

**Course Delivery Method**

|  |
| --- |
|  **Blended Online Physical**  |
| **Learning Model** |
| **Physical** | **Asynchronous** | **Synchronous** | **Percentage** |
| **%100** | **--** | **--** |

**Course Description**

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| This course provides students with theoretical and practical knowledge of the role that branding and brand management play in helping today's organizations achieve their marketing and corporate objectives, focusing on how brands create value for consumers, organizations and society, and introduces the concept of brand equity - the differential impact that a brand has on the marketing of goods and services. |

**Course Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **Corresponding Program Outcomes**  | **Outcome** | **Number** |
| **Knowledge**  |
| **Kp1** | Define “brand,” state how a brand differs from a product, and explain what brand equity is and guidelines for developing a good brand positioning | **K1** |
| **Kp1** | Describe the steps in building brand resonance as well as key tactics in choosing different brand elements. | **K2** |
| **Kp1** | Describe how to design, conduct, and interpret a tracking study.  | **K6** |
| **Skills**  |
| **Sp1** | Employ communicate effectively in writing case studies, reports, and presentations. | **S1** |
| **Competencies** |
| **Cp3** | Formulating brand strategies and making appropriate decisions in line with the brand’s position in the competitive business environment. | **C1** |

**Learning Resources**

|  |  |
| --- | --- |
| * Kevin Lane Keller and Vanitha Swaminathan. (2020). Strategic brand management (5th Edition). Pearson publishing.
 | **Course Textbook** |
| * [Ambi M.G. Parameswaran Isaac C. Jacob Kevin Lane Keller, Vanitha Swaminathan](https://www.amazon.com/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Ambi+M.G.+Parameswaran+Isaac+C.+Jacob+Kevin+Lane+Keller%2C+Vanitha+Swaminathan&text=Ambi+M.G.+Parameswaran+Isaac+C.+Jacob+Kevin+Lane+Keller%2C+Vanitha+Swaminathan&sort=relevancerank&search-alias=books). (2020). Strategic brand management (5th Edition). Pearson publishing.
* Kevin Lane Keller and Ambi M. G. Parameswaran. (2012). Strategic brand management (4th Edition). Pearson publishing.
 | **Supporting References** |
| [www.ebsco.com](http://www.ebsco.com)<http://library.philadelphia.edu.jo/ST_EN.htm><https://bit.ly/3vblsIH> (APA7 Referencing) | **Supporting Websites**  |
|  **Classroom**  **laboratory Learning Platform Other**  | **Teaching Environment**  |

**Meetings and Subjects Time Table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Material** | **Task** | **Learning Method\*** | **Topic** | **Week** |
| * Syllabus
 | * Introduce the instructor
* Meet students
* Class ground rules
* Syllabus introduction
 | Orientation | Course Introduction | **1** |
| * Chapter 1
 | * Read Chapter
* Discussions
* Video
 | * Lecture
* Collaborative learning
 | Brands and Brand Management:* What is a brand?
* main branding challenges and opportunities.
* why brands are important.
 | **2** |
| * Chapter 2
* (Supporting material 1)
 | * Read Chapter
* Mind mapping and Brainstorming
 | * Lecture
* Flipped class
 | Customer-based Brand Equity and Brand Positioning:* customer-based brand equity.
* sources and outcomes of customer-based brand equity.
 | **3** |
| * Chapter 2. b
 | * Read Chapter
* Group Discussion
* Quiz
 | * Lecture
* Collaborative learning
 | Customer-based Brand Equity and Brand Positioning:* The four components of brand positioning.
* Developing a good brand positioning.
 | **4** |
| * Chapter 3
* (Supporting material 1)
 | * Read Chapter
* Discussion
* Mind mapping and Brainstorming
 | * Lecture
* Problem-solving-based learning.
 | Brand Resonance and the Brand Value Chain:* What is a brand resonance?
* the steps in building brand resonance.
 | **5** |
| * Chapter 3. b
 | * Read Chapter
* Discussion
* Homework (Case study)
 | * Lecture
* Flipped class
 | Brand Resonance and the Brand Value Chain:* What are the stages in the brand value chain?
* Contrast brand equity and customer equity.
 | **6** |
| * Chapter 4
* (Supporting material 1)
 | * Read Chapter
* Group Discussion
 | * Lecture
* Collaborative learning
 | Choosing Brand Elements to Build Brand Equity:* What are the types of brand elements?
* List the general criteria for choosing brand elements.
 | **7** |
| * Chapter 4. b
 | * Read Chapter
* Mind mapping and Brainstorming
 | * Lecture
* Problem solving based
 | Choosing Brand Elements to Build Brand Equity:* What are the key tactics in choosing different brand elements?
* List the general criteria for choosing brand elements.
 | **8.a** |
| **Mid-term Exam** | **8. b** |
| * Chapter 5
* Case study
 | * Read Chapter
* In-class group work
* Video and discussions
 | * Lecture
* Flipped class
 | Designing Marketing Programs to Build Brand Equity:* Identify some of the new perspectives and developments in marketing.
* List some of the direct and indirect channel option.
 | **9** |
| * Chapter 6
 | * Read Chapter
* In-class group work
* Video and discussions
 | * Lecture
* Collaborative learning
 | Integrating Marketing Communications to Build Brand Equity:* Changes in the new media environment.
* key tactical issues in evaluating different communication options.
 | **10** |
| * Chapter8
 | * Read Chapter
* Discussion
 | * Lecture
* Collaborative learning
 | Developing a Brand Equity Measurement and Management System:* The new accountability in terms of ROMI.
 | **11** |
| * Chapter 8.b
 | * Read Chapter
* Discussion
* Video
 | * Lecture
* Collaborative learning
 | Developing a Brand Equity Measurement and Management System :* The two steps in conducting a brand audit.
 | **12** |
| * Chapter 8.c
 | * Read Chapter
* Discussion
 | * Lecture
* Flipped class
 | Developing a Brand Equity Measurement and Management System :* How to design, conduct, and interpret a tracking study.
* The steps in implementing a brand equity management system.
 | **13** |
| * project-based learning
 | * Presentations
 | * Project-based learning
 | * Group Presentation
 | **14** |
| * project-based learning
 | * Presentations
 | * Project-based learning
 | * Group Presentation
 | **15** |
| **Final Exam** | **16** |

\*Includes: lecture, flipped Class, project based learning, problem solving based learning, collaboration learning.

**Course Contributing to Learner Skill Development**

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| **Using Technology**  |
| * Students will use several offline software (i.e Microsoft Office) or online software (i.e Prezi and Google Slides) to deliver their presentations.
* Students will use the internet search engines to capture needed data and information to perform their assignments.
* Students will use the electronic email for submitting the required documents.
 |
| **Communication Skills**  |
| * Students will develop their verbal and nonverbal communication skills by participating in classroom activities, group work, and presentations.
* Students will use creative and critical thinking while participating in classroom discussions, solving issues, and performing various assignments.
 |
| **Application of Concept Learnt**  |
| * Students will reflect on the acquired knowledge of marketing concepts, principles, and models using adult learning methods (i.e Experiential and project-based learning)
 |

**Assessment Methods and Grade Distribution**

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| --- | --- | --- | --- |
| **Course Outcomes** **to be Assessed** | **Assessment Time****(Week No.)** | **Grade** | **Assessment Methods** |
| **K1**  | **8th week** | **30 %** | **Mid Term Exam** |
| **K1, K2,****S1** | **Continuous**Homework (10%)Short quiz (05%)Presentation (%15) | **30 %** | **Term Works\*** |
| **K2, K3,** **S3** | **16th week** | **40 %** | **Final Exam** |
|  |  | **100%** | **Total** |

 \* Include: quizzes, in-class and out of class assignments, presentations, reports,

 videotaped assignment, group, or individual project.

**Alignment of Course Outcomes with Learning and Assessment Methods**

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| --- | --- | --- | --- |
| **Assessment Method\*\***  | **Learning Method\*** | **Learning Outcomes** | **Number**  |
|  **Knowledge** |
| * In-class Activities
* Assignment
 | * Lecture
* Collaborative learning
* Flipped class
 | Define “brand,” state how a brand differs from a product, and explain what brand equity is and guidelines for developing a good brand positioning | **K1** |
| * Exam
* In-class Activities
 | * Lecture
* Collaborative learning
* Problem solving based learning.
 | Describe the steps in building brand resonance as well as key tactics in choosing different brand elements. | **K2** |
| * In-class Activities
 | * Lecture
* Collaborative learning
* Problem solving based learning.
 | Describe how to design, conduct, and interpret a tracking study.  | **K3** |
|  **Skills**  |
| * Exam
* In-class activities
* Presentation
* Group Assignment
 | * Collaborative learning
* Project based learning
 | Employ communicate effectively in writing case studies, reports, and presentations. | **S1** |
|  **Competencies** |
| * In-class activities
* Presentation
* Group Assignment
 | * Flipped class
* Project based learning
 | Formulating brand strategies and making appropriate decisions in line with the brand’s position in the competitive business environment. | **C1** |

 \*Include: lecture, flipped class, project based learning, problem solving based learning, collaboration learning.

\*\* Include: quizzes, in-class and out of class assignments, presentations, reports, videotaped assignments, group or individual projects.

**Course Polices**

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| --- | --- |
|  **Policy Requirements** | **Policy** |
| The minimum pass for the course is (50%) and the minimum final mark is (35%). | **Passing Grade** |
| * Anyone absent from a declared semester exam without a sick or compulsive excuse accepted by the dean of the college that proposes the course, a zero mark shall be placed on that exam and calculated in his final mark.
* Anyone absents from a declared semester exam with a sick or compulsive excuse accepted by the dean of the college that proposes the course must submit proof of his excuse within a week from the date of the excuse’s disappearance, and in this case, the subject teacher must hold a compensation exam for the student.
* Anyone absents from a final exam with a sick excuse or a compulsive excuse accepted by the dean of the college that proposes the material must submit proof of his excuse within three days from the date of holding that exam.
 | **Missing Exams** |
| The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lecture days (n t) and seven lectures (days). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory or compulsive excuse accepted by the dean of the faculty, he is prohibited from taking the final exam and his result in that subject is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college that the article is introduced, it is considered withdrawn from that article, and the provisions of withdrawal shall apply to it. | **Attendance** |
| Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as cheating, plagiarism (academic theft), collusion, intellectual property rights. | **Academic Integrity** |

**Program Learning Outcomes to be Assessed in this Course**

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| --- | --- | --- | --- | --- |
| **Targeted Performance level** | **Assessment Method** | **Course Title** | **Learning Outcome** | **Number** |
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**Description of Program learning Outcomes Assessment Method**

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| --- | --- |
| **Detailed Description of Assessment** | **Number** |
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**Assessment Rubric of the Program Learning Outcomes**

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