

Texas A&M University – Central Texas
MKTG 5312: Brand Management
Fall 2017

Wednesday 6:00 – 9:00 p.m. – Founder’s Hall 304

Instructor: Dr. Monica (Shuqin) Wei, Assistant Professor of Marketing

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Office Phone: (254) 519 – 5430

I will be available to answer questions by phone during office hours listed below. If your call is unanswered, please reach me at my “tamuct” email address listed below to schedule a meeting.

Email: shuqin.wei@tamuct.edu (**preferred method of contact**)

Office Hours: Wednesday 1:00–6:00PM or by appointment

Class Web Page: <https://tamuct.instructure.com/login/ldap>
All announcements, assignment instructions, course materials, and grades will be posted on Canvas.

Textbook: *Strategic Brand Management*, 4th Edition (ISBN: 9780132664257)
Keller
Pearson

COURSE CATALOG DESCRIPTION:

Learn branding, what it is, how it works, how it acquires and maintains economic and non-economic value. Explore the origins, power, theory, meaning, relevance and practice of brands, brand development, brand metrics and brand management through an experiential learning approach.

COURSE OVERVIEW AND DETAILED DESCRIPTION:

For many firms, brands are by far their most valuable assets. In today’s competitive world, production and distribution can be duplicated. But the knowledge, beliefs, attitudes, and emotional connection consumers have about their brands cannot. Despite the importance of brands, not enough attention has been given to brands. This course addresses some important branding decisions faced by brand managers.

This course is about branding, what they are, how they work, and how they acquire and maintain economic and non-economic value. During our time together, we will explore the origins, power,

theory, meaning, relevance and practice of brands, brand development, brand metrics and brand management.

COURSE OBJECTIVES:

The emphasis in this course is *experiential learning*. Students should attempt to actively attempt to learn through doing rather than passively being “taught.”

Specifically, you will have the opportunity to learn to:

1. Explain the significance of brands and branding.
 - (week 1; assessed by tests, current event presentations, and case analyses)
2. Explain how brands work from a consumer behavior perspective.
 - (week 2, 3, and 4; assessed by tests, brand audit project’s brand inventory, and case analyses)
3. Apply the frameworks related to brand building and management to analyze real-world situations.
 - (week 5, 6, 10, 12 and 13; assessed by tests, brand audit project, and case analyses)
4. Evaluate and diagnose brand health and brand problems.
 - (week 9 and 15; assessed by tests, brand audit project, and case analyses)
5. Conduct original marketing research to reveal consumer perceptions of the brand.
 - (week 7 and 8; assessed by tests and brand audit project’s brand exploratory and descriptives)

Because of the course’s experiential learning format, this course also reinforces many of the core educational values of the TAMUCT College of Business, including:

- Developing critical thinking/problem solving skills.
- Improving written and oral communication skills.
- Building teamwork and interpersonal skills.

COURSE PREREQUISITES:

A basic understanding of research methods is desired but not required. However, students should have taken MKTG 5308 (Marketing Management) before taking this course.

CLASS FORMAT:

This course is 100% face-to-face with using Canvas to support and facilitate your learning process. In pursuit of the course objectives, a number of teaching approaches are used, including lectures, class discussion, cases, class exercises, current event presentations, a class project, and exams. To facilitate the effective utilization of the lecture time and the time of your classmates, you are required to read the chapters *before* they will be covered in class. Be prepared that it is a **rigorous graduate-level** course. Please carefully review the syllabus including the course schedule, consider your work schedules and other obligations, and decide if this is the right course for you this semester. You must understand that once you decide to continue enrolled in

this course, you are committed to your team members and their success in this course depends on your efforts.

STUDENT-INSTRUCTOR INTERACTION:

I am very approachable so please do not hesitate to contact me when you have questions. Feel free to call my office number or stop by my office during my office hours. If you cannot make it to my office hours, you may email me to schedule a phone or face-to-face meeting. I check my emails daily and am quick in replying emails (within 24-48 hours unless emergency occurs). I also reply promptly to your Canvas messages but emailing to my “tamuct” email address generally yields a quicker response from me.

Note: please do not wait till the last minute to email me and ask questions about tests or assignments. Cramming the night before a due date is not an effective strategy for this course; it may cause you to feel extremely stressed and/or cause poor grades.

COURSE REQUIREMENTS AND GRADING:

Grades will be determined based on the following criteria:

Grading		
Requirements	% of Grade	Points
Brand Audit	35%	350
Case Analyses	30%	300
Tests	20%	200
Current Event Presentation	5%	50
Attendance and Participation	10%	100
Total	100%	1000

Course grades will be assigned according to the following schedule:

- 90 % or higher (900-1000 points) = A
- 80% - 89.9% (800-899 points) = B
- 70% - 79.9% (700-799 points) = C
- 60% - 69.9% (600-699 points) = D
- Below 60% (0-599 points) = F

This class is designed to be a “success-oriented course.” My desire is that all students in the class meet their individual learning (and grade) goals. **However, this does not mean that students can avoid working hard in this class, and it does not mean that all students automatically get a high grade just because they want it.** What this does mean is that all students who do well in the class will be rewarded accordingly. That is, the grade distribution

will not be adjusted to force it to fit a bell-shaped curve in which an equal number of students must fail as succeed – thus, students are not in direct competition with each other.

Also, I've included various types of assignments that tap into different learning styles in order to help students demonstrate their understanding of the material we cover in class.

In addition, the tests and assignments are designed to encourage the development of students' ability to not only restate course material, but to observe, evaluate, communicate, and apply the concepts to solving real-world problems, which are skills that are highly valued in the workplace.

Brand Audit:

The brand audit project is an important part of the course. In groups (**3-4 students**), you will conduct an in-depth examination of a major brand. Each team will study a different brand – brands are assigned on a “first come, first served” basis. The goal of the brand audit is to assess brand health, sources of brand equity, and to suggest ways to improve and leverage that brand equity.

The audit will include both a paper and a presentation. The paper will be a detailed account of your brand, its history (development & extensions), competitors (POS & POD), architecture, logos, symbols and other associated brand livery, image & identity, spokespersons, placement, performance, description of the research you conduct + your findings, and, recommendations.

Your brand audit presentation should be a compelling PowerPoint arrangement of the most interesting material from your paper, touching, **at a minimum**, on:

1. Current Branding Program or Brand Inventory (100 pts). A full description of the firm's current brands, brand hierarchy, brand portfolio, brand alliances, the brand's current positioning in relation to competitors' brands (e.g., POS & POD), and how branding is reflected/addressed in each of the marketing mix elements.
2. Original Marketing Research (Brand Exploratory and Descriptive) (100 pts). In this part of the brand audit, you will conduct exploratory and descriptive research to construct the knowledge structure depicting the most common associations consumers have with the brand. *Monitoring Twitter comments on your brand is required.*
3. Recommendations (100 pts). Your final task is to make recommendations on how to improve and managed the brand more effectively.

All three components described above are delivered/submitted at the end of the semester.

NOTE: Given the course nature, it is best to submit all three components at the end of the semester. However, there are several project check points throughout the semester to make sure you are on the right track. ***Detailed instructions and materials for each component will be provided separately at a later date.***

A **50-point peer evaluation** (a significant portion of your project grade) will be collected at the end of the semester to evaluate the quality of each student's contribution to his or her team's project.

One of the most common soft skills sought out by employers today is teamwork skill. In the real business world, you constantly work with others toward a common goal. In fact, good branding is usually if not always a group effort. Therefore, you will engage in a group project in this course.

Effective team work is always very difficult to achieve. Each team member is expected to do his/her fair share of work **and** good quality work on the project. You must discuss group expectations for contribution and effort as you begin to work together, and that you address any conflicts that arise immediately. I will be happy to serve as a mediator in this process if needed. Do not wait until the end of the semester and rely solely on the peer evaluations to resolve a problem. Ideally, any conflicts will be resolved to everyone's satisfaction before the peer evaluations are collected and thus no team member receives an extremely low peer evaluation.

Please note that once you sign the **group contract** (second week of the semester), you are committed to your teammates and their project grades depend on you.

Case Analyses:

There are three (3) Harvard cases assigned for the course, which will be completed **individually**. Each case is worth **100 points** and the total is **300 points**.

You will answer a set of questions related to the case and your answers must be typed, grammatically correct, organized, succinct, and clear. Formal language must be used. Appropriate (APA format) citation is required if applicable.

Detailed instructions and materials for each case will be provided at a later date.

Your answers to the questions must be different from your classmate's answers because you should have different perspectives and interpretations after reading the case. Paraphrasing another student's perspective that was not yours to begin with does **NOT** yield a "different" answer. All similar sets of answers (including the paraphrased ones) will receive grades of zero (0) points for that entire assignment.

<p>All case analyses must be submitted the day they are due. No late assignments will be accepted, unless you have a documented, university-approved reason (see page 6).</p>
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Tests:

There are two (2) non-cumulative multiple choice tests (**100 points** each and **200 points** in total) throughout the course. The tests evaluate your understanding of the concepts discussed in the textbook. I strongly encourage you study in groups for any text-related content.

Tests must be taken during their scheduled class period. If you must miss an exam for a documented, university-approved reason, contact me before the day of the test to make other arrangements. Only documented university-approved absences will be accepted – if you miss an exam for any other reason, no “make-ups” will be allowed and you will receive a grade of “0” for the test.

All approved absences require proper documentation, including absences for medical reasons. All absences must be approved by the instructor prior to the class session that will be missed, except for medical emergencies (however, note that medical emergencies still require documentation.)

Current Event Presentation:

This is an **individual** assignment (**50 pts**). Bring in a current event (usually an article from a newspaper or magazine, or sometimes an ad, promotional material, or actual new product). It should be relevant to the **topic assigned to you**. Provide a summary of the event. State why you found it interesting and how it is relevant. You should also come up with 2-3 insightful discussion questions for the class and lead the discussion.

Your oral presentation skill is also assessed. You will be evaluated on clarity of your presentation, organization and use of time, quality of visual aids, if you maintained audience interest, and the professionalism of presenters. Business attire is required so be prepared to look sharp!

Topics will be assigned during the first class. I will work with each student individually to ensure the relevance.

Attendance and Participation:

Attendance, participation, and in-class application activities are worth a total of **100 points**. Class attendance is a necessary, especially given the rigor of this course. However, attendance is **not** sufficient for good participation. You are expected to be active contributors to the classroom experience. (Merely showing up for work, but not contributing anything to the organization, generally would not be considered acceptable behavior in the real workplace.)

In addition to arriving on time for every class, you should plan to be prepared for class by reading the materials in advance and to contribute to in-class discussions and ask questions when concepts are not clearly understood. Throughout the semester, we will be doing a number of in-class activities involving the application of important concepts, and you should fully engage in those activities. By missing a class session, you are at risk of missing a class activity. **No “make-ups” of missed class activities will be allowed.**

Finally, the participation grade will be affected by the student's **professionalism** in and out of class including working appropriately with other team members, department staff, and the professor. (See next section on Classroom Policies to understand what professionalism refers to.)

CLASSROOM POLICIES:

I expect you to treat this course *like a job*: Be **professional** in your speech, your writings including email (see *Email Etiquette* on page 8), 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 should read the materials before the class to which they are assigned.

During Class:

As a member of this class, you are invited to think, question, disagree and offer alternatives. That is part of the academic experience, as well as part of learning to be a contributing, critical thinker in any professional setting. However, my expectation is that you will behave **professionally and courteously** toward another student and the professor, and respect the rights of others at all times. Failure to do so will result in being un-enrolled from the course.

Most of you are or will be working **in a corporate setting**. It may be helpful in preparing you for that experience to think of class as a business setting. That means:

- You don't ever simply fail to show up for work in a corporate setting. You can't decide you're just "not interested" in going to work today. You have to arrange in advance for time off for valid reasons (such as attending a relevant business conference) or let your manager know if you are too ill to be in the office. You would never schedule vacation during a critical work project – that means that while you're in school you should schedule vacations between semesters or on approved university holidays, not during the semester.
- If you needed to miss a business meeting, you would inform your manager in a courteous manner and make arrangements with a colleague to fill you in on what you missed.
- You would never ask your manager if "anything important" were likely to happen at the meeting you are not attending. To do so implies that you believe meetings with your manager and colleagues are generally unimportant.
- You would never show up to a meeting empty handed, without bring any materials you might need – including the means to take notes (pen and paper or laptop), as well as any materials that were distributed in advance by your manager that will be referred to during that meeting.
- You would avoid being late, walking out in the middle of the meeting for any reason, or leaving early.
- You would silence your cell-phone to avoid disturbing the meeting and would never take a call during a meeting.

- You would not use your cell phone to text or Facebook during the meeting. You would not surf the internet or read/send email on your laptop during the meeting. You would not read a newspaper or work on tasks unrelated to the meeting. Doing any of these is rude, disruptive, and unprofessional.
- You would avoid whispering and laughing with the person sitting next to you. You would listen attentively, take notes, and manage your face and posture to convey interest and competence.
- You would avoid interrupting people or being rude in any way.
- You would wait until after the meeting to discuss special accommodations for your personal situation.

Why should you avoid these behaviors?

Because doing any of these things reflects badly on you!

Continued enrollment in this course indicates agreement with these policies.

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.

EMAIL ETIQUETTE:

When communicating via email, be sure to follow the email etiquette standards: (1) begin your message with a greeting, (2) formally address the person you are emailing (e.g., Dr. Wei or Professor Wei), (3) identify yourself and state the purpose of your email, and (4) add a signature, including your name and contact information. These standards also apply to Canvas Messages.

OTHER IMPORTANT INFORMATION:

Late Work:

My experience with teaching university students suggests that, on average, 10 to 15 percent of the class will attempt to turn in assignments later than the time specified. Many reasons are given for late work (computer files corrupted, busy with the corporate job, group member issues, etc.) Trust me, I've heard them all. But no matter what the reason is, the bottom line is that either (a) the work was completed and turned in *when required*, or (b) the work was not completed and turned in when required.

Assignments are due on the specified due date. There is no provision for late work on assignments, unless you have a documented, university-approved reason.

Treat your classes like a job – you don't get to miss work deadlines without consequences, and in the corporate world those consequences are often much more serious than missing a grade on one class assignment. And making a reputation for yourself for completing work on schedule is a key to success in one's business career.

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

The University Writing Center

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

Access & Inclusion

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at lldavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

911 Cellular

Emergency Warning System for Texas A&M University – Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Brand Management Seminar
CLASS SCHEDULE
Fall 2017

(This schedule is subject to changes and corrections.)

Week/Date	Topics	Chapters/Tests/Deadlines
Week 1		
W - 8/30	Course Overview/Refresher on Marketing/Power of Brands (Course Objective 1)	Groups Formed; Current Event Presentation Sign-up
Week 2		
W - 9/6	What is a Brand/How do Brands Work (Course Objective 2)	Chapter 1; Brand Audit: Group Contract Due
Week 3		
W - 9/13	Theories of Brands and Branding (e.g., Brand Associations, Brand Identity, Brand Positioning, etc.) (Course Objective 2)	Chapter 2, 3; Brand Audit: Brand Selection Due; Current Event Presentation (Brand Identity)
Week 4		
W - 9/20	Theories of Brands and Branding Continued (Course Objective 2)	Chapter 2, 3; Current Event Presentation (Brand Positioning)
Week 5		
W - 9/27	How to Build a Brand (Course Objective 3)	Chapters 4, 6; Current Event Presentation (Spokesperson) Harvard Case #1 (Creative Advertising) Due 10/1 (Sunday) Midnight on Canvas; Brand Audit Check Point #1

Week 6		
W - 10/4	How to Build a Brand continued (Course Objective 3)	Chapters 4, 6; Current Event Presentation (Brand Placement)
Week 7		
W - 10/11	Brand Measurement and Metrics (Course Objective 5)	Chapters 8, 9, 10; Current Event Presentation (Brand Equity)
Week 8		
W - 10/18	Brand Measurement and Metrics continued (Course Objective 5)	Chapters 8, 9, 10; Brand Audit: Check Point #2; Harvard Case #2 (Launching the BMW Z3 Roadster) Due 10/22 (Sunday) Midnight on Canvas
Week 9		
W - 10/25	Brand Failure (Course Objective 4)	Current Event Presentation (Brand Failure/Rejuvenation)
Week 10		
W - 11/1	How to Manage a Brand (e.g., Brand Portfolio, Brand Extension, etc.) (Course Objective 3)	Chapter 11, 12, 13
Week 11		
W - 11/8	Test 1 (a proctor will come as the professor travels for research presentations)	Chapters: 1, 2, 3, 4, 6
Week 12		
W - 11/15	How to Manage a Brand continued (Course Objective 3)	Chapter 11, 12, 13; Current Event Presentation (Brand Extension) Brand Audit: Check Point #3

Week 13		
W - 11/22	Global Brands (Course Objective 3)	Chapter 14; Harvard Case #3 (Snapple) Due 11/26 Midnight on Canvas
Week 14		
W - 11/29	Test 2 (Chapters 8-9; 11-14; Brand Failure)	Brand Audit: Check Point #4
Week 15		
W - 12/6	Big Picture and Special Topics/Brand Audit Final Discussions (Course Objective 4)	Chapter 15
Week 16		
W - 12/13	Brand Audit Presentations	Business Attires! Look Sharp! :-) Brand Audit Written Report, Presentation Slides, and Peer Evaluation Due 12/14 (Thursday) Midnight on Canvas