

CMGT 544
Creating Organizational Identity
(aka Communicating Branding)

4.0 Units



Spring 2020 - Tuesday - 6.30-9.20 PM

Section: 21758D

Location: ASC 328

Instructor: Simon Uwins

Office: ANN 401

Office Hours: Tuesday 5.00 PM, and by appointment

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I. Course Description

In today's world, brands are more important than ever. In an environment of hyper-competition and diminishing attention, strong brands deliver more robust performance and higher valuations.

Not surprisingly, branding has evolved from little more than a logo into its own complex discipline - a discipline founded on communicative principles and practices. Other fields, such as management, focus more on notions of price and equity – outcomes rather than process. Thinking about processes is more complex, and gives better insights into how to shape and create brands.

You will learn about such complexities: how branding is a company-wide endeavor rather than a marketing activity; how brands are increasingly defined by customer experience rather than by advertising; how customers and employees need to be engaged rather than informed; and why, when and how to focus on an important outcome – loyalty. You will become more familiar with a set of vocabulary, concepts and frameworks, and with relying on them to assess brands and develop strategies. And you will gain a perspective on how the discipline of branding is changing in today's connected world.

You will become more comfortable with both professional and academic perspectives, and less intimidated by denser academic material. You will read and discuss much, learning to summarize and synthesize material, and to tell the stories they reveal. And you will frequently work in teams, learning to share insights and expertise to create better outcomes.

II. Student Learning Outcomes

By the end of the course, students will be able to:

- Understand the key concepts underpinning branding;
- Assess and analyze the state of a brand, in terms of its origin, its philosophy, and its position in the competitive space;
- Develop strategies to build or strengthen brands in today's connected world;
- Evaluate materials from popular, professional, and academic sources related to branding, and tell the underlying stories that together they reveal;
- Strengthen critical and conceptual thinking, collaboration and communication skills.

III. Course Notes

Classes are based around discussion and group exercises rather than lectures. Students will need to complete the relevant week's readings and be prepared to participate in order to benefit.

IV. Class Assignments

Brief Branding Presentation

The brief branding presentation is to be done by the student individually. Up to 3 students will present each week, during the beginning of class. Each oral presentation lasts no more than 5 minutes. The time limit will be strictly imposed.

The presentation's purpose is to prompt you to become aware of developments in the branding space. Interesting developments can be about brands, or about a branding-related idea, problem or argument.

The instructor will coordinate and assign a specific week for you.

For details, please review the document “CMGT 544 Brief Brand Presentation Specifications,” on Blackboard, under the link “Syllabus” in the folder “Brief Brand Presentations.”

Participation in Class Discussion

Each student is expected to contribute to the learning in this class. In most class sessions, you must speak, ask questions, and argue respectfully. You must also collaborate in teams. To do so, you must prepare well: read the assigned materials before class; read, view or listen to other relevant and interesting content; think.

Staying silent is poor behavior. Silence is especially unacceptable when we have guest speakers. It sets a poor impression of being disengaged.

Judgment of participation is based on the instructors’ aggregate impressions gained throughout the semester. If you participate frequently and enthusiastically, you will earn the full score. You will not earn the full score by merely attending classes. Simply attending classes and only occasionally participating will result in a mediocre score (e.g., half of the possible score). If you are absent, disengaged or disrespectful, you will earn zero.

Short Writing Assignment

The short writing assignment is to be completed by each student individually. The assignment involves:

- reading comprehensively and in detail 5 popular press articles, plus 2 academic journal articles (all articles have been selected);
- writing a 3-page synthesis of these articles;
- submitting the writing (by Monday February 3, 5:30 pm, via email);
- receiving and attending to instructors’ comments;
- revising the writing and resubmitting (by Monday March 23, 5:30 pm, via email).

The short writing assignment will enable you to explore a case study of organizational identity, and to learn how to tell a coherent story from a disparate set of academic and popular sources.

For details, please review the document “CMGT 544 Short Writing Assignment Specifications” on Blackboard, under the link “Syllabus” in the folder “Short Writing Assignment.”

Major Project

The course’s major project is a team effort. The team will consist of 3 members, and over the semester, study a specific consumer- or retail-oriented brand.

You will explore the brand’s history, assess its current state in its environment, and develop potential strategies for the future. In the study, you will identify relevant branding concepts that explain its past moments of success and failure; you will also apply branding concepts to analyze its current state and environment, diagnosing weaknesses and exploring possibilities. Your study will be detailed in a 20+ page report plus possible creative materials. The report and creative highlights will be presented to the class at the end of the semester.

For details, please review the document “CMGT 544 Major Project Specifications” under the link “Syllabus” in the folder “Major Project Specifications.”

V. Grading

a. Breakdown of Grade

Assignment	% of Grade
Brief Branding Presentation	2%
Participation in Class Discussion	8%
Short Writing Assignment	20%
Major Project	70%
TOTAL	100%

b. Grading Scale

Each assignment will be worth 100 points and will be converted to a percentage score depending upon the weight assigned to each. Your percentage scores from the assignments will be totaled and translated to a letter grade per the scale shown below:

A	95.0% or higher
A-	90.0%-94.9%
B+	87.0%-89.9%
B	83.0%-86.9%
B-	80.0%-82.9%
C+	77.0%-79.9%
C	73.0%-76.9%
C-	70.0%-72.9% (C- or lower is a failing grade)
D	60.0%-69.9%
F	59.9% or lower

c. Grading Standards

Grades will be assigned as follows:

A/A-	outstanding, thoughtful and enthusiastic work
B+/B	above average work, demonstrating good insight into assignment
B-/C+	needs improvement on ideas, argument and follow through
C and below	fulfilling the bare minimum and showing little understanding of the material

VI. Assignment Submission Policy

You will receive details about each assignment separately. **All assignments need to be completed and handed in on time to avoid a grade reduction. If you are unable to turn in an assignment due to illness or a personal emergency, you must provide written documentation that will allow you to be excused, or discuss your situation with me in a timely manner. Do no wait until the end of the semester to sort things out.**

In order to pass this course, you will need to complete ALL of the assignments. Failure to complete one or more of them will result in an F in the class.

VII. Required Readings and Supplementary Materials

Sharp, B. (2010) *How Brands Grow: What marketers don't know*. Oxford University Press.
The revised and expanded eBook version (2014) is recommended, available exclusively on iBooks.
<https://itunes.apple.com/us/book/how-brands-grow/id923917285?mt=11>

Solis, B. (2013) *What's the Future of Business: Changing the Way Businesses Create Experiences*.
Hoboken, NJ: Wiley.
<http://www.amazon.com/Whats-Future-Business-Businesses-Experiences/dp/111845653X/>

Stengel, J. (2011). *Grow: How ideals power growth and profit at the world's greatest companies*. New York, NY: Crown Business.
<http://www.amazon.com/Grow-Ideals-Growth-Greatest-Companies/dp/0307720357/>

Moon, Y. (2010). *Different: Escaping the competitive herd*. New York, NY: Crown Business.
<http://www.amazon.com/Different-Escaping-Competitive-Youngme-Moon/dp/030746086X/>

Sachs, J. (2012). *Winning the story wars: Why those who tell (and live) the best stories will rule the future*. Boston, MA: Harvard Business Review Press.
<http://www.amazon.com/Winning-Story-Wars-Stories-Future/dp/1422143562/>

Baer, J. (2013). *Youtility: Why Smart Marketing Is About Help Not Hype*. New York, NY: Portfolio/Penguin
<http://www.amazon.com/Youtility-Smart-Marketing-about-Help-ebook/dp/B00B1FG7VE>

Other readings will be specified in the week by week agenda below. Many will be provided on Blackboard.

For your major course project, you should be prepared to spend some funds to acquire materials.

VIII. Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the [Annenberg Digital Lounge](#) for more information. To connect to USC's Secure Wireless network, please visit USC's [Information Technology Services](#) website.

IX. Add/Drop Dates for Session 001 (15 weeks: 1/13/20 – 5/1/20)

Friday, January 31: Last day to register and add classes for Session 001

Friday, January 31: Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund for Session 001

Tuesday, February 4: Last day to drop a Monday-only class without a mark of "W" and receive a refund for Session 001

Friday, February 28: Last day to drop a course without a mark of "W" on the transcript for Session 001. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, February 28: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

Friday, April 3: Last day to drop a class with a mark of "W" for Session 001

X. Course Schedule: A Weekly Breakdown

Important note to students: *Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, news events, and/or guest speaker availability.*

Week 1 (January 14)

What is Branding...?

- What is this class and what is expected?
- What does branding mean?
- Why is branding interesting to a communication professional?
- Why is branding important to consumers, and to organizations?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Sharp, B. (2010) *How Brands Grow: What marketers don't know*. Oxford University Press.
Chapter 12

Liquid Agency (n.d.). *The new brand culture model*. (White paper on the value of building a brand driven culture). Silicon Valley, CA: Liquid Agency. [Bb]

The Economist (2014). *What are brands for?* [Bb]

The Guardian (2016). *What Coca Cola's slide down global brand rankings really tell us* (blog post). Retrieve from
<https://www.theguardian.com/media-network/2016/jul/29/coca-cola-fall-global-brands-ranking-marketing>

Activities:

- Understanding expectations
- Lecture and discussion
- Reviewing brief branding specifications
- Preparation for wk2 (brief branding presentations, Ralphs vs Trader Joe's)

Week 2 (January 21)

What Every CMO Dreams Of...

What is a strong brand?
What are the characteristics of a strong brand?
Why does earning loyalty matter?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Bonchek, M. (2016, May). *Build Your Brand as a Relationship*. Retrieve from <https://hbr.org/2016/05/build-your-brand-as-a-relationship>

Holt, D. (2016, March). *Branding in the Age of Social Media*. Retrieve from <https://hbr.org/2016/03/branding-in-the-age-of-social-media>

Liquid Agency (n.d.). *The new brand culture model*. (White paper on the value of building a brand driven culture). Silicon Valley, CA: Liquid Agency. [Bb]

Sharp, B. (2010) *How Brands Grow: What marketers don't know*. Oxford University Press. Chapter 12

Moon, Y. (2010). *Different: Escaping the competitive herd*. New York, NY: Crown Business. pp. 1-15, 26-38, 52-71

Activities:

- Brief branding presentations
- Reviewing short writing assignment specifications
- Exercise - Ralphs vs Trader Joe's
- Lecture and discussion
- Preparation for wk3 (brief branding presentations, book review)

Week 3 (January 28)

From Brand Marketing to Customer Experience...

How has the branding environment changed?
Why does customer experience matter?
How to influence the customer experience?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Lee, Bill (2012, August 9). *Marketing Is Dead* (blog post). Retrieve from <https://hbr.org/2012/08/marketing-is-dead>

Solis, B. (2013) *What's the Future of Business: Changing the Way Businesses Create Experiences* Hoboken, NJ: Wiley.

Sharp, B. (2010) *How Brands Grow: What marketers don't know*. Oxford University Press. Chapter 12

Zorfias, A & Leemon D (2016). *An Emotional Connection Matters More than Customer Satisfaction* (blog post). Retrieve from <https://hbr.org/2016/08/an-emotional-connection-matters-more-than-customer-satisfaction>

Activities:

- Brief branding presentations
- Book review exercise: Solis, B. (2013) *What's the Future of Business: Changing the Way Businesses Create Experiences*
- Lecture and discussion
- Forming major project teams/choosing brands to study
- Preparation for wk4 (brief branding presentations)

Week 4 (Monday, February 3, 5:30 pm)

Deliverables:

- Short writing assignment initial submission
- Email to instructor (and cc other team members) re: who is on the project team

Week 4 (February 4)

Finding Customer Insights...

- How to find the “Why” behind customer behavior?
- How to turn insight into action?
- Why does Big Data matter?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Cast, C. and Schonthal, D. (2015). *Your Customers Aren't Data – They're People* (blog post). Retrieve from [https://www.forbes.com/sites/kellogg/2015/07/15/your-customers-arent-data-theyre-people/ -6cf58b355a59](https://www.forbes.com/sites/kellogg/2015/07/15/your-customers-arent-data-theyre-people/-6cf58b355a59)

Uwins, S. (2012). *In Search of Customer Insight* (blog post). Retrieve from <https://www.simonuwins.com/blog/2012/10/18/in-search-of-customer-insight.html>

The Economist (2014). *Little brother*. (Special report on advertising and technology). [Bb]

Activities:

- Brief branding presentations
- Guest speaker
- Lecture and discussion
- Discussing major project topics
- Preparation for wk5 (brief branding presentations, book review)

Week 5 (Monday, February 10, 5:30 pm)

Deliverables:

- Major project – Brand descriptions and source materials

Week 5 (February 11)

From Company Mission to Shared Purpose...

Why does purpose matter?

What should a brand stand for?

How to decide what to stand for, what not to stand for?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Bonchek, M. & France, C. (2018). *How Marketers Can Connect Profit and Purpose* (blog post). Retrieve from <https://hbr.org/2018/06/how-marketers-can-connect-profit-and-purpose>

Goodson, S. (2019). *Purpose is dead, long live movements!* (blog post). Retrieve from <https://www.campaignlive.com/article/purpose-dead-long-live-movements/1581402>

Stengel, J. (2011). *Grow: How ideals power growth and profit at the world's greatest companies*. New York, NY: Crown Business.

Uwins, S. (2012). *How to find your core purpose* (blog post). Retrieve from <https://www.simonuwins.com/blog/2012/9/13/how-to-find-your-core-purpose.html>

Activities:

- Brief branding presentations
- Book review exercise: Stengel, J. (2011). *Grow: How ideals power growth and profit at the world's greatest companies*.
- Lecture and discussion
- Discussion on major project - Part 1
- Preparation for wk6 (brief branding presentation, project meetings)

Week 6 (February 18)

Major Project Meetings

Deliverables:

- Major project – Part 1. Be prepared to discuss progress with the instructor

Readings:

Selected books and articles for your major project. [You must have started reading by Week 6.]

Activities:

- Brief branding presentation
- Preparation for wk7 (brief branding presentations, book review)
- Meet with team mates and instructor to discuss project progress

Week 7 (February 25)

Creating Value for Customers...

How does a brand create value?
Is it better to be different, or simply better?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Almquist, E. (2016, September). *The 30 Elements of Consumer Value*. Retrieve from <https://hbr.org/2016/09/the-elements-of-value>

Moon, Y. (2010). *Different: Escaping the competitive herd*. New York, NY: Crown Business.

Kolko, J. (2015, September). *Design Thinking Comes of Age*. Retrieve from <https://hbr.org/2015/09/design-thinking-comes-of-age>

Activities:

- Brief branding presentations
- Book review exercise: Moon, Y. (2010). *Different: Escaping the competitive herd*.
- Lecture and discussion
- Discussion on Short Writing Assignment Revision
- Preparation for wk8 (brief branding presentations, exercise)

Week 8 (Monday, March 2, 5:30 pm)

Deliverables:

- Major project – Part 1 - Description of brand's history; description of relevant brand concepts that explain brand's success and/or failure

Week 8 (March 3)

Living the Brand...

How do behaviors impact the brand?

How do you build an organization's culture around its brand?

How does an organization live its brand promise? How can a brand be authentic?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Kelly, J. (2019). *Customers Buy Brands That Employees Buy Into* (blog post). Retrieve from <https://www.cmo.com/opinion/articles/2019/6/24/customers-buy-brands-that-employees-buy-into.html#gs.td6zz8>

Liquid Agency (n.d.). *The new brand culture model*. (White paper on the value of building a brand driven culture). Silicon Valley, CA: Liquid Agency. [Bb]

Quinn, R. & Thakor, A. (2018). *Creating a Purpose-Driven Organization* (blog post). Retrieve from <https://hbr.org/2018/07/creating-a-purpose-driven-organization>

Stengel, J. (2011). *Grow: How ideals power growth and profit at the world's greatest companies*. New York, NY: Crown Business. Chapter 6 - build your culture around your ideal.

Uwins, S. (2012). *How to create a brand culture* (blog post). Retrieve from <https://www.simonuwins.com/blog/2012/6/26/how-to-create-a-brand-culture.html>

Activities:

- Brief branding presentations
- Guest speaker
- Exercise: lessons from Apple stores
- Lecture and discussion
- Discussion on major project – Part 2
- Preparation for wk9 (brief brand presentations, book review)

Week 9 (March 10)

From Advertising to Engaging...

What does engaging customers mean?
How can a brand engage employees and customers?
Why is storytelling important?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Sachs, J. (2012). *Winning the story wars: Why those who tell (and live) the best stories will rule the future*. Boston, MA: Harvard Business Review Press.

Montague, T. (2013). *Good Companies Are Storytellers. Great Companies Are Storydoers* (blog post). Retrieve from <https://hbr.org/2013/07/good-companies-are-storyteller>

Simmons, J. (2016). *Why Brand Storytelling Is the New Marketing: An Interview with Robert McKee* (blog post). Retrieve from <https://www.skyword.com/contentstandard/storytelling/innovator-series/why-brand-storytelling-is-the-new-marketing-an-interview-with-robert-mckee/>

Stengel, J. (2011). *Grow: How ideals power growth and profit at the world's greatest companies*. New York, NY: Crown Business. Chapter 8

Activities:

- Brief branding presentations
- Book review exercise: Sachs, J. (2012). *Winning the story wars: Why those who tell (and live) the best stories will rule the future*.
- Lecture and discussion
- Preparation for wk10 (brief branding presentations, project meetings)

Week 10 (Monday, March 23, 5:30 pm)

Deliverables:

- Short writing assignment - revision

Week 10 (March 24)

Major Project Meetings

Deliverables:

- Major project – Part 2. Be prepared to discuss progress with instructor.

Activities:

- Brief branding presentation
- Preparation for wk11 (brief branding presentations)
- Meet with team mates and instructors to discuss project progress

Week 11 (March 31)

The Rise of Brand Storytelling...

What is the difference between narrative and story?
How to choose the right plot?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Sachs, J. (2012). *Winning the story wars: Why those who tell (and live) the best stories will rule the future*. Boston, MA: Harvard Business Review Press.

Montague, T. (2013). *Good Companies Are Storytellers. Great Companies Are Storydoers* (blog post). Retrieve from <https://hbr.org/2013/07/good-companies-are-storyteller>

Simmons, J. (2016). *Why Brand Storytelling Is the New Marketing: An Interview with Robert McKee* (blog post). Retrieve from <https://www.skyword.com/contentstandard/storytelling/innovator-series/why-brand-storytelling-is-the-new-marketing-an-interview-with-robert-mckee/>

Stengel, J. (2011). *Grow: How ideas power growth and profit at the world's greatest companies*. New York, NY: Crown Business. Chapter 8

Activities:

- Brief branding presentations
- Exercise: Spot the Plot
- Lecture and discussion
- Preparation for wk12 (brief branding presentations, book review)

Week 12 (Monday, April 6, 5:30 pm)

Deliverables:

- Major project – Part 2 - Description of brand's current state and competitive environment; application of relevant branding concepts to diagnose weakness and possibilities

Week 12 (April 7)

Building an Engagement Strategy...

How is the media landscape changing?

Why are content and community marketing important?

What is the difference between influencer marketing and word of mouth?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Baer, J. (2013). *Youility: Why Smart Marketing Is About Help Not Hype*. New York, NY: Portfolio/Penguin

Bonchek, M. & Bapat, V (2018) *The Most Successful Brands Focus on Users – Not Buyers* (blog post). Retrieve from <https://hbr.org/2018/02/the-most-successful-brands-focus-on-users-not-buyers>

Schaefer, M (2018). *Word of Mouth vs. Influencer Marketing* (blog post). Retrieve from <https://businessgrow.com/2018/11/12/difference-between-influencer-marketing-and-word-of-mouth-marketing/>

White, C. (2014). A New Look at the Marketing Mix: Paid, Owned, Granted, Leased, Earned (blog post). Retrieve from <http://www.convinceandconvert.com/digital-marketing/the-pogle-media-model-paid-owned-granted-leased-and-earned/>

Activities:

- Brief branding presentations
- Book review: Baer, J. (2013). *Youility: Why Smart Marketing Is About Help Not Hype*.
- Engagement strategy exercise
- Discussion on Major Project presentations
- Preparation for wk13

Week 13 (April 14)

From Customer Acquisition to Brand Advocacy...

Why focus on brand loyalty?

How does the brand know if it is cultivating loyalty? What are the indicators or measurements?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Hendersen, C. M., Beck, J. T., & Palmatier, R. W. (2011). Review of theoretical underpinnings of loyalty programs. *Journal of Consumer Psychology, 21*, 256-276. [Bb]

Sharp, B. (2010) *How Brands Grow: What marketers don't know*. Oxford University Press. Chapter 11

Uwins, S (2013). *The True Foundation of Loyalty Marketing* (blog post). Retrieve from <https://www.simonuwins.com/blog/2013/7/23/the-true-foundation-of-loyalty-marketing.html>

Worthington, S., Russell-Bennett, R., & Härtel, C. (2009). A tri-dimensional approach for auditing brand loyalty. *Journal of Brand Management, 17*, 243-253. [Bb]

Activities:

- Engagement strategy exercise (continued from wk12)
- Brief branding presentations
- Lecture and discussion
- Preparation for wk14

Week 14 (Monday, April 20, 5:30pm)

Deliverables:

- Pre-presentation summary (for teams presenting this week).

Week 14 (April 21)

Project Presentations

Keeping It Going...

- Why do brands fail?
- How does a brand stay relevant?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Uwins, S. (2012). *Change as your customers change* [blog post]. Retrieve from <https://www.simonuwins.com/blog/2012/9/20/change-as-your-customers-change.html>

Activities:

- Project presentations
- Guest speaker
- Lecture and discussion

Week 15 (Monday, April 27, 5:30 pm)

Deliverables:

- Pre-presentation summary (for teams presenting this week).

Week 15 (April 28)

Project Presentations

Activities:

- Project presentations
- Wrap-up

Week 16 (Wednesday, May 6, 5:30 pm)

Deliverables:

- Major project
 - Revised and elaborated Part 1
 - Revised and elaborated Part 2
- Peer evaluations

XI. Policies and Procedures

Attendance

Graduate school is in many ways preparation or refinement for successful professional lives. Professional success depends on a range of skills and behaviors; one foundational behavior is showing up, on time and alert.

So, come to class. Come to class on time. When you are here, be here.

Not being here (i.e., being absent or being late) will accumulate penalties. You are allowed one absence without penalty. Thereafter, each first unexcused absence costs 2% of the total grade (being late counts as half an absence). Being absent from more than three classes opens the possibility for more stringent penalties (e.g., the highest grade to be earned is a C).

Attention and Mobile Screens in Class

Today everyone has at least one mobile screen (laptops, tablets, smartphones), and of course they have become indispensable in our everyday lives. However, the screens present significant challenges for a successful class. Instructors often have to compete with the screen for students' attention, and instructors often lose. So in order to maintain a fair environment for learning and build respect for each other's time, instructors will often ask that all screens be put down or closed, and attention focused on the topic or speaker. When such a call is made, please take heed. If not heeded, the behavior – continuing to be distracted by the screens – will be considered disruptive, and will be reflected in how instructors grade your participation.

Communication

Office hours are available Tuesday 5.00-6.30pm, please book an appointment via email (simon.uwins@mac.com). Contact at other times is available via email, replies within 48 hours.

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

b. Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

uscsa.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Breaking Bread Program [undergraduate students only]

<https://undergrad.usc.edu/faculty/bread/>

The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally “breaking bread” over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.

XII. About Your Instructor

Simon Uwins is a visionary marketing leader, with over 35 years’ experience in retail, branding, customer insight, and customer loyalty across Europe and North America.

Simon is co-founder of Uwins Research Group, a qualitative research agency dedicated to finding insights for consumer brands. He also works as a consultant, providing brand evaluations and strategies for brands and start-ups.

He was formerly the Chief Marketing Officer at Fresh and Easy Neighborhood Market in the Western USA, and prior to that the CMO for Tesco Stores in the UK.

He also served on the Board of Dunnhumby, a global customer science agency renowned for powering the loyalty programs of Kroger, Macys and Tesco.

A recognized thought leader, Simon curates an award-winning Flipboard magazine on marketing and loyalty, and is author of *Creating Loyal Brands* (2014), a guide to the new realities of marketing in today's connected world.

Simon Uwins holds an MA from Oxford University.