

| Short Course Description | In this course students learn about the role of communication in building an image (branding). Both institutional branding and branding related to marketing communications, namely brand identity. Students are expected to be able to develop integrated inter-media strategies and creative messages and concepts to reach target audiences, and deliver brand promises through communication programs. Students have the ability to structure a branding program plan based on the application of concepts, principles and practices in organizations and are able to measure and critically evaluate the impact and communication results of a branding program or activity. | | | | | | |
|---------------------------------|---|---|---|--|-------------------|---|-----------------------|
| References | Main : | | | | | | |
| | | <ol style="list-style-type: none"> 1. Diehl, Gregory V. 2017. Brand Identity Breakthrough: How to Craft Your Company's Unique Story to Make Your Products Irresistible. by Identity Publications. 2. Neumeier, Marty. 2005. The Brand Gap: How to Bridge the Distance Between Business Strategy and Design. Publisher by Neutron LLC. San Francisco. 3. Weeler, Alina. 2013. Designing Brand Identity (four edition). Published by John Wiley & Sons, Inc. New Jersey. 4. Aaker, David. 1997. Building Strong Brand. The Free Press: New York. □ 5. Aaker, David. 1999. Management Brand. The Free Press: New York. □ 6. A.B. Susanto dkk. 2004. Value Marketing, Paradigma Baru Pemasaran, Penerbit Quantum Bisnis & Manajemen (PT. Mizan Publikasi): Jakarta Selatan. □ 7. A.B. Susanto & Himawan Wijanarko. 2004. Power Branding: Membangun Merek Unggul dari Organisasi Pendukungnya. Mizan Media Utama: Bandung. □ 8. Darmadi Durianto: Sugiarto. Tony Simanjuntak. 2001. Strategi Menaklukan Pasar. PT Gramedia Pustaka Utama: Jakarta. □ 9. Fandy Tjiptono. 2005. Strategi Manajemen Brand. Andy: Yogyakarta. □ 10. Keller, Kevin Lane. 2005. Strategic Brand Management: Building, Measuring, and Managing Brand Equity. Pearson Prentice Hall. 11. Simmons, Jhon & Clifton, Rita. 2003. Brands and Branding. Profile Books Ltd. London 12. Kapferer, Jean-Noël. The New Strategic Brand Management, 5th edition, KoganPage, London | | | | | |
| | Supporters: | | | | | | |
| Supporting lecturer | Herma Retno Prabayanti, S.E., M.Med.Kom. Jauhar Wahyuni, M.I.Kom. Fitri Norhabiba, S.I.Kom., M.I.Kom. | | | | | | |
| Week- | Final abilities of each learning stage (Sub-PO) | Evaluation | | Help Learning, Learning methods, Student Assignments, [Estimated time] | | Learning materials [References] | Assessment Weight (%) |
| | | Indicator | Criteria & Form | Offline (offline) | Online (online) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Understand the overview of the course | Explain RPS and course description | Criteria: value 10 Form of Assessment : Participatory Activities | lecture 3 X 50 | | Material: Learning Contract Bibliography: Keller, Kevin Lane. 2005. Strategic Brand Management: Building, Measuring, and Managing Brand Equity. Pearson Prentice Hall. | 2% |
| 2 | Understand theories and concepts about Branding | Explains theories and concepts about Branding | Criteria: max value 10 Form of Assessment : Participatory Activities | discussion lecture 3 X 50 | | Material: Understanding theories and concepts about Branding. Reference: Diehl, Gregory V. 2017. Brand Identity Breakthrough: How to Craft Your Company's Unique Story to Make Your Products Irresistible. by Identity Publications. | 2% |

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| 3 | Understand Segmentation, Targeting, Differentiation and Positioning Strategies | Explaining Segmentation, Targeting, Differentiation and Positioning Strategies | Criteria: max value 10 Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance | discussion lecture 3 X 50 | | Material: Understanding Segmentation, Targeting, Differentiation and Positioning Strategies Library: Neumeier, Marty.2005. <i>The Brand Gap: How to Bridge the Distance Between Business Strategy and Design.</i> Publisher by Neutron LLC. San Francisco. | 5% |
| 4 | Understand Segmentation, Targeting, Differentiation and Positioning Strategies | Explaining Segmentation, Targeting, Differentiation and Positioning Strategies | Criteria: max value 10 Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance | discussion lecture 3 X 50 | | Material: Understanding Segmentation, Targeting, Differentiation and Positioning Strategies Literature: AB Susanto et al. 2004. <i>Value Marketing, New Marketing Paradigm, Quantum Business & Management</i> Publisher (PT. Mizan Publishing): South Jakarta. | 5% |
| 5 | Understand the concept of brand equity | Explain the concept of brand equity | Criteria: max value 20 Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment | discussion lecture 3 X 50 | | Material: Understanding the concept of brand equity Reference: Neumeier, Marty.2005. <i>The Brand Gap: How to Bridge the Distance Between Business Strategy and Design.</i> Publisher by Neutron LLC. San Francisco. | 5% |
| 6 | Understand the concept of building a brand | Explain the concept of brand building strategy | Criteria: max value 20 Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment | discussion lecture 3 X 50 | | Material: Understanding the concept of building a brand Reference: Neumeier, Marty.2005. <i>The Brand Gap: How to Bridge the Distance Between Business Strategy and Design.</i> Publisher by Neutron LLC. San Francisco. | 5% |

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| 7 | understand cyber branding | Explaining cyber branding | <p>Criteria: max value 20</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p> | group work discussion lecture 3 X 50 | | <p>Material: understanding cyber branding Reader: AB Susanto & Himawan Wijanarko. 2004. <i>Power Branding: Building Superior Brands from Supporting Organizations.</i> Mizan Main Media: Bandung.</p> | 3% |
| 8 | U.S.S | Working on the U.S.S | <p>Criteria: max value 100</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p> | written test 3 X 50 | | <p>Material: UTS Reader: Keller, Kevin Lane. 2005. <i>Strategic Brand Management: Building, Measuring, and Managing Brand Equity.</i> Pearson Prentice Hall.</p> | 15% |
| 9 | Students understand brand visual identity | Students explain the brand's visual identity | <p>Criteria: 100</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p> | 3 X 50 discussion | | <p>Material: Students understand the visual identity of brands. Reference: Aaker, David. 1997. <i>Building Strong Brands.</i> The Free Press: New York.</p> | 10% |
| 10 | Students understand brand positioning, brand differentiation | Students create brand positioning plans, brand differentiation | <p>Criteria: 100</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p> | group work discussion 3 X 50 | | <p>Material: Students understand brand positioning, brand differentiation Reader: Weeler, Alina. 2013. <i>Designing Brand Identity (four edition).</i> Published by John Wiley & Sons, Inc. New Jersey.</p> | 5% |
| 11 | Students design brand identities | Students understand branding of tourist destinations, products, institutions | <p>Criteria: 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p> | group work discussion 3 X 50 | | <p>Material: Students design brand identity Reader: AB Susanto & Himawan Wijanarko. 2004. <i>Power Branding: Building Superior Brands from Supporting Organizations.</i> Mizan Main Media: Bandung.</p> | 2% |

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| 12 | Students understand brand strategy | Students understand branding of tourist destinations, products, institutions | Criteria: 100 Form of Assessment : Practice / Performance | presentation discussion 3 X 50 | | Material: Students understand brand strategy Reader: <i>Aaker, David. 1997. Building Strong Brands. The Free Press: New York.</i> | 5% |
| 13 | Students understand brand strategy | Students understand branding of tourist destinations, products, institutions | Criteria: 100 Form of Assessment : Practice / Performance | presentation discussion 3 X 50 | | Material: Students understand brand strategy Reader: <i>Aaker, David. 1997. Building Strong Brands. The Free Press: New York.</i> | 2% |
| 14 | Students understand branding of tourist destinations, products, institutions | Students understand branding of tourist destinations, products, institutions | Criteria: 100 Form of Assessment : Participatory Activities | 3 X 50 discussion | | Material: Students understand branding of tourist destinations, products, institutions. References: <i>Keller, Kevin Lane. 2005. Strategic Brand Management: Building, Measuring, and Managing Brand Equity. Pearson Prentice Hall.</i> | 2% |
| 15 | Students understand branding of tourist destinations, products, institutions | Students understand branding of tourist destinations, products, institutions | Criteria: 100 Form of Assessment : Participatory Activities | 3 X 50 discussion | | Material: Students understand branding of tourist destinations, products, institutions. References: <i>Keller, Kevin Lane. 2005. Strategic Brand Management: Building, Measuring, and Managing Brand Equity. Pearson Prentice Hall.</i> | 2% |
| 16 | US | US | Criteria: 100 Form of Assessment : Portfolio Assessment, Test | 3 X 50 | | Material: UAS Reference: <i>Aaker, David. 1997. Building Strong Brands. The Free Press: New York.</i> | 30% |

Evaluation Percentage Recap: Project Based Learning

| No | Evaluation | Percentage |
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| 1. | Participatory Activities | 10% |
| 2. | Project Results Assessment / Product Assessment | 24% |
| 3. | Portfolio Assessment | 26% |
| 4. | Practice / Performance | 24% |
| 5. | Test | 16% |
| | | 100% |

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.