MKTG 328—RETAILING MANAGEMENT

This course deals with that part of the distribution process called retailing. Topics include retail environment, location and store design, merchandise planning and control, selecting merchandise resources, pricing, sales promotion and display, and customer service.

This course examines store, catalog and online retail marketing strategies from a managerial perspective.

Fall 2019 • 3 Credits • CRN 13194 • Section 328-002 • RSS 104 • 4:00-6:45pm Monday

COURSE OBJECTIVES

- Make sure, that, as a College of Charleston Marketing major/minor, you understand the role of retailing in our global marketplace; and are prepared upon graduation to seek your place in the business world—making a significant contribution to advance the profession, ethically represent your company, and satisfy customers. Also, to make your school proud and pay-it-forward by helping other students.

- Build marketing application skills by exploring how the role of retail marketing has evolved and how it is likely to change, by examining the practices of organizations succeeding and failing in a very competitive environment.

- Gain writing and presentation skills through a variety of assignments, including observing the culture of a local retailer.

- Equip you with an acceptable resume, interviewing techniques, and the confidence to land that first or next job. You will be the product that you market by selling your skills and accomplishments.

- Span the contexts of product and service marketing, using the marketing mix and market-driven strategic planning, with emphasis on the role of changing technology in e-commerce retailing.

- Develop marketing application abilities through teacher/student interaction and student/student collaboration to simulate the business-world dynamics of boss/employee and colleague/colleague interactions.

COURSE PREREQUISITES

Successful completion of MKTG 302 (Marketing Concepts), ECON 200 (Principles of Microeconomics), and ECON 201 (Principles of Macroeconomics), and Junior or Senior standing. If you have questions about your eligibility, please see an academic advisor.
TEXT


Options:

2) From CofC/Barnes & Noble Bookstore—Purchase the on-the-shelf package (#9781260277081) of Retailing Management *loose-leaf* text and *Connect Plus access code*.

Through Connect/Learn Smart, you will have access to videos, quizzes, and more. These tools are to help you better understand the materials, customizing them to the ways that you learn best. It’s up to you to use them.

**SCHOOL OF BUSINESS LEARNING GOALS**

**Communication Skills:** Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.

**Quantitative Fluency:** Students will demonstrate competency in logical reasoning and data analysis skills.

**Global and Civic Responsibility:** Students will identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students integrate knowledge & skills in addressing these issues.

**Intellectual Innovation and Creativity:** Students will demonstrate their resourcefulness and originality in addressing extemporaneous problems.

**Synthesis:** Students will integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

*In this course, students will present assignments written and oral; will demonstrate knowledge through discussions, quizzes, and exams; will improve their resume as a marketing tool; will research & utilize online resources; will interact with professional retailers outside of class, guest speaker(s) in class, and off campus at a retail outlet.*

**HONOR CODE**

All students are to abide by the College of Charleston Honor Code as specified in the CofC Student Handbook.

**Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive an XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s
transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignments is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

**Student Responsibilities**

For a summary of relevant school policies, see: http://catalogs.cofc.edu/professionalstudies/students-responsibilities-and-rights.htm

**My Expectations for You:** To arrive on time; be prepared; attentive; participate; stay the duration; and attend every class. You are all adults and will be treated as so. You will be treated as a marketing professional since you are one, will be one, or will interact with them. To be knowledgeable, inquisitive and interact respectfully with classmates, guests, and me.

**Your Expectations for Me:** To arrive on time; be prepared; adhere to the syllabus; impart academic principles & case studies, and contemporary practices that will prepare you for your next class and/or job. To be knowledgeable and passionate about my experiences and the career of marketing. To inspire you to succeed at whatever you want.

**Course activities and daily processes:** Read assigned chapters prior to attending class and complete chapter quizzes BEFORE they expire. For exams, you are responsible for all assigned chapters (whether covered in class or not), lectures, presentations, field trips, guest speakers’ comments, and in-class discussions. If there is a definition, concept or anything you do not understand, it is your responsibility to ask for clarification.

**Exam Processes:** You will take two, closed book, closed-notes exams in this course. Any use of electronic devices during testing times can be interpreted as a violation of the College’s Honor Code. These devices include cell phones, electronic translators, calculators, computers, headphones, and similar tools. Any student using such devices during an exam or any form of cheating during exams will result in a grade of zero for the test and will be referred to the Dean of Students. Refer to sections 9, 10 & 34 of the Student Handbook.

**Exam make-ups:** Only provable (i.e., documented) absences due to personal illness or family emergency constitute acceptable bases for missing exams. Preplanned trips are not acceptable absences. There are no make-up exams or adjustments to satisfy the convenience of students.

**Grades:** You will get what you deserve. That is, you will get what you earn. Like a job, it’s the results, not the effort that counts. No extra credit is offered to anyone. All students are graded with the same standard.

**Late Work:** Quizzes must be taken before their expiration dates. Individual written assignments may be delivered to the next class, with a 10% grade penalty. No written assignments will be allowed beyond one class session past the original due date.

**Center for Student Learning:** You are encouraged to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the
services are available to you at no additional cost. For more information regarding these services, visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

Unforeseeable Circumstances: Due to unpredictable weather, there may be a day when I am unable to attend class. During such a rare case, check your CofC e-mail by noon the day of class. Assume that there will be a substitute or guest lecturer unless I inform you differently by e-mail. If delayed, I will try to get word to the Business/Marketing Office but please wait an appropriate amount of time in case of delays.

Disability: Students with disabilities that require special accommodation should contact the Center for Disability Services, and also inform me of your needs, within the first two weeks of the semester.

Religion: Students who will miss class(es) for religious reasons should inform me of their anticipated absences during the first two weeks of the semester.

Classroom Professionalism and Civility: Think about this class as a job interview—Would you arrive on time? Would you be prepared for the pertinent discussion? Would your cell phone be turned off? Would you be respectful with your verbal and non-verbal choices? If you use a laptop, tablet, or phone for taking notes, it is expected that you will be typing notes and not texting, emailing or surfing the Web.

Teams: Some assignments may be conducted through group interactions. Teamwork is always a challenge. On one hand, there are domineering people who refuse to listen to the opinions of others, and, alternatively, there are free riders not pulling their share. Each member has the responsibility to make the team successful. Like life, sometimes you have to lead and sometimes you have to follow—it’s important to know when.

Use of E-Mail: Consistent with College rules, I do not respond to non-CofC e-mail with confidential information. I respond only to yourID@CofC.edu e-mail and won’t open attachments unless I requested them.

Cell Phones: Emergencies may require contacting you during class so cell phones and other electronic devices may be on but should be set to “vibrate,” and then taken outside of the classroom to answer. These distractions during class should be kept to a minimum. Of course, no checking for texts or sending texts during class.

TIPS FOR SUCCESS:

• Put the key dates of this syllabus on your calendar/scheduler immediately. Stay organized and keep up with all readings and assignments. Manage your time wisely.

• Check your CofC email often! All of my correspondence with you will be via campus email.

• For all written assignments: Yes, neatness counts. You are a college student and marketer. Presentation makes an impression. Be sure that all assignments turned in are typed (single-spaced, standard margins), stapled, and your name at the top of every page. Use a dictionary, Spell Check, and review for proper AP style, grammar, and punctuation.

• Guest lecturers may visit so be on time, pay attention, ask probing questions, and take advantage of their experiences.

• Use what you learn in this course to promote yourself. You are the first product that you will market.

• Start thinking about a SWOT analysis for everything in your life. When you’re stopped at a traffic light…what’s the SWOT for that store on the corner? You’re thinking about going out on a date…what’s the SWOT for deciding to go or not? You watch a TV commercial…what’s the SWOT for that product? Think about how you’d sell the product.

• Be aware of your world. Read articles or Morning Brew or theSkimm or TheHustle, but realize that your browser’s headlines aren’t the full story. Watch cable news; listen to podcasts; read newspapers; and know current events. Look at the financial/business sections to see companies and people prominent in retail.
• Be aware of your “retail” world. Go to stores; watch TV commercials; listen to podcasts, scrutinize ads; read magazines, websites, and blogs. Consider a free digital subscription to Internet Retailer or Morning Brew Retail. Apply teachings from class to the stores and messages you observe.

ABOUT YOUR PROFESSOR

Ferris D. Kaplan has 30 years of sales & marketing experience at large for-profit and nonprofit companies. He is currently a marketing and business development consultant. Until recently, he was a Specialist at the Apple Retail Stores in Tysons Corner, Virginia, and on King Street in Charleston. He was consistently one of the top salespeople, having sold $1.15 million in 2013; and store-leading performance ratings in 2014 & 2015.

He was the marketing and sponsorship director for Fair Oaks Mall in Fairfax, Virginia, for 11 years. Fair Oaks is among the top 40 largest retail shopping centers in the nation, featuring five department stores and 190 specialty stores. Kaplan was in charge of all advertising, public relations, customer services, events, promotions, and website. He sold more than 50 sponsorships to companies wanting to promote their products in the mall; and oversaw the #1 Easter/Santa photos-sales operation, out of 380 malls nationwide.

After earning a bachelor’s degree in journalism and a master’s degree in broadcasting, both from the University of Southern California (USC), Kaplan taught there for two years while working at the National Broadcasting Company (NBC) in Burbank.

Kaplan worked in Los Angeles as a network and studio executive, buying, selling and programming for movies and television. At The Walt Disney Company, he was in charge of sales administration for the world’s largest home video company. Kaplan oversaw an office staff of 19 to process more than $600 million of video sales generated by a national network of 35 salespeople.

The Humane Society of the United States hired (ask him how) and moved Kaplan to Washington, D.C., to establish and run their marketing department. After three years of negotiating 24 licensing agreements for nationally distributed merchandise and creating a gift catalog, he was hired by the American Red Cross to establish and run their business development and marketing department. His team created and promoted new courses and products for the 1,600 Red Cross chapters nationwide. His favorite creation was “Pet First Aid,” a book that has sold more than 250,000 copies.

Kaplan then worked as Group Senior Vice President for Strategic Planning for the American Advertising Federation, an association of the nation’s largest advertisers, advertising agencies, and media. He has been a panelist and workshop presenter for many organizations. He is a Certified Professional Resume Writer and owns a resume writing business at BestOfYouResumes.com. He is a frequent blogger for Recruiter.com.

Kaplan has been an adjunct marketing professor at the College of Charleston since 2014; taught at American University in 2013; Marymount University in 2011; George Mason University from 2008-2013; and Northern Virginia Community College from 2005-2012. Details are at ferriskaplan.com.
GRADED COMPONENTS

QUIZZES
15% (150 points)
Everyone learns differently. The weekly quizzes are another touch point of the textbook’s material, and a means for you to evaluate what you’ve learned. If you read each chapter, listen to my lecture about each chapter, take each chapter’s quiz until successful, use each chapter’s tools on Learn Smart, and review each chapter before the exam, then you’ve had at least five exposures to the material—sufficient preparation for the exam.

There will be 13 quizzes for the 13 chapters covered. Each chapter’s quiz will be available for one week after its date in the syllabus. After that expiration date, you will not be able to access it—no exceptions. Before expiring, you can take each as many times as you’d like to get highest score; Each chapter’s Learn Smart tools will be available all semester. You will receive up to 12 points for each quiz, for a maximum total (12 quizzes x 12 pts., plus 1 quiz x 6 pts.) of 150 points. The last quiz (for Chapter 17) must be completed by 4:00pm on Dec. X.

INTERVIEW WITH A RETAILER
15% (10% Written Paper (100 points) + 5% Oral Presentation (50 points))
We are fortunate, in Charleston, to be surrounded by many diverse retail companies, all of which, have salespeople in stores, corporations, real estate, restaurants, hotels, nonprofits, etc. As a marketing practitioner, you should interact with these professionals in our urban laboratory.

“Learn from those who have gone before you.” “Don’t make the same mistakes.” “No need to re-invent the wheel.” All good reasons for you to select a current retailer and interview her/him in-person for 20-30 minutes. We will discuss possible questions in class. Students should identify potential candidates immediately and schedule an appointment with them. Only caveats are that they must personally sell a product or service, and not be related to you.

On the due date (see in syllabus), you should turn in a hardcopy TWO-PAGE, SINGLE-SPACED, STAPLED paper. Two pages is harder because you must be concise. Follow these requirements and edit down to two pages.

Page ONE must include your name, and the name of the interviewee, title, company, their address, phone number, email, how you know/found them, how contacted, length of interview, and where & when conducted. Which “P” of the “marketing mix” that they felt is most important to their business? This page should succinctly recap their background, and your observances/overall experience.

Page TWO should explain, “What you learned” from this person and how it will/may affect your feelings about retailing. It should reflect how their answers may or may not impact your job or career plans. The questions you ask them should be ones that will also help clarify things for you. You may use quotes or paraphrase but NOT a transcript of questions and answers. You should relate the conversation you had with the retailer, putting all into context of their current position and what you got out of this experience.

The hardcopy of this paper is to be turned in at class before your oral presentation, so make notes if needed.

Marketing is not for the meek. You must be demonstrative if shy, and persuasive if uncertain. Public speaking can be scary but it’s a necessary skill that you can learn and practice.

The ORAL PRESENTATION is a 3-minute recap of your interviewee, lessons learned, and if any changes you’ll make based on their experiences or suggestions. Three minutes may seem short or long, but without planning, scripting and rehearsal, you will rush or run over. Use or don’t use notes or podium; be stationary or move around; and use all three minutes. Speak confidently and teach us something!
FIELD PROJECT: Workshop at Apple Store
10% (100 points)

There are only two Apple Stores in South Carolina...one in Greenville, and the other, a short walk from our campus at 301 King Street. Apple offers workshops called, “Today at Apple,” for customers to learn how to become more efficient and more creative with their Apple products.

This public offering provides a unique opportunity for you to experience how this retailer demonstrates & promotes its products, educates its customers, and, for our purposes, shows its personality.

Anytime during the semester, you should register for and attend one “Today at Apple” 60-90-minute session at the King Street store. You may choose from any available session (Photography, Video, Music, Coding & Apps, Art & Design, Health & Fitness), EXCEPT Products.

Register at https://www.apple.com/today/kingstreet for the “Today at Apple” session of your choice, except Products. You need an Apple ID to register, but, if you don’t have one, you can call the store at (843) 727-0400 or visit in person to register for a session.

Attend the session, and then provide (on the due date in syllabus) a hardcopy ONE-PAGE, SINGLE-SPACED paper, with page TWO STAPLED to it. Such workshops are interactive, so speaking with the instructor, other attendees, customers, and employees are part of the experience.

Page ONE should include the session’s title, date, time, instructor’s name, and how many people attended. The objective of this assignment is for you to learn about the Apple Store, and, maybe also some new skills. You should write a narrative that answers:

- If/how other Apple staff interacted with you before, during, and after your class?
- If/how other Apple staff interacted with your instructor during the class?
- What you may have heard/learned from other attendees about their visit?
- What you learned about Apple’s culture and working at the store?
- What you learned in the workshop?

One page is hard because you must be concise. Answer the questions and edit down to only one page.

Page TWO should be an attachment of drawings, photographs, screen shots, or anything else to demonstrate what you created in/from the session attended.

EXAMS
2 x 20% = 40% (400 points)

There will be two exams throughout the semester. Each covers the textbook’s chapters assigned up to the point of that exam. Though some chapters assigned may not be discussed in class, students are still responsible for their content, per the syllabus. Questions from lectures, class discussions, multi-media shown, handouts, field trips, and guest speakers are also likely to be on the exams. There is no study guide. Exams are closed book, no notes; and are multiple-choice and/or true-false questions. Bring pencils; a Scantron sheet will be provided.

ATTENDANCE
5% (50 points)

Until you graduate, you are a professional student—this is your job. Attending classes, with an Absence Memo or not, is part of your job and where you need to be to succeed. You are an adult and must decide if are too sick or too busy or can’t get back from a trip in time. Attend each class, be on time, and stay the full class period, or be counted absent. You are responsible for all course material missed due to absence. The instructor does not provide notes for classes missed. It’s your responsibility to make sure that I credit your attendance at each class. Points will be awarded as follows:

Attend all classes = 50 Miss one = 40 Miss two = 30 Miss three = 20 Miss 4 or more = 0
CLASS PARTICIPATION
15% (150 points)
The instructor will evaluate your in-class participation so don’t be shy. Marketing is about communicating. This class will be interactive and lecture. Written & oral communications are essential for a retailer/marketer to promote anything successfully, including yourself. Think creatively, plan strategically, present passionately, and have fun! Shared experiences, probing questions, and respect for the opinions of others will make this a rewarding course for everyone.

Your responsiveness to questions, emails, and quality of contributions during discussions, will help distinguish you in my evaluation. So, will your texting, I.M.-ing, and not paying attention. The classroom is not a place for social interaction. Students may not email, text or otherwise make contact with others. This includes “gossiping” with your neighbor or checking your Facebook page. Laptops and tablets may be used only for note taking. If, by the end of the semester, I can’t recall you having spoken often with intelligent contributions, then you will have squandered the points available by your lack of participation.

SEMESTER GRADING SCALE
It is your responsibility to keep all assignments & Scantrons that are graded and handed back to you. In the case of a grade dispute, it is the student’s responsibility to provide those assignments to confirm grades.
The written assignment and team project will be graded based on this rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A</th>
<th>B</th>
<th>C-D</th>
</tr>
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<tbody>
<tr>
<td>Comprehensiveness</td>
<td>All elements are covered thoroughly and are well elaborated; recommendations are justified with evidence</td>
<td>Most elements are covered thoroughly; some are mentioned briefly</td>
<td>Significant portions of the paper are ignored or simply mentioned. Paper is more of an outline than a fully developed analysis</td>
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<tr>
<td>Research</td>
<td>Superior quality of sources cited (diverse, credible, verifiable, recent, appropriate)</td>
<td>Most sources are recent; a variety of viewpoints are represented and credited</td>
<td>Source quality is outdated, biased, lacking in expertise, or inappropriate (such as Wikipedia) for a college presentation</td>
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<tr>
<td>Incorporates retailing strategy, terms &amp; concepts</td>
<td>Applies retailing strategy concepts with a balance of description and analysis; Examples are original and correctly applied</td>
<td>Applies retailing course concepts and terminology correctly, where appropriate</td>
<td>Rarely or never enlightens with demonstrations of course concepts. Just makes assumptions without tying findings back to marketing theory</td>
</tr>
<tr>
<td>Writing Style</td>
<td>Extremely well-written, edited, and creative. Team project delivered with “one voice.” Grammar and spelling are correct. All research sources are cited correctly</td>
<td>Generally well-written and edited; the document/presentation “speaks with one voice.” Few errors in spelling or grammar. Most research sources are cited correctly</td>
<td>Not well-written. Many grammatical or spelling errors. Distinct quality differences exist among teammates. Research sources are cited incorrectly or omitted</td>
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Overall course grade will be based on:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>Quizzes (12ch. @ 12pts. each + 1ch. @ 6pts.)</td>
<td>150</td>
<td>15%</td>
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<tr>
<td>Interview with a Retailer Paper</td>
<td>50</td>
<td>5%</td>
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<tr>
<td>Field Project: Apple Store</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Exam #1</td>
<td>200</td>
<td>20%</td>
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<tr>
<td>Attendance</td>
<td>50</td>
<td>5%</td>
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<tr>
<td>Class Participation</td>
<td>150</td>
<td>15%</td>
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TOTAL 1000 points 100%

Point scale for the above elements:

<table>
<thead>
<tr>
<th>Grade</th>
<th>200pts.</th>
<th>150pts.</th>
<th>100pts.</th>
<th>50pts.</th>
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<tr>
<td>A</td>
<td>90%-100%</td>
<td>180-200</td>
<td>135-150</td>
<td>90-100</td>
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<td>B</td>
<td>80%- 89%</td>
<td>160-179</td>
<td>120-134</td>
<td>80 - 89</td>
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<td>C</td>
<td>70%- 79%</td>
<td>140-159</td>
<td>105-119</td>
<td>70 - 79</td>
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<td>D</td>
<td>60%- 69%</td>
<td>120-139</td>
<td>90-104</td>
<td>60 - 69</td>
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<td>F</td>
<td>Below</td>
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Final course grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>900-1000</th>
<th>800-899</th>
<th>700-799</th>
<th>600-699</th>
<th>&lt;600</th>
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<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
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<td>F</td>
<td>&lt;600</td>
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### FALL 2019

#### August 26
**BEFORE CLASS:** Get textbook & register for Connect Plus

**IN CLASS:**
Introduction and overview of the course, syllabus, expectations

**AFTER CLASS:**
Make sure you have the textbook & registered for Connect Plus

*Oct. 27: Last day to drop or add classes*

### September 2
**IN CLASS:**
Read Chapter 1—Introduction to the World of Retailing

**IN CLASS:**  
Questions about syllabus?  
Survey of Learning  
Definitions of Marketing: What is retail?  
Discuss chapter  
“Interview with a Retailer” assignment: selection, questions, and tips

### September 9
**BEFORE CLASS:**
Read Chapter 2—Types of Retailers

**IN CLASS:**
Discuss chapter  
Review Field Project assignment  
Resume Tips

**AFTER CLASS:**
Keep working on “Interview with a Retailer” assignment

### September 16
**BEFORE CLASS:**
Read Chapter 4—Customer Buying Behavior  
Volunteers bring in resume for critique

**IN CLASS:**
Discuss chapter  
Critique resumes

### September 23
**BEFORE CLASS:**
Read Chapter 5—Retail Market Strategy  
Volunteers bring in resume for critique

**IN CLASS:**
Discuss chapter  
Critique Resumes  
5:15pm Guest Speaker—Morgan Foley, Store Manager, H&M, King Street
### September 30
**BEFORE CLASS:** Read Chapter 6—Financial Strategy

**IN CLASS:** “Interview with a Retailer” paper AND oral presentations DUE
Discuss chapter

### October 7
**BEFORE CLASS:** Read Chapter 7—Retail Locations
Bring pencils for exam

**IN CLASS:** Discuss chapter
Exam #1 (on chapters 1, 2, 4, 5, 6, 7)

### October 14
**IN CLASS:** *Fall Break—No Class*

### October 21
**BEFORE CLASS:** Read Chapter 10—Customer Relationship Management

**IN CLASS:** Discuss chapter
Return “Interview with a Retailer” paper
Return & review Exam #1

*Oct. 25: Last day to withdraw with a grade of “W”*

### October 28
**BEFORE CLASS:** Read Chapter 11—Managing the Merchandise Planning Process
Volunteers bring in resume for critique

**IN CLASS:** Discuss chapter
Critique resumes
5:15pm Guest Speaker—Michael Thompson, Store Manager, Walgreens, King Street

### November 4
**BEFORE CLASS:** Read Chapter 12—Buying Merchandise
Volunteers bring in resume for critique

**IN CLASS:** Field Project paper DUE
Discuss chapter
Critique resumes
Job Interview tips

### November 11
**BEFORE CLASS:** Read Chapter 13—Buying Merchandise

**IN CLASS:** Discuss chapter

**AFTER CLASS:** DO NOT do course evaluation until in class on November 25
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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| **November 18** | **BEFORE CLASS:**  
> Read Chapter 14—Retail Communications Mix |
|            | **IN CLASS:**  
> Discuss Chapter 14  
> Discuss Chapter 3—Multichannel and Omnichannel Retailing  
> Discuss Chapter 8—Retail Site Location  
> Discuss Chapter 9—Information Systems and Supply Chain Management  
> Discuss Chapter 15—Human Resources and Managing the Store |
|            | **AFTER CLASS:**  
> DO NOT do course evaluation until in class on November 25  
> Bring laptop to next class for course evaluation |
| **November 25** | **BEFORE CLASS:**  
> Read Chapter 16—Store Layout, Design, and Visual Merchandising  
> Bring laptop to class for course evaluation |
|            | **IN CLASS:**  
> Discuss chapter  
> Retailing Sales Days  
> Stephen Covey’s “8 Habits of Highly-Effective People”  
> Job interview questions, role-playing; business cards  
> Course Evaluation |
| **December 2** | **BEFORE CLASS:**  
> Read Chapter 17—Customer Service |
|            | **IN CLASS:**  
> Discuss chapter  
> Return Field Project paper |
|            | **AFTER CLASS:**  
> Complete Chapter 17 quiz by X:00pm on Dec. X  
> Study for Exam #2 |
| **December X XXX. X:00pm** | **BEFORE CLASS:**  
> Bring pencils for exam |
|            | **IN CLASS:**  
> Exam #2 (on chapters 10, 11, 12, 13, 14, 16, 17) |
|            | **AFTER CLASS:**  
> Celebrate your accomplishments.  
> Enjoy your time off! |