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 2020  •  3 Credits  •  CRN 11989  •  Section 328-02  •  JSC 337  •  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.

➢ Give students an understanding of 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; develop an appreciation for retailers, so as to be a better consumer; and to create awareness of retailing opportunities as a potential career.

➢ Gain writing and presentation skills through a variety of assignments and group discussions.

➢ 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 as well as brick-and-mortar stores.

➢ 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:
1) Direct Purchase—Go to the Connect [https://connect.mheducation.com/class/f-kaplan-retailing-management—fall-2020](https://connect.mheducation.com/class/f-kaplan-retailing-management—fall-2020) and buy **Connect Plus access code**. Then, you can also purchase the **loose-leaf** Retailing Management text. You can also get the e-book with Connect (#9781260165531). If needed, this link will walk you through step-by-step [http://connectstudentsuccess.com/](http://connectstudentsuccess.com/).

If needed, these links will walk you through step-by-step:
- **How to buy student access online** [http://createwp.customer.mheducation.com/wordpress-mu/success-academy/how-to-buy-student-access-online/?tab=connect100](http://createwp.customer.mheducation.com/wordpress-mu/success-academy/how-to-buy-student-access-online/?tab=connect100)
- **Student access code registration** [http://createwp.customer.mheducation.com/wordpress-mu/success-academy/getting-your-students-started/?tab=connect100](http://createwp.customer.mheducation.com/wordpress-mu/success-academy/getting-your-students-started/?tab=connect100)

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

3) Directly from McGraw–Hill, you can **rent the e-book** for 6 months for $55, or **rent the text** for $70 at [https://bit.ly/2Y0LxYw](https://bit.ly/2Y0LxYw)

**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.

*I am preparing you to be ready to work. In this course, students will present assignments written and oral; will demonstrate knowledge through discussions, quizzes, and exams; will improve their resume as a retailing/marketing tool; will research & utilize online resources; will interact with professional retailers outside of class and guest speaker(s) in class.*

**HONOR CODE**

I trust you, but 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 suspected, 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 misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent
the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of 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 a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

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://deanofstudents.cofc.edu/honor-system/studenthandbook/student-rights-and-responsibilities-.php

**My Expectations for You:** To arrive on time [in person or online]; 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.

My goal is to challenge you and help you excel. I will always make time to listen to your ideas and concerns, and support your endeavors to become a better communicator. This course will only succeed if, together, we create an atmosphere of respect, openness, and honesty. I won’t BS you, so don’t BS me.

**Course activities:** Due to social distancing requirements, this class will include a variety of online and technology-enhanced components to reinforce continuity of learning for all enrolled students. Before the drop/add deadline, students should decide whether the course plan on the syllabus matches their own circumstances.

As a hybrid class—half [GREEN section] will come to campus one week, while the other half [PURPLE section] will simultaneously login online through Zoom. It’s reversed the following week and alternates throughout semester. See dates in syllabus.

Class sessions will be recorded via both voice and video Zoom recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class. It is required that your video (not name title card or photo) remain on while on Zoom. Zoom sessions are intended for simultaneous streaming—recordings for replay will not necessarily be made available to students. If necessary, drinks & snacks are okay, but [as you’d be in classroom] food deliveries and full meals are discouraged. You are an adult so dress code is up to you, but “business causal” is preferred. For all classes, PARTICIPATE—learn how to interrupt!

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, videos, 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.
**Safety Precautions:** Desperate times require desperate means. We will abide by the College’s requirements for wearing masks and social distancing. This is for your safety and mine. Just because you’re young, it doesn’t make you immune from catching or carrying the virus to classmates, family, and friends. If you’re ill, have COVID or been around those with COVID, do not come to campus—stream the class on Zoom. It’s going to be a challenging semester and I will do my best to accommodate you. We’re in this together!

**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 The Honor Code 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. The OAKS, including its gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

**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 which provides assistance in study strategies, speaking & writing skills, and course content. Services include 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 please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

**Mental & Physical Wellbeing:** At CofC, we take every students’ mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to Student Health Services at (843) 953-5520. And, if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting the Counseling Center (843) 953-5640 or the Students 4 Support by texting "4support" to 839863. These services are there to help cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

**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. If the College closes and members of the community are evacuated, students are responsible for taking course materials with them in order to continue with course assignments consistent with instructions provided by me—I will work with you. “Storm Days” have been scheduled for making up cancelled classes.

If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

**Disability:** Any student eligible for and needing accommodations because of a disability is requested to speak with me during the first two weeks of class or as soon as the student has been approved for services from the Center for Disability Services so that reasonable accommodations can be arranged.
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@g.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.

STEPS TO SUCCESS:

• Put the key dates of this syllabus on your calendar/scheduler immediately—weekly quizzes, assignments due, and exams. 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.

• Own your learning! Through Connect’s LearnSmart and SmartBook, you will have access to videos, Power Points, practice quizzes, and more. These tools are to help you better understand the materials, customizing them to the ways that you learn best. They will be available all semester—It’s up to you to use them.

• 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 Digital Commerce 360 Retail or news at National Retail Federation. 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), he taught there for two years while working at the National Broadcasting Company (NBC).

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.

MY TEACHING PHILOSOPHY

1) I want you to succeed. I am encouraging and approachable.
2) You are adults—will be treated as such, and expected to behave appropriately.
3) Grades are based on results, not effort.
4) Your voice matters—Participation includes active listening, asking, answering, debating, and discussing.
5) The textbook is our core—Opinions are good but we need a centralized source for terms, facts, and history.
6) Experiential learning is the best method to comprehend, internalize, and learn by doing. It’s also the most fun!
7) I’m here to learn from you. Yes, I have more educational and job experiences than you, but I want to know more about you and your generation’s behavior and concerns.
8) Perception is all there is. Soft Skills are how you are perceived, and whether you will be hired.
9) To prepare you to be ready to work—after all, isn’t that why you’re in college?
10) There is no #10. Why should there be 10? There are only 9. Stop looking here!
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 12 quizzes for the 12 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. You can take them earlier, and, before expiring, you can take each as many times as you’d like to get highest score; Each chapter’s LearnSmart and SmartBook tools will be available all semester. You will receive up to 12 points for each quiz of 11 quizzes, and 18 points for 1 quiz, for a maximum total of 150 points. The last quiz (for Chapter 17) must be completed by 11:59 pm on Dec. 7.

INTERVIEW WITH A RETAILER
15% (150 points)—Written Paper & Oral Presentation
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. *Unless you feel that you and the retailer can do safely in person, then plan to contact and arrange to do as a Zoom chat or FaceTime or phone interview. Don’t limit to King Street stores.

“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 for 20-30 minutes. We will discuss possible questions in class. A short oral presentation will complete this assignment so that we can learn from your experience.

Students should identify potential candidates immediately and schedule an appointment with them. Only caveats are that they must personally sell a product or service, not be related to you, and with whom you do not work.

On the due date (see in syllabus), you should turn in a hardcopy TWO-PAGE, SINGLE-SPACED, STAPLED paper or email it to me. Two pages is harder because you must be concise. Follow these requirements and edit 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 interaction. Given these extraordinary times, I’d also like you to ask them, “What are a few lessons you’ve learned from this opening-closing-opening [coronavirus] experience?”

The hardcopy of this paper is to be turned in at class before your oral presentation, so make notes if needed. If you’re online for this class, then you should email me your paper by the start of class.

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 5-minute recap of your interviewee, lessons learned, and if any changes you’ll make based on their experiences or suggestions. Five minutes may seem short or long, but without planning, scripting and rehearsal, you will rush and fall short, or run over. Use or don’t use notes, but use all five minutes. Speak confidently and teach us something!
CASE STUDY

10% (100 points)

“Those who cannot remember the past are condemned to repeat,” said George Santayana, a Spanish-American philosopher in 1905. More often than not, it seems that we are in too much of a hurry to consider failures. Are we making the same attempts with the same results?

Using all your researching abilities, I’d like you to identify a retailer of any size that has failed in the last 20 years.

“Failure” is relative. Like people, companies have lifespans. The difference is that companies may declare bankruptcy or seem to go out of business, yet never leave the marketplace. Perhaps, they were acquired, merged, or its name licensed to continue on by someone else. As General Maximus said in the Gladiator movie, “People should know when they’re conquered.” For your choice, a company doesn’t have to be extinct, just failed.

On the due date (see in syllabus), you should turn in a hardcopy TWO-PAGE, SINGLE-SPACED, STAPLED paper or email it to me. Two pages is harder because you must be concise. Follow these requirements and edit down to two pages. [Pro Tip: Do not rely solely upon Wikipedia, since it is not verified and anyone can make submissions].

Page ONE must include your name, and the name of the company, dates in business, their location(s), size, history, and performance. Also, their reputation and WHY you chose this company and if you ever patronized or remember them.

Page TWO should explain their rise and fall. This is more of you using historical data and then analyzing WHAT conditions/actions led to their success and subsequent failure. WHY they failed, and WHAT you think (in hindsight) they could have done differently to survive. Are there any current retailers you can identify/warn to avoid the same fate?

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 of the assigned chapters 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 true-false questions. Bring pencils if in class—a Scantron sheet will be provided. If at home, exam(s) will be online to take at exact time of those in class.

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.

The class will be divided into halves—the GREEN section will come to campus one week, while the other half [PURPLE section] will simultaneously login online through Zoom. It’s reversed the following week, and alternates throughout semester. See dates in syllabus. Regardless, you should be at/online every scheduled class.

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)
I 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. Actively listen, 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.

Asking questions is a show of strength, not weakness!

Your readiness to participate includes 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 socializing. Students may not email, text or otherwise make contact with others. This includes “gossiping” with your neighbor or checking your Facebook page.

When online, it is required that your video (not name title card or photo) remain on while on Zoom. We all want to see your enthusiastic face when you speak or when I call upon you.

In class, 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 (insightful questions and thoughtful answers), then you will have squandered the points available by your lack of participation.

SEMESTER GRADING SCALE
I intend to be as consistent in grading as possible. 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 case study will be graded based on this rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A</th>
<th>B</th>
<th>C-D</th>
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<tbody>
<tr>
<td><strong>Comprehensiveness</strong></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><strong>Research</strong></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><strong>Incorporates retailing strategy, terms &amp; concepts</strong></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>
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<tr>
<td><strong>Writing Style</strong></td>
<td>Extremely well-written, edited, and creative. [Team] projects 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>Percentage</th>
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<tbody>
<tr>
<td>Quizzes (11 ch. @ 12 pts. each + 1 ch. @ 18 pts.)</td>
<td>150</td>
<td>15%</td>
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<tr>
<td>Interview with a Retailer Paper &amp; Oral</td>
<td>150</td>
<td>15%</td>
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<tr>
<td>Exam #1</td>
<td>200</td>
<td>20%</td>
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<tr>
<td>Case Study</td>
<td>100</td>
<td>10%</td>
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<td>Exam #2</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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<tr>
<td>TOTAL</td>
<td>1000</td>
<td>100%</td>
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Point scale for the above elements:

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<tr>
<th>Grade</th>
<th>Percentage</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>
<td>45-50</td>
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<tr>
<td>B</td>
<td>80%-89%</td>
<td>160-179</td>
<td>120-134</td>
<td>80-89</td>
<td>40-44</td>
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<td>C</td>
<td>70%-79%</td>
<td>140-159</td>
<td>105-119</td>
<td>70-79</td>
<td>35-39</td>
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<tr>
<td>D</td>
<td>60%-69%</td>
<td>120-139</td>
<td>90-104</td>
<td>60-69</td>
<td>30-34</td>
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<td>F</td>
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Final course grade:

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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>900-1000</td>
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<tr>
<td>B</td>
<td>800-899</td>
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<tr>
<td>C</td>
<td>700-799</td>
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<tr>
<td>D</td>
<td>600-699</td>
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<tr>
<td>F</td>
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### FALL 2020

**August 31**  
**BEFORE CLASS:**  
PURPLE ZOOM & GREEN ZOOM  
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  

**Aug. 31: Last day to drop or add classes**

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| September 7 | GREEN ZOOM & PURPLE ZOOM  
**BEFORE 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

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| September 14 | PURPLE CAMPUS & GREEN ZOOM  
**BEFORE CLASS:**  
Read Chapter 2—Types of Retailers

**IN CLASS:**  
Discuss chapter  
Review “Case Study” assignment  
Resume Tips  
Wish me a Happy Birthday!

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

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| September 21 | GREEN CAMPUS & PURPLE ZOOM  
**BEFORE CLASS:**  
Read Chapter 4—Customer Buying Behavior  
Volunteers bring in resume for critique

**IN CLASS:**  
Discuss chapter  
Cover Letter Tips  
Watch & Discuss LinkedIn Learning video “Retail Sales Management” at  
Critique resumes

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| September 28 | PURPLE CAMPUS & GREEN ZOOM  
**BEFORE CLASS:**  
Read Chapter 5—Retail Market Strategy  
Volunteers bring in resume for critique

**IN CLASS:**  
“Interview with a Retailer” paper DUE by all—PURPLE in person; GREEN by email.  
Oral presentations DUE by PURPLE  
Critique Resumes
October 5  GREEN CAMPUS  PURPLE ZOOM
BEFORE CLASS:  Read Chapter 6—Financial Strategy
IN CLASS:  Discuss chapter
Oral presentations DUE by GREEN

October 12  PURPLE CAMPUS  GREEN ZOOM
BEFORE CLASS:  Read Chapter 7—Retail Locations
Bring pencils for exam OR take online at 5pm
IN CLASS:  Discuss chapter
Exam #1 (on chapters 1, 2, 4, 5, 6, 7) at 5pm

October 19  GREEN CAMPUS  PURPLE ZOOM
IN CLASS:  Discuss Chapter 3—Multichannel and Omnichannel Retailing
Discuss Chapter 8—Retail Site Location
Discuss Chapter 9—Information Systems and Supply Chain Management
Discuss Chapter 11—Managing the Merchandise Planning Process
Discuss Chapter 15—Human Resources and Managing the Store
Return & review Exam #1

October 26  PURPLE CAMPUS  GREEN ZOOM
BEFORE CLASS:  Read Chapter 10—Customer Relationship Management
Volunteers bring in resume for critique
IN CLASS:  Discuss chapter
Social Media Stats
Critique resumes
Return “Interview with a Retailer” paper

Oct. 28: Last day to withdraw with a grade of “W”

November 2  GREEN CAMPUS  PURPLE ZOOM
BEFORE CLASS:  Read Chapter 12—Buying Merchandise
IN CLASS:  “Case Study” paper DUE by all—GREEN in person; PURPLE by email.
Discuss chapter
Job Interview Tips
5:15pm Guest Speaker—Matt Harris, Store Manager, Target at Citadel Mall

November 9  PURPLE CAMPUS  GREEN ZOOM
BEFORE CLASS:  Read Chapter 13—Retail Pricing
IN CLASS:  Discuss chapter
Generations
LinkedIn Tips
AFTER CLASS:  DO NOT do course evaluation until in class on November 23
### November 16
**BEFORE CLASS:**  
**GREEN CAMPUS**  
**PURPLE ZOOM**  
Read Chapter 14—Retail Communications Mix  
Volunteers bring in resume for critique

**IN CLASS:**  
Discuss chapter  
References Tips  
Critique resumes

**AFTER CLASS:**  
DO NOT do course evaluation until in class on November 23  
Bring laptop to next class for course evaluation

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### November 23
**BEFORE CLASS:**  
**PURPLE CAMPUS**  
**GREEN ZOOM**  
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 if on campus OR online

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### November 30
**BEFORE CLASS:**  
**GREEN ZOOM** & **PURPLE ZOOM**  
Read Chapter 17—Customer Service

**IN CLASS:**  
Discuss chapter  
Soft Skills  
Return Case Study paper

**AFTER CLASS:**  
Complete Chapter 17 quiz by 11:59pm on Dec. 7  
Study for Exam #2

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### December 12 Sat. 6:00pm
**PURPLE ZOOM** & **GREEN ZOOM**  
**EXAM ONLINE**

**IN CLASS:**  
By 6:00pm, log into our regular Zoom class session  
By 6:25pm, log into The Oaks, Grades, Quizzes, click on exam name, follow instructions  
At 6:30pm—start Exam #2 (on chapters 10, 12, 13, 14, 16, 17)

**AFTER CLASS:**  
Celebrate your accomplishments.  
Enjoy your time off!

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8/12/20