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 2021 • 3 Credits • CRN 11563 • Section 328-02 • TATE 131 • 4:00-6:45pm Wednesday

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.
OPTIONS:
1) Direct Purchase—Go to the https://connect.mheducation.com/class/f-kaplan-retailing-management--fall-2021 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/.

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
Student access code registration
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

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 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 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 assignment 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:

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; 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 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, 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:  Things change. Whatever happens, 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. And, if you’ve had COVID or tested positive, or been vaccinated, you can carry it and may get it again. If you’re ill, have COVID or been around those with COVID, do not come to campus.
**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. Exam dates are in this syllabus.

**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, 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 by 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 https://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 SNAP and/or 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 discussions or 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 those 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, and content posted on The Oaks, you will have access to practice quizzes, Power Points, 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** are 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 stories and messages you observe.
ABOUT YOUR PROFESSOR

Ferris D. Kaplan has more than 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 & dress 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 facts, terms, case studies, 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 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. 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 one quiz, for a maximum total of 150 points. The last quiz (for Chapter 17) must be completed by 4:00pm on Dec. 8.

INTERVIEW WITH A RETAILER
10% (100 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, and more. As a sales/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. A short oral presentation will complete this assignment.

Students should identify potential candidates immediately and schedule an appointment with them. Only caveats are:
1) Don’t limit to King Street stores; 2) That the person must personally sell a product or service; 3) That they not be related to you; and 4) Someone 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. 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 & 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 learned from the 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.

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 at which you can improve by practicing.

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 and fall short, or run over. Use or don’t use notes or podium—be stationary or move around; use all three minutes. Speak confidently and teach us something!
FIELD PROJECT: Secret Shopper at Apple Store
10% (100 points)

There are only two Apple Stores in South Carolina...Greenville, and the other, a short walk from our campus at 301 King Street. Apple is considered to be among the best retailers, largely because of its commitment to customer service.

Companies often use research firms that train and send “secret shoppers” into their stores to measure quality or service, or compliance with regulations & company policies, or to gather specific information on staff and/or products.

In cooperation with our Apple store, YOU will be a secret shopper. This interaction provides a unique opportunity for you to experience how this retailer demonstrates & promotes its products, educates, satisfies its customers, and shows its personality—all necessary to make sales.

You should be professional; obtain the information required for the assignment; remember the experience (since taking notes would blow your cover); and then immediately write notes after leaving. This single session can be conducted anytime during the semester, so don’t wait until the project is due.

Create a scenario for yourself, in which you are there to gather information for a relative. Perhaps...your grandmother is older and what would be better for her, a computer or an iPad? Your younger brother is graduating high school, so which laptop would be best for him at college? Your dad is a runner, so which Apple watch should you get as a gift?

Do not go in with other classmates. Pretend to be a customer, and then provide (on the due date in syllabus) a hardcopy TWO-PAGE, SINGLE-SPACED, STAPLED paper.

The objective of this assignment is for you to learn about Apple’s sales process. Why is this retailer successful? You should write a narrative that answers the questions below.

Copy & paste the following into your paper and then space lines out accordingly, so you can write between them

Page ONE should include the:

- DAY, DATE, TIME entered & exited, DURATION of interaction.
- FIRST NAME of associate (if they told you).
- SCENARIO that you created.
- EXPECTATIONS that you had for the sales associate before going in, including their: KNOWLEDGE, FRIENDLINESS, and TIME SPENT with you.

Page TWO should CHECK the appropriate box for these questions and write a brief comment after each:

- Were you greeted with a personalized warm welcome? • Yes • No
- Did the associate offer you their name? Ask for yours? • Yes • No
- Were you asked about your needs/what brought you in? • Yes • No
- Were you offered a solution to your scenario’s problem? • Yes • No
- Did the associate listen to & resolve your concerns? • Yes • No
- Did the associate look online or ask other staff for answers? • Yes • No
- Did the associate make a personal connection with you? • Yes • No
- Were you given a fond farewell and invitation to return? • Yes • No
- How much time spent from entering store to being paired with associate?
- What was your overall experience as a customer?
- How did the experience compare to your original expectations?
- What suggestions would you make for a better experience?
EXAMS

2 x 25% = 50% (500 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; 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

10% (100 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 contact others. This includes “gossiping” with your neighbor or checking your Facebook page.

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

As your professor, 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(s) will be graded based on this rubric:

<table>
<thead>
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<th>Criteria</th>
<th>A</th>
<th>B</th>
<th>C-D</th>
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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>
</tr>
<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 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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</tbody>
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Overall course grade will be based on:

- Quizzes (11ch. @ 12pts. each + 1ch. @ 18pts.) 150 points 15%
- Interview with a Retailer Paper & Oral 100 points 10%
- Exam #1 250 points 25%
- Field Project: Apple Store 100 points 10%
- Exam #2 250 points 25%
- Attendance 50 points 5%
- Class Participation 100 points 10%
- TOTAL 1000 points 100%

Point scale for the above elements:

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<th></th>
<th>250pts.</th>
<th>150pts.</th>
<th>100pts.</th>
<th>50pts.</th>
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<tr>
<td>A</td>
<td>90%-100%</td>
<td>225-250</td>
<td>135-150</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80%-89%</td>
<td>200-224</td>
<td>120-134</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70%-79%</td>
<td>175-199</td>
<td>105-119</td>
<td>70-79</td>
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<td>D</td>
<td>60%-69%</td>
<td>150-174</td>
<td>90-104</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>Below</td>
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Final course grade:

- A 900-1000
- B 800-899
- C 700-799
- D 600-699
- F <600
# FALL 2021

## August 25
**BEFORE CLASS:** Get textbook & register for Connect Plus
https://connect.mheducation.com/class/f-kaplan-retailing-management--fall-2021

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

**AFTER CLASS:** Make sure you have the textbook & registered for Connect Plus
https://connect.mheducation.com/class/f-kaplan-retailing-management--fall-2021

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**Aug. 30: Last day to drop or add classes**

## September 1
**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

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## September 8
**BEFORE CLASS:** Read Chapter 2—Types of Retailers

**IN CLASS:** Discuss chapter
Review Field Project assignment
LinkedIn Learning Video: https://bit.ly/3gyU4fz
Resume Tips

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

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## September 15
**BEFORE CLASS:** Read Chapter 4—Customer Buying Behavior
Volunteers bring in resume for critique

**IN CLASS:** Discuss chapter
Cover Letter Tips
Critique resumes

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## September 22
**BEFORE CLASS:** Read Chapter 5—Retail Market Strategy
Volunteers bring in resume for critique

**IN CLASS:** Discuss chapter
Critique Resumes
5:15pm Guest Speaker—Britt Widman, Quiksilver Store Manager, King Street
### September 29
**BEFORE CLASS:** Read Chapter 6—Financial Strategy

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

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### October 6
**BEFORE CLASS:** Read Chapter 7—Retail Locations
Bring pencils for exam

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

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### October 13
**BEFORE CLASS:** Read Chapter 10—Customer Relationship Management

**IN CLASS:** Discuss chapter
Job Interview Tips
Return & review Exam #1

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### October 20
**BEFORE CLASS:** Volunteers bring in resume for critique

**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
Critique resumes

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### October 27
**BEFORE CLASS:** Read Chapter 12—Buying Merchandise

**IN CLASS:** Discuss chapter
Return “Interview with a Retailer” paper
LinkedIn Learning Video: Learning Retail Sales [https://bit.ly/3pQ0CKc](https://bit.ly/3pQ0CKc)
5:15pm Guest Speaker—Mickey Bakst, former General Manager, The Charleston Grill

**Oct. 29: Last day to withdraw with a grade of “W”**

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### November 3
**BEFORE CLASS:** Read Chapter 13—Retail Pricing

**IN CLASS:** Field Project paper DUE
Discuss chapter
Generations
LinkedIn Tips

**AFTER CLASS:** DO NOT do course evaluation until in class in November 17
November 10
BEFORE CLASS: Read Chapter 14—Retail Communications Mix
Volunteers bring in resume for critique

IN CLASS: Discuss Chapter
Retailing Sales Days
LinkedIn Learning Video: Persuasive Selling, 7-Conclusion https://bit.ly/3pXviZV
References Tips
Critique resumes

AFTER CLASS: DO NOT do course evaluation until in class in November 17
Bring laptop to next class for course evaluation

November 17
BEFORE CLASS: Read Chapter 16—Store Layout, Design, and Visual Merchandising
Bring laptop to class for course evaluation

IN CLASS: Discuss chapter
Stephen Covey’s “8 Habits of Highly-Effective People”
Job interview questions, role-playing; business cards
Course Evaluation

November 24
IN CLASS: NO CLASS—THANKSGIVING BREAK

December 1
BEFORE CLASS: Read Chapter 17—Customer Service

IN CLASS: Discuss chapter
Soft Skills
Return Field Project paper

AFTER CLASS: Complete Chapter 17 quiz by 4:00pm on Dec. 8
Study for Exam #2

December 13 Mon. 6:00pm
BEFORE CLASS: Bring pencils for exam

IN CLASS: Exam #2 (on chapters 10, 12, 13, 14, 16, 17)

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

7/1/21