



College of Business
Department of Marketing, Management and Public Administration
Course Retailing MKTG 335
Spring 2019
Business School Room 2215 Thursdays 7:30-10:00 PM & Online

Instructor Name: Professor Libba Fennell, MBA
Office Location: Business School Room 2215 Thursdays 7:30-10:00 PM & Online
Phone number: 202-577-5199
E-mail address: lfennelljohnson@bowiestate.edu or professorfennell@gmail.com
Office Hours: Thursdays. 6:30 PM to 7:25 PM Room 2215 and Online

Purpose

This course is an exploration of the role of retailing in the marketing of consumer goods and services. Course examines the dynamics, structure, and processes of retailing and the implications for retail marketers.

Course Description

Provides students a broad perspective of the retail industry, planning and management.

Course Prerequisites

MKTG 231 or Permission of Instructor

Student Learning Outcomes

1. Provide a strong theoretical base coupled with practical assignments that demonstrate retail industry and management.
2. Integrate computer applications and case studies in understanding the retail industry.
3. Provide creative assignments and exercises on retail topics and issues.

Required Materials and Technological Capabilities

Textbook: Retailing 8th Edition, Dunne, Lusch, Carver, South- Western, Cengage-Learning

1. Computer or computer access with current JAVA
2. Blackboard with e-mail properly configured

Assignments and Grading Procedures

Course Policies and Expectations

1. Each student is expected to **participate in all the assigned activities and be prepared** to discuss required assignments in the online forums. Attendance will be monitored throughout the week, including online participation. Responses to online discussions are due by Friday at midnight each week.
2. **Examinations:** Each student must take 3 examinations. **There will be no make-up exams. Exams will close at the end of the scheduled week and will not reopen.**
3. **This is not a self-paced course. You have strict deadlines that must be met each week.**

Discussions: Each student must participation in all assigned online discussion. **Each student must post an initial response to each discussion forum and respond to at least 2 of your peers' posts.** Discussions will close at the end of the scheduled week and will not reopen. **Your initial post must be between 200-250 words and you must respond to at least TWO of your peers' post before 11:59 p.m. on Sunday of the assigned week unless otherwise specified. Peer posts must be a minimum of 50 words. Responses such as "I agree" "Great post" or "I like your post" are not acceptable responses and will not earn any credit. Discussions will close at 11:59 p.m. on Sunday of each week and will not reopen. Final Project: 25% of your final grade. All final projects **must** be submitted into the Final Project Dropbox located in the course shell under Module 4. **No emailed or hard copies will be accepted. No late assignments will be accepted. Late assignments will receive a grade of "0".****

4. **Course Etiquette:** Students are asked to be respectful at all times. In course forums, you are expected to be respectful even when you disagree with a peer's or instructor's post. You can disagree in a respectful way.

Grading Criteria: The following grading scale will be used in this course:
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = Less than 60

The following reflects the grading breakdown:

Examinations (3) Non-comp	45%
Discussion Forums & Participation	30%
Final Project (Written Assignment #1 and Presentation)	<u>25 %</u>
Total	100%

ATTENDANCE & LATENESS: Attendance is required. Failure to participate in the discussion will adversely affect your grade. Late posts will also adversely affect your grade. Remember to post your initial response and respond to a minimum of two peer posts by 11:59 p.m. on Sunday of each week.

TEAM GRADES:

While all team members may usually receive the same grade on a team assignment; **the professor reserves the right to give team members different grades when there is evidence that the students' performance warrants it.**

Guidelines for Discussion Forum Participation

Students are expected to actively participate throughout each discussion forum or conference As you will see from the discussion forum participation rubric that is also posted in this conference, early, frequent, and substantive posts are required to succeed in the conference activities. Your main postings should be

grounded in marketing and retail theory from your text, readings, and external research. Please utilize both academic and industry sources, available through our Library databases and open Internet resources. A list of top marketing journals and industry resources is posted in your classroom. Class interaction should reflect your understanding of the marketing principles and information under consideration and their applications to real-world organizations of your choice. The conferences are your chance to discuss the seminar material with your classmates and your faculty member online. If you fail to leverage this opportunity you will not only fail to do as well in this course as you otherwise might have, but also you will deprive yourself of an invaluable source of learning.

While responding to the Main Topics posted in your classroom, keep in mind the following guidelines:

- 1. Your posts should be original** - avoid comments that merely reiterate what the readings say. Merely describing (or quoting) what is in the text or someone else says about a topic does not demonstrate the understanding and ability to apply and analyze the material that is required of business students. Copying information from the Internet will result in a “0” for the discussion forum.
- 2. Your posts should add value to the discussion** – just agreeing with someone else’s posting is not considered a high-quality submission. If you agree with something your classmates said, say so--then take the discussion further, by either looking at the same issue from different angle, or suggesting additional depth and breadth.
- 3. Participate early and often** – Please do not wait ‘til the weekend to make your first post--and posting mostly late Sunday evening, when few people are likely to read what you have to say and even fewer are likely to respond, simply doesn’t cut it in this class. A discussion forum is supposed to be a class discussion, not a series of dialogs between you and your faculty member (and certainly not a series of soliloquies). As experience shows, the earlier you get into the discussion the more meaningful responses you get on your posts and the more beneficial the general discussion is. **A-level discussion contributions come early, attract a lot of responses and follow up postings by the author, and are substantive.** This is done to create and stimulate early and continuous discussion, rather than separate unconnected postings. Each student must post at least one main posting and respond to two postings of his/her classmates. This minimal posting is necessary, but not sufficient, in order to earn a good evaluation.
- 4. References** – it is important to do your research before making a main posting. Just as in previous seminars you have to use library resources to support your postings. Use academic journals, industry publications, and corporate websites. Provide all your references in APA format. Information that is sourced online and not cited is plagiarism and a violation of the Bowie State University Academic Integrity policy. Plagiarism (using other’s work without citing it) will result in a grade of “0” for the post.
- 5. What makes a posting an outstanding contribution?**
 - a. It is responsive to the conference assignments – i.e. it answers the questions that are posed
 - b. It significantly enhances the quality of the classroom discussion - i.e., illustrates a point with examples, suggests new perspectives on any issues, asks questions that helped stimulate further discussion, etc.
 - c. It expresses ideas in a clear and coherent manner, with no grammatical or spelling errors.
 - d. It supports its statements with readings and multiple external – academic and industry – references presented in APA style.
 - e. It comes early in the week and generates lots of discussion.

Since this is a marketing course, let's take a marketing slant on conference participation for a moment. Your conference post is your product and your faculty member and your classmates are your customers. Your task is to write that post so that it is the best marketing vehicle possible for your thoughts, ideas, analysis, and so forth, in fulfillment of the assignment (i.e., the customer requirements).

Try not to use clichés and overused openings such as dictionary definitions (not particularly good sources of business terms definitions anyway). Please do not quote Wikipedia – it might be a good resource when you need some quick initial info about something, but it is not a good resource for any academic posting or paper.

Follow these guidelines consistently and you should have a successful and rewarding experience in the Retailing conferences.

ASSIGNMENT #1 RETAILING FINAL PROJECT GUIDELINES (WORTH 25 POINTS)

4

This final project may be submitted as an individual or group project (groups are limited to 2 persons). Prepare a paper about your retailer using the guidelines that follow. All papers are due as outlined on the syllabus. In researching and preparing your paper, you should use a minimum of 5 sources of information. Develop a Reference list of your sources and appropriately reference them throughout the paper as you present information from them. Make sure that you include all the sections outlined below. Failure to do so will affect your final grade. All reports must be typed using 12-point Times New Roman and should follow the standard APA format.

ALL PAPERS MUST INCLUDE THE FOLLOWING INFORMATION AND FOLLOW THIS FORMAT:

Situation Analysis

1. Describe the retailer that you have selected. Describe the current climate and situation that your retailer finds itself in as it attempts to compete. Describe what is occurring in the industry. Provide a brief overview of the retail sector in which the retailer operates. What environmental and economic factors are affecting the retailer? Describe competitive pressures, changing demographics and buying preferences, consumer behavior issues, image issues, etc. that affects this retailer and how they conduct business. How has the industry changed as a result of e-commerce and technology?

2. How has your retailer changed and evolved over time? What is your retailer's primary business? What is their business model (how do they choose to operate)? What is their corporate strategy? What are their goals? What parts of their business are growing and generate the most revenue? How is your retailer seeking to increase revenue in the future?

3. Corporate Analysis – Who is the parent company of your retailer? What other retailers are part of their portfolio? What is the parent company's overall market strategy and how does this retailer fit into their overall strategy?

4. Competition

Who are the retailers' competitors (both direct and indirect)? How does your retailer compare to these competitors in terms of its size, market dominance/share, sales, profitability, etc.?

What is your retailer's competitive strength? How do they try to compete? Are there strategies that have not worked for them?

What retailers have they identified as competitive threats? Why?

Marketing Strategy

5. Retail Market Strategy

- a. Target Audience** – Who is their target audience (Describe the target market in terms of demographic, psychographic and behavioral characteristics, if possible) How does this compare to the competition?
- b.** What **image** do they want to convey? How do they attempt to **position** themselves in the minds of consumers in the market? What is their current image in the industry and in the minds of consumers? Is this image working for them? How does this compare with the image of competitors?
- c.** How do they make use of **technology** (web and ecommerce, supply chain management, information systems, etc.)? How has technology affected the way they conduct business?
- d.** What is their **global presence** and strategy? What countries have they entered? How successful have they been expanding into these countries? What obstacles have they faced?
- e.** What is their **location** strategy? Why have they chosen this strategy?
- f.** What is their approach to managing **human resources**? (if this info is available)
- g.** Describe their **merchandising strategy** – how they buy, what they buy, breadth vs. depth of merchandise, etc.
- h.** What is their **pricing** strategy and how does this affect their profitability?
- i.** Describe their approach to **advertising and sales promotions**. Has it been effective for them?
- j.** What challenges does your retailer face in terms of the retail strategy variables just described? Do some appear to be working better than others?

Financial Analysis

- 6.** Conduct a **financial analysis** of your retailer and two to three of its top competitors. Include revenue growth, Gross Margin, Net Margin, Inventory Turnover, projected sales, etc. What does this analysis say about how your retailer operates and its profitability? What can your retailer do to improve its profitability?

NOTE: Be sure to include all sections and use the appropriate heading for each section. Failure to include a section will result in a grade reduction.

MKTG335	Discussion Forum Participation Rubric
<i>Total Points Possible</i>	<i>Grading Criteria</i>
90-100	<ul style="list-style-type: none"> • Outstanding Contributor: Responses were submitted, on time, for <u>all or most</u> of the conference topics. Comments were consistently responsive to the conference assignments and significantly enhanced the quality of the classroom discussion (i.e., illustrated a point with examples, suggested new perspectives on an issues, asked questions that helped stimulate further discussion, etc.). Ideas were always expressed in a clear and coherent manner. Contributions reflect exceptional preparation. Ideas are nearly always important and provide one or more major insights as well as providing a fruitful direction for the class. Arguments are well substantiated and persuasively presented. Participates very frequently throughout the conference week. Responds to more than 2 posts of other students in a substantive way. Comments or questions provided evidence that the participant had read and considered a substantial number of classmate postings before responding.
86-89	<ul style="list-style-type: none"> • Good Contributor: Responses were submitted, on time, for <u>several</u> conference topics. Comments were responsive to the conference assignments and often enhanced the quality of the classroom discussion (i.e., illustrated a point with examples, suggested new perspectives on an issues, asked questions that helped stimulate further discussion, etc.). Ideas were expressed in a clear and coherent manner. Contributions reflect thorough preparation. Ideas are important, provide good insights, and offer a fruitful direction for the class. Arguments are generally well substantiated and are often persuasive. Participates frequently during conference week. Responds to at least two posts of other students in a meaningful way.
80-85	<ul style="list-style-type: none"> • Adequate Contributor: Responses were submitted, on time, for <u>at least one</u> conference topic. Comments were usually responsive to the conference assignments and often enhanced the quality of the classroom discussion (i.e., illustrated a point with examples, suggested new perspectives on an issues, asked questions that helped stimulate further discussion, etc.). Ideas were generally expressed in a clear and coherent manner. Contributions reflect satisfactory preparation. Ideas are sometimes important, provide generally useful insights, but seldom offer a major new direction. Arguments are fairly well substantiated and sometimes persuasive. Participates moderately throughout the conference week. Responds to two posts of other students in a meaningful way.
79-0	<ul style="list-style-type: none"> • Unsatisfactory Contributor: Responses were submitted, on time, for no conference topics. Contributions reflect inadequate preparation. Ideas offered are seldom substantive. They provide few, if any, insights; and seldom or never offer a constructive direction for the class. Integrative comments are absent. Class contributions are, at best, “cherry-picking” efforts making isolated, obvious, or confusing points. Participates sporadically or not at all during the conference week. Responds to fewer than two posts of other students.

RETAILING Course Content and Weekly Assignments follow:

TENTATIVE COURSE SCHEDULE FOR SPRING 2019

WEEK/THEME	DATES	ASSIGNMENTS
Week 1	1/21-1/27/19	Read Chapter 1: Perspectives on Retailing. Watch the Perspectives on Retailing: Pepe's Pizzeria Serves Success One Customer at a time Read Chapter 2: Retailing Strategic Planning and Operations Management Respond to this week's discussion #1
Week 2	1/28-2/03/19	Read Chapter 3 Retail Customers Watch Chapter 3 Retail Customers: Harley Davidson video Respond to this week's Ch.3 discussion
Week 3	2/04-2/10/19	Read Chapter 4 Evaluating the Competition in Retailing Respond to this week's Ch. 4 Discussion
Week 4	2/11-2/17/19	Complete Exam #1 (Chapters 1-4) Read Chapter 5 Managing the Supply Chain Watch Chapter 5's Managing the Supply Chain American Apparel , and Managing the Supply Chain BP videos Respond to this week's Ch.5 Discussion
Week 5	2/18-2/24/19	Read Chapter 6 Legal and Ethical Behavior Watch Chapter 6's Legal and Ethical Behavior American Apparel video Respond to this week's Ch.6 Discussion
Week 6	2/25-3/03/19	Read Chapter 7 Market Selection Finances Watch Chapter 7 Market Selection and Retail Location Analysis: GaGa SherBetter: Coming to a Market Near You video Respond to this week's Ch. 7 Discussion
Week 7	3/04-3/10/19	Read Chapter 8 Managing a Retailer's Finances Watch Ch 8's Managing a Retailer's Finances: The Second City video Respond to this week's Ch.8 Discussion

Week 8	3/11-3/15/19	Complete Mid Term Examination (Chapters 1-8)
Week 9	3/25-3/31/19	Read Chapter 9 Merchandise Buying and Handling & 10 Merchandising Pricing Watch Ch 9's Merchandise Buying and Handling: The Second City video Respond to this week's Ch 9 & 10 Discussion
Week 10	4/01-4/07/19	Read Chapter 11 Advertising and Promotion Watch Ch 11's Advertising and Promotion: Orville"s video Respond to this week's Ch 11 Discussion
Week 11	4/08-4/14/19	Read Chapter 12 Customer Service and Retailing Watch Ch 12's Customer Service and Retail Selling: The Second City video Respond to this week's Ch 12 Discussion
Week 12	4/15-4/21/19	Read Chapter 13 Store Layout and Design Watch Ch 13's Store Layout and Design: Rebranding at JP Morgan Chase video Respond to this week's Ch 13 Discussion
Week 13	4/22-4/28/19	Read Chapter 14 Reframing Retail Strategy Watch Ch 14's Reframing Retail Strategy: Scripps Networks Interactive and Food Network: Distribution Channels Respond to this week's Ch 14 Discussion
Week 14	4/29-5/05/19	Final Project Due before 11:59 PM on 05/02/19
Week 15	5/06-05/12/19	Respond to this week's Project Discussions
Week 16	5/16/19	Complete Final Examination

IMPORTANT DATES TO REMEMBER:

Exam 1: due by 2/15/19

Midterm Exam: due by

3/15/19 Final Exam 3: due

5/16/19.

Final Project is due 05/05/19. No late assignments will be accepted.

*Any modifications to the course syllabus will be made via Blackboard

University Policy on Student Rights and Responsibilities for Academic Integrity

1. *Students have the right of free and honest inquiry and expression in their courses, to know the requirements of their courses and to know the manner in which they will be evaluated and graded.*
2. *Students have the obligation to complete the requirements of their courses in the time and manner prescribed and to submit their work for evaluation.*
3. *Students have the right to be evaluated fairly, equitably and in a timely manner appropriate to the course and its objectives.*
4. *Students shall not submit as their own work any work which has been prepared by others. Outside assistance in the preparation of this work, such as librarian assistance, tutorial assistance, typing assistance or such special assistance as may be specified or approved by the appropriate faculty member, is allowed.*
5. *Students shall make all reasonable efforts to prevent the occurrence of academic dishonesty. They shall, by their own example, encourage academic integrity and shall themselves refrain from acts of cheating and plagiarism or other acts of academic dishonesty.*
6. *When instances of academic dishonesty are suspected, students shall have the right and responsibility to bring this to the attention of the faculty or other appropriate authority.*
7. *Students are expected to conform to a strict standard of academic honesty. Cheating on examinations, plagiarism, unauthorized collaboration with others on assignments, submitting without authorization duplicate assignments for credit in more than one course and improper acknowledgement of sources of material are intolerable offenses which carry serious penalties.*

a. All directly quoted materials must be identified as such by quotation marks and the sources of this material must be acknowledged.

b. When borrowed ideas or information is not directly quoted by a student, the student should have so assimilated this material that it is indeed being expressed in his/her own words. However, as in the case of direct quotations, the sources of such borrowed ideas or information must be acknowledged.

c. The sources of ideas or information lying well within the realm of common knowledge (i.e., material that would be known by anyone familiar with the subject under discussion) need not be acknowledged.

Source: <http://www.bowiestate.edu/gc/university-policies/section-iii-academic-affairs/iii-100-policy-on-faculty-st/>

Be explicit with students about your expectations for citation of outside sources in written work, bearing in mind that different disciplines follow different conventions for scholarly citation (can we have a consistent style here).

It is also important that you clarify for your students the course policies on collaboration, particularly if it differs from the default policy. If collaboration is allowed or expected, be

specific about how it should be acknowledged and how the individual work involved in group projects will be evaluated.

Student Grade Appeal Procedures

Students who have documentation that an error was made in the determination of a course grade or desire to appeal a grade due to alleged arbitrary and capricious grading must first discuss the concern with the faculty member involved. If there are unresolved issues, the student may initiate the grade appeal process. The student must direct the appeal in writing, with documentation, through the appropriate channels: Instructor, Department Chair, School Dean, and Provost. If a course assignment grade is in dispute, the student must initiate the appeal no later than ten (10) working days after receiving the grade. If a final grade is in dispute, the student must submit an appeal no later than thirty (30) days from the end of the semester during which the grade was received. Procedures are detailed below:

- 1. The student must initially consult with the instructor for a satisfactory resolution of the appeal. If the instructor is no longer with the University or if the student is unable to resolve the issue with the instructor, the student must present the complaint in writing to the Department Chair.**
- 2. The Department Chair will convene a Departmental Appeals Committee for resolution. If the student is not satisfied with the decision of the Departmental Appeals Committee, the Chair renders a decision.**
- 3. If the complaint cannot be resolved at the Departmental level, the student must present the complaint in writing to the College Dean within fifteen (15) days after receiving notification of the Department's decision.**
- 4. The College Dean will render a final resolution (*Pages 103-104, BSU 2016-17 Catalog*).**

College of Business

Student Code of Professional Expectations

Purpose

With the goal of creating a professional environment that promotes student success and increases career placement rates, the College of Business faculty, staff, alumni, Board of Advisors and the Student Advisory Council have developed the following code of professional expectations for all business majors.

This code of professional expectations is intended to emphasize the quality of the educational experience, the level of professionalism, and the overall teaching and learning environment.

College Mission

To develop individuals from diverse backgrounds into professionals...

College Vision

To be recognized for having premier career-oriented programs.

A College of Business student is expected to:

- fully engage in the learning process and deliver his/her best performance each and every day
- participate in student organizations and other experiential activities
- follow the highest standards of ethical conduct and integrity in all of his/her work and interactions with others
- behave in a manner that is professional and be respectful of the dignity of others, treating them with civility and understanding
- use University resources and facilities in appropriate ways consistent with their purpose and in accordance with applicable policies
- purchase his/her textbooks and materials by the end of the first full week of the semester
- take full responsibility for knowing and fulfilling course requirements, academic program and University requirements for graduation.

A successful College of Business student:

- arrives 5-10 minutes before class begins and only leaves class in a respectful manner
- turns in assignments and homework on or ahead of time
- does not cheat, fabricate or plagiarize
- stays alert and values information provided during meetings
- turns off cell phones and other electronic devices during classroom sessions, convocations, and any other University events unless given advanced permission by the facilitator(s)
- seeks help from campus resources consistently, from the start of the semester
- values his/her grade point average equally as much as course completion
- manages his/her time, sets his or her priorities and plans his/her career path wisely
- dresses in business casual attire except on Wednesdays when professional attire is expected.

A successful College of Business graduate:

- has effective oral and written communication skills
- has basic information technology skills with special attention to those used in his/her field of study
- demonstrates mastery of business knowledge and business skills
- solves problems ethically and creatively using critical thinking skills
- has comprehensive analytical and quantitative skills
- is aware of the impact of globalization and diversity
- has great self-governance and teamwork skills.

Last updated on March 10, 2014