Mesquite ISD
Mesquite High School
West Mesquite High School
Poteet High School
Horn High School
North Mesquite High School

Course Syllabus
2014-2015

Retailing and E-tailing

Dual Credit agreement with:

Cedar Valley Community College
Principles of Retailing, MRKG 1302

This syllabus is to serve you as an outline and study guide for both Retailing and E-tailing (high school credit) and Principles of Retailing (MRKG 1302). The subjects we will discuss and the assignments are listed for the course
This syllabus is subject to change by the instructor. It is the student’s responsibility to review and respond to all materials in the course textbooks and information given in class.

Equal access to Career and Technical programs and activities is assured students in the Mesquite ISD without regard to race, color, national origin, gender, or disability.

SYLLABUS AGREEMENT

If you have any questions about this syllabus or the course in general, ask the instructor before you sign this document.

**Retailing and E-tailing**  
(Dual Credit: Principles of Retailing)  
2014-2015

I, ________________________________, (print name) have read the course syllabus (either in paper or online), the course outline and schedule, course grading requirements and methods of evaluation, as well as had each explained to me by the instructor.

By signing this form I agree to comply with the classroom/online policies, expectations, and rules listed and accept the outline for this class.

TESTING POLICIES & PROCEDURES

Course Specific Program Policies & Procedures:

**The student:**
- Will use the highest ethical standard when taking tests
- Must not discuss a test with any student for any reason during the hours of the test
- Can discuss a test with a fellow student after the test has been administered
- Will not copy any or part of a test question
- Will not use any study guide that they have created during a test
- Will not use texts or notes or any other written or recorded course information during testing

COURSE DESCRIPTION

This course is designed to introduce students to the retailing environment and its relationship to consumers, demographics, trends, traditional/nontraditional retailing markets and the employment of retailing techniques as well as the factors that influence modern retailing. Students will have the opportunity to develop skills that involve electronic media techniques necessary for a business to compete in a global economy. Students will coordinate online and offline marketing and will demonstrate critical-thinking skills using decision-making models, case studies, various technologies, and business scenarios.
1) The student knows how to use information technology tools to manage and perform marketing-research responsibilities. The student is expected to:
   A) assess the impact of technology on marketing research; and
   B) determine types of technology needed by a company.

2) The student identifies business concepts and understands how retail businesses satisfy economic needs. The student is expected to:
   A) categorize retailing activities such as buying and pricing, transporting and storing, advertising and selling, servicing, financing, and risk taking; and
   B) explain the interdependence each retailing activity has with marketing and business.

3) The student knows the relationship of business and society. The student is expected to:
   A) understand the ramifications of business conduct;
   B) identify ways that businesses contribute to the community;
   C) analyze the ethical issues and questions of everyday life;
   D) apply critical-thinking skills to ethical issues, problems, and questions;
   E) compare and contrast the roles of cultural diversity in society and understand and respect different ethical opinions;
   F) cite evidence for research as an important element in problem solving; and
   G) develop a logical argument establishing the importance of public discussion in finding answers to difficult ethical issues.

4) The student identifies the eight key ethical topics and analyzes each topic using a decision-making model. The student is expected to develop an understanding of office ethics, corporate ethics, outside influences on ethics, technology and ethics, communicating and ethics, employee and office ethics, and perceptions and behaviors.

5) The student knows how to design quantitative marketing research activities to ensure accuracy, appropriateness, and adequacy of data collection efforts. The student is expected to:
   A) explain the nature of actionable research;
   B) compare business objectives with the expected use of the marketing research outcomes;
   C) select appropriate research techniques;
   D) identify the marketing research problem;
   E) determine research approaches such as observation, survey, and experimentation appropriate to the research problem;
   F) select data collection methods such as observations, mail, telephone, Internet, discussion groups, interviews, and scanners;
   G) evaluate the relationship between the research purpose and the marketing research objectives;
   H) estimate the value of research information;
   I) develop sampling plans such as who, how many, and how chosen;
   J) prepare research briefs and proposals;
   K) control sources of error and bias such as response errors, interview errors, non-response errors, and sample design;
   L) develop rating scales such as Likert, semantic differential, and behavior intention scales;
M) prepare diaries such as product, media-use, and contact; and
N) create simple questionnaires such as types of questions, question wording, routing, sequencing, length, and layout.

6) The student knows how to collect marketing information to facilitate decision making. The student is expected to:
   A) explain how the marketing mix contributes to successful retailing;
   B) explain the importance of target markets;
   C) obtain information from customer databases;
   D) obtain marketing information from online sources such as search engines, databases, blogs, and listservs;
   E) explain web log data mining for marketing information;
   F) track environmental changes that impact marketing such as technological changes, consumer trends, economic changes, and regulatory changes;
   G) monitor sales data by volume, product, territory, channel, and time period;
   H) identify transactional data through electronic means such as bar coding, optical scanners, automatic replenishment systems, electronic data interchange, and reader-sorters; and
   I) describe advantages and disadvantages of market segmentation and mass marketing.

7) The student knows mathematics concepts in retailing and performs calculations manually and with the use of technology. The student is expected to:
   A) complete sales transactions, returns, and adjustments;
   B) apply mathematics concepts in retailing; and
   C) evaluate data in tables, graphs, and charts.

8) The student communicates interpersonal skills, reports findings to others, and integrates listening, reading, speaking, writing, and nonverbal communication skills effectively. The student is expected to:
   A) demonstrate comprehension of technical and specialized written communication;
   B) communicate effectively in a retail setting;
   C) observe audience reaction and adjust presentation such as pace, tone, vocabulary, and body language to suite the audience;
   D) use effective verbal and nonverbal response strategies to adjust the message in response to audience's facial expressions and body language;
   E) set confidence levels;
   F) test for significant differences, relationships, and associations;
   G) use statistical inferences to make estimates or to test hypotheses;
   H) identify types of modeling techniques;
   I) apply mathematical modeling techniques; and
   J) use statistical software systems.

9) The student knows the importance of teamwork, leadership, and organizational skills. The student is expected to:
   A) describe how teams function;
   B) participate in teamwork to solve problems;
   C) distinguish between the roles of team leaders and team members;
   D) identify characteristics of good leaders;
   E) identify employers' expectations and appropriate work habits;
   F) define discrimination, harassment, and equality;
   G) apply time-management techniques to develop and maintain schedules and meet deadlines;
   H) describe how teams measure results;
I) develop two methods to recognize and reward team performance;  
J) participate in leadership and career development activities; and  
K) identify and practice effective interpersonal and team-building skills.

10) The student develops basic knowledge of E-tailing principles. The student is expected to:  
A) articulate different types of E-tailing; and  
B) document the advantages and disadvantages of doing business on the web.

11) The student identifies the use of the Internet as a marketing tool. The student is expected to:  
A) interpret the basic marketing functions and how they apply to E-tailing;  
B) describe criteria for identifying a potential website product or service;  
C) discover and identify the Internet tools and methods used to market goods and services;  
D) depict target marketing and niche marketing in relation to E-tailing;  
E) understand the importance of search engines optimization;  
F) identify and illustrate customer service as it relates to E-tailing;  
G) describe collection and payment options for websites; and  
H) analyze various marketing functions in existing E-tailing sites.

12) The student identifies the ethical, legal, and security aspects of E-tailing. The student is expected to:  
A) define, identify, and examine security concerns and threats;  
B) identify security procedures and providers;  
C) evaluate appropriate copyright and trademark compliance; and  
D) identify relevant laws and explain how to obtain a copyright or trademark.

13) The student analyzes and creates an effective E-tailing website. The student is expected to:  
A) develop website goals and objectives;  
B) analyze website structure and design components such as text, graphics, digital images, animation, links, forms, frames, applets, and multimedia components;  
C) identify methods of determining the Internet identity of a business;  
D) explain how to obtain an Internet name;  
E) construct and use appropriate tools in the creation of complex web pages containing forms, data collection, frames, and tables; and  
F) evaluate and confirm appropriate tools in the creation of enhanced web pages.

14) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:  
A) describe types of marketing research used in retailing; and  
B) list benefits and limitations of marketing research when applied to a retail situation.

15) The student demonstrates knowledge of retail pricing policies, objectives, and strategies. The student is expected to:  
A) compare and contrast pricing policies and strategies among retail establishments; and  
B) explain how business conduct often plays a major role in pricing decisions such as prices after a natural disaster.

16) The student knows controllable and uncontrollable variables that affect pricing. The student is expected to:  
A) list controllable variables that impact price; and  
B) describe uncontrollable variables that impact price.
17) The student knows that successful retailers develop, implement, and evaluate promotional plans. The student is expected to:
A) evaluate promotional objectives used in retail businesses;
B) explain legal and ethical issues involved in promotion; and
C) discuss how display, publicity, personal selling, and customer service work together to achieve retail promotional objectives.

18) The student knows that a retail establishment should project a positive image. The student is expected to:
A) classify components of image and critique the physical environment of a retail business; and
B) explain the impact of visual merchandising on retail sales.

19) The student knows that purchasing occurs in a continuous cycle. The student is expected to:
A) explain responsibilities of a retail buyer;
B) use current technology to examine a retail merchandise plan;
C) identify goods and services retailers use for daily operations; and
D) describe ways to reduce operational expenses.

20) The student knows that risks impact retail businesses. The student is expected to:
A) categorize types of business risks; and
B) explain methods retailers use to control risks such as surveillance, insurance, and safety training.

21) The student knows what influences retail customers before they make a purchase. The student is expected to:
A) discuss the Consumer Bill of Rights; and
B) identify a customer's buying motives.

22) The student knows the selling process. The student is expected to:
A) illustrate the importance of product and service knowledge when presenting sales demonstrations; and
B) prepare and deliver a sales presentation.

23) The student knows the important role each retail employee plays in providing exceptional customer service. The student is expected to:
A) describe employee actions and attitudes that result in customer satisfaction; and
B) identify management actions and attitudes that result in customer satisfaction.

---

**COURSE MATERIAL REQUIREMENTS**

**Textbook and Resources:**

Retailing and Etailing by Kosloski and Davis  
Copyright date: 2015  Publisher: Goodheart – Willcox  
ISBN: 978-61960-330-1

Virtual Business: Retailing 3.0:


**Other Requirements:**

Ability to use/navigate the internet
Ability to use Word and attach documents
Ability to view PowerPoint presentations
Practice time management
Independent learner

COURSE INFORMATION

MISD:
Instructor: Rick Reynolds
Email: RReynolds@mesquiteisd.org
Classroom: WMHS P2
Phone Number: 972-882-7600 (WMHS main office)
Credit Hours: 1/2 credit; 18 weeks of instruction; block schedule; ___ Period ___-Day; 68 contact hours
Prerequisites: no prerequisites required

DUAL CREDIT INFORMATION:
Cedar Valley Community College – Principles of Retailing MRKG 1302
Credit Hours: _3 hours credit_

DROPPING OR WITHDRAWAL FROM THE DUAL CREDIT COURSE
If you are unable to complete this course, you must withdraw from it by obtaining a drop or withdrawal form from the Admissions or Counseling Office and follow the prescribed procedure. It is the student’s responsibility to initiate this process. The instructor must approve the drop or withdrawal.

If you stop attending class and do not formally drop or withdraw, you will receive a performance grade, usually an “F.” Students who drop a class or withdraw from the college before the Drop Date will receive a “W” (Withdraw) for each class dropped.

CLASSROOM ADMINISTRATION
All students are required to practice courteous, respectful, cooperative behavior at all times, as this would be the norm in any higher education or workplace environment.

ATTENDANCE AND TARDINESS
Attendance:
Students must meet MISD attendance policy to receive credit for the class. Students must have perfect attendance with a semester average of 70 to be eligible for exempting the final.

COURSE OBJECTIVES
The student will:
  1. Identify consumer segments, environmental trends and traditional/nontraditional retailing markets.
  2. Explain the functions of retailing.
  3. Describe effective retailing techniques.

METHODS OF INSTRUCTION
In-Class Discussion
Group and/or Individual Activities
Classroom Presentations
Assignments
Unit exams and Final Exam

ASSESSING OUTCOMES AND GRADING METHODS

MISD Course Grading Scale
A = 100-90  B = 89-80  C = 79-70  F = 69 and below

Evaluation:
The students will be evaluated by exams, quizzes and individual assignments. The student must complete all assigned materials and master the assignment with a cumulative score of at least 70% for minimal competency requirements.

Grades for the course will consist of the following:

| Daily Assignments/Case Studies/Discussion Boards/Individual & Team Projects | 40% |
| Eighteen Chapter Tests | 20% |
| Three Six Weeks Exams (Comprehensive) | 20% |
| Final Exam (Comprehensive) | 20% |
| **TOTAL** | **100%** |

**NOTE:** Each six weeks exam will be comprehensive, covering all material for that grading period.
**NOTE:** Exams may include a variety of evaluation methods including but not limited to multiple choice, fill-in-the-blank, matching, and short essay.

**Late Assignments:**
Late assignments may be accepted or reviewed if absent from class, as stipulated by MISD policies and procedures.

**COURSE CALENDAR**

*THIS SCHEDULE IS SUBJECT TO CHANGE AT INSTRUCTORS DISCRETION*

Student not exempt for final exams per MISD policy will pass comprehensive exam over all units noted for the entire semester.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Chapter(s) To Read</th>
<th>WEEKLY ASSIGNMENTS</th>
<th>EXAM SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 1-3</strong></td>
<td>Syllabus, Chapters 1-3 &lt;br&gt; <strong>Chapter Assignments:</strong> &lt;br&gt; Chapter 1-3 assignments &lt;br&gt; Related Virtual Business – Retailing 3.0 lessons &lt;br&gt; Case Studies &amp; Discussion Board</td>
<td>Tests: Chapters 1-3</td>
<td></td>
</tr>
<tr>
<td><strong>Week 4-6</strong></td>
<td>Chapters 4-6 &lt;br&gt; <strong>Chapter Assignments:</strong> &lt;br&gt; Chapter 4-6 assignments &lt;br&gt; Related Virtual Business – Retailing 3.0 lessons &lt;br&gt; Individual/Team Project</td>
<td>Tests: Chapters 4-6 &lt;br&gt; Comprehensive Six Weeks Exam – Chapters 1-6</td>
<td></td>
</tr>
<tr>
<td><strong>Week 7-9</strong></td>
<td>Chapters 7-9 &lt;br&gt; <strong>Chapter Assignments:</strong> &lt;br&gt; Chapter 7-9 assignments &lt;br&gt; Related Virtual Business – Retailing 3.0 lessons &lt;br&gt; Case Studies &amp; Discussion Board</td>
<td>Tests: Chapters 7-9</td>
<td></td>
</tr>
<tr>
<td><strong>Week 10-12</strong></td>
<td>Chapters 10-12 &lt;br&gt; <strong>Chapter Assignments:</strong> &lt;br&gt; Chapter 10-12 assignments &lt;br&gt; Related Virtual Business – Retailing 3.0 lessons &lt;br&gt; Individual/Team Project</td>
<td>Tests: Chapters 10-12 &lt;br&gt; Comprehensive Six Weeks Exam – Chapters 7-12</td>
<td></td>
</tr>
<tr>
<td><strong>Week 13-15</strong></td>
<td>Chapters 13-15 &lt;br&gt; <strong>Chapter Assignments:</strong> &lt;br&gt; Chapter 13-15 assignments &lt;br&gt; Related Virtual Business – Retailing 3.0 lessons &lt;br&gt; Case Studies &amp; Discussion Board</td>
<td>Tests: Chapters 13-15</td>
<td></td>
</tr>
<tr>
<td><strong>Week 16-18</strong></td>
<td>Chapters 16-18 &lt;br&gt; <strong>Chapter Assignments:</strong> &lt;br&gt; Chapter 16-18 assignments &lt;br&gt; Related Virtual Business – Retailing 3.0 lessons &lt;br&gt; Individual/Team Project</td>
<td>Tests: Chapters 16-18 &lt;br&gt; Comprehensive Six Weeks Exam – Chapters 13-18</td>
<td></td>
</tr>
<tr>
<td><strong>Final Class</strong></td>
<td><strong>Final Exam (Comprehensive)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>