CENTRAL TEXAS COLLEGE  
SYLLABUS FOR MRKG 1302  
PRINCIPLES OF RETAILING

Semester Hours Credit: 3

INSTRUCTOR:

OFFICE HOURS:

I. INTRODUCTION

A. Introduction to the retailing environment and its relationship to consumer demographics, trends, and traditional/nontraditional retailing markets. The employment of retailing techniques and the factors that influence modern retailing.

B. BMGT 1302 is considered an elective under various degree plans in the Business and Management Division. It is appropriate for anyone interested in merchandising management and other marketing related fields.

C. This course is occupationally related and serves as preparation for careers in retailing, merchandising, and other marketing occupations.

D. Prerequisites: None

E. Alphanumeric coding used throughout this syllabus denotes integration of the Secretary’s Commission on Achieving Necessary Skills (SCANS) occupational competencies (CA, C1, 2, B, etc.) and foundation skills (B, C1, 2, FA, etc.) for this course. The instructor will ensure the designated SCANS competencies and skills are addressed in the course. A detailed description of each competency/skill is contained in “A SCANS Report for America 2000”, Executive Summary, furnished separately.

II. LEARNING OUTCOMES

Upon successful completion of this course, BMGT 1302, the student will be able to:

A. Identify consumer demographics, trends, and traditional/nontraditional retailing markets.

B. Describe retailing techniques and steps in the selling process.

C. List the factors that influence price setting, site location, store design, legislation, competition, the merchandise mix, and the economy.

D. The following SCANS competencies and foundation skills will be covered in this course:

1. Competencies
   a. Resources
      (1) Time (CA1)
   b. Interpersonal Skills
(1) Serves customer (CB3)

d. Information
   a. Acquires/uses (CC1)
   b. Organizes/maintains (CC2)
   c. Interprets/communicates (CC3)

2. Foundation Skills
   a. Basic Skills
      (1) Reading (FA1)
      (2) Listening (FA4)
   b. Personal Qualities
      (1) Responsibility (FC1)
      (2) Self-esteem (FC2)
      (3) Sociability (FC3)
      (4) Self-management (FC4)
      (5) Integrity/honesty (FC5)

IV. COURSE REQUIREMENTS

VIII. Reading Assignments: Read text assignments prior to class and be prepared to discuss
the text material, answering instructor questions orally with well-organized thoughts and ideas. (CC3, FA1 &5)

IX. Class Attendance: (Refer to CTC Catalog, Page 54 for detailed policy). You are expected
to attend each class period, 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 class notes for classes missed. (FC1 & 4)

1. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

2. SEMESTER GRADE COMPUTATIONS

   a. Summary of requirements point values:

      Exams 1-4 (100 points each) 400 points
      Attendance 100 points
      Total 500 points

   b. Grades will be assigned based on total points earned as follows: Note: Pop quiz points
      will be added and point/letter grade requirements will be adjusted as required.

      | Points       | Grade |
      |--------------|-------|
      | 450-500      | A     |
      | 399-449      | B     |
      | 348-398      | C     |
      | 297-347      | D     |
      | 0-296        | F     |

3. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR
a. **Course Withdrawal**: It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows.

<table>
<thead>
<tr>
<th>Session Length</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>10-week session</td>
<td>Friday of the 8th week</td>
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<tr>
<td>8-week session</td>
<td>Friday of the 6th week</td>
</tr>
<tr>
<td>5-week session</td>
<td>Friday of the 4th week</td>
</tr>
</tbody>
</table>

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of "W" provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

b. **Administrative Withdrawal**: An administrative withdrawal may be administered by the instructor when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

c. **Incomplete Grade**: The College catalog states, an incomplete grade may be given in those cases where the student has completed the majority of the course work, but because of personal illness, death in the immediate family, or military orders, the student is unable to complete all the requirements for a course. Prior approval from the instructor is required before the grade of “IP” for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course.

d. **Cellular Phones and Beepers**: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

e. **Americans With Disabilities Act (ADA)**: Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable
accommodations will be given in accordance with the federal and state laws through the DSS office.

f. **Instructor Discretion**: The instructor reserves the right of final decision in course requirements.

g. **Civility** *(FC3)* Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

h. **Honesty and Integrity** *(FC5)* All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all course work and during examinations. The following will be considered examples of scholastic dishonesty:

- **Plagiarism**: The taking of passages from writing of others without giving proper credit to the sources.
- **Collusion**: Using another’s work as one’s own; or working together with another person in the preparation of work, unless joint preparation is specifically approved in advance by the instructor.
- **Cheating**: Giving or receiving information on examinations.

Students guilty of scholastic dishonesty will be administratively dropped from the course with a grade of “F” and will be subject to disciplinary action.

4. **COURSE OUTLINE**

a. **Unit One**: (Chapters 1-3)

- **Learning Outcomes**: Upon successful completion of this unit, the student will be able to:

  1. Explain what retailing is.
  2. Explain why retailing is undergoing so much change today.
  3. Describe the five methods used to categorize retailers.
  4. Understand what is involved in a retail career and be able to list the prerequisites necessary for success in retailing.
  5. Explain the different methods for the study and practice of retailing.
  6. Explain why strategic planning is so important and be able to describe the components of strategic planning: statement of mission; goals and objectives; an analysis of strengths, weaknesses, opportunities, and threats; and strategy.
  7. Describe the text’s retail strategic planning and operation management model, which explains the two tasks that a retailer must perform and how they lead to high profit.
8. Explain the importance of population trends to the retail manager.
9. List the social trends that retail managers should regularly monitor and describe their impact on retailing.
10. Describe changing economic trends and their effects on retailing.
11. Discuss the consumer shopping/purchasing model, including the key stages in the shopping/purchasing process.
12. Explain the various models of retail competition.
13. Distinguish between various types of retail competition.
14. Describe the four theories used to explain the evolution of retail competition.

• Learning Activities:
  • Classroom lecture/discussion (FA4)
  • Reading assignments (FA1)
  • Homework and other assignments designated by the instructor (CC1, FC1)

• Unit Outline: Follow the sequence of unit learning outcomes.

b. **Unit Two**: (Chapters 5-7)

• Learning Outcomes: Upon successful completion of this unit, the student will be able to:
  • Discuss the retailer’s role as one of the institutions involved in the supply chain.
  • Describe the types of supply chains by length, width, and control.
  • Explain the terms *dependency, power,* and *conflict,* and their impact on supply chain relations.
  • Understand the importance of a collaborative supply chain relationship.
  • Explain how legislation constrains a retailer’s pricing policies.
  • Differentiate between legal and illegal promotional activities.
  • Explain the retailer’s responsibilities regarding the products sold.
  • Discuss the impact of government regulation on a retailer’s behavior with other supply chain members.
  • Describe how various state and local laws, in addition to other federal regulations, must be considered in developing retail policies.
  • Explain how a retailer’s code of ethics will influence its behavior.
  • Explain the criteria used in selecting a target market.
  • Identify the different options, both store-based and nonstore-based, for effectively reaching a target market and identify the advantages and disadvantages of business districts, shopping centers, and freestanding units as sites for retail location.
• Define geographic information systems (GIS) and discuss their potential uses in a retail enterprise.

1. Describe the various factors to consider in identifying the most attractive geographic market for a new store.
2. Discuss the various attributes to consider in evaluating retail sites within a retail market.
3. Explain how to select the best geographic site for a store.

• Learning Activities:

  • Classroom lecture/discussion (FA4)
  • Reading assignments (FA1)
  • Homework and other assignments designated by the instructor (CC1, FC1)

• Unit Outline: Follow the sequence of unit learning outcomes.

1. **Unit Three**: (Chapters 8-10)

   a. **Learning Outcomes**: Upon successful completion of this unit, the student will be able to:

      • Describe the importance of a merchandise budget and know how to prepare a six-month merchandise plan.
      • Explain the differences among and the uses of these three accounting statements: income statement, balance sheet, and statement of cash flow.
      • Explain how the retailer is able to value inventory.
      • Explain the differences between the four methods of dollar merchandise planning used to determine the proper inventory stock levels needed to begin a merchandise selling period.
      • Explain how retailers use dollar merchandise control and describe how open-to-buy is used in the retail buying process.
      • Describe how a retailer determines the makeup of its inventory.
      • Describe how a retailer selects proper merchandise sources.
      • Describe what is involved in the vendor-buyer negotiation process and what terms of the contract can be negotiated.
      • Discuss the various methods of handling the merchandise once it is received in the store, so as to control shrinkage, including vendor collusion, and theft.
      • Discuss the factors a retailer should consider when establishing pricing objectives and policies.
      • Describe the differences between the various pricing strategies available to the retailer.
      • Describe how retailers calculate the various markups.
      • Discuss why markdown management is so important in retailing and describe some of the errors that cause markdowns.
b. **Learning Activities:**

- Classroom lecture/discussion (FA4)
- Reading assignments (FA1)
- Homework and other assignments designated by the instructor (CC1, FC1)

c. **Unit Outline:** Follow the sequence of unit learning outcomes.

2. **Unit Four:** (Chapters 11-13)

a. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to:

   - Name the four basic components of the retailer’s promotion mix and discuss their relationship with other decisions.
   - Describe the differences between a retailer’s long-term and short-term promotional objectives.
   - List the six steps involved in developing a retailer’s advertising campaign.
   - Explain how retailers manage their sales promotion and publicity.
   - Explain why customer service is so important in retailing.
   - Describe the various customer services that a retailer can offer.
   - Explain how a retailer should determine which services to offer.
   - Describe the various management problems involved in retail selling, salesperson selection, training and evaluation.
   - Describe the retail selling process.
   - Understand the importance of a customer service audit.
   - List the elements of a store’s environment and define its two primary objectives.
   - Discuss the steps involved in planning the store.
   - Describe how various types of fixtures, merchandise presentation methods and techniques, and the psychology of merchandise presentation are used to increase the productivity of the sales floor.
   - Describe why store design is so important to a store’s success.
   - Explain the role of visual communications in a retail store.

2. **Learning Activities:**

   a. Classroom lecture/discussion (F A4)
   b. Reading assignments (F A1)
   c. Homework and other assignments designated by the instructor (CC1, FC1)

3. **Unit Outline:** Follow the sequence of unit learning outcomes.