About the Instructor
Name: Dr. John Hadjimarcou  
Title: Professor of Marketing and Frank and Wilma Hanley Professor of Business Administration  
Office: 230 BUSN  
Office Hours: MW 10:30-noon and by appointment

Introduction
Retailing involves the delivery of products and services to consumers for their final consumption. Getting the right products or services to the right people at the right time, place, and price is what retailing is all about. Retailers are in the business of satisfying consumer needs and wants in the context of the larger society in mind and delivering their value propositions in the quantities, assortments, places, and availabilities most suitable to their prospective clients. From a consumer perspective, a retailer exists to satisfy needs and wants in a timely and orderly fashion. What retailers do must benefit both consumers and their businesses: people get the products that they want, while businesses earn the profit that they need in order to thrive in the marketplace (and employ people). This course examines all activities related to retailing in the context of the retail mix: understanding consumers’ value needs, creating, communicating, and delivering the value proposition.

Overall Course Learning Objectives and Assessments
At the end of the course, you would be expected to:

1. compare and contrast the various types of retail establishments.
2. describe the importance of retailing in society at large.
3. analyze and demonstrate the impact of each of the six retail mix elements on the overall performance of the retail firm.
4. identify, design, and propose new retail opportunities in the marketplace
5. determine the impact of the global marketing environment on retail operations and explain a retailer’s ethical and social responsibilities.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and contrast the various types of retail establishments.</td>
<td>Short lectures, online quizzes, in-class discussion</td>
<td>In-class exercises, quizzes, exams, team project, goanimate.com videos</td>
</tr>
<tr>
<td>Describe the importance of retailing in society at large.</td>
<td>Short lectures, in-class exercises, blogs</td>
<td>In-class exercises, quizzes, exams, blogs, discussions, goanimate.com videos</td>
</tr>
<tr>
<td>Analyze and demonstrate the impact of each of the six retail mix elements on the overall performance of the retail firm.</td>
<td>Short lectures, in-class exercises,</td>
<td>In-class exercises, quizzes, exams, problems sets</td>
</tr>
<tr>
<td>Identify, design, and propose new retail opportunities in the marketplace</td>
<td>Short lectures, class discussion, videos, retail opportunity project, presentations</td>
<td>In-class exercises, quizzes, exams, team project, presentation, written report, video</td>
</tr>
<tr>
<td>Determine the impact of the global marketing environment on retail operations and explain the marketer's ethical and social responsibilities.</td>
<td>Short lectures, in-class discussion, in-class exercises</td>
<td>Exams,</td>
</tr>
</tbody>
</table>

**Office Hours and Contact Information**

My office is located in Room 230 at the College of Business Administration. My office hours are on Monday and Wednesday (10:30-noon) and by appointment. If you must contact me, please do so by phone at (915) 747-5185, fax (915) 747-5348, or via Blackboard. If I do not answer the phone, especially if you call at times other than during my office hours, please leave a message. I will get back to you as soon as I can. *Please note that my preferred mode of communication is direct, face-to-face communication. If you cannot talk to me in person, please contact me via e-mail (Blackboard e-mail is preferred).* If you prefer to send snail mail, please do so at the following address:

Dr. John Hadjimarcou  
Department of Marketing and Management  
The University of Texas at El Paso  
500 W. University Ave.  
El Paso, TX 79968-0539
Required text:
Retailing Management
8th Edition
Authors: Levy and Weitz
Publisher: McGraw-Hill Irwin

Attendance:
Class attendance is required and expected. Although attendance is not directly figured in the calculation of final grades per se, I plan to lower a student's participation grade if it is deemed that the student missed class excessively. It is recommended that you read the lecture material and the chapters in your textbook on a consistent and continuous basis, complete all mymarketinglab assignments on time, and attend class consistently. Based on past experience, cramming before exams is not recommended. Students' performance on exams has generally been below par when they resorted to studying for all material two to three days before an exam.

Class policies:
• **Arrive on time** and take your seat quickly and quietly. I prefer that you choose a seat early in the semester and occupy that same seat on a consistent basis. Late arrivals will not be tolerated for an extended period of time. If you consistently arrive late, your participation grade WILL be adversely affected.
• **Turn off all mobile phones.** If you must leave your cell phone on because of a family emergency, please inform the instructor via a note at the beginning of class.
• Laptops, iPads, or other tablets can be used during class meetings. However, the use of this equipment is strictly limited to tasks related to this particular course only. The instructor does not allow the use of social media such as Facebook and twitter during class unless you have received prior permission to do so.
• No audio or video recording of the class is allowed without the express written consent of the instructor
• If you must leave early, please let your instructor know beforehand.
• Reading newspapers, magazines, or material for other classes is not allowed during class meetings.
• The instructor reserves the right to ask any students disrupting the normal flow of class to leave the room. Also, during exams you are to sit quietly before you receive the exams materials, during the exam, and after you finish the exam. Please respect the right of your fellow students for peace and quiet during exams.
• Any and all attempts for cheating, plagiarism or other inappropriate behavior is a cause for disciplinary action. The instructor intends to pursue these very serious matters to the fullest extent of the class, department, and university policies and regulations.
• You must carry your University-issued ID during class. If you fail to produce your ID when asked, the instructor reserves the right to prevent you from taking an exam or participating in classroom activities.
• Make up exams are only possible with an approved medical excuse. You must show the instructor a note from your physician (on official letterhead with the physician’s contact information) justifying your absence from an exam, quiz, etc. All make up exams will take place in consultation with the instructor or on the final class day of the semester.
• You cannot make up missed class assignments. Please plan accordingly.
• The instructor will not accept any late assignments. The grade for late assignments will be 0 (zero). Pleading your case and/or begging for mercy will not be tolerated.
• You are required to access Blackboard frequently for announcements and course material. From time to time, I may send important/critical information via e-mail (Blackboard e-mail). So be sure to 1) have a UTEP e-mail address and 2) check your e-mail at least once a day. You are entirely responsible for accessing your e-mail account on a frequent basis to check for any and all messages. Unfortunately, I cannot send any broadcast (i.e., to the entire class) e-mail messages to addresses outside the UTEP domain.
• If you have a disability or feel you might have a disability and need assistance, contact the Disabled Student Services Office at 747-5148 or go to Room 106 Union East.

**Academic Dishonesty:**
The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of the work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty members insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean
of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal, among others.

All research papers, term papers, or other writing intensive assignments must adhere to APA style. Students are expected to submit all papers with appropriate citation, references, etc. If you are unsure of the parameters of this writing style, please contact the instructor within the first week of classes for further information. Style guides are available in the University Bookstore.

**Turnitin.com**
The instructor will provide instructions on how to access turnitin.com.

**Grading:**
Your performance in the course will be determined using the following assessment and corresponding weights:

<table>
<thead>
<tr>
<th>Learning Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Team-based learning activities:</strong></td>
<td></td>
</tr>
<tr>
<td>Team project: retail opportunity analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Team presentation: current retail issue</td>
<td>10</td>
</tr>
<tr>
<td><strong>Individual activities:</strong></td>
<td></td>
</tr>
<tr>
<td>Exams (four including the final)</td>
<td>10 each</td>
</tr>
<tr>
<td>Discussion/blog entries</td>
<td>10</td>
</tr>
<tr>
<td>Personal journal (1 entry per week)</td>
<td>10</td>
</tr>
<tr>
<td>Short written assignment</td>
<td>5</td>
</tr>
<tr>
<td>In-class participation</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

ALL students will be able to drop the lowest exam score if and ONLY if they receive at least 70% on each of the four exams.

Should you have questions or otherwise need clarification on any of the above matters, please stop by my office or contact me via e-mail.

**Team Project (Retail Opportunity Analysis)**

A. General Instructions

The report should be typed (single space, 12-point font) and submitted as a pdf document on Blackboard (under the appropriate assignments link). It should not exceed 5 pages, excluding the title page and any tables, figures, appendices. The title page should include the title of your report and the names of all contributing authors. I will take the exclusion of a name from the title page to mean that a particular team member
did not contribute anything toward the development of the report. It is the responsibility of each individual team member to ensure that his/her contributions are recognized with the inclusion of his/her name on the title page.

The report is due on Friday, April 19, 2013 before midnight. No late assignments will be accepted.

It should be neatly typed, free of typographical errors and grammatically sound.

A failing grade will be assigned if plagiarism is evident.

All topics/trends selected should be approved by the instructor no later than Wednesday March 6, 2013. Each team is required to submit a message via Blackboard (with the subject: trend approval requested) describing the trend selected and the retail opportunity to be investigated. Written reports not previously approved by the instructor will not be accepted at the end of the semester.

B. Specific Content of the Report

The following sections should be included in the order given below:

Title page - include the title of your report and the team member names

Part A - your first major objective would be to identify a trend in the retailing environment that may offer spirited entrepreneurs (you!) the opportunity to create a successful new retail establishment. The trend or combination of trends that you identify should be well documented or substantiated by sources presented in the "References" section at the end of your report (references made by journals, magazines, newspapers, etc.). After you have clearly documented the trend, the next step would be to describe (in general terms) the retail opportunity that is based upon this particular trend. In addition, the need for such a retail establishment should be thoroughly explored. Finally, you should describe in as much detail as possible the target market, direct and indirect competition. Be sure to clearly identify the competitive advantage of your establishment.

Don't know where to start? Go to www.google.com and use the following search terms: retail/marketing trends, business trends, faith popcorn (a very well known consultant on business trends), etc.

Part B - in this part, you should design the retail mix strategy and offer as much information as possible about each of the elements of the retail mix.
Part C - your final task would be to assess the viability/probability of success of your strategy and retail opportunity ("gut" feelings will be unacceptable). Will this retail establishment really be successful? Yes and No and Why...

References/Appendices

C. Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A</td>
<td>20 %</td>
</tr>
<tr>
<td>Part B</td>
<td>30</td>
</tr>
<tr>
<td>Part C</td>
<td>10</td>
</tr>
<tr>
<td>Technical quality (grammar, clarity of arguments, etc.)</td>
<td>10</td>
</tr>
<tr>
<td>Creativity</td>
<td>15</td>
</tr>
<tr>
<td>Teamwork (individual)</td>
<td>15</td>
</tr>
<tr>
<td>Overall</td>
<td>100%</td>
</tr>
</tbody>
</table>

Rubric

<table>
<thead>
<tr>
<th>Component</th>
<th>Sophisticated</th>
<th>Competent</th>
<th>Not Yet Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A</td>
<td>All relevant information was obtained and information sources were valid. Trend selection considerations were well supported by the information.</td>
<td>Sufficient information was obtained and most sources were valid. Trend selection considerations were mostly supported by the information.</td>
<td>Insufficient information was obtained and/or sources lack validity. Trend selection considerations were not supported by the information collected.</td>
</tr>
<tr>
<td>Part B</td>
<td>The deliverable demonstrated knowledge of the course content by integrating major and minor concepts into this section. The deliverable also demonstrated evidence of extensive research effort and a depth of thinking about the topic.</td>
<td>The deliverable demonstrated knowledge of the course content by integrating major concepts into this section. The deliverable also demonstrated evidence of limited research effort and/or initial of thinking about the topic.</td>
<td>The deliverable did not demonstrate knowledge of the course content, evidence of the research effort or depth of thinking about the topic.</td>
</tr>
<tr>
<td>Part C</td>
<td>The viability discussion offered new information or a fresh approach to the topic under discussion and examined the retail opportunity in an objective and unbiased manner by offering thoughtful arguments.</td>
<td>The viability discussion offered some new information or approach to the topic under discussion and the examination was reasonable, although the arguments were not strong and/or objective.</td>
<td>The viability discussion offered no new information or approach to the topic under discussion. Few reasonable arguments were made in support or against the viability of the opportunity.</td>
</tr>
<tr>
<td>Technical quality</td>
<td>The deliverable was well organized and clearly written. The underlying logic was clearly articulated and easy to follow. Words were</td>
<td>The deliverable was organized and clearly written for the most part. In some areas the logic and/or flow of ideas were difficult to follow.</td>
<td>The deliverable lacked overall organization. The reader had to make considerable effort to understand the underlying logic and flow of ideas.</td>
</tr>
</tbody>
</table>
chosen that precisely expressed the intended meaning and supported reader comprehension. Tables and figures enhanced and clarified presentation of ideas. Sentences were grammatical and free from errors.

<table>
<thead>
<tr>
<th>Creativity</th>
<th>The deliverable offered a brand new, previously unexplored retail opportunity (new to the world; radically new)</th>
<th>The deliverable offered a new, but previously explored opportunity (modified or extended idea; new)</th>
<th>The deliverable offered little new or previously unexplored retail opportunity (similar/expanded idea)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>The team worked well together to achieve objectives. Each member contributed in a valuable way to the project. All data sources indicated a high level of mutual respect and collaboration.</td>
<td>The team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when appropriate. Members were mostly respectful of each other.</td>
<td>Team did not collaborate or communicate well. Some members would work independently, without regard to objectives or priorities. A lack of respect and regard was frequently noted.</td>
</tr>
</tbody>
</table>

IMPORTANT !!! (Bonus points)

The retail opportunity to be explored in your paper should be as original as possible. Merely changing a few retail mix elements of an existing retail establishment does not represent originality. The group with the most creative idea AND best overall report will receive an additional 5 percentage points added to their overall course grade!

**Team Presentation**

In consultation with the instructor, each team will select a contemporary retail issue and prepare an oral report for the class. Team presentations will be on topics laden with ethical dilemmas and/or involve major strategic decisions for a retailer. More details regarding the presentations will follow shortly.

**Exams**

All exams will include material discussed in class, examined in your textbook, and based on activities conducted on Blackboard. The exams may include multiple choice and true/false questions, short essay questions, and retail-specific financial and location-selection problems. It is always a good idea to bring a calculator to the exams along with a couple of sharp pencils and a scantron form. The instructor will provide all other materials when it is necessary.

**Discussion/blog Entries**

We will explore several contemporary retailing issues in the form of discussion or blog forums on Blackboard. You are expected to participate on all forums as they become available. Your
participation grade will be based on the thoughtful and insightful comments that you make. You will earn one point for your participation in each discussion or blog for a total of 5 points.

**Personal Journal**
I expect you to post weekly entries on your personal journal on Blackboard. Examples of entries could include “muddiest point” issues (things that you did not understand well), things that you were surprised to learn, things that changed your mind about your previous perceptions regarding retailing, and/or issues that you think were extremely useful to learn. While I expect you to write in a clear and concise manner, this is a personal journal and I will treat it as such. However, please feel free to express your thoughts on any and all of the above issues. Quantity is not as important as quality. You will earn one point for each weekly entry in your personal journal for a total of 10 points.

**Short Written Assignment**
In consultation with the instructor, you are to select an article on a retailing issue from a popular business periodical such as Bloomberg BusinessWeek or The Wall Street Journals and write a one-page summary. The assignment must include a copy of the original article. In this summary, you are expected to identify the key issue(s), describe how the author(s) address the issue, and then provide your own opinion about it. The summary report should be one page in length (single space, 12-point font) and include three paragraphs, each addressing the three areas of interest as discussed in the previous sentence. The summary and the original article must be turned in as a single pdf document on Blackboard.

**Participation:**
Student participation is greatly encouraged, whether is in the form of questions, answers, opinions, blog and discussion entries, or ideas. The instructor welcomes all forms of meaningful participation. Therefore, students who participate in discussions on a consistent basis will receive the full credit allocated to participation. My lectures are done in a friendly, non-adversarial manner, which is conducive to student participation. Please feel free to express your opinions, question the opinions of others, either those of classmates or mine, and offer your insight regarding the issues that will cover in the course of this semester.

**Tentative Schedule**
Please see the schedule on Blackboard.