Course Title: Retailing and E-Commerce Management
Course Number: MKTG 332, Section 001
Course Description: Retailing and E-Commerce Management is an examination of retailing as a specialized economic and social institution within the distribution process and as it relates to overall marketing activities. The planning and implementing of store and non-store (catalog, Internet) retail-marketing strategies are addressed. Critical decision alternatives, variables, forces, and processes are considered from a managerial perspective.

Class Location: Mason Hall, D001
Class Meeting Time: Thursdays, 4:30 P.M. until 7:15 P.M.
A detailed class schedule follows as part of this syllabus.

Final Exam: Thursday, December 11, 4:30 – 7:15 P.M.
Instructor: Betsy Tretola, Ph.D.
Contact information: I usually return email and phone mail messages the same day I receive them.

Telephones (leave a message at either of these numbers):
Office: 703-993-1769
Cell: 571-215-8754

Electronic communications:
Email: btretola@gmu.edu
Fax: 703-993-1809

Office hours: Thursdays, 3:00 P.M. to 4:00 P.M., by appointment. Other times by appointment.
Location: Room 139, Enterprise Hall
George Mason University, School of Business
Retailing and E-Commerce Management, MKTG 332
Fall 2014
Syllabus
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Course Prerequisites
Prior to beginning the course, students must have completed Marketing 301 and have attained degree status.

Course Materials
The text for the course is a custom-designed text, specifically for your use, Cengage Publishing, ISBN 1305039653. As part of the design, we will cover all of the text as we focus specifically on the fundamentals of retailing and e-commerce management, with an emphasis on practice areas. The text is available from the GMU Bookstore.

You will also complete a number of articles. These have been collected into a volume available at the GMU Bookstore, McGraw Hill, ISBN 9781308060453 under the heading on the shelf of “Articles.” This book is available as an e-book from the publisher; detailed instructions are available on Blackboard if needed. I have also added to the syllabus an appendix (Appendix B), which lists the articles. If you would rather obtain them on your own, you may certainly do so. These articles are required reading. The text is also available in an e-book format. Detailed instructions are on the Blackboard site.

You will work on a course-long analysis of a retail store in a group comprised of four to five students. You will also have an individual reading assignment due toward the end of the course. You will need to work outside of class and use, or develop, external information sources.

I will provide you with additional materials from other sources during class. The classroom discussions and presentations will be the basis for insights and deep understanding of key concepts. These materials will be the basis for examination questions. Related support materials and presentation slides will be posted on the class website in Blackboard.

From time to time, class work and the text will be supplemented by suggestions for outside reading. These suggested materials will be for the interest and development of the student, and they will not be the basis for examinations. If you are interested in a specific topic or section, please let me know.
Course and School of Management Learning Goals

Please see the Appendix A for a description of how this course addresses the School of Management Undergraduate Learning Goals.

The discipline-specific goal will be emphasized, and your learning will be measured against these goals:

1. **Our students will be competent in their discipline.**
   
   You will understand the strategic role that retailing plays in the marketing mix, which will provide additional insights on how all marketing plans are constructed and used.

   Key subject areas include understanding the structure and nature of the retailing environment, applying consumer behavior to retailing, retailing strategy and the related financial strategy, supply and value chain management, merchandise buying, elements of the retailing marketing mix, managing the store, and store layout and visual merchandising. E-commerce and global retail marketing are also explored.

Your progress toward these goals will be measured in the examinations and both the group project and individual assignment. Class participation is an indicator of progress and will be part of your overall learning evaluation.

This is a class within the Marketing Area, and the importance of the marketing aspects cannot be overemphasized. The class is intended to be an introduction to retailing and e-commerce. It is not possible to cover these topics exhaustively in one semester. If you have an interest in pursuing retailing, you will find this a solid foundation. It will also appeal specifically to individuals who will work with retailers, e.g., wholesalers, business-to-business marketers and manufacturers. Students who have an entrepreneurial interest will also find this course rewarding.

**Class structure**

The course incorporates three basic elements or approaches – introduction of concepts through reading and lectures, application of these concepts through class discussions and case studies, and integration of the concepts in the semester project.

New concepts will be presented throughout the course, all of which will build toward a comprehensive view.

Classes typically will include a presentation on key concepts, case discussions, and discussion on assigned exercises from each chapter of the textbook. Class discussion will form a crucial element to integrate the concepts. As such, class participation is essential for students to get full value from the class.

You are responsible, however, for your learning. The quality of your learning will dramatically increase if you are well prepared for class. You will be provided with Reading Assignments to help you focus on the main concepts in the textbook chapters.
You will find it essential to keep up with all the assignments and reading.

Your learning will be evaluated in three different ways:

- **Examinations.** There will be a mid-term exam and the final exam.
- **Class participation.** How you contribute to the class will be a part of the overall evaluation.
- **Class project and individual assignment.** You will be evaluated on the information you’ll discover, your analysis, how well you present your conclusions, and the critical thinking that went into the assignments.

The matrix at the end of the syllabus contains key topics and milestones. The nature of the course project requires preparation and analysis. Do not wait until the last minute.

**Examinations and course content**

The body of material in this course is so large that we cannot cover all of it in class. Lectures will focus on the most important topics and the most difficult ones. The lectures will help you integrate the topics assigned for preparation. They are not a substitute for reading the text.

The exams will cover both the lectures and the assigned text and articles. You will be expected to demonstrate a mastery of key concepts and vocabulary in the text.

It is especially important, therefore, to attend and participate in classes. Should you miss a class, you are responsible for getting the notes from your colleagues.

The exams will be a combination of multiple choice questions and short essays. I will let you know the precise structure of each of the exams close to their scheduled dates. In addition, I will conduct brief concept reviews before examinations to help create a context for your studying as time allows.

All work is due at the beginning of the class on the due date. Please also submit an electronic version of your work by the due date in Blackboard. Late work will not be accepted unless specific, prior arrangements have been made with the instructor. If accepted late, late work will receive a lower grade. All work must be completed by the final examination.

**Distribution of points to be earned toward the course grade**

You may earn up to 1,000 points during the course of the class. Your grade will be determined by the number of points that you earn.

Excellent demonstrations of understanding, application, integration and clear understanding will distinguish efforts that receive the highest points in assignments. Concise, insightful responses and comments are preferred over rambling, unfocused responses.
Grades are not negotiated. You will have opportunities to earn points throughout the semester. If it is your intention to get a high grade, you will need to earn that grade by consistently demonstrating your inquiry into and mastery of the subjects of retailing and e-commerce management.

Please note: The University considers a B to be a good grade. The School of Business considers a B to be a good grade. I consider a B to be a good grade. I hope there are many A’s in the class, but an A is a grade that is not earned automatically.

Points may be earned as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Date/Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Examinations:</td>
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<tr>
<td>• Midterm Exam</td>
<td>October 9</td>
<td>150 points</td>
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<tr>
<td>• Final exam (comprehensive)</td>
<td>December 11</td>
<td>250 points</td>
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<tr>
<td>Points from Examinations</td>
<td></td>
<td>400 points</td>
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<tr>
<td>Learning application and integration projects – Analysis Project</td>
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<tr>
<td>• Analysis Project deliverable 1</td>
<td>September 18</td>
<td>75 points</td>
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<tr>
<td>• Analysis Project deliverable 2</td>
<td>October 2</td>
<td>75 points</td>
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<tr>
<td>• Analysis Project deliverable 3</td>
<td>October 16</td>
<td>75 points</td>
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<tr>
<td>• Analysis Project deliverable 4</td>
<td>November 13</td>
<td>75 points</td>
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<tr>
<td>• Analysis Project deliverable 5</td>
<td>December 4</td>
<td>150 points</td>
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<tr>
<td>Points from Analysis Project</td>
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<td>450 points</td>
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<tr>
<td>Learning application and integration projects – Individual Assignment</td>
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<tr>
<td></td>
<td>due November 20</td>
<td>100 points</td>
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<tr>
<td>Class participation</td>
<td>(throughout)</td>
<td>50 points</td>
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<tr>
<td>TOTAL POINTS TO BE EARNED</td>
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<td>1,000 points</td>
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Grade scale
Your final grade for the course will depend on the total number of points you earn:

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>930 – 1,000 points</td>
<td>A</td>
<td>4.0</td>
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<tr>
<td>900 – 929 points</td>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>870 – 899 points</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>830 – 869 points</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>800 – 829 points</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>770 – 799 points</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>700 – 769 points</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>600 – 699 points</td>
<td>D</td>
<td>1.0</td>
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<tr>
<td>Below 600 points</td>
<td>F</td>
<td>0.0</td>
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Examination policies
The exams will be closed-book and closed-notes and will cover the textbook, supplemental materials and all in-class presentations.

Any use of electronic devices during the testing times will be interpreted as a violation of the University Honor Code. These devices include cellular phones, tablets, electronic translators, music players of any sort and similar devices. Any student using such devices during an exam or any form of cheating during the exam will result in a grade of zero for the test plus the penalties in the School of Business Honor Code guidelines.

Consistent with University policy, only provable, i.e., documented, absences due to personal illness or family emergencies constitute acceptable absences for missing exams. Preplanned weddings, vacations and deep-discount airfares are not acceptable excuses. There are no make-up exams or adjustments to satisfy the convenience of the students enrolled in this class.

If an examination is missed, you must make up the exam within one week. Unless you have made prior arrangements, a missed exam will result in a penalty of 10 percent of the total for the examination for each missed week.

Specific responsibilities
To meet the course objectives, you will use reading, assignments, projects, discussion and research. Emphasis will be placed on learning and applying theories and techniques to a variety of situations.

Participation and attendance is expected. Much of the material will be developed in class and in discussion. I expect you to arrive on time, prepared to discuss the assigned materials and eager to share insights with others in class. I also expect you to remain in class for the entire period, and to participate throughout.
If there are emergencies or unavoidable absences, you should contact me prior to the class. You must arrange to get handouts and assignments from fellow students or Blackboard.

If you will miss a class for a religious observance, please let me know during the first two weeks of class.

Written assignments must show critical and cogent writing. It is your responsibility to ensure grammar, punctuation, spelling, pagination and expression are clear and correct.

Detailed class and reading assignments will be posted on Blackboard.

**Group project and evaluations**
The class will be divided into groups of four students¹, and the groups will work together on the project to integrate the materials presented in the course. You will receive a specific assignment on the group project.

Group work is always a challenge, whether you are in school, at work or in teams and activities. The diversity of opinions and backgrounds will enrich the learning experience, but it brings additional challenges.

Each member of a group is responsible for making the group work. As an incentive, each member will privately evaluate all members of the group at the end of the semester. This evaluation portion of the grading will be applied to the course project points.

In extreme cases, and only with the instructor’s explicit and prior approval, a group may dismiss another member of the group. No student may be dismissed until it is clear that he or she will not work with the group. The group must first demonstrate attempts to resolve outstanding conflict. Students who are dismissed from the group will receive a zero for the assignment, and the dismissing group will receive a 5 percent penalty for the action, although in special circumstances the penalty will be waived at the sole discretion of the instructor. It is everyone's best interest to work effectively.

**Class participation**
Marketing is enhanced by dialogue, and this class will be greatly enhanced when students actively participate.

To succeed, marketers must be inquisitive, knowledgeable and able to communicate insights and knowledge with others. The classroom provides a learning environment for students to practice and develop these essential marketing skills. Class participation is essential to develop communication skills and explore topics in depth.

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¹ One or two groups may have three or five members depending on the total enrollment in the class.
Class participation will be worth up to 50 points toward the course grade. Students who make an effort to participate will be noticed. Students will be evaluated on active participation including both speaking and listening, demonstrating the ability to evaluate others’ comments constructively, demonstrating familiarity with assigned readings and working effectively with groups and the class as a whole.

Class participation is also one way in which your learning will be evaluated.

Not everyone likes speaking up in a class situation. If, however, the student does not enter into the discussions, there is no way to tell if he or she is learning or understanding the concepts presented. Each student is expected to contribute. Those who do not like to speak up in class will find opportunities to participate in the small-group class discussions. Full credit in the class participation section of the grade, however, requires dialogue in the classroom.

To earn the full points, the student should:

- Volunteer examples, insights and responses in class.
- Demonstrate having read assignments, thought about the questions and analyzed materials.
- Build on the comments of others—disagreeing where appropriate but also supporting the comments and integrating viewpoints.
- Share expertise and experiences relevant to the discussion.
- Comment on the substance and topic of the classes demonstrating integration of the materials.

Religion
Students who will miss class for religious reasons should inform me of their anticipated absences as soon as possible.

Business Library Liaison
Jo Ann J. Henson, MLIS Business and Economics Liaison Librarian
Fenwick Library Fairfax Campus:  http://infoguides.gmu.edu/business

Presentations and written reports
I look for internal validity (that the comments or recommendations are based on appropriate principles and are consistent) and external validity (the comments or recommendations are reasonable given the environment in which the organization functions). Additionally, organization, understanding, originality, breadth, depth of coverage and clarity of expression are important evaluation criteria.
Written and oral reports should always be appropriate to the audience and demonstrate concise business prose. All written reports should be neatly typed, legible and free of errors in grammar and spelling.

Unless otherwise stated, students must submit an electronic version of the assignments along with the written assignments.

**Being a marketing student**

As a marketer, you will need to observe many aspects of the world around you and be thinking constantly of opportunities, causality, and creating and maintaining competitive advantages. You will be exposed to retailing constantly throughout the course. Do not take these encounters lightly. You should observe each interaction in the context of the course, and incorporate these insights into your approach to marketing. If something does not appeal to you, don’t ignore it, but instead try to determine the target. If you really like some encounter, figure out why.

You will observe marketing in the obvious advertising and promotion; however, push the envelope to make connections that less successful marketers would not make.

**Disability**

If you are a student with a disability and you need academic accommodations, please see me and contact The Offices of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through the ODS. Please take care of this during the first two weeks of the semester. More information about ODS is available at http://www.gmu.edu/student/drc.

**Writing Center**

If business writing is unfamiliar or if it is not one of your strengths, you are encouraged to seek the support of the Writing Center.

Writing Center:  [http://writingcenter.gmu.edu](http://writingcenter.gmu.edu)

**Counseling Center**

George Mason University has a counseling center that can provide assistance if you find yourself overwhelmed by life, want training in academic or life skills, or the like.

Counseling Center:  [http://www.gmu.edu/departments/csdc/](http://www.gmu.edu/departments/csdc/)

**Inclement weather and Campus Emergencies**

Information regarding weather related changes in the University’s schedule (e.g. closing or late opening) will be provided on the GMU website and via MasonAlert. Students sign up for the Mason Alert system to provide emergency information of various sorts at [https://alert.gmu.edu](https://alert.gmu.edu).
Emergencies
An emergency poster exists in each classroom explaining what to do in the event of crises and further information about emergency procedures exists at:

http://www.gmu.edu/service/cert

Other
There are a number of additional resources available to you on the School of Business Website.

In addition, University Life has many resources available to students. You should explore these offerings and take advantage of as many of as you can.

Community Standards of Behavior
In keeping with the School of Management statement, the following standards of behavior will be an integral part of the course:

- Respect for the rights, differences and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

George Mason University Honor Code
Students are reminded of their responsibilities under the George Mason University Honor Code. It is understood that that students will uphold the highest standards of academic work and keep their efforts free of the four areas the Honor Code addresses specifically—cheating and attempted cheating, plagiarism, lying and stealing.

Students are also evaluated individually. While individuals may wish to consult, analyze and discuss their work with others, the student is responsible for ensuring he or she complies with the Honor Code.

The following paragraph is taken from http://academicintegrity.gmu.edu/honorcode

Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

The Honor System and Code adopted by George Mason University will be enforced for this class:  http://oai.gmu.edu/the-mason-honor-code/

In your work on all written assignments, keep in mind that you may not present as your own the words, the work, or the opinions of someone else without proper acknowledgement.
You also may not borrow the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement. Please note: Faculty are obligated to submit any Honor Code violations or suspected violations to the Honor Committee without exception.

An attachment with the version of the School of Business “Recommendations for Honor Code Violations” appropriate for this class is at the end of the syllabus.

I take the Honor Code seriously. I will be glad to discuss any of the Honor Code definitions or implications. The responsibility of each student as well as the faculty to ensure the Honor Code is upheld.

**Matrix Showing Key Topics, Textbook Reading Schedule, Assignment Due Dates and Exam Schedule**

Events that will be graded are in **bold face**.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Textbook Chapters</th>
<th>Articles</th>
<th>Deliverables</th>
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<tr>
<td></td>
<td></td>
<td><strong>Introduction</strong></td>
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<tr>
<td>Week 01</td>
<td>August 28</td>
<td>Nature of retailing; kinds of retailers; study and practice of retailing; pleasing customers</td>
<td><em>Retailing</em> Ch. 01 – Perspectives on Retailing</td>
<td>“Talking Shop,” Goodgold</td>
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<td><strong>The Foundation, Background and Strategy</strong></td>
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<td>Week 02</td>
<td>Sept. 4</td>
<td>Third wave of e-commerce; business models; economic forces; international nature of e-commerce; strategic planning; service retailing</td>
<td><em>Electronic Commerce</em> Ch. 01 – Introduction to Electronic Commerce; <em>Retailing</em> Ch. 02 Retail Strategic Planning and Operations Management</td>
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<tr>
<td>Week 04</td>
<td>Sept. 18</td>
<td>Web marketing strategies; segmentation; advertising on the Web; e-mail marketing; brands on the web; search engines; vanishing distinctions; merging technologies; competing in different ways; finding unmet needs; tailored customer acquisition</td>
<td><em>Electronic Commerce</em> Ch. 04 Marketing on the Web;</td>
<td>“Competing in the Age of Omnichannel Retailing,” Brynjolfsson, Hu and Rahman; “What Matters Most in Internet Retailing?” Bell, Choi, and Lodish</td>
<td><strong>Deliverable 01:</strong> Organization structure</td>
</tr>
<tr>
<td>Week 05</td>
<td>Sept. 25</td>
<td>Trends; consumer behavior; models of retail competition; types of competition;</td>
<td><em>Retailing</em> Ch. 03 – Retail Customers and Ch: 04 Evaluating the Competition</td>
<td>“How to Drive Customer Satisfaction,” Anderson, Swaminathan, and Mehta</td>
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<tr>
<td>Week 06</td>
<td>Oct. 2</td>
<td>Supply chains; managing retailer-supplier relations; collaboration; tailoring offerings to business models; developing exclusive products</td>
<td>Retailing: Ch. 05 – Managing the Supply Chain</td>
<td>“Rebuilding the Relationship Between Manufacturers and Retailers,” Dawar and Stornelli</td>
<td>Deliverable 02: Macroenvironment</td>
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<tr>
<td>Week 07</td>
<td>Oct. 9</td>
<td>Midterm Exam</td>
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<tr>
<td>Week 08</td>
<td>Oct. 16</td>
<td>Product Merchandise buying and handling; inventory; vendor negotiations</td>
<td>Retailing: Ch. 09 – Merchandise Buying and Handling</td>
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<tr>
<td>Week 09</td>
<td>Oct. 23</td>
<td>Place market selection; segmentation; reaching target markets; GIS; site analysis</td>
<td>Retailing: Ch. 07 – Market Selection and Retail Location Analysis</td>
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<tr>
<td>Week 10</td>
<td>Oct. 30</td>
<td>Price Pricing objectives and policies; setting prices; pricing options; mark-ups; online payment basics; cards; electronic cash; banking; criminal activity</td>
<td>Retailing: Ch. 10 – Retail Pricing; Electronic Commerce, Ch. 11 – Payment Systems for Electronic Commerce</td>
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<tr>
<td>Week 11</td>
<td>Nov. 6</td>
<td>Promotion Retail promotion mix; promotion objectives; messaging; media selection;</td>
<td>Retailing: Ch. 11 – Advertising and Promotion</td>
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<td>Week 12</td>
<td>Nov. 13</td>
<td>Place Store layout and design; allocating space; circulation; fixtures; store design; atmospherics; visual communication</td>
<td>Retailing: Ch. 13 – Store Layout and Design</td>
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<td>Special Topics</td>
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<td>Week 13</td>
<td>Nov. 20</td>
<td>Reframing strategy; service-dominant logic; customer-centric retailing; learning; focus on disloyal customers; “switchers”; bad costs; clustering stores; core processes;</td>
<td>Retailing: Ch. 14 – Reframing Retail Strategies</td>
<td>“Five Rules for Retailing in a Recession,” Favaro, Romberger, and Meer; “The Future of Shopping,” Rigby;</td>
<td>Supplemental reading assignment due (Individual)</td>
</tr>
<tr>
<td>Week 14</td>
<td>Dec. 4</td>
<td>Consumer media habits; building internet brands; video marketing; consumer adoption of innovations; mobile marketing; digital convergence</td>
<td>Internet Marketing, Ch. 5 – Online Branding and Video Marketing, and Ch. 16 Mobile Marketing and Related Developments</td>
<td></td>
<td>Deliverable 05: Summary and Site visit report</td>
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<tr>
<td>Dec. 11</td>
<td></td>
<td>Final Exam 4:30-7:15</td>
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Appendix A: School of Business Undergraduate Learning Goals and the Course

This course addresses the following Learning Goals of the School of Business:

1. **Our students will be competent in their discipline.**
   Students will understand the strategic role that retailing plays in the marketing mix, which will provide additional insights on how all marketing plans are constructed and used.

   Key subject areas include understanding the structure and nature of the retailing environment, applying consumer behavior to retailing, retailing strategy and the related financial strategy, the strategic role of human resources management in retailing, supply and value chain management, merchandise buying, elements of the retailing marketing mix, managing the store and store layout and visual merchandising. E-commerce is explored within the context of traditional retailing and its special challenges and opportunities.

   Discipline competence will be measured in this course using exams, the course long journal project, in-class exercises and cases, participation in the areas of textbook chapters.

2. **Our students will be aware of the uses of technology in business.**
   This course requires students to send and receive e-mails, access and navigate the Blackboard learning system, conduct online research, and create MS Word documents, Power Point presentation slides, and, at times, Excel spreadsheets.

3. **Our students will be effective communicators.**
   This course requires all students to demonstrate their writing skills in examinations and the journal assignment. Students will also report on homework activities as a regular part of class participation.

4. **Our students will have an interdisciplinary perspective.**
   Retailing and e-commerce management draws upon many disciplines, including psychology, sociology, economics, public policy and regulation, law, accounting, finance, information systems, management and statistics. The necessity to explore each of these areas in retailing is particularly important given the public nature of consumer interaction.

5. **Our students will be knowledgeable about global business and trade.**
   This course focuses more on the domestic than the international market, but regular references will be made to international challenges and opportunities, especially in the area of e-commerce.
6. **Our students will recognize the importance of ethical decisions.**
   Ethical decision-making follows from understanding how actions affect many different publics. The textbook for this course weaves ethics in many chapters. Additionally, students explore ethical dimensions in cases and case discussions. Both sales and marketing practices are examined for ethical dimensions.

7. **Our students will be knowledgeable about the legal environment of business.**
   Students will explore the legal issues that pertain directly to retailing practices throughout the text and in case discussions.

8. **Our students will be knowledgeable about team dynamics and the characteristics of effective teams.**
   Students in this class work on in-class case discussions and exercises in small groups.

9. **Our students will understand the value of diversity and the importance of managing diversity in the context of business.**
   Diversity is an important consideration in retailing. Class discussions about market and consumer analysis will underscore group and individual differences based in language, age, geography, ethnicity, gender, and income. Students will likely interact in class and on their team with a diverse range of students from various countries. Lectures and case studies will include discussions about cultural diversity of consumers and managers.

10. **Our students will be critical thinkers.**
    Examinations and the project will ask students to understand, apply and integrate a variety of techniques, approaches and principles of marketing in a comprehensive, strategic approach. Students will be required to synthesize a variety of marketing issues. Students will develop a broader view of marketing as well as the particulars of retailing and ecommerce. The journal exercise, in particular, emphasizes a critical thinking approach to classroom discussions and issues.
Appendix B: Articles and Readings

- “Retail Doesn’t Cross Borders: Here’s Why and What to Do About It,” Marcel Corstjens and Rajiv Lal, Harvard Business Publishing
- “What Matters Most in Internet Retailing?” David R. Bell, Jeonghye Choi, and Leonard Lodish, MIT Sloan Management Review
- “Rebuilding the Relationship Between Manufacturers and Retailers,” Nirag Dawar and Jason Stornelli, MIT Sloan Management Review
- “Five Rules for Retailing in a Recession,” Ken Favaro, Tim Romberger, and David Meer, Harvard Business Publishing
School of Business Recommendations for Honor Code Violations  
*Adopted by the faculty May 2012*

**UG-Non Freshman Students (including transfer students)**

<table>
<thead>
<tr>
<th>Type of Violation</th>
<th>First Offense</th>
<th>Second Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism—failure to cite/attribute sources</td>
<td>An F in the class; multiple visits to the Writing Center required; and Academic Integrity Seminar Attendance</td>
<td>An F in the class; multiple visits to the Writing Center required; Academic Integrity Seminar Attendance; dismissal from the program; and possible suspension or expulsion</td>
</tr>
<tr>
<td>Plagiarism—representing someone else’s work as the student’s own</td>
<td>An F in the class; multiple visits to the Writing Center required; and Academic Integrity Seminar Attendance</td>
<td>An F in the class; multiple visits to the Writing Center required; Academic Integrity Seminar Attendance (at times of hearing and reenrollment if relevant); dismissal from the program; and possible suspension or expulsion</td>
</tr>
<tr>
<td>Cheating on an assignment, homework, class participation, or minor project</td>
<td>An F in the class; and Academic Integrity Seminar Attendance</td>
<td>Expulsion</td>
</tr>
<tr>
<td>Cheating on a major project, test, or exam</td>
<td>An F in the class; Academic Integrity Seminar Attendance; and at least one semester suspension</td>
<td>Expulsion</td>
</tr>
<tr>
<td>Egregious Violation [e.g., stealing an exam; submitting coursework from another class as original work; lying to an employer about academic performance]</td>
<td>Dismissal from the program; at least one year suspension; and attendance at Academic Integrity Seminar at the time of hearing and just prior to reenrollment</td>
<td>Expulsion</td>
</tr>
</tbody>
</table>