

MKTG 4600.407



Retailing (Summer, 2026)
Dr. Majed Yaghi

5WK Summer 2026

Instructor: Dr. Majed Yaghi



Majed.Yaghi@unt.edu



(940) 369-7423

Office: BLB 399B

Students/Office Hours (ZOOM Link Below):

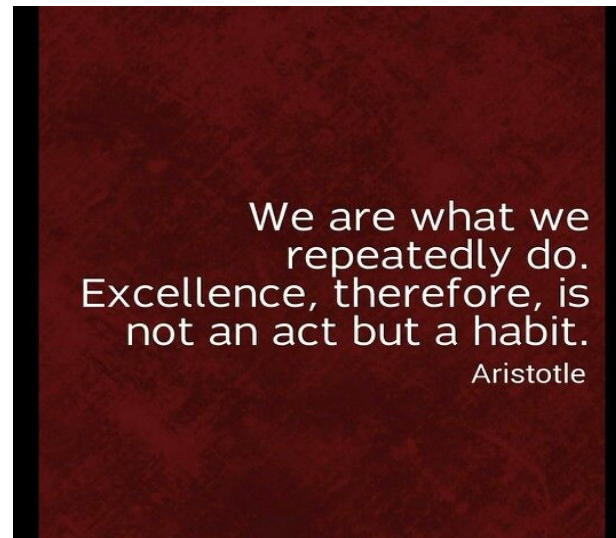
10:00 -11:00 am (Tues./Thur.)

Zoom link: <https://unt.zoom.us/j/89760734790>

Course Introduction

What did you **purchase** the last time you visited a **grocery store** or **gas station**? Did you notice **prices** have increased or possibly decreased? Did any of the **marketing material** catch your attention? Did you purchase something you did not **intend to buy**? Retail is all around us; we just need to **pay more attention**.

This is a fun 3-credit-hour **online** class. There are **no face-to-face meetings**. The course is administered using **Canvas**, which will house all communication and work. However, some of the learning activities are **experiential** and, as such, might **require an actual visit to a retailer** or business in your local neighborhood. The course is **focused on retailing**. Some topics covered include retailing principles, location and layout, marketing and sales promotions, buying and pricing, labor control, credit, and stock control.



Course Objectives

By the end of this course, I hope each of you will have:

1. Understood how retailers create value for consumers.
2. Comprehended the elements of the retail marketing mix.
3. Learned how to analyze a retailer's strategy and tactics

Learning Outcomes

After completing this course, you should be able:

- Define retailing and identify the different types of retailers and their roles in the marketplace.
- Analyze a retailer's strategy and recall the elements of the retail marketing mix.
- Discuss supply chain management (SCM) role on retailers' value delivery propositions.
- Identify the merchandise mix dimensions and relate these dimensions to assortment planning.

How to Succeed in this Course

Helping you succeed in this course is my top priority, and while this is an online class, I will do my best to be available to everyone. Here are three things you could do to ensure you gain the best results from this course:

Demonstrate a growth mindset

By approaching each lecture and engagement as a learning opportunity.

Challenge yourself

By learning something new every class.

Take an active role in online class-related activity

It reflects motivation and commitment to excellence.

What
Other
Students
Have Said

- Discussion posts contributed most to my learning, and I loved the experiential assignment.
- Loved the project and the discussion boards.
- I found this class intellectually stimulating because it pushed me to really think and apply what we were learning. For example, I had to actually go out to stores in my area, observe and analyze different layouts and make merchandising decisions.

Teaching Philosophy

Preparing my students for the real business world is a core value and fundamental leadership behavior I hold dearly. It starts from day one and is manifested through participation in activities, group discussion, and assignments, which leads to building positive habits that fulfill students' natural curiosity and drive to learn. For students to build and retain knowledge, they need the opportunity to discover for themselves and apply skills in realistic situations. Building and harnessing an inclusive learning environment is important to me because each of us learns differently. I value the many perspectives students bring to the course. Please help me create a classroom culture of open communication, mutual respect, and inclusion. I know it may be a challenge for an online class, but we can do it together. All discussions should be respectful, and while debates are encouraged, personal attacks are unacceptable. Together, we can ensure a welcoming classroom for all.

Textbook

Levy, M., Weitz, B., & Grewal, D. *Retailing management (10th Edition)* New York, NY: McGraw-Hill Education. ISBN:9355324650. Access to McGraw-Hill Connect is required. Please copy and paste the link below for instructions on registration instructions.

<https://video.mhhe.com/watch/4q72PpEpzkXAd3hW4o52c8>

If you are a marketing major, I highly suggest you invest in a new copy of this textbook, as it is a great reference guide that can be utilized long into your professional career. Otherwise, the main chapters we will cover will be shared via Canvas, and you can prepare for quizzes by studying that material.

Technology Requirements:

More information on how to be successful in a digital environment can be found at (<https://online.unt.edu/learn>) and useful tips https://online.unt.edu/succeeding_in_your_online_classes. To maximize the value and learning of this class, students will need:

- Computer with a reliable internet connection
- Microsoft Office 365: <https://outlook.office.com/>
- Google Docs: <https://docs.google.com/>
- Zoom App: <https://zoom.us/>

Technical Assistance

Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other tech issues.

UIT Help Desk: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>)

Email: helpdesk@unt.edu **Phone:** 940-565-2324 **In Person:** Sage Hall, Room 130 For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

Course Policies

Academic Integrity Policy

The G. Brint Ryan College of Business takes academic honesty seriously. Ethics and integrity are important business values, essential to building trust and adhering to both professional and legal standards. Academic dishonesty destroys trust, damages the reputation and the value of the degree, and is unacceptable.

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to, cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions, ranging from admonition to expulsion from the University.

Some specific examples of academic integrity violations include cheating, plagiarism, or inappropriate assistance on examinations, homework, research papers, and case analyses. Your work must be entirely your own. When working on assignments, you should not discuss your work with others unless approved by the course professor. Group assignments should only be discussed with members assigned to your group, and all group members may be held accountable for known academic integrity violations in a group assignment. Another example of academic dishonesty is improper attribution. You must quote or footnote all outside sources used when preparing your assignments. Copying or using material from any source prepared by or previously submitted by others, at UNT or other institutions, or downloaded from the Internet, is plagiarism. Unless directed otherwise in an assignment, large-scale "cutting and pasting" from other sources, even if properly footnoted, is also considered plagiarism. You should synthesize this material in your own words and provide a footnote. Your professor will specify what materials, if any, may be used on the exams.

Using materials other than those permitted, talking with other individuals during the exam, individuals exchanging information about an exam when one has taken the exam and the other has not, or copying or using material from another individual's exam is academic dishonesty and will result in an academic referral or penalty. The use of online assistance, group chat, cell phones, smart watches, and similar tools during exams is not allowed for any reason unless specifically permitted. No portion of an exam may be copied or photographed without permission. Students are expected to conduct themselves in a manner consistent with the University's status as an institution of higher education. A student is responsible for responding to an academic dishonesty report issued by an instructor or other University official. If a student fails to respond after a proper attempt at notification has been made, the University may take appropriate academic actions in the absence of the student.

Artificial Intelligence Use

General Writing - In principle, you may submit material that contains AI-generated content or is based on or derived from it if this use is properly documented. This includes, for example, drafting an outline, preparing individual sections, combining elements, removing redundant parts, and compiling and annotating references. Your documentation must make the process transparent – the submission itself must meet our standards of attribution and validation. Generative AI - Artificial Intelligence that can produce content is now widely available to produce text, images, and other media. We encourage the use of such AI resources to inform yourself about the field, to understand the contributions that AI can make, and to help your learning. However, keep the following three principles in mind: (1) An AI cannot pass this course; (2) AI contributions must be attributed and edited for accuracy; (3) The use of AI resources must be open and documented.

1. AI cannot pass this course: This is necessary to ensure you are competent to surpass generative AI in the future, whether in school or the workplace. If this cannot be achieved, if you are not able to maintain control of the rules, you are entering an unwinnable competition.
2. Attribution: You are taking full responsibility for AI-generated materials as if you had produced them yourself: ideas must be attributed, and facts must be true.
3. Documentation: By tracking your AI use and sharing your experiences, we all gain understanding, identify potential issues in this rapidly changing field, and discover better ways to use the resource.

Attendance & Participation

As an online course, you are expected to remain highly engaged in all Canvas course activities. All Canvas participation is recorded automatically; accordingly, it is not wise to “challenge” your Canvas engagement.

Requests for Special Consideration

When any student requests special consideration for missing a quiz or an assignment due date, written documentation must be provided in support of the request. Providing special consideration to a student without documentation discriminates in favor of the requesting student and to the detriment of all other students.

Grading Challenge Policy

This Instructor strictly follows the guidelines set forth in the current Undergraduate Catalog for grade appeals, changes, and the awarding and removal of an ‘Incomplete’. Should you believe there is a grading error for a particular activity, you may make a grade “challenge”. This grade “challenge must be made in writing to your instructor no more than 48 hours (two days) after the grade is posted and should specify why you believe the grade is incorrect. Challenges made after this time will not be accepted and your grade will stand as recorded.

Late Submissions

You are expected to turn in assignments on time. Please pay attention to the deadlines given, and submitting assignments late risks a lower grade.

Americans with Disabilities Act

UNT makes reasonable academic accommodations for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every

semester and must meet with each faculty member prior to implementation in each class. For additional information, see the ODA website at disability.unt.edu.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Student Perception of Teaching

Student Perception of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey is available to you at the end of the semester, providing you with a chance to comment on how this class is taught. Feedback from students helps me improve this course experience. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (<http://spot.unt.edu/>) or email spot@unt.edu.

Emergency Notification and Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

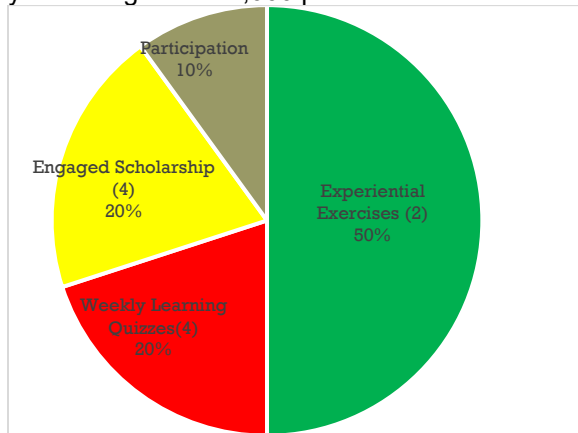
Students/Office Hours Zoom (10:00 – 11:00 am T & TH)

Zoom Invite link: <https://unt.zoom.us/j/89760734790>

Meeting ID: 897 6073 4790

Course Main Components

Below are the four (4) key components that make up your total grade of 1,000 points.



Weekly Learning Quizzes

(200 pts.- 20% of total course grade)

Four (4) quizzes that are either multiple-choice, true/false, and short essay questions. They aim to test your knowledge of the learning material. Each quiz will be worth 50 points. Quizzes cover only lectures and material posted on Canvas. Quizzes are due midnight on Friday.

Participation Points

(100 pts.- 10% of total course grade)

Throughout the term, various learning activities will give you the opportunity to earn points for your active participation. Without participating, you're not eligible for those points. All activity is posted on Canvas.

Experiential Exercises

(500 pts.- 50% of total course grade)

Two real-world, relevant, and timely living cases asking you to discuss a retailing decision scenario. The platforms allow you to evaluate a scenario with information, apply marketing channels principles, and construct a well-developed, thoughtful discussion. The grading rubric for those assignments will be posted on Canvas. All Experiential Exercises will be submitted via Canvas.

Engaged Scholarship

(200 pts.- 20% of total course grade)

Sharing your viewpoints and your professional expertise leads to better retention of material. A total of four (4) discussion boards are available during the term. Everyone has an opportunity to voice their viewpoint and chime in with others. All discussion boards will be posted on Canvas.

Grading Scale

| A | B | C | D | F |
|-----------|--------------|--------------|--------------|-----------|
| >899 pts. | 800-899 pts. | 700-799 pts. | 600-699 pts. | <600 pts. |

Ordering of Topics for Summer 2026 (Subject to Revision)

| WEEK | DATE | COURSE MATERIAL |
|----------|---------------------|---|
| 1 | May 18 - 22 | Chapters 1, 2, 3 (Introduction to Retailing, Types of Retail, and Omnichannel Retail) |
| | Tue. May 19 | Due- 1. Syllabus Quiz (10 Participation Points) 2. Due- Engaged Scholarship Assignment # 1 (50 pts.) Discussion Board- Introduce yourself and describe three recent retail purchases you made. |
| | Sun. May 24 | Due- Weekly Learning Quiz # 1 (50 pts.) |
| 2 | May 25 - 29 | Chapters 5 & 6 (Retail Marketing and Financial Strategies) |
| | Sun. May 31 | Due- 1. TikTok/Insta Reel (20 Participation Points) 2. Experiential Exercise # 1 (250 pts.) 3. Weekly Learning Quiz # 2 (50 pts.) 4. Engaged Scholarship Assignment # 2 (50 pts.) Discussion Board- New Retail Perspectives- Gen. Z take on retail shopping experience |
| 3 | June 1 - 5 | Chapter 10 (Customer Relationship Management) |
| | Sun. June 7 | Due- 1. Retailers in the News (20 Participation Points) 2. Weekly Learning Quiz # 3 (50 pts.) 3. Engaged Scholarship Assignment # 3 (50 pts.) Discussion Board- Building CLV: How could Target Stores build more loyalty, i.e frequency |
| 4 | June 8 – 12 | Chapter 11, 13, 14 (Managing Merchandise Planning, Pricing, Communication Mix) |
| | Sun. June 14 | Due- 1. Retail Career Interview (30 Participation Points) 2. Weekly Learning Quiz # 4 (50 pts.) 3. Experiential Exercise # 2 (250 pts.) 4. Engaged Scholarship Assignment # 4 (50 pts.) Discussion Board- Role of Technology: How could AI/AR/VR impact 7-Eleven UX |
| 5 | June 15 - 18 | Chapter 16 (Store Layout, Design, and Visual Merchandise) |
| | Wed. June 17 | Due- Reflections (20 Participation Points) |
| | Tue. June 17 | Last regular class |