Course Objectives
The objectives of this class are that you understand and be able to explain the marketing distribution system. The orientation of the study is on the management of organizations, which are linked together in a distribution system. Thus we will not solely focus on institutions such as retailing and wholesaling. While these separate entities (institutions) are significant components of marketing channels, in this course the relationship among firms comprising channels is shown as the crucial aspects of long-term competitive viability.

For our studies, a marketing distribution system is viewed as an inter-organizational system involved with the task of providing goods, services, and concepts for consumption and comprehension by enhancing time, place, and possession utilities. The focus is on how both profit and nonprofit sectors of an economy can effectively and efficiently transmit value from points of conception, extraction, and/or production to points of consumption. Emphasis is on continuous quality improvement of the channel system.

Marketing channels, including vertical marketing systems, must be viewed from a managerial viewpoint. Marketing channels are viewed as super-organizations requiring planning, organization, coordination, and control. Emphasis is on system performance and management of quality inter-organizational relationships among channel members.

The learning objective of the course is to achieve a higher level of learning beyond the knowledge or comprehension level, which is achieved when using lectures or instructor observation, and questioning. While the knowledge and comprehension level is one goal, the application, analysis, and synthesis levels of learning are additional learning goals in the channels course. The process of evaluation and the components of quality are efforts to attain higher levels of learning.

The cases, chapter questions, and topic assignments offer an exposure to global and ethical issues that you address. The nature of the assignments also provide for analysis of demographic diversity issues and, of necessity, consider the political, social, legal, and regulatory environmental concerns.

Evaluation
The evaluation process in this course focuses on the quality of your work and on continuous improvement that you demonstrate in your work. Each component of the course, designated as quality components, is evaluated on the basis of the concepts espoused in Total Quality Management percepts.
The following descriptors are used to represent the quality of the work that you do: For much of your work, quality work at the level that satisfies all requirements is described as high quality and designated as a 10 or 9, somewhat lesser quality but still an acceptable quality effort is designated 8 or 7, work that needs improvement is designated 6 or 5, work that is an unacceptable effort is designated 4, and work that fails to meet all requirements is designated 0.

All written assignments are to be printed using a work processor. Since you are responsible for the quality of your work and the quality is not inspected in, assignments cannot be “redone” to achieve quality. You are to build in quality rather than inspect in quality. Thus, always examine your finished assignments for quality. Question whether or not you or someone using your work would see your effort as quality. The grammatical quality of all written work is evaluated since proper word choice, complete sentences, and logic in writing are considered in evaluation of quality. Poor grammatical writing effort will lower the value of your work.

**JIT Assignment System**

All assignments are due on the day requested. Just as in Just In Time (JIT) inventory management, late inventory is useless so assignments are not accepted late. An exception to the JIT rule is in those instances when you cannot control or plan for circumstances. These circumstances usually are illnesses or accidents. Do not submit accumulated assignments. Any late work that I will consent to accept (other than uncontrollable lateness) will be penalized 50%. I do not accept a number of late assignments turned in together.

**Quality Components**

The items discussed below comprise the quality components which measure your quality effort.

**Examinations.** I plan to give a number of short examinations. You demonstrate your knowledge of the concepts of marketing distribution by the assignments that you complete. A final determination of your knowledge of marketing distribution is your portfolio of effort.

The following tasks will be assigned during the semester:

A. **Student Lectures.** Each student presents one lecture on a concept that is presented in the text. I provide you with lecture topics that you teach. You are required to provide some material for the lecture from outside sources beyond what is in the textbook. Identify all sources. Students not lecturing must summarize each lecture and are required to ask questions of the presenter.

B. **Case Assignments.** Student teams are assigned to lead the class discussion of a case. The cases used are included in the textbook. Your analysis of the case is to discuss the relevant distribution concerns in the case. You analyze one case during the semester.

C. **End of Chapter Questions.** I use the end of chapter questions as the method of examining the material we discuss. You are assigned some of these questions to answer and one student leads the discussion of the questions.

D. **Video.** Video presentations are shown to illustrate various distribution concepts. You are expected to summarize the points or concepts presented in the video presentations.
E. Daily Most Important Concepts. Each class day you identify three concepts that in your judgment are the most important ideas discussed in class that day. You may select from student presentations, instructor discussions, or video presentations.

F. Levels of Learning Evaluation. You analyze each task assignment and place the task assignment at the level of learning (as explained in the Blooms Taxonomy of Learning) where you feel it best fits. Explain why you place it at that level.

G. Attendance. You are expected to treat attendance in class as you would attendance at a job or profession. All excusable absences must be documented. Likewise, you should be in class on time. If you know that you will be absent for an acceptable reason, give me this information in advance of your absence. Numerous absences can cause you to fail the class.

H. Final Summary. During the semester you assemble a portfolio of effort. This portfolio is evidence of your learning accomplishments much as a commercial artist, architect, or journalist develops a portfolio as evidence of their professionalism. This portfolio will include:

*Explanation of missing assignments
*Summaries of each student presentation
*A presentation of the three major concepts discussed in class each day
*Summary of Videos
*Levels of Learning Evaluation
*A concluding paragraph in which you discuss the pedagogy used in the class and your evaluation of how learning was accomplished. Include your levels of learning discussion in this conclusion.
*Justification of any absences.
*A self-evaluation in which you evaluate your performance and the letter grade that you feel you earned. Be specific in your justification.

Do not include the class syllabus or handouts in the portfolio
Don't wait until the end of the semester to assemble your portfolio. You should work on the portfolio each day during the semester.

**Weighted Value of all Work**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Lectures</td>
<td>50 pts</td>
</tr>
<tr>
<td>End of Chapter Questions</td>
<td>80 pts</td>
</tr>
<tr>
<td>Video Summaries</td>
<td>20 pts</td>
</tr>
<tr>
<td>Daily Important Concepts</td>
<td>20 pts</td>
</tr>
<tr>
<td>Levels of Learning Evaluation</td>
<td>20 pts</td>
</tr>
<tr>
<td>Attendance</td>
<td>30 pts</td>
</tr>
<tr>
<td>Final Summary</td>
<td>30 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>240 pts</strong></td>
</tr>
</tbody>
</table>

**Final Grades**
The usual grading system, which includes grades from A to F, is used.
To earn an A you will satisfy all the components at the high quality level or show continuous improvement. In addition, a satisfactory attendance record is required.

A grade of B is earned if your performance level for several of the components of quality is not at the high quality level and you do not demonstrate continuous improvement. A poor attendance record can result in a grade of B or lower.

A grade of C or lower is earned with a record of consistent ratings of needs improvement. Likewise, if only a few acceptable quality or higher quality ratings are earned and many needs improvement ratings are recorded, especially when needs improvement evaluations are not improved on subsequent work.

A failing grade is earned when work is not turned in, and/or most work has earned an unsatisfactory designation, and/or the student has numerous absences and/or a portfolio is not submitted.

**Professional Behavior**

All members of this class are professionals and will conduct themselves in a professional manner.

1. All cell phones will be turned off or placed on “vibrate”
2. Everyone will be treated respectfully
3. Talking will not be tolerated at times other than when responding to questions or when making presentations
4. The golden rule of professionalism will be followed: Treat others as you want others to treat you

**American with Disabilities Act Compliance**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

**College of Business Code of Ethics**

This course and all other courses offered by the College of Business (COB), requires all of its students to abide by the COB Student Code of Ethics (available online at http://www.cob.tamucc.edu). Provisions and stipulations in the code are applicable to all students taking COB courses regardless of whether or not they are pursuing a degree awarded by the COB

A final note. A leading quality management leader felt that there should be joy in work and that the workplace should be one where pride in accomplishments is a management objective. I strongly feel that there must be joy and pride in the classroom to achieve the goal of higher education. Let’s enjoy what we do and take pride in our accomplishments this semester.
REQUEST FOR ACCEPTANCE OF LATE ASSIGNMENTS
Use for Acceptable Reasons Only

Student Name______________________________________________
Class________________________________Date____________________
Assignment________________________________________________
Date Assignment Was Due_____________________________________
Reason Assignment Could Not Be Provided On Due Date: ________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Accepted (Instructor Signature) _______________________________
Comments_________________________________________________________________

Rejected (Instructor Signature) _______________________________
Comments_________________________________________________________________
### Bloom’s Taxonomy for Students

**Learning Levels from the Mt. Edgecombe**

#### Bloom’s Taxonomy for Students

<table>
<thead>
<tr>
<th>KNOWLEDGE (REMEMBERING)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the student’s role at knowledge?</strong></td>
</tr>
<tr>
<td>I read, listen, watch or observe, take notes, and am able to recall information, ask and respond to questions. I practice self-help.</td>
</tr>
<tr>
<td><strong>What is the teacher’s role at knowledge?</strong></td>
</tr>
<tr>
<td>Teacher introduces, lectures, shows, presents information, and provides resources.</td>
</tr>
<tr>
<td><strong>How is knowledge demonstrated?</strong></td>
</tr>
<tr>
<td>I can define by stating who, what, where, when, why, and how.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPREHENSION (UNDERSTANDING)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the student’s role at comprehension?</strong></td>
</tr>
<tr>
<td>I understand the information or skill and can recognize it in other forms; I can explain it to others and make use of it. I practice self-help.</td>
</tr>
<tr>
<td><strong>What is the teacher’s role at comprehension?</strong></td>
</tr>
<tr>
<td>Teacher observes, listens, questions, evaluates, guides, and responds to students.</td>
</tr>
<tr>
<td><strong>How is comprehension demonstrated?</strong></td>
</tr>
<tr>
<td>I can give a personal or original example of how I use this information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPLICATION (SOLVING THE PROBLEM)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the student’s role at application?</strong></td>
</tr>
<tr>
<td>I can apply my prior knowledge and understanding to new situations. I practice self-help.</td>
</tr>
<tr>
<td><strong>What is the teacher’s role at application?</strong></td>
</tr>
<tr>
<td>Teacher observes, coaches, facilitates, and questions work being done.</td>
</tr>
<tr>
<td><strong>How is application demonstrated?</strong></td>
</tr>
<tr>
<td>I can solve problems on my own. I recognize when the information or skill is needed, and I can use it to solve new problems or complete tasks.</td>
</tr>
</tbody>
</table>
ANALYSIS (LOGICAL ORDERING)

What is the student’s role at analysis?
I examine process. I break down information into component parts and can explain the individual parts. I know how and when to put the parts back together so that the organization of the whole becomes clearer. I practice self-help.

What is the teacher’s role at analysis?
Teacher observes, probes, guides, asks critical questions, and acts as a resource.

How is analysis demonstrated?
I am able to teach the knowledge or skill effectively to another person and act as a resource for others. I can compare/contrast the information or skill with other knowledge or skills.

SYNTHESIS (CREATING)

What is the student’s role at synthesis?
I use all knowledge, understanding, and skills to develop new tools, plan effectively, and create alternatives. I practice self-help.

What is the teacher’s role at synthesis?
Teacher supports, guides, stimulates, and facilitates evaluation.

How is synthesis demonstrated?
I combine, develop, and create.

EVALUATION/APPRECIATION (VALUING)

What is the student’s role at evaluation/appreciation?
I am open to and appreciative of the value of ideas, procedures, and methods and can make well-supported judgments backed up by knowledge, understanding, and skills. I practice self-help.

What is the teacher’s role at evaluation/appreciation?
Teacher listens, discusses, challenges, and accepts.

How is evaluation/appreciation demonstrated?
I formulate and present well-supported judgments, display consideration of others, examine personal options, and can make healthy choices.