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Sault College  
of Applied Arts and Technology  
sault ste. marie

Course Outline

BUSINESS & MARKETING

BUS 319-2

(arts program)

revised September 1975

## COURSE OBJECTIVES AND FORMAT

### Objectives

The purpose of this course is to provide a practical awareness of today's retailing scene, particularly as it pertains to the small independent store. It is also designed to develop learning skills in field research, merchandising judgment, planning, and quantitative analysis.

The pedagogic objective of the course is learning through action (Praxis)\*, and thus most work, and marking, is conducted in the classroom. To elaborate on this point, the course represents the "learning lab" approach, under which many key guidelines and procedures are disseminated in the classroom, in an atmosphere of open questioning and discussion.

Hypothetically, the student who successfully completes this course should be in the position, or state of preparation, to launch and operate his own independent store. Let it be stated that in fact, this has occurred in several instances within a short period after graduation. Thus the student is urged to keep the completed Manual as a useful possession for possible future use.

### Format

It will be noted in this challenging course that theory is minimized while practicality is maximized. Thus feasibility and viability, as well as accuracy of calculations, are primary requisites in the learning process.

The course is programmed into ten progressive work Phases, each of which represents a final marking entity in the term-long Project marking scheme. Thus "re-makes" are precluded; although students are advised to retain all work material, including corrections, for application in ensuing phases. Submission of the completed Project at the end of the semester for evaluation, or re-evaluation, is not required.

Delay of submission of any phase beyond due date may be extended only until the next class session. Phases 9 and 10, which are the Merchandise and Financial Budgets, are given a higher valuation than the other phases in the project.

It will be noted that Phases 3 to 10 are all scheduled to be carried out, and marked, in class. This system is accomplished on an as-ready, staggered basis; and works out well functionally, for there always are some pacesetters in every class. Furthermore, forward work is given regularly to the class, so that each individual will be kept occupied.

Based on the premise that quality is preferred over quantity, all work is to be submitted in concise, point form, and columnarized where appropriate. Rounding out of dollar amounts is encouraged. Typing is not required.

All workbook pages and necessary working forms are grouped at the rear of the Manual. Generally speaking, provision has been made for two "practice" sheets for each final page. If a 3-ring binder is employed, it is recommended that finalized work be transferred forward to its appropriate Phase as completed.

PHASE SCHEDULE AND DUE DATES

<u>Phase No.</u>	<u>Subject Area</u>	<u>Marking Format</u>	<u>Week* Due</u>
1.	Future of the Small Independent Store	Exo Class	2nd
2.	Determination of Location and Site	Exo Class	4th
3.	Interior Layout Plan with Fixturing, and Store Front Drawing	In Class	5th
4.	Summary of Fixtures, Equipment, Lighting, Renovations; with Cost estimates	In Class	6th
5.	Organization and Staffing, with Cost estimates	In Class	8th
6.	Advertising and Promotion Plans, with Cost estimates	In Class	9th
7.	Administration, Buying Approach, Ordering Systems and Controls, Store Bookkeeping	In Class	11th
8.	Planned Stock Assortment (Model Stock System)	In Class	12th
9.	The Merchandise Plan (Budget by Months)	In Class	14th
10.	Income Statement and Balance Sheets (Financial Budget)	In Class	15th

\* "Week Due" is to be taken as the beginning of the first class of what week. Late submissions will be granted extension until the next class session, excepting Phases 9 and 10.