

GOODHEART-WILCOX PUBLISHER QUESTIONNAIRE

Course: Marketing (80000MS)

Title: *Marketing Dynamics / Fashion Marketing & Merchandising*, Edition: 3rd

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Grade Level: 9 - 12

Authors & Credentials: List full name of author(s), with major or senior author listed first. Briefly provide credentials for each author.

Brenda Clark is CTE director, marketing instructor, SBE advisor, and DECA advisor for Jenison, Michigan, Public Schools. She was named Marketing Teacher of the Year at state and national levels. She also is a consultant for MBA Research and Curriculum Center and is the coauthor of Entrepreneurship. Clark's marketing program was named Business of the Year by the Jenison Chamber of Commerce. Two of her marketing department's school-based enterprises were awarded Gold Certification in 2010 and 2013 respectively. She earned a bachelor degree in marketing education, a master degree in educational leadership, and an EdD in educational leadership with a concentration in career and technical education from Western Michigan University.

Cynthia Gendall Basteri, EdD, is a retired high school math and marketing teacher who served as a DECA competitive events coordinator at the district, state, and international level. Currently, Basteri is the grants coordinator for Tewksbury Public Schools and is the Director of Marketing for a family-owned business. She continues to volunteer as a series director for Massachusetts DECA competitive events.

Chris M. Gassen is the principal of an investment firm and formerly an equity mutual fund manager, financial analyst, accountant, and college instructor. Gassen writes educational materials and business valuations. He holds a Master of Business Administration degree with a concentration in finance from Indiana University and a Bachelor of Science degree in management from Oakland University. He is a Chartered Financial Analyst (CFA) and served as a grader for the national CFA exam.

Michelle Walker is the director of education at DECA Inc. She provides leadership in education outreach, professional development for 5,900 advisors in the high school and collegiate divisions, professional division recognition programs, and advisor services. She is a former associate professor at the University of North Texas. Walker has a Doctor of Philosophy degree in applied technology, training and development from the University of North Texas. She also taught marketing education and was a DECA advisor in the Dallas Independent School District.

Mary Wolfe has worked in all segments of the fashion industry, from textiles research to retail sales. She designed for a national sportswear firm before opening her own apparel business. She gained recognition as the personal fashion designer for the wife of a U.S. Vice President. As a consultant to several garment manufacturers, she has assisted with collection designs and pattern specifications. Mary received the Outstanding Faculty Member Award for her teaching of fashion-related courses at the University of Delaware. She has been a New Jersey Woman of the Year and has been listed in Outstanding Young Women of America and National Dean's List. Mary is also the author of *Fashion!* and a book on pattern making. She received her bachelor's degree in Textiles and Clothing from Iowa State University and her master's degree in General Business (M.B.A.) from West Chester University of Pennsylvania.

Students: Describe the type(s) of students for which this submission is intended.

Marketing Dynamics is intended for Florida high school business students seeking a course that covers the principles, concepts, and functions of marketing. This text provides instruction for career-sustaining level employment in the industry, including employment skills required for success in marketing and career planning as related to a marketing industry. This submission is intended for Florida high school students seeking to explore the world of fashion marketing and merchandising. *Fashion Marketing & Merchandising* is also intended for students interested in the Arts, A/V Technology & Communication, Business Management and Administration, and Marketing career clusters.

1. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL. The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a description of the educational approach of the submission.

Educational Approach (The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)

Marketing Dynamics offers an engaging, practical, scientifically sound, skills-based approach that introduces marketing principles and concepts to high school students. Up-to-date, evidence-based, comprehensive information is presented in a manner that addresses the complexity of marketing education and helps instructors develop educational plans that fully meet students' needs. Through engaging writing, scientifically sound content, and appealing features, *Marketing Dynamics* presents the study of marketing as dynamic and relevant to students' lives and prepares students for marketing careers. Thorough coverage of the Florida Department of Education's standards for marketing is reinforced throughout the book with reading strategies, key concept features, and a variety of methods for assessing students' performance. Students learn basic principles and concepts about marketing that help them become a more valuable employee, better citizen, and knowledgeable consumer. English/Language Arts standards for reading, writing, speaking, and listening are incorporated in Reading Prep activities, as well as in end-of-chapter applications, to reinforce communication skills. One of the major goals of the text is to guide students to create a marketing plan. Each unit has a project-based activity to assist students in writing a customized marketing plan, along with a marketing plan template on the G-W Learning companion website. Social media, ethics, and DECA® Emerging Leaders features expand students' knowledge base. Step-by-step narrative leads students through the application of the marketing standards as identified by the MBA Research and Curriculum Center. Career Skills features present information about career opportunities in the marketing career cluster. Portfolio Development activities provide guidance in creating a personal portfolio for use when exploring volunteer, education and training, and career opportunities. A separate Math Skills Handbook is also provided as a quick reference for basic math functions. Extensive use of instructor's resources, including lesson plans and assessments, help to reinforce core concepts and create a rich learning experience by teaching students to access information, improve decision-making skills, and set goals. Classroom-tested activities engage students as they study key concepts. *Marketing Dynamics* provides the foundation for lifelong learning and enables students to make informed judgments and decisions.

Fashion Marketing & Merchandising brings to life the business aspects of the fashion world. It presents the basics of market economics, textiles, design, and promotion. It gives an in-depth view of the entire textile/apparel/retail soft goods chain. It also offers a comprehensive study of

retail and economic fundamentals and strategies for retail success. *Fashion Marketing & Merchandising* has hundreds of color photographs and other illustrations to add interest and a deeper understanding of its content. It contains an extensive glossary that defines fashion, apparel, and related business terms used by industry professionals. *Fashion Marketing & Merchandising* is presented in an easy-to-understand format. It uses simple, direct language. Each chapter begins with learning objectives and ends with review materials to make learning more meaningful and enjoyable. This book provides knowledge that will help students enter a career in the wonderful world of fashion. Extensive Instructor's Resources, including lesson plans and assessments, help to reinforce core concepts and create a rich learning experience by teaching students to navigate the fashion industries, understand functions of various industry segments, and apply skills in realistic scenarios. Activities from the lesson plans and Workbook engage students as they study key concepts. *Fashion Marketing & Merchandising* enables students to be prepared for a career in fashion marketing and merchandising and to continue their studies in a postsecondary setting.

Major Tool - Student Components Describe each of the components, including a format description.

1. *Marketing Dynamics* student textbook (printed, hard cover, full-color textbook with 784 pages)
2. G-W Learning companion website and mobile companion website for *Marketing Dynamics* are online study references that contain activity files, vocabulary exercises, interactive quizzes, and more.
3. Online Student Center for *Marketing Dynamics* provides the foundation of instruction and learning for digital and blended classrooms. An easy-to-manage, shared classroom subscription makes it a hassle-free solution for both students and instructors. An online student text and workbook, along with rich supplemental content, brings digital learning to the classroom. All instructional materials are found on a convenient online bookshelf that is accessible at home, at school, or on the go.
4. *Marketing Dynamics* Bundle combines the printed text and an Online Student Center. All student support materials are available online in a six-year classroom subscription.

5. *Fashion Marketing & Merchandising* student textbook (printed, hard cover, full-color textbook with 672 pages)

6. Online Student Center for *Fashion Marketing & Merchandising* provides the foundation of instruction and learning for digital and blended classrooms. An easy-to-manage, shared classroom subscription makes it a hassle-free solution for both students and instructors. An online student text and workbook, along with rich supplemental content, brings digital learning to the classroom. All instructional materials are found on a convenient online bookshelf that is accessible at home, at school, or on the go.

7. *Fashion Marketing & Merchandising* Bundle combines the printed text and an Online Student Center. All student support materials are available online in a six-year classroom subscription.

Major Tool - Teacher Components Describe each of the components, including a format description.

(N/A - see Ancillary Materials - Teacher Components below)

2. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS. Briefly describe the ancillary materials and their relationship to the major tool.

Ancillary Materials - Student Components Describe each of the components, including a format description.

(N/A - see Ancillary Materials - Teacher Components below)

Ancillary Materials - Teacher Components Describe each of the components, including a format description.

Online Instructor Resources for both *Marketing Dynamics* and *Fashion Marketing & Merchandising* include Answer Keys, Lesson Plans, Instructor's Presentations for PowerPoint®, ExamView® Assessment Suite, and more.

3. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM? Identify and explain the suggested instructional time for this submission. If a series, state the suggested time for each level. The goal is to determine whether the amount of content is suitable to the length of the course for which it is submitted.

Program planning guides are provided for both *Marketing Dynamics* and *Fashion Marketing & Merchandising* to suggest ways to schedule the chapters for different course calendars, including 12-week trimester and 18-week semester courses.

4. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? Describe the ongoing learning opportunities available to teachers and other education personnel that will be delivered through their schools and districts as well as the training/in-service available directly from the publisher for successful implementation of the program. Also provide details of the type of training/in-service available and how it may be obtained. (The information provided here will be used in the instructional materials catalog in the case of adoption of the program.)

In-service/staff development training is available during the life of the adoption in various formats upon request. Training support documentation can be provided in print or webinar and is available at no cost for the hours needed. Please contact G-W Educational Consultant Irene deVarona (877.327.4209 phone, idevarona@g-w.com e-mail) to arrange mutually-agreed upon in-service dates and formats.

5. WHAT HARDWARE/EQUIPMENT IS REQUIRED? Briefly list and describe the hardware/equipment needed to implement the submission in the classroom. REMEMBER: Florida law does not allow hardware/equipment to be included on the bid! However, schools and districts must be made aware of the hardware/equipment needed to fully implement this program.

For Online Materials: • Operating System: Microsoft Windows XP/VISTA/7/8, Mac OS 10.4 or later, or Mac iOS 4.3 or later. • Minimum Hardware: 600 MHz processor; 128 MB RAM; monitor or touch screen display. • Online Access: Internet or Wi-Fi connection is required; cookies and JavaScript enabled for full functionality. • Recommended Web browsers: Firefox, Internet Explorer, Chrome, or Safari.

6. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY? If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

Not Applicable

7. WHAT STATES HAVE ADOPTED THE SUBMISSION? List some of the states in which this submission is currently adopted.

Marketing Dynamics and/or *Fashion Marketing & Merchandising* have been adopted in Alabama, Florida, Georgia, Indiana, Kentucky, Louisiana, Mississippi, New Mexico, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and West Virginia.

8. LIST THE FLORIDA DISTRICTS IN WHICH THIS PROGRAM HAS BEEN PILOTED IN THE LAST EIGHTEEN MONTHS.

Not Applicable