

## **COURSE SYLLABUS - MARKETING 3322 PROFESSIONAL SELLING, FALL 2015**

**Instructor Name:** Lauren Brewer

**Office Number:** Department of Marketing, College of Business Administration -- 618

**Office Telephone Number:** 817-272-6741

**Email Address:** lauren.brewer@uta.edu

**Office Hours:** CoB 618, Tuesday 3:00 pm – 5:15 pm; & By Appointment

**Course Number, Course Title:** MARK 3322, Professional Selling

**Classroom:** CoB 253; Class Time – MWF 11:00 am – 11:50 am

**Faculty Profile:** Please see Professor Brewer for a faculty profile.

### **DESCRIPTION OF COURSE CONTENT**

**Catalog Description:** Presents sales principles and skills required by today's professional salesperson, with emphasis on the business-to-business selling environment. Students will enhance development of a variety of skills that will serve for a lifetime. These lifetime skills include the following: communication skills, critical thinking, building relationships with customers, and ethical decision making. Prerequisite: MARK 3321 or consent of instructor.

*In business, nothing happens until somebody sells something! Selling is important, for your career and for your social life – you are called to sell everyday. This course is designed to teach you about selling and how to sell. Whether or not you ever have a career as a sales professional, you will be expected to sell.....something.....even yourself in a job interview.*

**Professional Selling** is a course in which **you will enhance your collegiate level development** of a variety of skills that will serve you while you are at UT ARLINGTON and for a lifetime. These skills should serve as the basis for your personal and professional strategic plan. These lifetime skills include the following: critical thinking, communications skills, leadership, learning to learn, ethics, and managing and leading change.

### **REQUIRED TEXTBOOKS AND OTHER COURSE MATERIALS**

Jones, Chonko, Jones, and Stephens (2012), *Selling ASAP: Art, Science, Agility, Performance*, LSU Press

**Note;** Any student enrolled in MARK 3322 who wishes to enroll in the **Sales Certificate Program** must complete the online **Sales Compliance Program** which can be found on the Marketing Department Web Site under the **Sales link**.

### **STUDENT LEARNING OUTCOMES**

**In this class you will have the opportunity to....**

- Examine the role of the sales force in the marketing mix
- Improve your communications skills: verbal, written, and listening
- Define and discuss each component of the selling process
- Practice each step of the selling process through role-play and in-class exercises
- Learn some of the latest concepts concerning building and maintaining long-term professional relationships with clients

The choice is yours. If you participate in class, listen closely to other students, and complete assignments on time, you will improve your ability to sell your ideas and become more effective in representing your company and its products and services. You will also learn what is necessary to build long-term, profitable relationships with clients.

### **A TIME FOR INTROSPECTION**

Try “going the extra yard” in the short-run. It may make your education journey more pleasant in the long-run.....and it may even shorten it in some ways.

### **A TIME FOR INTROSPECTION**

If you are satisfied with “getting by” and achieving minimum standards, what will you answer to those who ask you about the full use of your talents?

### **A TIME FOR INTROSPECTION**

Did you ever notice that there’s never time to do it right, but always time to do it over?

### **A TIME FOR INTROSPECTION**

Why would you expect someone to work on your behalf if you are unwilling to reciprocate?

### **A TIME FOR INTROSPECTION**

*Long-range planning does not deal with future decisions, but with the future of present decisions (Peter Drucker)*

### **A TIME FOR INTROSPECTION**

The reason many people fail instead of succeed is that they trade what they want most for what they want at the moment.

### **THE TRIPLE FILTER TEST**

We will discuss many things in this class and you will have many opportunities to lead and follow in this class. One critical trait of leaders and followers is learning to discern.

*In ancient Greece, Socrates was reputed to hold knowledge in high esteem. One day an acquaintance came upon the great philosopher and said: “Socrates, do you know what I just heard about your friend?”*

*“Hold on a minute,” Socrates replied. “Before telling me anything, I’d like you to pass a little test. It’s called the Triple Filter Test.”*

*“Triple Filter Test?” asked the acquaintance.*

*“That’s right,” Socrates continued. “Before you talk to me about my friend, let’s take a moment and filter what you are going to say. The first filter is truth. Have you made absolutely sure that what you are about to tell me is true?”*

*“No,” the acquaintance said. “Actually, I just heard about it and....”*

*“All right,” said Socrates. “So you don’t really know if it’s true or not. Now let’s try the second filter, the filter of Goodness. Is what you are about to tell me about my friend something good?”*

*“No, on the contrary....”*

*“So,” Socrates continued, “you want to tell me something bad about him, and you’re not certain it’s true. You may still pass the test though, because there is one filter left – the filter of Usefulness. Is what you want to tell me about my friend going to be useful to me?”*

*“No, not really.”*

*“Well,” concluded Socrates “If what you want to tell me is neither true or good nor even useful, why tell it to me at all?”*

## YOUR STRATEGIC PLAN

In this class we will spend some time talking about strategic planning for selling, for a business and for you. Let's start with a few questions:

- Where do you want to be in fifteen years? What is your vision for your future?
- What should your profile look like when you graduate from UT ARLINGTON?
- What is the real purpose of your education time at UT ARLINGTON?
- What are your goals for your college career at UT ARLINGTON?
- What are you doing this semester that makes a contribution toward your goals and your vision?
- How are the classes you are taking now (and will take in the future) going to contribute to your goal achievement and to your vision achievement?

These are all questions that are asked by people who plan strategically, who begin with the end in mind, who think long term but recognize that many short term steps must be taken and many short term goals must be achieved in order to successfully reach longer term goals. This is the essence of strategic planning.

- It begins with the ends (your vision) in mind - your fifteen-year goal, your education goals. Stated more elegantly, "What do you want to be when you grow up?"
- It requires that you ask how your classes will contribute to your education and your vision.
- It requires that you take classes for their educational value and not for the grade.
- It requires that you examine your extracurricular activities (incl. campus organizations, community service, work experiences) and ask questions like:
  1. How is this activity, job, etc. contributing to my goals? What am I learning? What skills am I developing?
  2. How can I do the things that I want to do at UT ARLINGTON but increase my learning potential, my educational value, and, therefore, the contribution that these activities make to my overall vision?
  3. Which classes or sections of classes should I take? The ones that are "easy grades" where little work (and, therefore, little learning) takes place or the ones that will actively engage me in learning and other skill developmental exercises?

**Your Opportunity to Build Competitive Advantage.** The answers to these questions are really up to you. Keep in mind that, when you graduate, hundreds of thousands of others will graduate. For you, strategic planning is about developing a *competitive advantage* in the marketplace. For you, strategic planning is about being able to *sustain a competitive advantage* in the marketplace. If, when you graduate, your profile looks like most of the other profiles of the other college graduates, what advantage do you offer to the marketplace of jobs and careers?

You have four, or more, years of educational opportunities at UT ARLINGTON. You can take the easy road and "get by" and look like most other college graduates. Or, you can take the "higher road" and challenge yourself to excel through your choice of classes, activities, work experiences, etc. As you proceed through your years at UT ARLINGTON, you will be given many opportunities. In **Indiana Jones - the Last Crusade**, Indiana searches and finds the Holy Grail. However, a Nazi sympathizer/mercenary drinks from the Grail first and, instead of obtaining eternal life, dies instantly. The knight charged with guarding the Grail states, matter of factly, "he chose poorly." This is not what you want to have said at the end of your educational time at UT ARLINGTON. **The choices are yours.** You can choose poorly or choose wisely. Like the strategic planners, think long term and act smartly in the short term.

## REQUIREMENTS: THE MUCH ANTICIPATED SET OF ASSIGNMENTS

In this class, you will be provided several different opportunities to demonstrate your abilities. A word of advice – look at these assignments positively. They represent opportunities to perform, to show off, to learn, to impress me. Consider the following. When you are selling something, you know a lot about that something...hopefully. But what do you present? Do you tell it all? Or do you tailor your comments to the expressed needs/wants of those with whom you are conversing, not presenting anywhere near all of what you know? So it is with assignments...you may not have to tell it all, but since you do not know what will be asked, you must know it all. Look at it this way. **If you do not learn it now, and you discover later that you need it, when will you learn it?**

### ASSIGNMENT 1: SALES PLAN FOR THE PRODUCTS/SERVICES YOU WILL SELL

This exercise will focus on your development of **3 product plans**. It will emphasize some of the business and professional skills you must develop before you leave UT ARLINGTON. You will be asked to develop a mini-business plan for a product. **YOU WILL MAKE 3 PRESENTATIONS IN THIS CLASS. THEREFORE YOU WILL NEED THREE PRODUCT PLANS.**

#### A TIME FOR INTROSPECTION

If you wait until the last minute to address a problem,  
what are you really saying about you?

**PRODUCTS/SERVICES MUST BE APPROVED BY THE INSTRUCTOR.** Fictitious products are not permissible. Specific guidelines for this assignment will be issued and discussed during a designated class period. **Each product/service description will consist of the following deliverables:**

#### Part 1 – Product/Service Sales Plan

This is an assignment in which you will choose and describe **THREE** products or services that you plan to sell in role plays. **PRODUCTS/SERVICES MUST BE APPROVED BY THE INSTRUCTOR.** Fictitious products are not permissible. The product sales plan will consist of the following elements:

- **Product(s)/Service(s) to be Sold** – What company are you representing? What are the primary features and benefits of your product(s)/service(s)? What is your product's competitive advantage?
- **Elevator Speech (Value Proposition)** This part of the exercise requires that you gain the attention of a buyer in a very short period of time...the time it takes to get from the first floor to the top floor of a high rise building in an elevator. This exercise is real...it is commonly used by prospective entrepreneurs seeking venture capital. In a sales context, buyers do not have time for listening to sales professionals drone on about details of their offerings. They want to become excited and see the financial potential in an invention or idea in 30 or 40 seconds. If you cannot gain someone's attention early, when will you get it?
- **Identification of 2 primary competitors** – key features, benefits, and advantages provided by each. Bullet points will suffice.
- **Identification of a business customer** – description includes a brief overview of the buying firm (size, number of stores, number of employees, what the customer does and why they need your product/service.
- **10 Questions** – Questions that you think prospective buyers might ask about your selected product/service. You do not need to provide answers in your product plans, but you should be prepared to answer questions like these when you make your presentation.

**Overview of elevator speech** – This is a prepared presentation that says a lot in a few words. The core message markets yourself and your organization – make them want to know more.

**Uses - Anywhere** – “What do you do?” Must know audiences and adapt to them.

**Focus** - Customers are buying your company and you, not the product. They want longevity!!! Customers are buying benefits like improved capabilities, not products.

**No-No** - Don't tell them what you are (e.g. salesperson, marketer) – tell them how you help others

*Following is an outline of an elevator speech focused on improving the reading levels of young people.*

**Pain (the hook)** – *a graphic picture of the pain your customers are suffering*; young people working hard, excitement disappear, studying is stressful, never seems to be time for important things in life, families suffer, they feel there must be a better way but cannot find it.

**Credibility** – *why they should listen to you*; no quick fixes, we are not consultants we are teachers, we have worked “x” schools and “y” students, we have seen what works and what does not, we use unique skills to make sense of all we have seen.

**Solution** – *explain how you can help*; working with.... We have developed a proven, structured \_\_\_\_\_ program called \_\_\_\_\_, contain some of the most powerful \_\_\_\_\_ to help young people \_\_\_\_\_, help students get their school lives under control, help them find a “better way”.

**Gain** – *explain benefits they get*; helps students develop, improve, and grow skills, ultimately provide time to spend on life's important things – family friends, etc.

**Impact** – *what difference benefits make in lives*; what students say – better grades, better learning, happier and reduced stress.

**Emotion** – *describe how this makes them feel*; set free from a school environment they used to feel trapped by, now feel in control, excited about school, families are excited too

**Prove** – *provide evidence to support claims*; one or two key stats

**Money** – *make cost look small*; your investment is..... a small price to pay for helping young people improve

**Risk** – *remove doubts by removing risk*; how can you lose helping kids?

**Close** – *repeat key points, if time*; \_\_\_\_\_ helps young people read, improve, grow, develop; what to you want? (Money, sale, business card, schedule for full presentation, referral)

**NOTE 1: ACCOMPANYING THE PRODUCT/SERVICE DESCRIPTIONS MUST BE INFORMATION ABOUT ONE SPECIFIC ORGANIZATION THAT MIGHT BE INTERESTED IN PURCHASING YOUR PRODUCT/SERVICE. Your buyer will represent this organization for their part of the role play and you will be informed as to their role prior to your role play. THE BUYING ORGANIZATION MUST BE DIFFERENT FOR EACH PRODUCT/SERVICE.**

**NOTE 2: WEB SITE INFORMATION, WHILE USEFUL, IS NOT SUFFICIENT. As a professional sales representative you must be able to extend the information contained in a Web Site and fit it to a particular prospect's needs, wants, and preferences. You can include Web Site materials in your write-up as long as they are cited correctly. If a salesperson does little more than re-transmit the materials on a Web Site, that salesperson really is not necessary.**

**NOTE 3: PRODUCT/SERVICE IDEAS MUST BE APPROVED BY THE INSTRUCTOR. Most are acceptable, but some products/services are very difficult to sell in a classroom setting. PLEASE GAIN INSTRUCTOR APPROVAL BEFORE BEGINNING A PRODUCT/SERVICE PLAN.**

**NOTE 4: When product plans are turned in please a) turn in 3 SEPARATE Word files and b) make sure your name is on each file.**

**NOTE 5: ONCE THE CALENDAR FOR SALES PRESENTATIONS HAS BEEN SET:**

- 1) Presentation dates cannot be changed,
- 2) products/services you plan to sell cannot be changed.

## ASSIGNMENT 2: THE SELLING ROLE PLAY

This class will require that you participate in **3 sales presentation role-plays**. There is a degree of "make believe" to it, but it is mainly designed for you to put into practice what you learn this semester. You will be graded on your ability to use the selling principles and techniques you have learned in this class.

Your **product planning** documents will form the basis for your sales presentations. The best way to ensure a high grade on the assignment is to listen, read, and participate in class every chance you get. The more you practice, the more comfortable you will be with the role-play, and the better you will perform.

**THIS ASSIGNMENT SHOULD BE TAKEN SERIOUSLY AS WORKING ON IT SHOULD SUBSTITUTE FOR SOME OF THE STUDYING YOU NEED TO DO FOR TESTS.**

### A TIME FOR INTROSPECTION

To acquire knowledge, one must study. To acquire wisdom, one must observe.

## TESTS

There will be **3 tests** during the semester. Tests will consist of multiple choice, short answer, and essay questions. **PLEASE BRING A SCANTRON (882-E) AND BLUE BOOKS TO CLASS.**

### A TIME FOR INTROSPECTION

Did you always give this class (and all your classes) your best effort?

These tests will be based on materials from the text, materials discussed in class as identified in the class slides, and all speakers/In-class activities. All tests are scheduled in the course schedule section of the syllabus.

**Make-ups:** Tests that are missed may be made up only if the instructor approves the absence beforehand, or it is unavoidable in nature.

- You will have the full class time to complete each test.
- I suggest you study for these tests. These are some of the rumors concerning tests: 1) they are easy (then don't study); 2) they are challenging (not if you study - no material on the test will look unfamiliar to those who read the assignments and come to class), 3) only selected materials appear on the test (wrong!!!! - there will be questions on your tests from all modules, class notes, and guest speakers). You can believe the rumors or you can believe me....just keep in mind who creates the tests.

Try Studying!!!! Then, you don't have to be concerned with what others say about the tests.

UT ARLINGTON's honor code will be applicable on all tests. Any open materials or other less than honorable behaviors will result in a grade of zero being assigned to the test.

If you arrive to take your exam and a student has already completed the exam and has left the room, then you will not be allowed to take the exam.

## HOW YOU CAN USE THIS CLASS TO LEARN

This class will provide a number of active learning opportunities. The key words in the last sentence are "learning opportunities." I can't make you learn....but you can make yourself learn.

The mere act of listening to wise statements and sound advice does little for anyone. In the process of learning, the learner's **dynamic cooperation** is required. A key to learning lies in the fact that the learning process should dignify you as the student by opening the way for you to make positive

contributions to thought. You will be provided with materials that will make it possible for you to think purposefully. From these materials, questions will be raised and conclusions will be drawn. Try to make some of them **your** questions and **your** conclusions. Try to listen to other points of view. Try not to reject other points of view because they differ from yours. **None of us has the market for good ideas cornered.**

Those who have been ill-prepared by their school systems and those in charge of such systems must develop the discipline that will lead to what Thomas Huxley called the most valuable result of education: **“The ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not...”**

## GRADING SUMMARY

**Final grades will be determined as follows:**

<u>Grade Item</u>	<u>Possible Points</u>	<u>Percentage</u>
Text Exams (2 @ 150 pts each)	300	30%
Speaker/ICA Exam (1 @ 100 pts)	100	10%
Product Plans (3 @ 50 pts each)	150	15%
Sales Presentations (3 @ 150 pts each)	450	45%
Total Possible Points	1000 Points	100%

### Grade Scale

<u>Grade</u>	<u>Total Points Received</u>
A – 90%	900 – 1000
B – 80%	800 – 899
C – 70%	700 – 799
D – 60%	600 – 699
F	599 and Below

- **Late Assignments: First**, make sure that you submit the assignment on time to get full credit for your assignment. Written assignments will be submitted on their due dates and are due by the start of class time on the designated date. **For assignments not turned in prior to class, the following policy will take effect**

If the assignment is not submitted on time you will receive:

- ¾ credit for the assignment if it is turned in 1 day late,
- ½ credit for the assignment if it is turned in two days late and
- 0 credit for any assignment turned in after two days.

It is up to you to keep track of due dates for the assignments, so please refer to this syllabus often to keep abreast of the schedule. Please do not depend on the instructor to remind you of due dates.

The reasons for this policy are very simply. First, we are all professionals and professionals submit their work on time. Second, our buyers must have information about the role plays as soon as possible so they can prepare. Third, we are promising our friends in the sales community that you are professionals, so act like a professional.

There will be no curve, and although this is a sales class that teaches you negotiating techniques, final grades are not negotiable, with the exception of a calculation error on the part of the instructor. **ASK QUESTIONS EARLY.**

### A TIME FOR INTROSPECTION

If you feel you deserve credit for work not done in this class,  
how many other times will you feel the same way as you navigate  
the remainder of your college and professional experiment?  
And, who really is the one who is hurt?

### ATTENDANCE --- decide!!!!

Attendance counts! I will incorporate outside material that compliments the text and this will likely be useful for exams and for your assignments. If you miss class you will miss any information and learning opportunities that are presented in class. Thus, it is in your best interest to attend every class. **Suppose you miss a sales call.....what have you lost that is non-recoverable?**

**Treat class attendance and your studies like a job.** First, if you are not in class, what are you doing that is more important? In the absence of a legitimate reason for non-attendance, you allow others to speculate on what you are doing. Teachers rarely speculate positively. Second, you have **168 hours** per week in which you live, eat, sleep, work, study, and play. Assuming you are in class for **15 hours** and, assuming (big time assumption) that you study for **30 hours**, you have consumed **45 hours**. Now, if you work or are active in extracurricular activities for 30 hours, you have now used **75 hours**. That leaves **93 hours** or..... **about 13 hours a day in which you can sleep (not recommended)**.

### GRADE INQUIRIES

As you pursue your college education, there will be times (hopefully not many) in which you receive a grade that is not satisfactory to you. If such a situation occurs, **one course of action that will not work** is to whine to your professor. To be straightforward about it, I do not want to hear it. But **I will listen to professionals**. What can you do to get my attention? One strategy that works is to examine the work on which you received the unsatisfactory grade and compare it to materials found in textbooks, class notes, and other legitimate sources of information. Prepare a presentation in which you approach me with some **intelligent reasoning** and a clear statement of your **desire to learn**. In other words, present facts. Try to stay off the emotional roller coaster. By all means, **do not wait until the end of the semester to approach me (or any professor) with the hope of a miracle!!!!** Students need to achieve certain grades for a variety of reasons:

- to stay off probation
- to avoid suspension
- to graduate
- to retain a scholarship
- to earn academic honors
- to feed their egos

You have not learned how to take a hit (to deal with adversity). You may earn a D, but you can't believe it because you've never made a D and the whining and the "excusemanship" abound. Take the D, assume responsibility for your actions and be willing to be held accountable. If the above reasons (no doubt there are others) for needing a grade were so important, you would not wait until the last minute, when all the results are in, to plead your case. Plan ahead!!!!

You probably have a good idea of the grade you want or need in this course and every other course. **Do not wait** until the end of the semester to realize that you will not reach your goal. Also, don't treat your goal as a minimum acceptable standard. Shoot high. Don't set a goal and just "try to make it." Chances are you will struggle to make it as you become complacent early and become frazzled late in the semester. **Goals set at levels that are too low do not motivate**. If you are having difficulty with a course, the time to deal with it is early in the semester before too many grades have been determined. The more you have invested in a course, the more difficult it is to change the grade.



There is no doubt that grades are important since they are one of the few quantitative pieces of information on which student performance can be evaluated. You can enhance your ability to **earn** good grades by being prepared for your classes and your assignments. Consider that if you read materials ahead of the class in which they will be discussed, you will have heard something twice. **Most of us remember something better if we have heard it twice than if we have only heard it once.**

**Inquiries about grades:** In this class, you will have time to discuss any grade. After the grade is posted, **you will have one class day to submit any inquiries.** I will accept *no inquiries once one class day has passed by.* **All posted grades will be dated. It is your responsibility to check the accuracy of your grades.** In other words, I do not want to see you in the last week of the semester about work done in the first week of the semester.

If you have an **inquiry about a test or assignment grade**, that inquiry must be **made in writing.** Your inquiry must include justification for that answer you selected as the correct answer if that differs from the correct answer indicated on the key. **Grade changes on assignments and tests, if any, will be posted ASAP.**

#### A TIME FOR INTROSPECTION

If you wait until the last minute to address a problem,  
what are you really saying about you?

#### CLASS POLICIES

- **Class Participation:** Classes are a combination of lecture and discussion with emphasis on discussion. You are encouraged to participate. The best way to earn a high grade in this course is to read the course material and prepare questions and comments before coming to class. Class discussions will be livelier and more beneficial if you come prepared.

#### A TIME FOR INTROSPECTION

If you are playing baseball, you'd never expect to get a hit while focusing on the scoreboard. But this is exactly the key mistake that many of us make. Rather than paying attention to what we are doing while we are doing it, our attention strays to the outcome.

- Please switch off all cellular phones, PDAs, and/or other devices of electronic wizardry when in class, as they tend to disturb the flow of the class. Consider how you feel when you are talking and someone interrupts you. Empathize!!!!

#### A TIME FOR INTROSPECTION

How much easier would your work be if you put forth as much effort trying to improve the quality of it as many do trying to make excuses for not properly attending to it?

#### A PERSONAL NOTE ON INTEGRITY:

Remember, when you act with integrity, you grow professionally, personally, and spiritually.... even if you do not receive the best of grades. When you act without integrity, you may get by and think you are clever. Go ahead!! Yuk it up!! Laugh about it!! Act like you are cool!! Consider the impact of simply copying past projects instead of doing the work. What do you get? A grade....which is useless except for allowing you to move to the next course. Satchell Paige, a pitcher who played in the major leagues at the age of 60 said, "Don't look back, something might be gaining on you." Who will be gaining on you if your college career is encapsulated by just getting by to get grades? Just try to break through your euphoria and think about who you are really fooling....and who you are not.

**Class festivities, major assignments and examinations with due dates:**

Week	Date	Topic	Assignment/Other Comments
1	8/28	Course Introduction	
2	8/31	Managing Time and Self	Chapter 1
	9/2	How Buyers Buy	Chapter 2
	9/4	Work-Day	
3	9/7	Labor Day Holiday	
	9/9	Preparation	Chapter 3
	9/11	Attention	Chapter 4
4	9/14	Work-Day	
	9/16	<b>Exam 1: Chapters 1, 2, 3, 4</b>	
	9/18	Exam 1 Recap / Work-Day	
5	9/21	Exhibition	Chapter 5
	9/23	Prescription	Chapter 6
	9/25	Work-Day	
6	9/28	Conviction/Motivation	Chapter 7
	9/30	Completion/Partnering	Chapter 8
	10/2	Work-Day	
7	10/5	<b>Exam 2: Chapters 5, 6, 7, 8</b>	
	10/7	Exam 2 Recap / Plan Discussions	
	10/9	Work-Day	Product/Service Plans Due (x3)
8	10/12	Speaker Presentation / ICA	
	10/14	Speaker Presentation / ICA	
	10/16	Speaker Presentation / ICA	
9	10/19	Speaker Presentation / ICA	
	10/21	Speaker Presentation / ICA	
	10/23	Work-Day: Presentation Requirements	
10	10/26	Work-Day: Presentation Preparation	
	10/28	1 <sup>st</sup> Sales Presentation	
	10/30	1 <sup>st</sup> Sales Presentation	
11	11/2	Presentation Debriefing	
	11/4	Speaker Presentation / ICA	
	11/6	Speaker Presentation / ICA	
12	11/9	Speaker Presentation / ICA	
	11/11	2 <sup>nd</sup> Sales Presentation	
	11/13	2 <sup>nd</sup> Sales Presentation	
13	11/16	Presentation Debriefing	
	11/18	Speaker Presentation / ICA	
	11/20	Speaker Presentation / ICA	
14	11/23	Speaker Presentation / ICA	
	11/25	TBD	
	11/27	Thanksgiving Holiday	
15	11/30	3 <sup>rd</sup> Sales Presentation	
	12/2	3 <sup>rd</sup> Sales Presentation	
	12/4	<b>Exam 3: Speaker Presentations &amp; ICA</b>	
16	12/7	Presentation Debriefing	
	12/9	The Last Class	

**Note:** Reading ahead casually will help you in this class. Reading ahead is like preparation for sales. If you have read something once, and then you are exposed to it again, learning is facilitated.

## **UNIVERSITY POLICIES AND PROCEDURES**

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw.

Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for nonattendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

**Disability Accommodations:** : UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos). For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course.

UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at UniversityCollege (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>