MKTG 4795 Topic: Advanced Professional Selling  
Syllabus   Spring 2010

Particulars: 6:00-8:40 pm, Tuesdays, LSBE 229

Prerequisites: Mktg3701 or Mgt3701, MKTG3741 (Fundamentals of Selling), LSBE candidate or college consent.

Professor: Dr. Stephen B. Castleberry  
385 AA LSBE Building  
(218) 726-6314 office phone    (218) 726-7578 office fax  
E-MAIL: scastleb@d.umn.edu (This is the best way to reach me)  
WWW: http://www.d.umn.edu/~scastleb  
Power Point slides are on our WebVISTA page

Office Hours: 9:30-10:30 TTH or by appointment

Course Objectives/outcomes:

This class will seek to more fully prepare students for excellence in an entry-level professional selling position. Specifically, students will gain advanced instruction and skill development in interpersonal communication skills (especially in team selling situations), career management, personal productivity, negotiation, and coordination with other functional areas.


Grade Determination:

Team Role Play: 25%  
Negotiation Role Play: 25%  
Oral Presentation (final exam): 15%  
Course Participation: 35%
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1/19</td>
<td>Introductions Review of MKTG 3741 topics (including making appointments)</td>
<td>Review Chapters 1, 2, 4, 6, 8, 9, 10, 11, 12, 14</td>
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<tr>
<td>1/26</td>
<td>Team Selling and Managing the Sales Team Coordination within the Selling Firm: <strong>Note: Team Role Play Proposal is due no later than 6:00 pm on January 28 (on line).</strong></td>
<td>Read Chapter 16</td>
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<td>2/2</td>
<td><strong>Guest Speaker</strong> Job Search and Career Management</td>
<td>Read Chapter 17</td>
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<tr>
<td>2/9</td>
<td><strong>Team Role Play Paper is Due at 6:00 pm</strong> Role Play One must be completed before class Communication Skills Dealing with Angry and Difficult Buyers</td>
<td>Read Chapter 5, pp. 299-300</td>
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<tr>
<td>2/16</td>
<td>CRM/SFA Systems Team Selling</td>
<td>Bring your laptop</td>
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<td>2/23</td>
<td>Team Selling Role Plays (2 member teams– 4 role plays)</td>
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<tr>
<td>3/2</td>
<td>Team Selling Role Plays (2 member teams – 4 role plays)</td>
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<tr>
<td>3/9</td>
<td><strong>Guest Speaker</strong> Prospecting and Building Relationships (LinkedIn)</td>
<td>Chapter 7 Bring your laptop</td>
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<td>3/16</td>
<td>Spring Break</td>
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<td>3/23</td>
<td><strong>Guest Speaker</strong> Legal and Ethical Issues</td>
<td>Read Chapter 3</td>
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<td>3/30</td>
<td>Negotiation Selling</td>
<td>Chapter 13</td>
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<td>4/6</td>
<td>Preparation for Negotiation (4 member teams)</td>
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<td>4/13</td>
<td>Preparation for Negotiation</td>
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<td>4/20</td>
<td>Teams 1 and 2 Negotiation Session Teams 3 and 4 Negotiation Session Negotiations: Summary</td>
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<td>4/27</td>
<td>Course Evaluation Advanced Selling Topics</td>
<td>To be announced</td>
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<tr>
<td>5/4</td>
<td>Course Project Oral Presentations (15-20 minutes each)</td>
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Final Exam is 6:00–7:55pm, Tuesday, May 11. Course Project Oral Presentations (cont). Everyone must attend the entire final exam period.
Role Plays

**Role Play One**  Each student will give presentations in three role plays. The first role play will be a short, one-on-one "practice" sales presentation and will not be graded. The purpose is to identify overall strengths and weaknesses. This role play will occur in Dr. Castleberry's office and must be completed by 2/9 before class time. Each student is required to set up an appointment for this meeting by calling Dr. Castleberry’s secretary. The student will be graded (part of professionalism grade) in how well he/she made the appointment. The scenario will be provided to the student in class.

**Role Play Two**  The second role play will be a team sales presentation in which a group of sellers give a presentation to a group of buyers. The proposal for this role play is due on January 28, 2009 at 6:00. The selling team is required to submit a Team Role Play Scenario paper that follows the outline provided. The paper is due on 2/9 at 6:00 for all teams.

**Role Play Three**  The third role play will involve a complete negotiation session between a group of sellers and a group of buyers.

Role playing scenarios will be, as much as possible, totally "real world." Students should expect that anything that could happen in the real world will happen in these role plays. Students should study the real world situations provided on my web page:

www.d.umn.edu/~scastleb/real%20world%20selling%20situations.html

**Course Participation**

This includes such items as the following: attend class (arriving on time), turn in written case writeups and exercises as required, be prepared to intelligently discuss assigned cases and text material (as demonstrated by quality of class discussion and pop quizzes), be prepared to participate in class activities, speak respectfully to class members and to me, serve as a well-prepared participant during in-class exercises and role plays, provide significant written and oral feedback that is constructive during in-class role plays and presentations, provide complete status reports as required, write timely thank-you’s to our guests, other assignments, etc. Note that course participation occurs both inside and outside the classroom.
COURSE PROJECT

Each student is to select a specific industry as well as two main firms in that industry. (This should be a field he/she is considering entering upon graduation.) The student should first do background research by reviewing the past two year's history of the industry and the two firms. The student is then to track this industry and these firms all semester. Examples of publication to use in this tracking would include Wall Street Journal, Business Week, trade journals, and company literature. The oral presentation should relate this material and at least cover the following areas:

1. What is the past two year history of the industry and the firms? What is the current state?
2. What does the future look like for the industry and firms?
3. What impact does this information (from questions 1 and 2) have on the personal selling/sales management function?

Each student is to schedule a "ride-day" with an entry-level salesperson (not a sales manager) in the industry chosen.

The oral presentation should summarize the student's interaction with this person and at least answer the following questions:

1. What makes this salesperson successful?
2. How can a student better prepare him/herself for this position?
3. How is technology used by the salesperson?
4. To what extent does theory (as learned in our selling courses) relate to the actual practice in this firm?
5. Would you still like to work in the industry? Provide pros and cons.

You need to turn in a business card of the salesperson. You also may want to collect some company literature.

You will be giving an oral report (PowerPoint) of your findings in class at the end of the semester.
Proposal for your Team Role Play

Names of Your Team Members (2 members per team)

I. Name of the company you will be representing:___________________________________

II. Product or service you will be selling (include a brief description so I can understand what you are selling--don’t just list a brand name):

III. Name of the company you will be selling to:___________________________________

IV. What do you hope to accomplish in this short 20 minute group presentation? What is your goal? (e.g. to actually sell some of them, to get another appointment to show a demonstration, to get the prospects to take a plant tour, etc.)

[NOTE: You may choose almost any product or service to sell. Please keep in mind that, in no way, are you permitted to break any university rules or policies in connection with this course.]

After you submit your proposal I will then either approve or disapprove your product/service. Please note that my approval does not mean that you have chosen a particularly great product or that you will have no trouble presenting it. Approval simply indicates that you are allowed to proceed.
Written Role Play Paper Assignment

Examples of papers from prior students are online on my web page. Please note that from time to time I make minor adjustments in the layout or requirements of papers. Thus, use the online examples to help see what types of information can be included, but always follow the precise instructions provided here.

The paper has two distinct parts, Part I and Part II. Follow the directions given precisely.

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Paper – Part I (two copies required) STAPLE each copy separately.

1. Maximum length allowed for Part I is 3 typed pages-single spaced is okay. Be clear and concise.
2. Include the bolded phrases below and follow my outline exactly.
3. Don’t use complete sentences (e.g., Use “In business for 20 years” instead of “We have been in business for the past 20 years”).
4. Include your name and product/service name at the top of each page.

I. My product, firm, and our buying team
   A. Product/service (also list your product’s name here)
      Outline information about the product/service you are selling (what it is, how it works, how the buyer would use it). This should be written in easy-to-understand language (e.g. don't copy this out of a brochure or technical product description). Don’t list the pros and cons of your product here.
   B. My company (also list your company’s name here)
      Outline information about the company you are representing (e.g. number of plants/offices, image, size, anything else that will be helpful for the buyer to know).
   C. Buying team
      Provide names and brief job descriptions of your buying team.

II. My buyer
   A. The buying firm and the buyers (also list the buying firm’s name here)
      Outline information about the company you are selling to. Give enough information so that the buyer can understand what the buying firm does and what product/service it is currently using (that you will replace with your product/service).

      Provide brief job descriptions of your buying team, linked to the buyer’s actual names.

   B. Buyer’s needs
      1. Outline information about your buyer's needs with regard to your type of product as far as you understand them now [They may change based on my instructions to the buyer]. You must provide enough information for the buyers to answer your needs identification questions (the ones you will ask at the beginning of the role play) and generally understand the situation. You will not be able to ask any questions during the role play that the buyers have not been informed about in your paper. Note: you will be better off if you only list about two or three basic needs.

      2. Buyer’s Customer’s Needs – If you’re selling something that will be resold (e.g., you are selling Hunts Ketchup to Sam’s for them to sell to the public), you must include two sets of “buyer’s needs”: the needs of your customer (e.g. Sam’s) and the needs of your customer’s customers (e.g. person who walks into Sam’s to buy ketchup). Make sure the two lists are separated.

   C. What you’ve done so far with these buyers and the buyer’s firm
      Outline information about what you have done with these buyers to this point (e.g. results of previous meetings or phone conversations; material you have sent them to look at; conversations you have had with someone else in this buyer’s organization).

III. The buyer’s options
   Provide enough information so that the buyer can easily understand his/her options.
   A. Your own product/service – (Put actual name here. Include prices.)
      Strengths and weaknesses. Use a table format.

   B. Direct competitor number one – (Put actual name here. Include prices.)
      Strengths and weaknesses. Use a table format.
C. Direct competitor number two – (Put actual name here. Include prices.)
   Strengths and weaknesses. Use a table format.

D. Indirect competitor – (Put actual name here. Include prices.)
   Strengths and weaknesses. Use a table format.

IV. Objectives
   Outline your goals for this meeting (the presentation you will have in class).
   A. Primary goal
   B. Minimum goal
   C. Optimistic goal

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**Paper – Part II (two copies required)** STAPLE each copy separately.

- Maximum length allowed for Part II is 4 typed pages-single spaced is okay. Be clear and concise
- Include the bolded phrases below and follow my outline exactly.
- Don’t use complete sentences (e.g., Use “In business for 20 years” instead of “We have been in business for the past 20 years”).
- Include your name and product/service name at the top of each page.

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I. Objections

- Include an exhaustive list of all possible objections (minimum of 25).
- Number them (1, 2, 3, ...).
- Use single space.
- Use 1st person form of pronouns and verbs (e.g., “I don’t like . . .”).
- Objections should fit on one page (use size 10 font and reduce page margins if necessary).
- These must be very specific to the scenario you have set up (e.g., not just something like, “The value does not exceed the cost.”).
- Do not use the ones from my webpage called Real World Selling Situation.

II. Responses

- Starting on the next page of your paper tell how you would helpfully respond to each of the objections you just listed.
- Use 1st person style.
- Number them to correspond to the numbers on the "List of Objections" page.

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**Evaluation of the Paper**

Written paper is part of course participation, although not formally graded.

IF YOU NEED ANY HELP PLEASE COME TO SEE ME.
Dr. Stephen B. Castleberry's Policies
Last update: December 16, 2009
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Please read these carefully and ask me if you have any questions. If I do not hear from you in writing by the end of
the first week of class, I assume you agree to abide by all of the policies and items stated here. Policies can change
during the semester. The online version is always the most current one. If I change policies I will inform the class via
an email message.

Please read this list of policies with an open mind. Every single professor has policies; I'm just
willing to share all of mine with you up front, so there are no surprises on your part.

I. Grades and Academic Integrity

1. I don’t curve grades and there aren’t any opportunities for extra credit. For example, papers can't be
rewritten, after they have been graded, in order to improve your grade.

2. Final course grade will use the following breakdown:

A 93-100 A- 90-92 B+ 87-89 B 83-86 B- 80-82 C+ 77-79 C 73-76 C- 70-72 D+ 67-69 D 60-66 F 59-0.

Here are the University of Minnesota standards (from official UM publications):
A -- achievement that is outstanding relative to the level necessary to meet course requirements.
B -- achievement that is significantly above the level necessary to meet course requirements.
C -- achievement that meets the course requirements in every respect.
D -- achievement that is worthy of credit even though it fails to meet fully the course requirements.
F -- Represents failure and signifies that the work was either (1) completed but at a level of achievement
that is not worthy of credit or (2) was not completed and there was no agreement between the instructor
and the student that the student would be awarded an I (see also I) Academic dishonesty: academic
dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F
for the entire course. Become familiar with all aspects of the student conduct code (e.g., plagiarism will
not be tolerated).
I -- (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances,
e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a
written agreement between myself and the student.

UMD is committed to providing students every possible opportunity to grow in mind and spirit. This
pledge can only be redeemed in an environment of trust, honesty, and fairness. As a result, academic
dishonesty is regarded as a serious offense by all members of the academic community. In keeping with
this ideal, this course will adhere to UMD's Student Academic Integrity Policy, which can be found at
www.d.umn.edu/assl/conduct/integrity . This policy sanctions students engaging in academic dishonesty
with penalties up to and including expulsion from the university for repeat offenders.” EPC Statement

4. “The instructor will enforce and students are expected to follow the University's Student Conduct
Code (http://www.d.umn.edu/assl/conduct/code). Appropriate classroom conduct promotes an
environment of academic achievement and integrity. Disruptive classroom behavior that substantially or
repeatedly interrupts either the instructor's ability to teach, or student learning, is prohibited. Disruptive
behavior includes inappropriate use of technology in the classroom. Examples include ringing cell
phones, text-messaging, watching videos, playing computer games, doing email, or surfing the Internet
on your computer instead of note-taking or other instructor-sanctioned activities.” EPC Statement
5. I will probably destroy exams, papers, assignments, grading notes, and anything else that pertains to how I calculated your grade two weeks after the final exam date due to space limitations. So if you want to review anything that relates to your grade, you should do so before the date I have described above.

II. Workload

University of Minnesota standard (source: from official UM publications). “For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on course work outside the classroom in order to get a grade of C.”

III. Disabilities

(Source: UM required statement) “Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the instructor during the first week of the semester. Students who do so will be referred to the Disability Services and Resources Center (256 Kirby Student Center, 726-8217). Based on their assessment, adaptation of methods, materials, or testing will be made as required to provide for equitable participation.”

IV. Student's Personal Responsibility and Courtesy

1. Learn to take initiative. If you don't understand something in class, even if all your classmates are quiet, you go ahead and ask your question. Also, learn to take initiative while working on projects by checking handouts, class notes, the textbook, and help screens before asking me. In the business world it is unprofessional to demonstrate laziness by not looking at available resources for answers before asking your manager for help. Don't get me wrong, I want to teach you, but I also want you to learn how to use information available to you, rather than feeling that it's your right to be 'spoon-fed.' One sales manager has this rule: he won't answer a salesrep's question until that rep has looked at least two places for the answer to his/her question. I think that's a good rule: please tell me where you've already looked for the answers as you ask me your question about the project.

2. Video or audio taping of class sessions is not allowed without the written consent of Dr. Castleberry. Also, posting or distribution of notes/handouts/exercises/exams/quizzes/slides without written permission is not allowed.

3. Students are responsible for securing any information they miss as a result of being absent or late.

4. Each student is expected to be professional: attend class (arriving on time), turn in written case writeups and exercises as required, be prepared to intelligently discuss assigned cases and text material (as demonstrated by quality of class discussion and pop quizzes), be prepared to participate in class activities, speak respectfully to class members and to me, serve as a well-prepared participant during in-class exercises and role plays, provide significant written and oral feedback that is constructive during in-class role plays and presentations, provide complete status reports as required, etc. Students who do not demonstrate professionalism in these ways may have their final grade in the class lowered.

5. If you arrive late you're responsible for informing me at the end of class that you were there --otherwise you'll be counted absent. If you know you are going to be gone on university business or a university sanctioned event, please inform me well before the event, so I can decide whether it will be an excused absence and so we can make arrangements for how you will make up assignments, etc.
6. Sickness—If you miss class due to sickness inform me as soon as possible via email. Sickness IS an excused absence.

7. Check your email frequently. I will often post important messages between class sessions.

8. I expect all speech between students and between myself and students to be respectful. I do not allow or condone oral or written “speech that is intended to degrade, intimidate, or incite violence or prejudicial action against a person or group of people based on their race, gender, age, ethnicity, nationality, religion, sexual orientation, gender identity, disability, language ability, moral or political views, socioeconomic class, occupation, appearance, mental capacity, etc. If you find that someone has engaged in such speech that I’m not aware of, please call it to my attention at once. This comes from an official UMD statement by Chancellor Martin in October 2009: “The University of Minnesota Duluth is dedicated to maintaining a positive learning and working environment for our students, faculty, and staff. The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Both instructors and students have a fundamental obligation to regard the instructional setting as a place for civil, respectful behavior. Thus, the manner in which all parties interact within the classroom must respect our collective commitment to the rights and freedoms of all participants. For example, student behavior that is disrespectful, harassing, or aggressive is grounds for removal from the classroom.”

9. Please turn off (or turn to vibrate) your cell phone while in class.

10. You are certainly welcome to use your laptop in class to take notes and read along with the PowerPoints I provided electronically. But you’re not allowed to play games, instant message, or do anything that might disrupt your classmates or me.

V. Assignments

1. The lab computers are notorious for losing your papers and data. Print your results often. Save your work often, and if you're working in a team, make sure all team members have identical copies of all files that are on disk. Work turned in late due to lab problems is not excusable—print your results, save your work often, and learn to work sooner rather than at the last minute.

2. Any papers or assignments not turned in directly to me, must be time/date verified: have the departmental secretary, or a professor initial next to your time/date notation before placing the assignment in my mailbox.

3. I'm a stickler for promptness because managers beg me to help students learn the importance of meeting deadlines. Thus, late assignments will result in lower grades: five points if it is turned in even one minute late on the due date; an additional ten points for every additional day or part of a day {Monday-Friday} that it is late.

4. Assignments should be free of misspelled words, poor phrasing, and improper grammar. I generally count off one point for each such error. That means your paper can be perfect in terms of content, but still receive a very poor grade (e.g., 17/100). Also, please follow all directions and required outlines precisely as I reserve the right to count off 1 point for each occurrence of not following directions precisely (e.g., no page numbers when page numbers were required).

5. For paper assignments or projects, you may not use a topic or a paper that you have used in a previous class without my approval. The MKTG department has a policy on term papers and the use of papers/topics from other classes. Please see this web page for more information:

http://www.d.umn.edu/lsbe/marketing/marketing_policyinfo.php
Please note that in my courses, if you are using a paper or any portion of a paper you did for another class, you are responsible for telling me this fact when handing in the paper (telling me earlier is best, since I may or may not approve of the use). Failure to inform me can result in a grade of zero for the paper.

6. Avoid plagiarism in assignments. The MKTG. department has a policy on plagiarism:

http://www.d.umn.edu/lsbe/marketing/marketing_policyinfo.php

Plagiarism will result in a penalty ranging from a zero on the assignment to being expelled from the university. I will be using Plagiarism Prevention software in this course (turnitin.com).

7. After many attempts to make it work, I will no longer review complete drafts of your paper. I usually have examples of papers online for you to review and study and will also be happy to answer specific questions you might have about your paper or my expectations.

8. All assignments, papers and the video-tape of any presentations you engage in become my property and may be used in future classes (without grades of course) as examples or cases or as part of an exercise and so forth. However, this is NOT the policy in my ethics courses (see the syllabus of that class for specifics). If you object to such use you must initiate a request in writing to me before handing in your paper or giving your presentation that will be videotaped. I will respect all such requests.

9. I don't generally accept assignments in an electronic form (e.g., as an email attachment) because I can't make comments easily without a hard copy. See the course syllabus and comments in class for any exceptions to this policy.

10. To save class time, I usually return graded assignments and homework in class by passing around the graded papers and letting students find their own papers in the stack. Thus, other students will see your grade on these assignments. If you have concerns about this policy, please let me know via email within the first seven days of class and I will return your assignments in a different way. Note that I will NOT return exams or major projects in this manner.

VI. Course Prerequisites

The prerequisites in this course, as listed in the class schedule and the UMD catalog, are in force. Students who have not met the prerequisites should inform me immediately.

VII. Adaptations

The syllabus and these policies are subject to revision. Revisions will be announced in class or by email. Please check your email often.

It is my desire to be sensitive to the values of individual students. If you are asked to engage in an assignment or classroom exercise that goes against your values and beliefs, please let me know within twenty-four hours for assignments and right away for any in-class exercise. I will then consider arranging some alternative assignment or exercise, if possible.

VIII. Exams

1. There will be no make-up examinations for in-semester exams and no exams can be taken early.

2. If you miss one or more of the exams, that weight will be shifted to the final exam and your final exam may be different from those who didn't miss any of the in-semester exams. Please note that this is
not an attempt to penalize you. It simply reflects the fact that it is impossible to easily create a make-up exam that is comparable to the one your peers took. If you want to appeal this procedure and you have a very unusual situation, please see me before the exam you will miss.

3. If you miss the final exam and ONLY IF you have a legitimate written excuse, you will be provided a comprehensive essay examination covering both the textbook and notes.

IX. Communicating with Me (some of these come from Instructional Development magazine)

1. Email is the best way to reach me outside of class time. I make every attempt to check it often M-F from 8-5, and will answer you as soon as I possibly can. Don't count on a reply during the weekends or at night, although I often do reply during those times. I will respond to all emails within 48 hours, excepting weekends and holidays.

2. I expect you to use your UMD email account and check your email on a regular basis (e.g., at least every 24 hours) to see if I am communicating with you and/or the class as a whole.

3. When you email me, please put your class number in the subject line. Don’t forget to identify yourself completely in the body of the email (full name and class). I have no idea who’s writing me if it is just signed “Jen” or the like. If your email doesn’t include those elements, I might delete it (I get a lot of spam) or I might not reply right away. I always respond to an email with at least a “thanks” reply so you know that I got it. Please use proper etiquette when communicating with me (e.g., avoid using ALL CAPS, no hostile messages). And if you’re like me, you’d probably be wise to review your message before hitting the send button to make sure it reads well, and you DID include that attachment, etc.

X. Some important things about me

1. Not for pride, but for establishing a proper working relationship with you in the course, I prefer to be called ‘Dr. Castleberry.’ As you walk across the stage and accept your diploma, my name changes to Steve.

2. I'm committed to providing you with the latest theory and practice from the real-world. I'm dedicated to helping you improve your skills and will work hard to help you be successful. I want to follow your career throughout your entire lifetime and provide counsel and help along the way.

3. My contract calls for me to spend 50% of my time in teaching activities (giving lectures to various groups, preparing for lectures, working with students, advising students, reading to keep current, grading papers and exams, etc.), 35% time in conducting academic research, and 15% in service to the university, community, and the academy. Please understand if I am not available for you during every minute during the week -- I must meet all of my teaching responsibilities as well as the obligations to my other constituents.

4. It is my goal to always provide the quickest feedback and grades possible on exams, papers, presentations. Unless otherwise stated, it is my goal to provide such feedback in the next class session after you turn in the item to be graded. For large papers it will be my goal to return them within seven days.

5. I encourage constructive comments about my teaching methods, style, delivery, and layout of the course. You are welcome to chat with me or email me with any concerns you may have. I do make changes every semester on the basis of student feedback. You will also be asked to provide formal
anonymous feedback near the end of the semester.

6. Disclaimer -- I do not claim that all of my comments in this class or all of the materials in my overheads, handouts, exercises, slides, etc. are my own thoughts. In fact, in most cases they reflect the discussions, thoughts, research, and published work of others. That is part of my job as a teacher -- to expose you to the thoughts of others. As much as possible I will attribute appropriate authorship of ideas. However, where the textbook, readings, cases, etc. provide such attribution and reference citations, I assume you will use those as your source for the original attribution, and I will likely not repeat this information in class. If you ever have any questions, please do not hesitate to ask. In all cases, I want to make sure that the original thinker is given proper credit.

Also, be aware that in my selling classes, I will be using the textbook for which I am coauthor. I earn royalties for any new books that are sold, but I donate all of those royalties to charity; thus, I'm not making any money when you adopt my textbook.

7. A 'Southern' Translation Guide [Look on the bright side -- you're getting to experience cultural speech diversity]
   Long "a" sounds like short "e" (e.g. mail sounds like mell, fail sounds like fell, whale sounds like well).
   Short "I" sounds like long "e" (e.g. still sounds like steel).
   Long "I" can sound like just about anything! Sometimes it is not pronounced at all, sometimes it picks up whatever vowel it is near, sometimes it sounds like "ah" or short "o". For example, right will sound like riaht.

Endnotes:

1. Source: http://en.wikipedia.org/wiki/Hate_speech