

Denton Campus

MKTG 3010.002

Introduction to Selling Communications

Fall 2026

Tu/Th 3:55 pm to 5:15 pm

Room: BLB 358F

Instructor: Yi Zheng

E-Mail: yi.zheng@unt.edu

Office: BLB 387A

Office Hours: Mon/Wed 12:00 to
1:30 pm (or by appointment)

Course Introduction

Three (3) credit hours: This is an assignment and project-based interactive course where you will learn and apply the SPIN Selling technique and additional business skills such as communication and presentation. Moreover, the persuasion and influencing approaches practiced in this course, along with critical thinking and problem-solving skills, will benefit you in your career and life after college.

Course Objectives

Introduction to Selling Communications is a UNT Core Course. It applies to the following core areas—Discovery, Social, and Behavioral Science. The objectives of the Introduction to Selling Communications course pertain directly to Core Objectives set by the State of Texas. Please review these objectives and note that specific exercises evaluate the success of this course in helping students realize them.

1. Help build your Communication Skills, particularly in the areas of inquiry and persuasion.
2. Help enhance your Empirical and Quantitative Skills.
3. Help develop and test Critical Thinking Skills: determining problems; amassing and evaluating evidence; evaluating context and limitations thereof; developing a proposed course of action; and gaining commitment from a prospect.
4. Help realize your Social Responsibility as a professional person to consider or accommodate perspectives, beliefs, and traditions of others (people, organizations, institutions, nations).
5. This is a face-to-face class with no virtual option.

How to Succeed in this Course

Helping you succeed in this course is my top priority and one common piece of feedback I often get from students is how much they value utilizing my office hours. I hope you will take advantage of this important resource. Here are a few things you could do to ensure you achieve the best results:

1. Keep an open and learner's mindset. You will learn new concepts that could only be retained if you apply them in class discussions and other class work.
2. Challenge yourself to do better every class and if you're struggling with any material, come talk to me. My office/students' hours are dedicated to you and your professional growth.
3. Arrive at each class meeting on time and hungry to learn. Be prepared for that day's scheduled activities, just as you would in a career employment situation.
4. Take an active, participatory role in class-related activities and discussions - demonstrating motivation and dedication to the Program. Class discussions and group activities are a great learning tool.

I will do my best to be available to all students. You may email me, just be sure to do it via the UNT email system to yi.zheng@unt.edu.

Teaching Philosophy

I value the many perspectives students bring and I urge you to work with me to create a classroom culture of mutual respect and inclusion. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please come talk to me. We are all on a learning journey.

Email Communication

You may contact me at any time via UNT email but remember to treat ***all email communications as professional correspondence***. Please note these guidelines:

- Include a subject line that clearly indicates the reason for your email.
- Identify the Section of your class in the body of the email.
- Use an appropriate salutation for the recipient, e.g., “Dear Professor Zheng,”
- Make the tone of your email professional. Ask yourself how you would interpret the tone and content of the email had you received it from someone else. Your email should not read like a text.
- Avoid slang and do not use email or text abbreviations. Remember that good grammar, spelling, and punctuation can make the difference between comprehension and confusion. Carefully proofread your email before hitting the ‘send’ button.

Please send all correspondence via the UNT email system to yi.zheng@unt.edu.

I will respond to your emails within 24 hours. **Do not send emails through Canvas.**

Emails generated through Canvas may not receive a timely response, as multiple professors are teaching this class. Canvas emails sent to “All Instructors” and/or “All Teaching Assistants” will not receive replies.

The best way to schedule a conference is to suggest an appointment time via email to yi.zheng@unt.edu.

Textbooks

Recommended: SPIN Selling: Situation, Problem, Implication, Need-payoff

Neil Rackham, 1988, McGraw-Hill. ISBN: 0-07-051113-6

Recommended: Professional Selling:

- **Yaghi, Suber, Koenig: 2026, Kendall Hunt: ISBN:**
- **Website with Print: 9798385196951**
- **Just PRINT: 9798385196784**
- **Just Website: 979838519352**

Required: Professional Selling

Deeter, Hunter, Lee, Rich, Mullins, Beeler, Schrock, 2021, Chicago Business Press.
ISBN numbers are ISBN: 978-1-948426-54-1, E-version 978-1-948426-55-8.

Technology Requirements:

This is a face-to-face course, but digital competence is needed to complete the coursework. Information on how to be successful in a digital learning environment can be found at (<https://online.unt.edu/learn>) and especially useful are these 8 Tips https://online.unt.edu/succeeding_in_your_online_classes

To maximize the value and learning of this class, students will need:

- Computer with a reliable internet connection
- Canvas Learning Management System
- UNT Email
- Microsoft Office 365: <https://outlook.office.com/>
- Google Docs: <https://docs.google.com/>
- Zoom App: <https://zoom.us/>
- Adobe Reader: <https://get.adobe.com/reader/>
- Web-camera and/or ability to videoconference and record videos

Technical Assistance

Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other tech issues.

UIT Help Desk: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>)

Email: helpdesk@unt.edu **Phone:** 940-565-2324 **In Person:** Sage Hall, Room 130 For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

Course Policies

Academic Integrity Policy

The G. Brint Ryan College of Business takes academic honesty seriously. Ethics and integrity are important business values, essential to building trust and adhering to both professional and legal standards. Academic dishonesty destroys trust, damages the reputation and the value of the degree and is unacceptable.

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions from admonition (a warning) to expulsion from the University.

Some of the most common examples of academic integrity violations include plagiarism or cheating, such as unauthorized assistance on examinations, homework, research papers or case analyses. Your work must be

entirely your own. When working on assignments, you should not discuss your work with others unless approved by the course instructor. Group assignments should only be discussed with members assigned to your group, and all group members may be held accountable in some way for known academic integrity violations in a group assignment.

Another example of academic dishonesty relates to improper attribution. When preparing your assignments, you must cite all outside sources in the manner requested by your instructor. Copying or using material from any source prepared by or previously submitted by others, at UNT or other institutions, or downloaded from the Internet, is plagiarism. Unless directed otherwise in an assignment, large scale “cutting and pasting” from other sources, even if properly footnoted, is not appropriate. You should synthesize this material in your own words and provide a footnote.

Your instructor will specify what materials, if any, may be used on the tests and exams. Using materials other than those permitted, talking with other individuals during the exam, individuals exchanging information about an exam when one has taken the exam and the other has not, or copying or using material from another individual's exam is academic dishonesty and will result in a meeting to discuss academic integrity violations and potentially issue sanctions mentioned above, and may result in ineligibility for academic scholarships. The use of online assistance, such as sites commonly used for finding homework solutions, group chat, cell phones, smart watches, and similar tools during exams is not allowed for any reason unless specifically permitted. No portion of an exam may be copied or photographed without permission.

Students are expected to conduct themselves in a manner consistent with the University's status as an institution of higher education. A student is responsible for responding to a request to discuss suspected academic dishonesty when issued by an instructor or other University official. If a student fails to respond after a proper attempt at notification has been made, the University may take appropriate academic actions in the absence of the student's participation.

Generative AI Use

Generative AI tools may be used in this course for brainstorming ideas and for grammar and language assistance. AI-generated content should not replace your own analysis or be submitted as your own work unless I explicitly allow it for a specific assignment. You remain responsible for the accuracy, originality, and quality of all work you submit.

Attendance & Participation

Class attendance is required for this course. There will be regular in-class activities that are graded and cannot be made up if students are not present at the time of the activity. Finally, please respect your fellow students and guest speakers by arriving on time and keeping noise and other distractions to a minimum.

Requests for Special Consideration

When a student requests special consideration for missing a quiz, an assignment due date, or any other reason, written documentation must be provided to the professor in support of the request. Providing special consideration to a student without documentation discriminates in favor of the requesting student and to the detriment of all other students.

Grading Challenge Policy

This Instructor strictly follows the guidelines set forth in the current Undergraduate Catalog for grade appeals, changes, and the awarding and removal of an 'Incomplete'. Should you believe there is a grading error for a particular activity, you may make a grade “challenge”. This grade challenge must be made in writing to your instructor no more than 48 hours (two days) after the grade is posted, and should specify why you believe the

grade is incorrect. Challenges made after this time will not be accepted, and your grade will stand as recorded.

Late Submissions

You are expected to turn in assignments on time. Please pay attention to the deadlines.

Americans with Disabilities Act

The University of North Texas makes reasonable accommodation for students with disabilities. Students needing a reasonable academic accommodations must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the student will request their letter of accommodation. ODA will provide faculty with a reasonable accommodation letter via email to begin a private discussion regarding a student's specific needs in a course.

Students may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to meet with faculty regarding their accommodations during office hours or by appointment.

Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Student Perception of Teaching

Student Perception of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey will be available to you at the end of the semester, providing an opportunity for you to comment on how this class is taught. Feedback from students helps to improve this course. I consider SPOT to be an important part of your participation in this class.

Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should check their UNT email inbox for the email. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email indicating that their submission has been received. For additional information, please visit the SPOT website (<http://spot.unt.edu/>) or email spot@unt.edu.

Emergency Notification and Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Course Main Components & Grading

There are several components described below that make up your total grade.

Resume Project (See separate Resume Project document on course Canvas)

This required assignment is worth up to 50 points. The Resume Project requires you to develop a resume that addresses the anticipated needs of a prospective employer. To complete the resume, you will develop career goals and inventory your job skills. This exercise will help you evaluate yourself as a marketable product for a job or internship.

Paper Products Company Case Study Analysis

The purpose of the Paper Products Exercise is to help you develop Critical Thinking skills. To that end, aspects of the case study exercise tap your abilities in the following areas:

1. *Discerning relevant facts* or data, including your own Paper Products Company solutions.
2. *Evaluating (process, synthesize, or manipulate) relevant facts* or data.
3. *Deducing conclusions (interpret)* from relevant facts or data.
4. *Identifying a primary problem or need* from a situation or set of information.
5. *Interpreting data, needs, problems, and parameters* associated with a situation.
6. *Elucidating assumptions you make* as well as to identify contextual characteristics and limitations associated with the data you used to evaluate the situation.
7. *Constructing a presentation that advocates a solution* to a key problem or need.
8. *Projecting the implications of your suggested solution*—its effects on parties involved over the long run.

Sales Call Solutions Video Presentation

The purpose of this exercise is to help you develop your communication skills. The exercise draws on the organizational pattern known as SPIN, used in the Introduction to Selling Communications (MKTG 3010) class. To that end, you will want to exert the following skills as you work this exercise:

1. *Ascertaining a communicative context* (audience, purpose, and focus).
2. *Implementing a communication structure* (Situation – Problem – Implication - Need) to enhance accuracy of your communication with another.
3. *Communicating in a situation where you seek to inquire and persuade*—following a disciplinary convention characteristic of a professional selling role.
4. *Developing relevant content or information gained from your prospect*—to isolate primary problems and specific needs.
5. *Completing a communication skills exercise* by executing a process you learn in class. The goal is to help the prospect evaluate their situation in light of the needs isolated and arrive at a next step or a solution that addresses each need. Having addressed each need in terms of a possible solution, you will attempt to *gain commitment to a specific action* (e.g., review a proposal, secure further information).

Social Responsibility Exercise

The purpose of this exercise is to help you develop and evaluate your ability to understand and gain insight into others' and your own viewpoints as to social responsibility. To that end, you will want to engage the following skills as you work through this exercise.

1. Engage your *ability to characterize, understand, and adapt to another's cultural perspectives and viewpoints as well as your own cultural viewpoint.*
2. Engage your *ability to empathize with another's cultural perspective and viewpoints--including expressing your understanding.*

3. Engage your *ability to relate the perspective of the 'whole' community--touching on the needs of various constituencies: economic, cultural, political, and environmental.*
4. Relate your *involvement and reasoning for your involvement in affairs and events intended to benefit others (community-based involvement).*
5. Relate your belief structure concerning your *impact on others well outside your own domain of contact---emphasizing biases on your part that necessitate thought and adjustment on your part.*

Virtual Interview Project and Elevator Speech

The Virtual Interview Project is a videotaped interview for a desired employer. To prepare for the interview, you will create five questions that an interviewer from the target company might ask and develop appropriate answers in a self-recorded video format.

You will also self-record a videotaped Elevator Speech that you, as a job candidate, could utilize during a networking event.

Quizzes and Exams

Exams assess your comprehension of the professional selling concepts and career preparation skills covered in this course. There are multiple exams, including a Final Exam.

SONA Research Participation (50 points, i.e. 5% of course grade)

As part of your learning experience in this course, you will be required to participate in research studies to gain experience with the research process and learn about methods and scaling techniques. Your participation in these research studies will make up 5% of your final class grade.

To fulfil the requirement, you must create an account on the College of Business REP webpage—unt-cob.sona-systems.com—which allows you to browse and sign up for available studies. The amount of credit assigned is based on the length of time the study takes to complete and whether you participate online or in the COB behavioral Lab (BLB 279):

- Short online studies (5-15 minutes) earn 1 credit
- Medium online studies (15-30 minutes) earn 2 credits
- Long online studies (30-45 minutes) earn 3 credits
- On-campus, lab studies (30-45 minutes) earn 5 credits

To fulfill the 5% course requirement, you must earn a total of **5 REP credits** throughout the semester (i.e., 1 credit = 1 percent of your final grade). All credits earned will be added to your final course grade at the end of the semester. Additional extra credit points may be available at my discretion.

- ➔ To sign up, please visit **unt-cob.sona-systems.com**. If you have questions, please do not contact me. Contact the behavioral lab manager by email at **RCoBRep@unt.edu**. Your questions will be addressed promptly.

Please Note:

- 1) Access the studies early and often to make sure you have first access to available studies. Once you sign up, the lab manager will update you periodically about newly posted studies.
- 2) Make sure you assign your credits to the correct course.

Deadlines for Participation: The SONA Team will communicate the deadline for completing studies, which is typically 2 weeks prior to the end of the semester. It is recommended that you begin the survey process at the beginning of the semester, before the research studies are exhausted.

In-Class Participation

Participation is a self-managed behavior that positively or negatively affects potential success at school, work and in other social aspects of your life. It is a way of controlling the impression you present to others. In this class student participation is expected such that your classmates could learn from you, as well as you can share your knowledge and expertise. Moreover, in this class there will be regular in-class activity where students are highly encouraged to engage in the activities and leverage the collective genius of group work.

During the semester, participation exercises supplement the lecture and provide practical applications of sales skills. It is also a method of providing a mini assessment of your comprehension of the course content. In this class, participation will represent 10 % of your overall course grade.

NOTE: Only those students in class at the time of the activity are eligible for the participation grade.

Grading Scale

A	B	C	D	F
>899 pts.	800-899 pts.	700-799 pts.	600-699 pts.	<600 pts.

NOTE: Tracking your performance during the semester should always be based on the total number of grade points you accumulate after every assignment or activity. DO NOT look at the grade percentage.

Ordering of Topics, Exams, and Projects for Fall 2026 (Subject to Revision)

A detailed course schedule follows. This schedule is a guideline and I reserve the right to make revisions (dates of presentations and/or deliverables) to accommodate special or unforeseen events.

PLEASE CHECK CANVAS REGULARLY FOR DUE DATES. DUE DATES IN CANVAS SUPERSEDE THE SYLLABUS

DATES (Items in italics specify the opening and closing dates of activities)

Week	Dates	Course Material
1	Tue. Aug. 18 Thu. Aug. 20	Introductions, Course Objectives, Syllabus Review, and Q&A: What is Sales? The Sales Professional. Variety in Sales Roles. The Science of Sales: The Sales Process Read: Professional Selling Chapter 1 & 2
	Sun. Aug. 23	Due: Introduce Yourself – Video Posting (15 points)
2	Tue. Aug. 25 Thu. Aug. 27	Resume Project Introduction (Beth Kent Guest Speaker) SPIN Selling Introduction Read: SPIN Chapters 1-5

	Sunday Aug. 30	
3	Tue. Sept. 1 Thu. Sept. 3	How and why WE Buy, Consumer and B2B: SPIN Selling Introduction
4	Tue. Sept. 8 Thu. Sept. 10	Introduce Paper Products Company Case: Uncovering the facts and the problems Features, Advantages, Benefits (FAB)

	Sunday Sept. 13	Due: Quiz: Paper Products Company - Evaluating Relevant Facts (25 pts) Due: Paper Products Company: Problem Analysis (25 pts)
5	Tue. Sept. 15 Thu. Sept. 17	Paper Products Company: Discovering the Implications and Benefits Read: Professional Selling Chapters 6 & 7
	Sunday Sept. 20	Due: Quiz: Paper Products Company: Building the Pain Points through Implications (40 pts) Due: Quiz: Paper Products Company: Need-Payoff Questions (35 pts)
6	Tue. Sept. 22 Thu. Sept. 24	Sales Call Planning: The Sales Call, Sales Presentations The Value of Role Plays Read: Professional Selling Chapter 4
	Sunday Sept. 27	Due: Sales Call Worksheet (40 pts) Due: Solutions Presentations (Video Presentation 100 pts)
7	Tue. Sept. 29 Thu. Oct. 1	Handling Objections and Closing Sales Negotiation and Science of Persuasion Read: Professional Selling Chapter 8 & 9

	Sunday Oct. 4	Due: Sales Negotiation and Objection Handling Quiz (25 pts)
8	Tue. Oct. 6 Thu. Oct. 8 Fri. Oct. 9 Sun. Oct. 11	Sales Ethics (Group Activity) and Territory/Time / Resource Management Due: Impact of AI on you as a consumer Part 1 (20 pts) Due: Impact of AI on you as a consumer Part 2 (15 pts) Due: Sales Ethics Assignment (40 pts) Read: Professional Selling Chapters 10 & 13
9	Tue. Oct. 13 Thu. Oct. 15	Adaptive Selling Read: Professional Selling Chapter 11

9	Sunday Oct. 18	Due: Adaptive Selling/ Personality Type Self Analysis (20 pts)
10	Tue. Oct. 20 Thu. Oct. 22	Social Responsibility
	Sunday Oct. 25	Due: Social Responsibility Assignment (50 pts) Due: Upload your Resume Project Resume (50 pts.)
11	Tue. Oct. 27 Thu. Oct. 29	Personal Value Proposition, Elevator Speech, Networking, Emotional Intelligence Job Interview Best Practices
	Sunday Nov. 1	Due: Determining Your Core Competences (25 pts) My Plan: Assessment (25 pts) Due: Virtual Interview and Peer Feedback- Part 1 (75 pts)
12	Tue. Nov. 3 Thu. Nov. 5	Business Communication Skills, Body Language, Workplace Communication Extra Credit: Resume Project Grade Assigned
	Sunday Nov. 8	Due: Virtual Interview and Peer Feedback-Part 2 (15 pts.)

13	Tue. Nov. 10 Thu. Nov. 12	Elevator Speech and Practice Networking, Internships and Job Shadowing Guest Speaker: Diana Gats Read: Professional Selling Chapter 3
	Sunday Nov. 15	Due: Elevator Speech (Video Presentation- 50 pts) Due: LinkedIn Profile Update (25 pts)
14	Tue. Nov. 17 Thu. Nov. 19	You are Hired, Now What? 30/60/90-day Action Plan
15	Tue. Nov. 24 Thu. Nov. 26	Thanksgiving Break (NO CLASS)

16	Tue. Dec. 1 Thu. Dec. 3	Last Class Meeting (Reflections and Learning) Final Exam Review
17	Mon. Dec. 7, 3:30- 5:30 pm	Final Exam (100 pts)

