



**Course** MKT 4332.002 “Advanced Professional Sales”  
**Section** 21131  
**Professor** Jerome Gafford  
**Term** Spring 2018  
**Meetings** T/R 1:00pm -2:15pm, JSOM 2.112

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### Professor’s Contact Information

**Office Phone** 972-883-6112  
**Office Location** JSOM 13.401  
**Email Address** Jerome.Gafford@utdallas.edu  
**Office Hours** T 9:00 to Noon; W 9:00 to Noon & 1:00 to 4:00; R 9:00 to 10:00  
**Other Information** E-mail would be the best form of communication.

### General Course Information

**Pre-requisites, Co-requisites, & other restrictions** MKT 3330 and greater than 3.0 GPA, or Professional Sales Program consent required.

### Course Description

This course covers advanced personal selling skills, practices and programs. Emphasis will be placed on sales, presentations, demonstrations and relationship-building skills.

### Learning Outcomes

Upon completion of this course, students will be able to:

- 1) Show intermediate level skills to assist a buyer from the early part of their journey to the sales call including: social selling, lead development, and lead management.
  - 2) Show intermediate level ability to use key technologies in lead development and lead management including: linkedin.com, salesforce.com and other sales stack technologies.
  - 3) Show intermediate to advanced level sales meeting skills including: Needs Assessment, Presentation, Earning commitment, and Objection Handling
  - 4) Show intermediate level ability to analyze simple and complex sales objectives and develop a appropriate strategic options to obtain those objectives.
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<p><b>Suggested Materials</b> (Note: You should own the highlighted books as a sales professional)</p>	<p>“Sell” 5th Edition by by Ingram-LaForge-Avila-Schweper-Williams Cengage 2015</p> <p><b>The Challenger Sales by Dixon and Adamson, CEB 2011. ISBN 9778-1-59184-435-8</b></p> <p><b>The Challenger Customer by Adamson, Dixon, Spenner and Toman, CEB 2015. ISBN 978-1-59184-815-8</b></p> <p><b>New Strategic Selling by Miller and Heiman, Business Plus. 1998 ISBN 978-0-446-69519-0</b></p> <p><b>Social Selling Mastery by Jamie Shanks, Wiley 2016 ISBN 978-1-119-28073-6</b></p> <p><i>Suggested Software Systems:</i> Access to Salesforce.com and Sales Navigator for role plays and projects.</p>
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**Lecture Recordings** Any video/audio recording of the class lectures and material could take place solely after a written permission has been issued by the professor.

	<p>This course is designed to provide rigorous, advanced level training in the sales process and skill development. Students should plan to allocate sufficient time out of class to prepare for in class activities, assessments, as well as live selling activities. Students should plan to spend at least 2-3 hours per week outside of class to obtain a C in this class. Students who desire an A in this class should plan to allocate one to one and half hours each day of the week.</p> <p><b><u>This course requires student attendance at several events outside the scheduled class.</u></b></p> <p>Events are listed on the calendar and students should plan accordingly to arrange their schedules to participate in these events.</p> <p>Participation in this class requires a signed release to allow the student to be digitally video recorded for the purposes of skills development. With student permission, some videos will be used for educational purposes in the classroom and may be shown to corporate partners.</p>
<p><b>Methodology:</b></p>	<p><b>This course will use a combination of seminar style and learning by doing. Cases from national and international sales competitions will be used to teach students skills including: “cracking a case”, preparing for customer contact, developing an appropriate communication strategy, and presenting pertinent information to a prospective customer by using the SPIN/ADAPT sales models.</b></p> <p><b>Social Selling and the use of LinkedIn is highly recommended, and is a major factor for successful completion of various tasks and events.</b></p> <p><b>Student skills will be measured at the start and end of the semester in the areas of phone skills, speed selling, needs assessment, and sales presentations. During the semester, course materials, exercises, and guest presentations will be designed to address skills development with the goal of improving individual student mastery of evaluated sales skills.</b></p> <p><b>Top students from this course may be selected to represent the University at nationally held</b></p>

	competitions in the current or future semesters.
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## Assignments & Academic Calendar

*Tentative Schedule* (subject to change at the discretion of the instructor)

**Please check the E-Learning on regular basis as I update the Calendar portion all the time to put down the exact dates for different assignments and activities.**

T 1/9	Meet and Greet/ Course Overview	
R 1/11	Value Proposition/ Call to Action/ Review of Social Selling Concept and Pre-event Communication	Speed Sell Preparation
T 1/16	Speed Sell*	Various corporate Guests/ Reception RSVP Required 11:30 to 3:00
R 1/18	Need Assessment Review (Focus: Salesforce.com B2B)/ Live Selling Overview	Engage and Develop Insights to address the Buyer's journey
T 1/23	8-10 minutes Salesforce.com B2B Need Assessment Video Submission due by 1:00 PM	
R 1/25	Product Presentation, Handling Objections, Earning Commitment	
T 1/30	Sales Navigator Role Play 15 minutes B2B	* Peer in Sales Lab/ Peer Evaluation
R 2/1	Social Selling I/ Building your Personal Brand	Multi-threading/ Educating the buyer
T 2/6	Sales Navigator 20 minutes Role Play	* Corporate Workshops
R 2/8	Live Selling Review/ Buying Signals/ Building the Close	
T 2/13	Team Formation/ Salesforce Training	
R 2/15	Lead with Insight/ Social Selling II	
T 2/20	Challenger Sales Model Discussion	
R 2/22	Relevancy and Engagement/ Visual and Demos	Powerful Presentations
T 2/27	Objection Mapping/ Advanced Closing	Handling Objections
R 3/1	Reverse Job Fair Prep Banking Buckets/ Value Creation	Advanced Closing
T 3/6	Advanced Skills: Negotiations I	
R 3/8	Process Overview	Bryan Flanagan
T 3/13	Spring Break	No Class
R 3/15	Spring Break	No Class

T 3/20	Pre- Pro Sales Walk-thru and discussion	
R 3/22	Pro Sales Challenge	* Reverse job Fair: 9:00-12:00 PM Set Up @ 7:00 AM TBA * Networking Lunch 12:00 PM- 1:00 PM TBA * Round 1 RP: 1:30-5:00 PM in Sales Lab * <b>Preferred Sponsor Networking Event 5:30 – 8:00 PM</b>
F 3/23	Pro Sales Challenge	* Final Round: 8:00 AM- 12:00 Noon in Sales Lab * Networking and Awards Lunch: 12:00-1:30 PM
T 3/27	Final Project Planning and Coaching	
R 3/29	Coaching for Success	Team Status Reports I
T 4/3	Recruiting or Ride Along Day (No Class)	
R 4/5	Recruiting or Ride Along Day (No Class)	
T 4/10	In Class Team Work Day/ Best Practices Discussion	Bring your laptop/ Team Status Report II
R 4/12	Guest Speaker	
T 4/17	In Class Team Work Day/ Coaching for Success	Bring your laptop/ Team Status Report III
R 4/19	Salary Negotiation	
T 4/24	In Class Team Work Day	Bring your laptop
R 4/26	Final Status Report for Rookie Preview Teams Sarah Jane does Walk Through	Final Team Status Report
F 4/27	<b>ROOKIE PREVIEW*</b>	* <b>All Day Team coverage required</b> Award Dinner: 7:00-8:30 PM All Students are Required to Attend
T 5/1	Exit Interviews/ Ride Along Papers Due	
T 5/3	Exit Interviews/ Live Selling Papers Due	

\* Indicates Mandatory Attendance

## Course Policies

<p><b>Grading (credit) Criteria</b></p>	<table border="0"> <tr> <td><b>Pre-Assessment</b></td> <td><b>15%</b></td> </tr> <tr> <td><b>Ride Along Write Up</b></td> <td><b>5%</b></td> </tr> <tr> <td><b>Follow Up Score</b></td> <td><b>20%</b></td> </tr> <tr> <td><b>Live Sales Project</b></td> <td><b>30%</b></td> </tr> <tr> <td><b>Advanced Sales Events</b></td> <td><b>30%</b></td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td><b>Total Points</b></td> <td><b>100%</b></td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>97.5-100%</td> <td>= A+</td> </tr> <tr> <td>93.5-97.4 %</td> <td>= A</td> </tr> <tr> <td>89.5-93.4%</td> <td>= A-</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>87.5- 89.4%</td> <td>= B+</td> </tr> <tr> <td>83.5-87.4%</td> <td>= B</td> </tr> <tr> <td>79.5-83.4%</td> <td>= B-</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>77.5-79.4%</td> <td>= C+</td> </tr> <tr> <td>73.5-77.4%</td> <td>= C</td> </tr> <tr> <td>69.5-73.4%</td> <td>= C-</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>67.5-69.4%</td> <td>= D+</td> </tr> <tr> <td>63.5-67.4%</td> <td>= D</td> </tr> <tr> <td>59.5-63.4%</td> <td>= D-</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td colspan="2"><b><u>And below 59.5% is failing</u></b></td> </tr> <tr> <td colspan="2"><b><u>Note: Failure to submit a Final Project or Videos will result in an automatic 'F' as a grade for this class.</u></b></td> </tr> </table>	<b>Pre-Assessment</b>	<b>15%</b>	<b>Ride Along Write Up</b>	<b>5%</b>	<b>Follow Up Score</b>	<b>20%</b>	<b>Live Sales Project</b>	<b>30%</b>	<b>Advanced Sales Events</b>	<b>30%</b>	<hr/>		<b>Total Points</b>	<b>100%</b>	<hr/>		97.5-100%	= A+	93.5-97.4 %	= A	89.5-93.4%	= A-			87.5- 89.4%	= B+	83.5-87.4%	= B	79.5-83.4%	= B-			77.5-79.4%	= C+	73.5-77.4%	= C	69.5-73.4%	= C-			67.5-69.4%	= D+	63.5-67.4%	= D	59.5-63.4%	= D-			<b><u>And below 59.5% is failing</u></b>		<b><u>Note: Failure to submit a Final Project or Videos will result in an automatic 'F' as a grade for this class.</u></b>	
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<p><b>Class Attendance and Participation</b></p>	<p>Attendance is <b><u>mandatory</u></b> and will be taken at the beginning of every single class. You are allowed one absence and starting with the 2<sup>nd</sup> absence, each additional absence will result in a 5% grade reduction.</p> <p>A large portion of our class sessions will be either a discussion or a role-playing exercises followed by discussion, therefore, attendance and participation is highly encouraged.</p>																																																				
<p><b>Assignments/ Activities/ Pre-Assessment</b></p>	<p>The pre-assessment will occur in the first 30 days of the class and it is 15% of your overall grade. This assessment includes the following measurements of your sales skills:</p> <p>30% Speed Sell Score  30% Salesforce Needs Assessment and Sales Navigator Role Play (averaged)  40% Role Play Sales Navigator</p>																																																				

<p style="text-align: center;"><b>Ride Along</b></p>	<p><u><i>Ride Along (5 points)</i></u>  <b>Objective:</b>  To observe how professionals in the field obtain their sales objectives by using different skills, tools, and plays.</p> <p><b>Plan:</b></p> <ul style="list-style-type: none"> <li>• You will identify a sales person and related company who will allow you to spend four (4) hours in the field observing sales calls. Keep the following in mind: <ul style="list-style-type: none"> <li>○ I recommend you get started now, as this project can take significant time and can be difficult to arrange.</li> <li>○ You must first determine if this is a company that will let you go on and observe sales calls. I will not accept interviews of salespeople or corporate tours, you must actually witness sales calls.</li> <li>○ I highly recommend that you find someone in an industry in which you would like to work.</li> <li>○ You should make calls with the salesperson that represent different stages of the funnel, which means that you will make several calls with the salesperson.</li> </ul> </li> <li>• Obtain written (e-mail or e-learning) approval of your ride along prior to scheduling ride along. All existing corporate partners are pre-approved.</li> <li>• You need to provide me with the salesperson’s business card. I will follow-up with your salesperson.</li> </ul> <p><b>How are you Compensated:</b>  You will be given 5 points (5% of your overall grade) for completing an approved ride along and submitting supporting documentation on e-learning.</p> <p><b>How do we Measure Success?</b>  Sales call reports: You must provide call reports for each sales call you observe (you may combine several “cold calls” or prospecting calls into one report). The call report should contain:  (1) customer name  (2) type of call (prospecting, needs identification, presentation or closing for the sale, follow-up or account maintenance)  (3) objectives of the call  (4) summary of the results of the call  (5) future strategy for the account.</p> <p><b>Note: you must get approval from me regarding the company you will use AFTER you have confirmed with them that you can make sales calls with their salespeople.</b></p>
<p style="text-align: center;"><b>Follow-up Score</b></p>	<p><u><i>Student Follow-up Score (20 points)</i></u>  <b>Objective:</b>  To develop the habit and skills of following up with professional in an appropriate time frame so that you can help them along the buying journey.</p> <p><b>Plan:</b>  This course requires significant communication with corporate partners, faculty and staff, and leads for projects. We will use these opportunities to help you develop the habit of responding to professional communication within 48 hours (2 business days). We will accomplish this by:</p> <ol style="list-style-type: none"> <li>1. Requesting that you follow up with all JSOM faculty, staff, account managers, and corporate partners within 2 business days</li> <li>2. You will document all project communication to individuals and corporations in salesforce.com to show evidence of the following: <ol style="list-style-type: none"> <li>a. An appropriate cadence of communication (phone, e-mail, LinkedIn. Etc)</li> <li>b. For corporate leads, showing appropriate multi-threading (identifying and communicating with multiple contacts in a company)</li> <li>c. Following up with corporate partners, student candidates, and individual sales professionals after events and meetings</li> </ol> </li> </ol>

	<p><b>Compensation:</b>  You will be awarded up to 20 points (20% of your grade) by following up as indicated in the plan.</p> <p><b>Measurement:</b>  There will be a set number of opportunities for each student to obtain 48 hour scores points. Each opportunity, will be recorded as 1 point for when the objective is met or a zero when it is not. The following are examples of these opportunities:</p> <ol style="list-style-type: none"> <li>1. Requests by faculty, staff, TAs, or Dean office</li> <li>2. Follow up with corporate partners after each event (as documented in SFDC)</li> <li>3. Showing evidence of multi-threading for each corporate lead/account assigned</li> <li>4. Showing appropriate cadence for each individual lead or corporate contact assigned or created in SFDC</li> </ol> <p><i>Note: We will be using xyovant to visualize your progress on these objectives.</i></p>
<p style="color: red; text-align: center;"><b>UT Dallas Pro-Sales Challenge</b></p>	<p><u><b>UT Dallas Pro-Sales Challenge (30 points)</b></u></p> <p><b>Objective:</b>  To assess your sales skills and introduce you to corporate partners for networking and employment opportunities.</p> <p><b>Plan:</b></p> <ul style="list-style-type: none"> <li>• Use LinkedIn Navigator in appropriate ways to develop social selling skills</li> <li>• Use a reverse job fair event to assess your ability to demonstrate value propositions, proof statement, and developing trade show booth collateral</li> <li>• Use the role play exercises to update our measurement of your ability to plan and execute an appropriate sales meeting</li> <li>• Use networking events (evening event on first day and awards lunch on second day) to expand your professional network and develop employment opportunities</li> </ul> <p><b>Compensation:</b></p> <ul style="list-style-type: none"> <li>• <i>It is expected that you will be available for this unique event from 8:00 AM March 22<sup>th</sup> to 1 PM March 23<sup>th</sup> during the hours of the event</i></li> <li>• <i>Please make the appropriate arrangements to join this on-campus competition as this event is 30 points ( 30% of your grade)</i></li> <li>• <i>Failure to attend the graded portion of these events will result in failure of the entire course</i></li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• <b>Social Selling Index (SSI) will be used to measure social selling skills (35%). Both your overall score and the improvement of your score will be used to determine this grade.</b></li> <li>• <b>Your Reverse Job Fair will be evaluated by industry professionals, who will use a rubric to assess your ability to communicate and demonstrate value propositions, proof statements and calls to action (30%)</b></li> <li>• <b>A role play in the sales lab will be evaluated by industry professionals, who will use the NCSC rubric to score your role play (35%)</b></li> </ul>

<b>Final Project</b>	<p><u><i>Live Sales Project Final (30 points)</i></u>  <i>One of the hallmarks of our sales program is the live selling component of each class.</i> Therefore, you will engage in a live project to invite individuals and corporations to engage and support the sales programs managed by the Center for Professional Sales.</p> <p>Objective:  Obtain both resource and financial commitments from professional sales people, sales alumni, and professional sales organizations.</p> <p>Plan:</p> <ol style="list-style-type: none"> <li>1. Create an appropriate source of qualified leads from the following sources: <ol style="list-style-type: none"> <li>a. Previous attendees to sales events (from salesforce.com)</li> <li>b. Inbound leads who have yet to attend an event (from salesforce.com)</li> <li>c. Identify alumni from the sales program</li> <li>d. Identify alumni from JSOM and the business school</li> <li>e. Identify alumni from other sales programs who are located in the Dallas market</li> </ol> </li> <li>2. Contact these leads and obtain a time resource commitment to have them engage in an event or program this semester.</li> <li>3. Secure financial commitments from one or both of the following: <ol style="list-style-type: none"> <li>a. Corporate partnership by referring qualified corporation to account manager and having a closed commitment by stated deadline</li> <li>b. Have an individual commit and fund an individual sponsoring level prior to stated deadline</li> </ol> </li> <li>4. Document all work in Salesforce.com.</li> <li>5. Provide written report to describe your process, your activities, and your outcomes as shown in e-learning.</li> </ol> <p>Compensation:</p> <p>You will need to achieve all of the following to obtain 30 points. This portion of the grade is primarily determined by you obtaining the following two outcomes:</p> <ol style="list-style-type: none"> <li>1. Your company or group individuals must attend sales program events (Rookie Preview).</li> <li>2. Your clients must provide at least \$500 in financial support to the Center for Professional Sales prior to Rookie Preview.</li> </ol> <p>Measurement:  We measure your achievement of this objective by using the following sources:</p> <ul style="list-style-type: none"> <li>• Rookie Preview judging attendance list</li> <li>• Salesforce.com records for both events and opportunities closed</li> <li>• Financial statements from the Center for Professional Sales</li> <li>• Your report that documents your outcomes, your process, and your lessons learned (more information will be provided on e-learning)</li> </ul> <p><b>* It is very unlikely that a student will achieve the stated quota without developing additional leads for this project. This project will require extensive planning from the start to the end of the semester.</b></p>

<p><b>Extra Credit (Max 20%)</b></p>	<p><b>Extra Credit (20 % maximum)</b></p> <p><i>The average grade in this class in past semesters has been a low B or high C. While a few students will be able to get an A from their simulated selling and live selling experiences, you are encouraged to participate in the following extra credit activities if you would like to obtain a higher grade in this course.</i></p> <p><b>Option 1: Full Day participation in Rookie Preview (5 points/5%)</b></p> <p>This option can be selected by committing to the Center Coordinator two weeks prior to Rookie Preview. Please note, you are asked to attend one session of Rookie Preview as part of your sales quota.</p> <p><b>Option 2: Advanced Sales Conversion Project: (up to 10 points/10%)</b></p> <p>Objective: Fill all Advanced Sales seats for Spring 2018 classes.</p> <p>Plan:</p> <ol style="list-style-type: none"> <li>1. You will be assigned to work with a MKT 3330 section and professor.</li> <li>2. You will work with this professor to prepare their students for Rookie Preview.</li> <li>3. You will explain the value of joining the sales program and the Advanced class.</li> <li>4. You will visit with individual prospects (students) about the program.</li> <li>5. You will document your progress and meetings in Salesforce.com</li> </ol> <p>Compensation: Our objective is to obtain at least 20% conversion from each MKT 3330 class to obtain full credit. <i>Towards this goal, we have found that having 65 – 70% of students participate in Rookie Preview will often lead to this outcome.</i></p> <p>Measurement: 60% goal attainment: Did you achieve your goal of 20% conversion? 40% activities to obtain goal: Did you do the following activities:</p> <ul style="list-style-type: none"> <li>• Attend that professor’s class to discuss the sales program</li> <li>• Attend that professor’s class to assist in Rookie Preview training/preparation</li> <li>• Attend Student Board Lab hours in the final two weeks of the semester</li> <li>• Make time to visit with interested students one on one before and after Rookie Preview to discuss the value of Advanced Sales and the USCA certification</li> <li>• Submit a document describing your contribution to the KPI’s with a reference letter from your assigned MKT 3330 professor indicating your contribution to their course.</li> </ul>
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***Option 3: Recruiting and Awareness for MKT 3330 and Sales Program (up to 10%)***

Objective:

Fill all Fall 2018 MKT 3330 classes.

Plan:

1. You must work closely with Sarah Jane and the Sales Board to coordinate your activities and presentations
2. Be an active member of the Recruitment Committee of the Sales Student Board.
3. Follow up on leads from past semesters via linkedin.com and e-mail.
4. Do presentations in at least 5 classes and/or 200 students during the semester.
5. Volunteer at recruitment events developed and planned by Recruitment committee or by the Recruitment account manager for CPS.
6. Generate new leads using Sales Navigator or other social media and add these leads to the SFDC database for future recruitment efforts.

Compensation:

Partial credit will be given for each presentation, activity, or lead generation work that is done to populate new leads into our SFDC. Up to 10% can be achieved by doing 5 in class presentation of the program to sophomore and junior level courses (freshman level with permission).

Submit a document that provides the following information:

- Describe all recruitment efforts and activities attended.
- Describe your efforts to follow up on previous leads.
- Document the date, time, and location of your presentation and/or activities, number of leads generated and describe your follow up efforts on these leads (This information should be documented clearly in salesforce.com)

Students are allowed to choose all extra credit options, but must choose options 2 & 3 early in semester. Those students seeking a high grade in this class are strongly encouraged to do at least 2 options.

***Option 4: Rookie Preview Coaching Sessions (up to 5%)***

Objective:

Preparing MKT 3330 students for Rookie Preview.

Plan:

1. Sign up for minimum of 10 hours over a two week time frame prior to Rookie Preview
2. Coach and mentor the rookie students in order to get them ready for Rookie Preview.

Compensation:

You will be given 1% point for every hour you volunteer in the Sales lab for a total of 10%.

<p align="center"><b>Statement of Professionalism</b></p>	<p>The success of this course and the value received by each student will greatly depend on each student being fully prepared to make their contributions as scheduled and to attend every skills exercise and discussion. The only way to receive a poor or failing grade in this course will be to neglect your professional responsibilities to the members of the class. In professional selling, there are no “Make-ups”.</p> <p>Once an opportunity is missed  <b>THE ONLY ACCEPTABLE EXCUSE FOR MISSING ANY ASSIGNMENT OR EXERCISE IS A HOSPITAL ADMISSION DOCUMENT OR A NOTE SIGNED BY A LICENSED MEDICAL PRACTICIONER STATING THAT YOU WERE PHYSICALLY UNABLE TO ATTEND THE SESSION. A note showing you visited a medical office results in a zero for the missed session or assignment.</b></p>
<p align="center"><b>UT Dallas Syllabus Policies and Procedures</b></p>	<p><i>The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.</i></p> <p><i>Please go to <a href="http://go.utdallas.edu/syllabus-policies">http://go.utdallas.edu/syllabus-policies</a> for these policies.</i></p>

*The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.*