

Add Undergraduate Course

000013

Course Attributes

Subject Abbreviation: MKT-Marketing Catalog Title: Technical Selling ☐ Additional Fee?
Course Number: 4210 Transcript Title: Technical Selling Justification
Effective Term: Fall 2016 Cross-reference(s):
College: Business and Behavioral Sci Grade Mode: Standard Letter
Department: Marketing

Form

User ID: rmullin Name: Ryan Mullins
Date: 11/17/2015 Number: 13529

Hours

Fixed Credit Course
Credit Hrs Contact Hrs

3 3

Variable Credit Course
Credit Hrs Contact Hrs
Min Max Min Max

Rationale for Add Course

- ☐ Strengthen Program Requirement(s)
- ☒ Alignment of Student Learning Outcomes
- ☐ Alternative Delivery of Content
- ☐ Improve Time to Degree
- ☒ Evolution of the Discipline
- ☐ Changing Prerequisites
- ☐ Address DWF Rates
- ☐ General Education Modifications
- ☐ Other (Please specify.)

Schedule Types

- ☐ Field Course
- ☐ Independent Study
- ☐ Internship
- ☐ Lab No Fee
- ☐ Lab With Fee
- ☒ Lecture
- ☐ Other
- ☐ Seminar
- ☐ Studio
- ☐ Tutorial

Projected Enrollment

Year 1: 20
Year 2: 20
Year 3: 20
Year 4: 20

Evaluation

Undergraduate

A 90 - 100
B 80 - 89
C 70 - 79
D 60 - 69
F < 60

Two exams at 100 points each - 200 points Comprehensive Final exam - 100 points One individual role play - 75 points One team strategy - 50 points One team role play - 75 points Attendance/participation - 50 points Ride-Along/Interview with Sales Professional - 50 points

Catalog Description

This course is an introduction to the principles of selling across industry contexts with a focus on the technical selling role. Students learn critical thinking skills in developing selling strategy for technical applications and ideas. The course is intended for students in engineering and closely related science majors.

☒ Prerequisite(s) ☐ Corequisite(s)

ENGR 1050 (Engineering Disciplines and Skills I) or PKSC 1020 (Introduction to Packaging Science) or instructor consent.

Required course for students in

Sales Engineering Certificate

Statement of need and justification based on assessment of student learning outcomes

Many Clemson students with engineering or technical backgrounds begin their careers selling complex products or services to businesses. This role of "Technical Selling" is a growing area of employment (expected 9% growth in jobs between now and 2022) that is well compensated (2012 median compensation of \$91,830). Many firms around the world are seeking technical salespeople because they carry a unique combination of deep technical knowledge along with strong interpersonal and presentation skills. However, many current Clemson students taking courses focused on

technical subjects are not being equipped to communicate the value proposition of their offerings before they graduate. In light of this, we have created the Technical Selling (MKT 4210) class at Clemson University to help students learn how to translate their technical expertise and ideas into specific benefits that apply to customers' needs. Students taking this course will strengthen their communication skills (oral and written), understand selling frameworks and processes, and learn research-backed principles for building customer relationships. 1 U.S. Bureau of Labor Statistics (2012), Sales Engineers. Retrieved from <http://www.bls.gov/ooh/sales/sales-engineers.htm> on October 29, 2015.

000014

Textbook(s)

A reading list will be provided on the syllabus.

Learning Objectives

- Examine the role of the technical sales force in the marketing mix
- Discuss the principles and process of selling (transactional and relational selling)
- Understand and implement a value proposition design process for technical products
- Define, discuss, and practice each component of the selling process
- Develop personal interests in different sales-related areas
- Record and evaluate your own (and others') sales presentation process during role-plays to find mistakes and continually improve your selling ability
- Listen to guest speakers and leaders from the sales business community

Topical Outline

Our goal is to introduce students with a technical background to how selling is viewed today as an Art and Science, with an emphasis on practicing adaptively to enhance performance while maintaining a focus on relationship building. The general objectives of this class are for students to: 1) Learn how to observe, evaluate and practice an introductory selling process 2) Understand several frameworks that explain how to create a sales message 3) Research, prepare and implement a value proposition design based on technical attributes of a firm's product or service 4) Apply these principles during role play presentations 5) Develop analytical and decision making skills 6) Enhance critical thinking, oral/written communication, and presentation skills These topics will be covered during the semester as follows: Week 1: Introduction to Technical Selling Week 2: Understanding Relationship Strategy - Communication styles and Rapport Week 3: Product Positioning Strategy - Features and Benefits, Differentiation Week 4: Customer Strategy - Identifying and qualifying prospects Week 5 : Value Proposition Design - Developing Customer Profiles Week 6: Value Proposition Design - Building a Customized Offering Week 7: Introduction to Presentation Strategy - Rapport and Approach Week 8: Presentation Strategy - What is a Questioning Strategy? SPIN question framework Week 9: Presentation Strategy - Linking Value Proposition to Questioning Strategy Week 10: Presentation Strategy - Creating Customer Ownership through Customized Demonstration Week 11: Presentation Strategy - Negotiating Objections and Closing Week 12: Synthesizing Strategies for Implementation in Presenting Week 13: Team Selling Presentations Week 14: Individual Selling Presentations Week 15: Final Exam

Duplication (if applicable)

None

Syllabus

Upload File: Syllabus MKT 421 Proposed Fall 2016-20151116113324.doc

Description: MKT 421 - Technical Selling

Roger Gomes
Chair, Department Curriculum Committee

Roger Gomes/dc 1/26/16

11/17/15

Date

Mary Anne Raymond
Department Chair

[Signature]

1/26/16

11/17/15

Date

John M. Coggeshall
Chair, College Curriculum Committee

John M. Coggeshall

1/26/16

12/1/15

Date

[Signature]
College Dean

[Signature]

1/27/16

12/1/15

Date

Director, Calhoun Honors College

Date

John D. Hippi

2/5/2016

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

Robert S. Jones

4-14-2016

Provost

Date

President

Date

Technical Selling - Marketing 421
Fall 2016
Sirrine 250 T/Th 11:00-12:15 PM

Dr. Ryan Mullins
Office: Sirrine Hall Room 255
Phone: (864) 656-5292
Email: rmullin@clemson.edu
Office Hours: T/TH 1:30-2:30 pm (Please notify me if you plan to come by.)

Required Reading Material:

SPIN Selling – Neil Rackham
Influence: The Principles of Persuasion – Robert Cialdini

Supporting Text (NOT Required):

Selling Today – Creating Customer Value (12th): Manning, Reece and Ahearne

Description of the course

This is the technical selling course for Clemson University. The course material provides students an introduction to principles of selling across industry contexts with a focus on the technical selling role. Our goal is to introduce students with a technical background to how selling is viewed today as an Art and Science, with an emphasis on practicing adaptively to enhance performance while maintaining a focus on relationship building. The general objectives of this class are for students to:

- 1) Learn how to observe, evaluate and practice an introductory selling process
- 2) Understand several frameworks that explain how to create a sales message
- 3) Research, prepare and implement a value proposition design based on technical attributes of a firm's product or service
- 4) Apply these principles during role play presentations
- 5) Develop analytical and decision making skills
- 6) Enhance critical thinking, oral/written communication, and presentation skills

If you participate in class, work closely with fellow classmates, and complete the assignments on time, you will learn how to sell your ideas more effectively, whether they be your own, or your organization's products and/or services. You will also learn what is necessary to build a network of client *relationships*.

Toward our general objectives, we will do the following:

- Examine the role of the technical sales force in the marketing mix
- Discuss the principles and process of selling (transactional and relational selling)
- Understand and implement a value proposition design process for technical products
- Define, discuss, and practice each component of the selling process
- Develop personal interests in different sales-related areas
- Record and evaluate your own (and others') sales presentation process during role-plays to find mistakes and continually improve your selling ability
- Listen to guest speakers and leaders from the sales business community

REASONS TO TAKE TECHNICAL SELLING:

1. Long Term Career Preparation

For students aiming their life towards a career in sales this class will expose you to the realities of that career. It will be your opportunity to begin the process of becoming a sales professional. There are many rewarding and profitable opportunities in sales. But, just as in any profession, you must prepare yourself first. This class will help you understand and begin to master some of the fundamentals of the sales profession.

2. Getting Your Foot in the Door

The second group of students that will benefit from this class include those who see sales as a way to start or accelerate their career. In fact, many entry-level positions are in sales. It's also true that many firms expect all management candidates to have "field" experience. Sales can be your "foot in the door" at many firms. By studying and understanding how to create and maintain business relationships, you will be ready to jump-start your career.

3. Job Security

Lastly, there are students who are not expecting to find themselves directly in the role of salesperson, but understand that all employees are expected to help their firm maintain the firm's business relationships. Accountants, physicians, engineers, advertising specialists, logisticians, purchasers, financial analysts and many others are teamed up to help their organizations craft solutions to customers' problems. Direct customer contact and relevance is highly valued. The employee, who is not only competent in their specialty, but can help a firm build and maintain relationships will find much greater job security.

Course Approach

Selling is skill based. To sell effectively, **you must practice the concepts discussed in class.** With that in mind, this class involves a lot of role-playing (in and out of class). On occasion you will work with a team for the role-play activity or for the assigned individual study. Periodically, I will ask teams or individuals to role-play in front of the class. This is NOT to embarrass you. It is solely to help you develop your presentation skills. So, don't be bashful. Don't miss the opportunity to get valuable feedback from your classmates and me before you are graded on your performance. When we cover the selling techniques, you should rehearse them with your team or classmates *before* coming to class. Remember, practice makes perfect.

Participation

The best way to earn a high grade in this course is to read the course material, prepare questions and comments *before* coming to class, and demonstrate professionalism. What is professionalism you ask? It is my assessment of your seriousness and commitment to the class. I will evaluate you on preparation, participation, overall attitude, and respect toward others—especially your classmates and myself.

My classes are a combination of lecture, discussion, and application. At many points during the semester, you will be asked to write up cases, role-play in class, or present in the front.

Preparation and attendance for these activities is necessary in order to earn full credit on assignments.

For attendance, you are not required to attend class when I am lecturing. **HOWEVER**, because selling is all about incentives, I will provide an incentive in the form of a random drawing. Each class, I will randomly draw names to come up and give a brief (1-2 minutes) impromptu speech on a topic (**Table Topics** – refer to schedule) to be assigned that day. Failure to speak when your name is drawn will result in losing **10 points off your participation grade**.

Attendance is required for any speaker event we have in class. Should you miss class when a speaker is scheduled, you will **lose 10 points off** of your attendance/professionalism grade. The only time this is excused is for a university related absence. Please be aware the speaker dates are subject to change.

Guest Speakers

Throughout the semester, we will have guest speakers from various industries to elaborate on related sales topics. Examples and ideas they discuss will be used in exams. *These guests are sales leaders that have contributed their time and resources to Clemson, and, as such, deserve your respect. No electronics (laptops, cell phones, etc.) will be permitted.* Examples and ideas the speakers discuss are “fair game” for exams.

Please note: Each guest speaker has the potential to hire you, or introduce you to someone you would like to work for after your time at Clemson is over. That said, I encourage you to take the opportunity to research each company and representative (where applicable) before class, and arrive prepared with 3-4 questions you would like to ask the speaker about their company or position. Treat this exercise as you would when preparing for an interview. What questions would you want to ask at the end of the interview time?

Exams/Assignments

There will be three multiple-choice/true-false/short-answer exams with questions from the readings, lectures, class discussions, guest speakers, and any outside material assigned and discussed. There will not be a makeup exam. Each exam will be worth 100 points.

Class assignments are due at the **START** of class and must be typed (12 pt. font, single spaced) unless otherwise specified. Do **NOT** email assignments unless approved by me prior to the due date. If emailed without approval, the assignment will not be graded.

Role Plays

This class culminates with two types of sales presentations: individual and team role-plays. There is a degree of “make believe” to it, but role-plays are mainly designed for you to practice what you learned this semester. Relax and have fun with the assignments. At the end of the semester, you will be graded strictly on your ability to use the selling principles and techniques—not your acting ability. I will be providing you with an evaluation sheet, and buyer and seller guidelines for both a team and individual role play assignment. To help build confidence for this assignment, we will practice different aspects of a sales call throughout the

semester in order to provide self-evaluation. In addition, we will observe others' role-plays to learn common mistakes, as well as learn better technique.

For the team role play, students are assigned to teams that will present a role-play sales presentation on a selected company to a "company executive" (instructor). Students will also be responsible for a proposal with references to supplement their presentation due at the time of the presentation. The proposal will be due the day of your presentation. This activity will require equal contribution among team members as they research and present their proposals during class. Students not equally doing their part may have their grade reduced by peer evaluations.

For the individual role play, you will take the role of a salesperson in charge of selling luxury hotel facilities. Your task is to sell to a large company executive. More details to follow.

Note: Grades on this assignment stand. There are NO MAKE-UP Role Plays. If you miss or cancel your selected time, it is my discretion whether to assign a zero for the assignment.

Ride-Along/Interview with a Sales Professional

Each student is to schedule a ride along or face-to-face meeting with a salesperson or sales manager. Prepare a report that summarizes your interactions with the professional and their industry. See attached document for more details. This report should be a minimum of 2 pages and is DUE in class in hard copy format. **The report should have the professional's business card included.** If the business card is not included, I will deduct points. Late reports are not accepted. Reports may be turned in early however for 5 additional bonus points. Due date below.

Classroom Etiquette

- I do NOT allow any laptops or cell phones to be used in class at any time. Research consistently finds that laptop and cell phone in the classroom use not only worsens your own ability to learn, but also for those around you. This is doubly troubling given the level of interaction required in a sales-focused class. That said, you will lose 10 points off your participation grade for any use of laptops or cell phones during lecture in class, unless prompted for group work. If you would like to learn more about the hazards of multi-tasking, here are some great articles:

Laptop Multitasking Hinders Classroom Learning for both Users and Nearby Peers

<http://www.sciencedirect.com/science/article/pii/S0360131512002254?np=y>

Why I Just Asked My Students to Put Their Laptops Away

<https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368>

- Be on time. In addition, if you have to leave class early, let me know before class.
- **During a guest speaker's presentation**, stay awake, pay attention, be engaged, be professional, do not walk out early unless you have talked with me, and take notes (**fair game for the exam**). It is also recommended that you regard what you wear to class that day. While I do not mind your dress code when I teach, industry speakers definitely will if considering you for an interview.
- **Failure to adhere to guidelines will result in loss of points to your participation grade.**

Evaluation of Grades - There will be no curve and grades are *not* negotiable.

Final Grades will be determined as follows: (600 points in total)	Grade
Three exams at 100 points each - (300 points)	A (100-89.5%)
One individual role play - 75 points	B (79.5-89.49%)
One team strategy – 50 points	C (69.5-79.49%)
One team role play - 75 points	D (59.5-69.49%)
Attendance/participation - 50 points	F (< 59.5%)
Ride-Along/Interview with Sales Professional - 50 points	

EXCUSED ABSENCES: Any student missing an exam must provide documentation of a university excused absence to schedule a make-up. In addition, the student must contact me by phone or in person within 24 hours of the exam to schedule a make-up. ***No make-up exams will be approved without proper documentation.*** While it is advisable to send me an email to explain your absence from the exam, do not expect me to follow-up on the basis of an email. It is **your responsibility** to contact me by phone or in person **no later than the day of the exam.**

FACULTY ABSENCE FROM CLASS: If no advance arrangements are made concerning my absence from class, students are authorized to leave after waiting 15 minutes from start of class.

ACADEMIC INTEGRITY, CHEATING, AND PLAGIARISM: Every student is expected to conduct him/herself with academic honesty in this course. The university has a detailed Academic Integrity policy, detailed below:

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. When, in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean for Curriculum in the Office of Undergraduate Studies. At the same time, the faculty member may, but is not required to, inform each involved student privately of the nature of the alleged charge.”

Any student found guilty of academic dishonesty in this course will receive an “F” in the course, and penalties may include suspension or even dismissal from the University.

ACCOMMODATIONS FOR DISABILITIES: Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner. "Qualified students" are those who present a Faculty Accommodation Letter from Student Disability Services when we meet. Student Disability Services is located in G-20 Redfern (656-6848). Accommodations are not retroactive.

Shadowing - Interview or Ride Along with a Sales Professional

Shadowing involves interviewing a professional salesperson and watching him/her in action over the course of ***at least a half-day***. The student is expected to apply the knowledge gained during the semester to assess the work performed by the sales professional.

Afterward, the student will prepare a written report to:

- 1) Document the experience
- 2) Discuss lessons learned
- 3) Add any insight gained about entering a selling career.

A minimum of 2 pages (12 point font, double space) to report your shadowing experience is suggested. **Please include the business card of the person you are working with along with your report in hard copy format. Failure to include the business card will reduce your grade.**

Start early on identifying someone you would like to shadow. There will not be any leeway for students that cannot schedule their shadow day before the deadline. This is a sales class, which means you can hit the streets and find someone in sales to shadow. They're everywhere!

List of Sample Questions: Please feel free to make up your own questions.

- 1) Why did you choose a career in sales?
- 2) What have you found to be the most satisfying element of your job in sales? What is the most dissatisfying element of working in sales that you have experienced?
- 3) Do you make use of the "relationship marketing" concept in your sales work?
- 4) Does your company have a written code of ethics? May I see it?
- 5) Given the product (service) that you sell, what are the most important reasons why people buy your product (service)? Ask about FAB: Features, Advantages, and Benefits
- 6) Please discuss the importance of effective communication to selling success in your business. Include advertising, social networking, direct marketing, the Web, etc.
- 8) Do you prospect for new customers? How often? Please give examples of techniques that you now use to find new customers.
- 9) Before making a sales call what steps do you take to prepare yourself for the meeting?

This assignment may be turned in early for 5 extra points. Otherwise it is due by the date noted in the schedule (below).

Please note that you will NOT be excused for scheduling your shadow day during class.

Team Role Playing

Writing and presenting a sales proposal is part of a salesperson's normal responsibilities. Nearly all major purchases require the seller to submit a detailed written proposal and to present the strategy. Sales teams of 4-6 students will be formed to write up a strategy and then sell the product/service in a live role play. Each team will have 30 minutes to pitch their product.

"Presentation Strategy Plan" for Company You Were Assigned (3 pages minimum)

- (1) Your Team Name and names of each team member
- (2) Company name, product or service you will be selling, and how it is used
- (3) Design a Value Proposition for your customer segment(s) and product/service
- (4) Relationship strategy (assume the prospect is a Driver)
- (5) Product Strategy
- (6) Customer Strategy
- (7) Presentation Strategy

Below are some research areas, which I highly recommend for supporting your plan:

Yours and Buying Company's Name -- who are you and who will be buying your product (in general)

Company/Organization Information

- Historical Perspective
- Brand/Image of the company
- Products/services the company sells

Product/Service Description (for product you are selling)

- Features and benefits (in chart form) of product you will sell
- Prices and ordering requirements
- Guarantees, Warranty Agreements

Competition (for the company/product you are selling against)

- Company Information
- Historical Perspective
- Image of the company
- Products/services the company sells
- Evaluation of competitive product/service relative to your product/service.

NOTE: Your team's product selection paper **MUST FOLLOW THE ABOVE ORDER AND EACH SECTION MUST BE CLEARLY INDICATED BY SECTION TITLES.**

The sales team is expected to complete background and product research for both their company, the selling company, as well as, the buying company. The team's "selection proposal" should be a minimum of 3 pages with a bibliography and an appendix with relevant product information and buyer information.

DUE DATE: Your group's Presentation Day

"Team Sales Presentation"

Each sales team will be responsible for making a 30 minute sales presentation with the professor on their assigned date. The professor will be the "client" that students will be pitching. The presenters may use any medium they feel appropriate to close the sale such as brochures, power points, sales aids, etc. Be creative!

The Sales Presentation Grade Sheet will be handed out at as the project due date approaches. At a minimum the sale should include the following areas: Rapport building, Approach, Appropriate Use of Questioning, Demonstration, Objection Handling and Closing.

DUE DATE: Your group's assigned Presentation Day

Role Playing: Individual Work

Role playing scenarios will be, as much as possible, totally "real world." Real world implies that students would prepare, present, and dress as they would if this were a real sales call. Students should also expect that anything that could happen in the real world will happen in these role plays. It is required that students practice extensively before the role play. Here is a suggested sequence:

- 1) Practice alone, working on your opening, needs identification questions, and organizing your final portfolio.
- 2) Practice with your best friend, providing him/her with a list of objections you anticipate might come up in the role play.
- 3) Practice with at least two other people, providing them with a list of objections you anticipate might come up in the role play.
- 4) Practice with your team member who can serve as a customer and/or buyer.
- 5) Record your role play practice and evaluate your own performance.

You must demonstrate an understanding of the following four areas in your role play:

- (1) Opening and Approach
- (2) Needs Identification
- (3) Demonstration
- (4) Objections and closing

Individual sales times will be posted closer to the date of the actual sales presentation. This role play will be videotaped in the Sales Lab or be done live in front of the instructor depending on the availability of the sales lab. The role play should be a ten to fifteen minute sales presentation. There is a degree of "make believe" to it, but it is mainly designed for you to put into practice a lot of what you learn this semester. Relax and have fun with the assignment. At the end of the semester, I will grade you strictly on your ability to use the selling principles and techniques—not your acting ability. I will be providing you with an evaluation sheet, and seller guidelines.

Note: Grades on this assignment stand. There are NO MAKE-UP Role Plays. If you miss or cancel your selected time, it is the professor's discretion on whether to assign a new time or assign a zero for the assignment. Remember, there are no do-overs in sales.

DUE: On Scheduled Individual Role play days.

Date	Tentative Topic Schedule	Assignment
Aug 20	Course introduction – Syllabus and Introductions	Review Syllabus
Aug 25	<u>Relationship Strategy</u> – Comm. Styles	Table Topics
Aug 27	Buying Motives	Table Topics
Sep 1	<u>Product Strategy</u> – Product Positioning	Table Topics
Sep 3	Features and Benefits	Table Topics
Sep 8	<u>Customer Strategy</u> – Value Proposition Design	Table Topics
Sep 10	Developing and Qualifying	Table Topics
Sep 15	Guest Speaker	Prepare Questions
Sep 17	EXAM I	Study Up!
Sep 22	<u>Presentation Strategy - Overview</u>	Table Topics
Sep 24	Guest Speaker	Prepare Questions
Sep 29	Approaching Customers and Needs Identification	Table Topics, <i>Receive Team Assignments</i>
Oct 1	Approaching Customers and Needs Identification	Table Topics, <i>Receive Team Assignments</i>
Oct 6	Creating Value by Satisfying Customers in Demonstration	Early Turn-In for Ride-Along
Oct 8	Negotiating Objections and Closing	Table Topics
Oct 13	FALL BREAK	
Oct 15	Guest Speaker	
Oct 20	Presentation Skills Synthesis	Table Topics <i>Receive Handouts in Class</i>
Oct 22	Influencing Others – Part I	Table Topics, Finish the Cialdini Book
Oct 27	Influencing Others – Part II	Table Topics
Oct 29	Review	Table Topics
Nov 3	EXAM II	Study Up!
Nov 5	Team Role Play preparation – In Class	Table Topics
Nov 10	Team Role Play preparation – In Class	Table Topics, Ride-Along/Interview DUE
Nov 12	Team Role Plays – In Class	Team Role Play Strategies DUE
Nov 17	Team Role Plays – In Class	Team Role Play Strategies DUE
Nov 19	Individual Role Play preparation – In Class	Table Topics, Practice
Nov 24	Individual Role Play preparation – In Class	Table Topics, Practice
Nov 26	THANKSGIVING	
Dec 1	Individual Role Plays – Scheduled time	No Class
Dec 3	Individual Role Plays – Scheduled time	No Class
Finals Week	FINAL EXAM - Comprehensive	Study Up!

Add Undergraduate Course

000026

Course Attributes

Subject Abbreviation: PSYC-Psychology **Catalog Title:** Critical Thinking ☐ **Additional Fee?**
Course Number: 3310 **Transcript Title:** Critical Thinking Justification
Effective Term: Fall 2015 **Cross-reference(s):**
College: Business and Behavioral Sci **Grade Mode:** Standard Letter
Department: Psychology

Form

User ID: switzef **Name:** Fred Switzer
Date: 11/30/2015 **Number:** 5878

Hours

Fixed Credit Course
Credit Hrs Contact Hrs

3 3

Variable Credit Course

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Rationale for Add Course

- ☒ Strengthen Program Requirement(s)
- ☐ Alignment of Student Learning Outcomes
- ☐ Alternative Delivery of Content
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- ☐ Field Course
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- ☒ Lecture
- ☐ Other
- ☐ Seminar
- ☐ Studio
- ☐ Tutorial

General Education

- ☐ English Composition
- ☐ Oral Communication
- ☐ Mathematics
- ☐ Natural Science w/Lab
- ☐ Math or Science
- ☐ A&H (Literature)
- ☐ A&H (Non-Literature)
- ☒ Social Science *Not approved*
- ☐ CCA
- ☐ STS

*Remove per
attached email*

Projected Enrollment

Year 1: 15
Year 2: 15
Year 3: 20
Year 4: 25

Evaluation

Undergraduate

A 90 - 100
B 80 - 89
C 70 - 79
D 60 - 69
F < 60

Eval 1 – argument critique paper . (20% of course grade); Eval 2 – 3-person team will be assigned a single causal factor and present their findings to the class. (25% of course grade) Eval 3 – a 1-2 page position paper. Also, they will present the arguments in their position paper in a class discussion. (15% of course grade); Eval 4 – an oral report with graphic displays. (25% of course grade) Eval 5 – a 1-2 page position paper and presentation. (15% of course grade)

Catalog Description

People use cause-effect reasoning (part of critical thinking) frequently in daily living and at work or school, e.g., political arguments, personal

decisions, science. This course gives a psychological perspective on how people reason causally, the errors they make, and how to improve causal thinking.

☒ Prerequisite(s) ☐ Corequisite(s)

000027

PSYC2010

Statement of need and justification based on assessment of student learning outcomes

Given Clemson University's emphasis on critical thinking as a necessary skill for our graduates and given that critical thinking involves human reasoning, perception, judgment, memory, and various other forms of cognition, this course is intended to support Clemson's critical thinking initiative.

Textbook(s)

Halpern, Diane F. (2013) Thought and Knowledge: An Introduction to Critical Thinking (5th edition). Psychology Press. ISBN 978-1848726291

Learning Objectives

The goals of this course are to help you learn knowledge and skills related to:

- How people think about cause and effect in everyday life and in work contexts including science, political argumentation, legal reasoning, troubleshooting and personal and policy decision making;
- Understanding some of the errors people make in causal reasoning and how to improve your causal thinking.

Learning Outcomes:

- Explore complex challenges – the causal reasoning problems considered throughout the course will be complex, as they are taken from complex, realistic legal, scientific and policy issues.
- Analyze multi-dimensional problems – by its nature, good causal reasoning requires thinking about multiple causal factors (or potential choices) and multiple pieces of evidence relevant to each cause.
- Extrapolate from one conceptual context to others – the course requires students to apply common strategies of causal reasoning in legal, scientific, policy and troubleshooting contexts.
- Synthesize alternative solutions to multidimensional challenges – once evidence is gathered for multiple causal factors (or choice options), the critical task of causal reasoning is to integrate (synthesize) the evidence for and against each causal factor to arrive at an overall conclusion. Methods of integrating evidence will be discussed and practiced in class.
- Communicate complex ideas effectively – oral and textual communication will be required of students during each class and as they complete each artifact.

Topical Outline

Week 1 – What makes causal reasoning difficult? uncertainty re evidence and conclusions; attitudes and biases
 2 – systematic causal reasoning (science) vs. informal, everyday causal reasoning
 3 – generating potential causes (“whodunit”); gathering evidence
 4 – judging whether evidence is credible
 5 – integrating evidence and arriving at a conclusion
 6 – how personal biases and biased evidence can distort causal reasoning; strategies for overcoming biases;
 7 – group project on causal reasoning in science – introduction and topic choice; an effect will be chosen that has multiple causal factors
 8 – group project on causal reasoning in science – identifying causal factors and gathering evidence
 9 – group project on causal reasoning in science – integrating evidence
 10 – group project on causal reasoning in science – evaluations
 2 & 3: individual reports and group discussion
 11 – group project on informal argumentation – introduction and topic choice
 12 – group project on informal argumentation – identifying causal factors and gathering evidence
 13 – group project on informal argumentation – integrating evidence
 14 – group project on informal argumentation – evaluations
 4 & 5: individual reports and group discussion

Syllabus

Upload File: Syllabus PSYC3310-20150210140642.docx

Description: PSYC3310 Sample Syllabus

Thomas W. Beitt *Thomas W. Beitt*

11-20-15

Chair, Department Curriculum Committee

Date

Department Chair

Date

Chair, College Curriculum Committee

Date

College Dean

Date

Director, Calhoun Honors College

Date

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

Provost

Date

President

Date

Rhonda Todd

From: John M. Coggeshall
Sent: Saturday, February 06, 2016 3:00 PM
To: Jeffrey Appling; Rhonda Todd
Subject: FW: PSYCH 3310

Jeff and Rhonda – please “uncheck” the Gen Ed box for PSYCH 3310 (see emails below).

From: Leo Gugerty
Sent: Saturday, February 06, 2016 12:17 PM
To: Fred Switzer <switzef@clemson.edu>; John M. Coggeshall <raucus@clemson.edu>
Subject: RE: PSYCH 3310

Fred, Mike

I’m not sure why I checked gen ed ss. I guess you can uncheck it.

But I definitely do want this to be a critical thinking course ie, students get CT credit as was discussed at the clemsonThinks2 workshop.
I think the CT credit is gen ed but I’m not sure.

Lee

From: Fred Switzer
Sent: Wednesday, February 3, 2016 11:18 AM
To: Leo Gugerty <gugerty@clemson.edu>
Subject: FW: PSYCH 3310

FYI... If you say so I’ll uncheck the box.

From: John M. Coggeshall
Sent: Wednesday, February 03, 2016 11:18 AM
To: Fred Switzer
Subject: RE: PSYCH 3310

No need to do anything like that. You were the originator of the form, so that’s why I’m asking you. In other words, it’s not Gen Ed, but someone needs to “uncheck” the box.

From: Fred Switzer
Sent: Wednesday, February 03, 2016 11:07 AM
To: John M. Coggeshall <raucus@clemson.edu>
Subject: RE: PSYCH 3310

Let me ask Lee. BTW, Tom Britt should be our rep on this one but I’ll encourage Lee to show up too. When’s the meeting?

From: John M. Coggeshall
Sent: Tuesday, February 02, 2016 11:51 PM