



## Form: Course Syllabus

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<b>The Date of the Deans Council Approval Decision</b>	2024/1/23
<b>Number of Pages</b>	06

<b>1. Course Title</b>	Personal Selling
<b>2. Course Number</b>	1604238
<b>3. Credit Hours (Theory, Practical)</b>	3 hours
<b>Contact Hours (Theory, Practical)</b>	3 hours
<b>4. Prerequisites/ Corequisites</b>	-
<b>5. Program Title</b>	Bachelor in Marketing
<b>6. Program Code</b>	04
<b>7. School/ Center</b>	Business
<b>8. Department</b>	Department of Marketing
<b>9. Course Level</b>	
<b>10. Year of Study and Semester (s)</b>	2025/2026-First semester
<b>11. Program Degree</b>	Bachelor
<b>12. Other Department(s) Involved in Teaching the Course</b>	
<b>13. Learning Language</b>	English
<b>14. Learning Types</b>	<input checked="" type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
<b>15. Online Platforms(s)</b>	<input checked="" type="checkbox"/> Moodle <input type="checkbox"/> Microsoft Teams
<b>16. Issuing Date</b>	
<b>17. Revision Date</b>	21/2/2025

### 18. Course Coordinator:

Name: Ayat Al.Mahmoud 11.30	Contact hours: Sunday, Tuesday, Thursday 10.30-11.30
Email: a.alhawary@ju.edu.jo	



### 19. Other Instructors:

Name:

Office number:

Phone number:

Email:

### 20. Course Description:

As stated in the approved study plan.

Overview of the selling process, examination of the legal and ethical issues of organizations which affect salespeople, identification of the communication process between buyers and sellers and how to understand different types of buyers, examination of the sales dialogue and its importance in building a trust-based sales relationship, and concluding with the importance of addressing buyers' concerns and ways to earn commitment.

### 21. Program Intended Learning Outcomes: (To be used in designing the matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program)

- Examine current concepts of the Marketing role in business organizations and society, and explain the marketing principles in relation to the product, price, promotion, and distribution functions.
- Describe the theories and concepts in the field of digital Marketing.
- Identify ethical issues in marketing context and critically discuss ethical reasoning in Marketing and business circumstances.
- Utilize applicable central models and theories that relate to consumer behavior and marketing in the online and offline to research and analyze contemporary issues in Marketing.
- Utilize critical thinking and problem solving to analyze the business environment and develop marketing strategies based on product, price, place, and promotion objectives in different market segments.
- Apply the marketing research process to collect, process, and analyze a range of data in order to provide solutions to marketing problems, and prepare an oral presentation to professional standards.
- Appreciate the global nature of marketing and adopt appropriate measures to operate effectively in international settings.
- Work efficiently within teams to accomplish marketing projects.

PLO's	*National Qualifications Framework Descriptors*		
	Competency (C)	Skills (B)	Knowledge (A)
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



2.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Choose only one descriptor for each learning outcome of the program, whether knowledge, skill, or competency.



**22. Course Intended Learning Outcomes:** (Upon completion of the course, the student will be able to achieve the following intended learning outcomes)

1. Understand Sales Ethics
2. Master Two-Way Communication:
3. Grasp the Concept of Prospecting:
4. Engage in Effective Sales Dialogue:
5. Implement Comprehensive Presentation Skills
6. Apply Closing Techniques:

Course ILOs #	The learning levels to be achieved						Competencies
	Remember	Understand	Apply	Analyse	Evaluate	Create	
1.		X					
2.			X		X		
3.			X				
4.			X			X	
5.			X				X
6.			X				

**23. The matrix linking the intended learning outcomes of the course -CLO's with the intended learning outcomes of the program -PLOs:**

PLO's * CLO's	1	2	3	4	5	Descriptors**		
						A	B	C
1			X	X	X			
2								
3	X							
4								
5				X				
6		X	X	X	X			



7			X					
8		X	X	X	X			

\*Linking each course learning outcome (CLO) to only one program outcome (PLO) as specified in the course matrix.

\*\*Descriptors are determined according to the program learning outcome (PLO) that was chosen and according to what was specified in the program learning outcomes matrix in clause (21).

#### 24. Topic Outline and Schedule:

Week	Lecture	Topic	ILO/s Linked to the Topic	Learning Types (Face to Face/ Blended/ Fully Online)	Platform Used	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
1	1.1	Chapter (1) Overview of Personal Selling		Face to Face	On - Campus	Synchronous		
	1.2	Chapter (1) Overview of Personal Selling		Face to Face	On - Campus	Synchronous		
	1.3	Chapter (1) Overview of Personal Selling		Face to Face	On - Campus	Synchronous		
2	2.1	Chapter (1) Overview of Personal Selling		Face to Face	On - Campus	Synchronous		
	2.2	Chapter (1) Overview of Personal Selling		Face to Face	On - Campus	Synchronous		
	2.3	Chapter (1) Overview of Personal Selling		Face to Face	On - Campus	Synchronous		
3	3.1	Chapter (4): The psychology of selling: Why People buy		Face to Face	On - Campus	Synchronous		



	3.2	Chapter (4): The psychology of selling: Why People buy		Face to Face	On - Campus	Synchronous		
	3.3	Chapter (4): The psychology of selling: Why People buy		Face to Face	On - Campus	Synchronous		
4	4.1	Chapter (5): Communication for relationship building: it is not all talk		Face to Face	On - Campus	Synchronous		
	4.2	Chapter (5): Communication for relationship building: it is not all talk		Face to Face	On - Campus	Synchronous		
	4.3	Chapter (5): Communication for relationship building: it is not all talk		Face to Face	On - Campus	Synchronous		
5	5.1	Chapter (7): Prospecting- the lifeliblood of selling		Face to Face	On - Campus	Synchronous		
	5.2	Chapter (7): Prospecting- the lifeliblood of selling		Face to Face	On - Campus	Synchronous		
	5.3	Chapter (7): Prospecting- the lifeliblood of selling		Face to Face	On - Campus	Synchronous		
6	6.1	Chapter (8) planning the sales call is a must		Face to Face	On - Campus	Synchronous		
	6.2	Chapter (8) planning the sales call is a must		Face to Face	On - Campus	Synchronous		
	6.3	Chapter (8) planning the sales call is a must		Face to Face	On - Campus	Synchronous		
7	7.1	Chapter (10) begin with your presentation strategically		Face to Face	On - Campus	Synchronous		



	7.2	Chapter (10) begin with your presentation strategically		Face to Face	On - Campus	Synchronous		
	7.3	Chapter (10) begin with your presentation strategically		Face to Face	On - Campus	Synchronous		
8	8.1	Chapter (10) begin with your presentation strategically		Face to Face	On - Campus	Synchronous		
	8.2	Chapter (10) begin with your presentation strategically		Face to Face	On - Campus	Synchronous		
	8.3	Chapter (10) begin with your presentation strategically		Face to Face	On - Campus	Synchronous		
9	9.1	Chapter (11): Elements of great sales presentation		Face to Face	On - Campus	Synchronous		
	9.2	Chapter (11): Elements of great sales presentation		Face to Face	On - Campus	Synchronous		
	9.3	Chapter (11): Elements of great sales presentation		Face to Face	On - Campus	Synchronous		
10	10.1	Chapter (13) closing begins the relationship		Face to Face	On - Campus	Synchronous		
	10.2	Chapter (13) closing begins the relationship		Face to Face	On - Campus	Synchronous		
	10.3	Chapter (13) closing begins the relationship		Face to Face	On - Campus	Synchronous		
11	11.1	Chapter (13) closing begins the relationship		Face to Face	On - Campus	Synchronous		
	11.2	Chapter (13) closing begins the relationship		Face to Face	On - Campus	Synchronous		
	11.3	Chapter (13) closing begins the relationship		Face to Face	On - Campus	Synchronous		
12	12.1	Presentations		Face to Face	On - Campus	Synchronous		
	12.2	Presentations		Face to Face	On - Campus	Synchronous		
	12.3	Presentations		Face to Face	On - Campus	Synchronous		
13	13.1	Presentations		Face to Face	On - Campus	Synchronous		
	13.2	Presentations		Face to Face	On - Campus	Synchronous		



	13.3	Presentations		Face to Face	On - Campus	Synchronous		
14	14.1	Presentations		Face to Face	On - Campus	Synchronous		
	14.2	Presentations		Face to Face	On - Campus	Synchronous		
	14.3	Presentations		Face to Face	On - Campus	Synchronous		
15	15.1							
	15.2							
	15.3							

**25. Evaluation Methods:**

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	*Mark wt.	CLO's					
		1	2	3	4	5	6
First Exam	30	x	x	x			
Second Exam –If any							
Final Exam	50	x	x	x	x		
**Class work	20						
Projects/reports	15					x	x
Research working papers							
Field visits							
Practical and clinical							
Performance Completion file							
Presentation/exhibition							
Any other approved works	5	x			x	X	
Total 100%							

\* According to the instructions for granting a Bachelor's degree.

\*\*According to the principles of organizing semester work, tests, examinations, and grades for the bachelor's degree.



**Mid-term exam specifications table\***

No. of questions/ cognitive level						No. of questions per CLO	Total exam mark	Total no. of questions	CLO/Weight	CLO no.
Create % <sup>١</sup>	Evaluate % <sup>١</sup>	analyse % <sup>١</sup>	Apply % <sup>٢</sup>	Understand % <sup>٢</sup>	Remember % <sup>٣</sup>					
١	١	١	٤	٢	١	10	100	100	10%	1

**Final exam specifications table**

No. of questions/ cognitive level						No. of questions per CLO	Total exam mark	Total no. of questions	CLO Weight	CLO no.
Create % <sup>١</sup>	Evaluate % <sup>١</sup>	analyse % <sup>١</sup>	Apply % <sup>٢</sup>	Understand % <sup>٢</sup>	Remember % <sup>٣</sup>					
										1
										٢
										٣
										٤
										٥

**26. Course Requirements:**

(e.g.: students should have a computer, internet connection, webcam, account on a specific software/platform...etc.):



## 27. Course Policies:

A- Attendance policies: Students are not allowed to miss more than 15% of the classes during the semester. Failing to meet this requirement will be dealt with according to the university disciplinary rules.

B- Absences from exams and submitting assignments on time: If you're absent from one or more of your examinations for medical or other mitigating reasons, you must fill in an Extenuating Evidence form. You can get it from your Faculty Office. Complete it and hand it in to your Faculty Office – with supporting evidence for the end-of-year examinations. If you can't hand in a piece of homework by its deadline, you can't submit it after that.

C- Health and safety procedures: No smoking in the department. Fire alarm call points are red 'Break Glass' boxes and are located on exit routes from the department and elsewhere. Keep all fire doors and fire exit routes clear at all times

D- Honesty policy regarding cheating, plagiarism, misbehavior: Following the university law and regulations

E- Grading policy: Following the university law and regulations

F- Available university services that support achievement in the course: Computer lab with the needed

## 28. References:

A- Required book(s), assigned reading and audio-visuals:

Fundamentals of selling, 10<sup>th</sup> edition by Futrell

B- Recommended books, materials, and media:

## 29. Additional information:

Name of the Instructor or the Course Coordinator: .....Ayat Al.Mahmoud.....	Signature: .....Ayat.....	Date: October/ 2025
Name of the Head of Quality Assurance Committee/ Department	Signature:	Date:



.....  
Name of the Head of Department

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Signature: Date:

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Name of the Head of Quality Assurance  
Committee/ School or Center

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Signature: Date:

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Name of the Dean or the Director

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Signature: Date: