

OM 367: Strategic Supply Chain Management (04410)

Professor Stephen M. Gilbert

Classroom: UTC 4.110

Class Meeting Time: TTH 12:30-2:00

Office: CBA 3.438

Phone: 471-9456 (O)

e-mail: steve.gilbert@mcombs.utexas.edu

Mail Box: Dept. of IROM, CBA 5.202

Fax: 471-3937 (O)

Office Hrs: T-TH 10:30-11:30, and by appt.

COURSE OVERVIEW

Supply Chain Management involves the flows of materials and information among all of the firms that contribute value to a product, from the source of raw materials to end customers. We will integrate issues from marketing (channels of distribution), logistics, and operations management to develop a broad understanding of a supply chain. By taking a strategic perspective, we will focus on relatively long term decisions involving the investment in productive resources, configuration of processes, product designs, and development of partnerships with suppliers and channels of distribution.

Although the development of analytical tools is not one of the primary objectives of the course, students should be comfortable with quantitative analysis. By the end of the course, you should have developed an appreciation for the major strategic issues trade-offs in supply chain management as well as the ability to use conceptual frameworks to make decisions.

COURSE MATERIALS

Required Course Pack for OM 367 The course pack contains cases and readings for the course as well as licensing fees for a couple of in-class simulations. It is important for everyone to purchase a copy of the course pack to pay for the licensing fees.

Recommended Text Book¹ (VM) Van Mieghem, Jan, *Operations Strategy: Principles and Practice*, Dynamic Ideas, Charlestown, MA, 2008.

Optional Reference Chopra, Sunil and Peter Meindl, *Supply Chain Management*, Third Edition, Pearson Education, Inc., Upper Saddle River, NJ, 2006.

Course Notes To support the lectures, I will occasionally post notes on Canvas. These notes are intended to help you when you are reviewing the material that has been covered in class. They are not intended to be a substitute for attending class.

PERFORMANCE EVALUATION

¹ For a number of the class sessions, I list specific chapters from the Van Meighem (VM) text. It provides an excellent complement to what we cover in class, but to keep the cost of course materials down, I do not require it. Students will not be responsible for anything in the text that is not discussed in class.

The performance criteria are weighted as follows:

In Class Quizzes (2)	30%
Final Exam	25%
Individual Homework	15%
Executive Summaries	15%
Global Supply Chain Game	5%
Class Participation	10%

Based on past experience, and guidelines for capstone courses in the BBA program, the average GPA for this course is expected to be between 3.4-3.6. most students receive grades between A and B-. Grades lower than B- will be assigned on a case by case basis. Typically fewer than 5% of students earn grades lower than B-.

DESCRIPTION OF REQUIREMENTS

In-Class Quizzes

There will be two in-class quizzes that take up the entire class period. These are closed-book, but students are permitted a calculator and a single page of notes.

Final Exam

The final exam will be comprehensive and will be held at the time and date that are scheduled by the registrar. As with the in-class quizzes, students are permitted a calculator, but they can bring two pages of notes to the final.

Individual Homework

The main purpose of homework is to facilitate learning. In recognition of this, you are permitted to discuss the individual homework assignments with peers, so long as the paper that you submit was written on your own. Note that submission of exact copies would not be consistent with this. Some credit is always awarded for evidence of effort. Late submission of assignments is not permitted, but I will drop your lowest score on the individual homework.

Executive Summaries

For several of the cases, I will assign an executive summary (ES), in which you will be asked to work in groups of 3-4 students to analyze a specific issue and make a recommendation. In general, an ES should accomplish the following:

- Articulate the operational problem in terms of how it affects important measures of the firm's performance.
- Identify and analyze the major alternatives.
- Present a persuasive argument for a particular course of action.

For each ES, I will provide several questions that are intended to guide your analysis / thought process. However, although the ES that you submit should reflect your consideration of the assignment questions, it should not be presented as a list of answers to these questions. Instead, it should be a logical and persuasive recommendation for action. A brief description of an ES and a couple of examples are provided at the end of this document. Please restrict yourselves to **one page** of text (additional pages may be attached for exhibits). You may use single-spacing, but please use a reasonable font size, i.e. at least 11 pt.

Global Supply Chain Game: One of the assignments is for you to work in a group of 3-4 students to operate a computer simulation of a supply chain. To play, you will need to log on to the simulation and pay a fee of \$12.50 (per group) with a credit card. Specific instructions for the exercise will be provided. Grades will be based on both your write-up and your performance in the game.

Grading

Individual homework and executive summaries will be graded on scales of 0-4 and 0-10 respectively. Please submit assignments prior to the beginning of the class session in which it is due. This semester, I am encouraging on-line submission (pdf, docs, and xls file formats) via Canvas. Solutions to the homework assignments will be distributed via Canvas. Please study each solution carefully even if you received full credit on the assignment. **I do not accept the submission of assignments after the beginning of class on the day that they are due.** However, I do allow students to drop one individual homework grade.

Class Participation To foster a productive learning environment, it is important that everyone come to class prepared and willing to contribute to discussion. Ideally, you will make concise, insightful, and eloquent comments in every class. However, I also recognize the importance of making smaller contributions, including asking good questions. I believe that the learning environment is best when the discussion is not dominated by a few, but moved along incrementally by all of us. Do not be afraid to make points that you may regard as minor, ask clarifying questions, or otherwise contribute in small ways.

Laptops in Class Unless explicitly stated otherwise at the beginning of class, the use of laptop computers during class is prohibited.

Feedback Your informal feedback is very important to me. Please let me know throughout the semester if there is anything I can do to make this class better for you.

HONOR CODE

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the Policy Statement on Scholastic Dishonesty for the McCombs School of Business. By teaching this course, I have agreed to observe all of the faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all of the student responsibilities described in that document. If the application of that Policy Statement to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification. Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> or the General Information Catalog to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Please do not use any materials (packet of overheads, homeworks, course notes, handouts, exams, homework solutions, case summaries) from previous semesters or from other sections of the course being offered in this semester unless the same has been made available by me to every one of your fellow students in this class. If the application of the Honor System to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification.

STUDENT PRIVACY

Password-protected class sites will be available for all accredited courses taught at The University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see:
<http://www.utexas.edu/student/registrar/catalogs/gi02-03/app/appc09.html>.

STUDENTS WITH DISABILITIES

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. If you have a condition (e.g. learning disability, chronic medical condition, etc.), of holiday that needs accommodation, please see me early in the semester so that we can take appropriate step. For additional information about the University's policies, contact the Office of the Dean of Students at 471-6259 or 471-4641.

The following is a summary of the sessions in the course. A detailed outline follows.

Schedule

No.	Day	Date	Topic	Case / Other Info.	Assignments Due
1	T	1/14	Intro to Supply Chain Management		
2	TH	1/16	Competitive Cost Analysis	American Connector	
3	T	1/21	Op. Trade-offs / Capacity Sizing		
4	TH	1/23	Capacity Sizing		
5	T	1/28	Capacity Sizing		IH #1
6	TH	1/30	Capacity Timing	Align Tech	ES #1
7	T	2/4	Complementary Capacity – Oper. Hedging	Seagate	IH#2
8	TH	2/6	Capacity and Inventory Planning		
9	T	2/11	Capacity and Inventory Planning		IH #3
10	TH	2/13	Sales and Operations Planning	Cross River Products	IH #4
11	T	2/18	Quiz #1		
12	TH	2/20	Drivers of Inventory and Inventory Policy		
13	T	2/25	Drivers of Inventory and Inventory Policy		
14	TH	2/27	Drivers of Inventory and Inventory Policy		IH #5
15	T	3/4	Flexibility in Sourcing	China Mexico Dual Sourcing	
16	TH	3/6	Flexibility in Sourcing	China Mexico Dual Sourcing	ES#2
17	T	3/18	Capacity Location and Logistical Design		
18	TH	3/20	Capacity Location and Logistical Design	Dollar Tree Logistics	IH #6
19	T	3/25	Flexibility	The Auto Ind: Flex Networks	IH #7
20	TH	3/27	Distribution & 3PLs	Vestel	
21	T	4/1	Coordination and Incentives	Johnson Elevator	IH#8
22	TH	4/3	Coordination and incentives	Supply Contract Negotiation	IH #9
23	T	4/8	Coordination and incentives		
24	TH	4/10	Quiz #2		
25	T	4/15	Social Responsibilities in SCs	Ikea in India	
26	TH	4/17	The Outsourcing Game	Meet in GSB 5.130	
27	T	4/22	The Outsourcing Game	Meet in GSB 5.130	
28	TH	4/24	Global Supply Chain Game		Group Assignment
29	T	4/29	Guest Speaker		
30	TH	5/1	Review		

OM 367: DETAILED COURSE OUTLINE

SESSION 1 (T, Jan. 14) Reading	Introduction to Supply Chain & Ops Strategy Van Mieghem (VM): Chapters 1 & 2
SESSION 2 (TH, Jan. 16) Reading	Competitive Cost Analysis American Connector
SESSION 3 (T, Jan. 21) Readings	Capacity Sizing VM Chapter 3, Appendix B: Newsvendor Review (as necessary)
SESSION 4 (TH, Jan. 23)	Capacity Sizing
SESSION 5 (T, Jan. 28) Homework Submitted	Capacity Sizing IH#1
SESSION 6 (TH, Jan. 30) Reading Case Group ES Submitted	Capacity Timing VM, Chapter 4 Align Technology ES#1
SESSION 7 (T, Feb. 4) Case Homework Submitted	Complementary Capacity – Operational Hedging Seagate, electronic version IH #2
SESSION 8 (TH, Feb. 6)	Capacity and Inventory Planning
SESSION 9 (T, Feb. 11) Homework Submitted	Capacity and Inventory Planning IH #3
SESSION 10 (TH, Feb. 12) Case Homework Submitted	Sales and Operations Planning Cross River Products IH #4
SESSION 11 (T, Feb. 18)	Quiz #1
SESSION 12 (TH, Feb. 20)	Drivers of Inventory and Inventory Policy
SESSION 13 (T, Feb. 25)	Drivers of Inventory and Inventory Policy
Session 14 (TH, Feb. 27) Homework Submitted	Drivers of Inventory and Inventory Policy IH #5
Session 15 (T, Mar. 4) Case	Flexibility in Sourcing Mexico or China? Managing a Global Network
SESSION 16 (TH, Mar. 6) Case	Flexibility in Sourcing Mexico or China? Managing a Global Network

Group ES Submitted	ES #2
SESSION 17 (T, Mar. 18) Reading	Capacity Location & Logistical Design VM, Chapter 6
SESSION 18 (TH, Mar. 20) Case Homework Submitted	Capacity Location & Logistical Design Dollar Tree Logistics IH #6
SESSION 19 (T, Mar. 25) Reading Case Homework Submitted	Flexibility VM, Chapter 5 The Auto Industry: Flexible Networks IH #7
SESSION 20 (TH, Mar. 27) Case	Distribution & 3PLs Vestel Distribution
SESSION 21 (T, April 1) Case Homework Submitted	Pricing for Supply Chain Coordination Johnson Elevator IH#8
SESSION 22 (TH, April 3) In-class Exercise Reading Homework Submitted	Coordination of Channels of Distribution Supply Contract Negotiations VM, Chapter 7 IH #9
SESSION 23 (T, April 8)	Coordination of Channels of Distribution
SESSION 24 (TH, April 10)	Quiz #2
SESSION 25 (T, April 15) Case	Social Responsibility in Supplier Management Ikea's Global Sourcing Challenge
SESSION 26 (TH, April 17) Read	The Outsourcing Game - Meet in GSB 5.130 Pre-Read: Decision-Making in an Outsourced Supply Chain
SESSION 27 (T, April 22)	The Outsourcing Game - Meet in GSB 5.130
SESSION 28 (TH, April 24) Group write-up submitted	Global Supply Chain Game De-brief Write-up for Global Supply Chain Game
Session 29 (T, April 29)	Guest Speaker
Session 30 (TH, May 1)	Review

Executive Summary

Typically, an executive summary is a short synopsis of a longer report. However, for the purposes of this course, your *entire* report will be a single-paged executive summary, the objective of which is to describe and justify a specific course of action as concisely as possible. My intention, in limiting you to a single page of text, is to force you to focus on the most compelling arguments for the course of action that you are advocating. Although you are restricted to a single page of text to present your recommendation, you may attach additional pages as exhibits. For example, it would be appropriate to include details of any quantitative or financial analysis as an exhibit. However, you should make sure that any exhibits are well documented, and you should certainly not include an exhibit that does not merit specific reference in the text of your executive summary.

STRUCTURE

Although executive summaries can be written in different forms, it is important that you open with a statement that sets the tone and context for the recommendation that you will be presenting. Avoid starting off with a bland summary of the case. Instead, try to begin telling a story that leads to your recommendation by emphasizing the facts that are most relevant. (See the example on the following page.)

Following the opening statement, there are two main approaches that can be adopted. The first is to lead off with the recommendation, and then provide the rationale for it. Alternatively, one can adopt a more linear approach by presenting the analysis that leads logically to the recommendation. Depending upon the situation, either of these two approaches can be effective.

As you write your executive summary, you may want to consider the following:

- Assume that the reader is familiar with the situation. Thus, you should avoid making an undirected summary of the case, and instead focus on making an argument for the course of action that you are recommending.
- The recommendation should be sufficiently operationally specific that it can be acted upon. Avoid wishy-washy phrases like, "They should consider..."; "They might want to..."; etc.
- Explain why you have rejected any reasonable alternatives to the course of action that you are advocating.
- Recognize any significant risks that might be associated with the course of action that you are recommending and suggest how they might be mitigated.
- To the extent that it is possible, quantify the benefits / costs associated with your recommendation. Details of any quantitative analysis can be attached (and appropriately referenced) as exhibits.

When writing an executive summary it is important to focus on the facts, data, etc. that are pertinent to the recommendation. Also, remember to make recommendations that are as operationally specific as possible, so that it is very clear what action(s) should be taken. One approach developing your executive summary is to imagine that you need to present your recommendation to the CEO of your company while you are with her on an elevator. You need to capture the significance of the issue and make a logical, compelling case for your recommendation in a very short amount of time. Therefore, you cannot afford to waste time on minor points or on summarizing information that is not directly relevant for justifying your recommendation.

Example

EXECUTIVE SUMMARY

Introduction: BMW and other luxury car manufacturers face a threat from the Japanese entry into the high end segment of the automobile market. Although BMW's share has not yet been affected, it soon will be if BMW fails to respond to the lower prices, better quality and shorter lead times for new product introductions of the Japanese OEMs. While BMW needs to refine its design process to be able to introduce new models more frequently, it could be a mistake to mimic the approach that is taken by the Japanese OEMs. For at least portions of the vehicle design, it is important that BMW retain some of its flexibility to make last minute design changes.

Analysis: The Japanese OEM's are able to cut two years off of BMW's development time for a new model, largely because they focus on incremental improvements and require design decisions to be locked in 12 months prior to each prototype to ensure high quality at launch. BMW's current prototyping approach affords maximum flexibility in the design process because it allows major design changes relatively late in the design cycle. Not only does this allow them to respond to the changing tastes of the market, it also allows them to incorporate technological breakthroughs into their products, enhancing their reputation as a technological leader. However, this unbounded flexibility also prevents BMW from being able to refine production grade tooling in order to have a high level of conformance quality at product launch. This flexibility can be valuable, e.g., to incorporate late design changes in parts of the vehicle where technology breakthroughs are anticipated, but it is not required throughout the vehicle.

BMW needs to find the right balance between retaining the flexibility where it truly has value, and using an approach that is closer to that of the Japanese OEMs elsewhere. In particular, they should identify major subsystems of the vehicle for which they can adopt the following practices:

- Use actual materials bought from actual suppliers..
- Use production grade tooling earlier in the prototype process to discover tooling or parts' problems earlier.
- Use parts from the eventual suppliers earlier in the prototype process to identify incompatibility issues earlier.
- Use regular plant workers for the final prototype to more closely approximate the actual assembly line operations.

The new approach will speed up the ramp-up and pilot processes due to production problems being identified earlier, and it will allow them time for fine tuning the process before product launch.

Recommendations: In adopting the new prototyping approach BMW will have to trade off flexibility and vehicle quality.

While the ability to make design changes later is important to keep up with changing consumer demands, the higher quality levels of the Japanese vehicles are a bigger threat. BMW can balance both these issues by doing the following:

- For now, use the new approach for the cockpit design. Since the cockpit seems to be the area where design and manufacturing quality matter the most, it would benefit from the new approach. They should use this opportunity to evaluate the costs and benefit of the new approach.
- However, in general they should adopt this approach only in the last one or two batches of the prototype development cycle rather than adopting it from the first batch of prototypes. This would minimize the investment needed in pre-production tools and still offer enough opportunities to identify problems before the pilot stage.
- They should assess each of the 30 major subsystems regarding the relative importance of design flexibility versus conformance quality at launch. The new approach should be used only for those subsystems in which conformance quality is judged to be more important than design flexibility.

Although there is incremental investment required for the new prototyping approach, the overall savings from all 3 stages (Prototyping, Pilot and Ramp-up) will more than justify these investments.

Excerpts from the University of Texas at Austin Office of the Dean of Students website
(http://deanofstudents.utexas.edu/sjs/acint_student.php)

The Standard of Academic Integrity

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin, as emphasized in the standards of conduct. More specifically, you and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at the University ([Sec. 11-801](#), *Institutional Rules on Student Services and Activities*). This is a very basic expectation that is further reinforced by the University's [Honor Code](#). At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

For the official policies on academic integrity and scholastic dishonesty, please refer to [Chapter 11](#) of the *Institutional Rules on Student Services and Activities*.

What is Scholastic Dishonesty?

In promoting a high standard of academic integrity, the University broadly defines scholastic dishonesty—basically, all conduct that violates this standard, including *any act designed to give an unfair or undeserved academic advantage*, such as:

- Cheating
- Plagiarism
- Unauthorized Collaboration
- Collusion
- Falsifying Academic Records
- Misrepresenting Facts (e.g., providing false information to postpone an exam, obtain an extended deadline for an assignment, or even gain an unearned financial benefit)
- Any other acts (or attempted acts) that violate the basic standard of academic integrity (e.g., multiple submissions—submitting essentially the same written assignment for two courses without authorization to do so)

Several types of scholastic dishonesty—[unauthorized collaboration](#), [plagiarism](#), and [multiple submissions](#)—are discussed in more detail on this Web site to correct common misperceptions about these particular offenses and suggest ways to avoid committing them.

For the University's official definition of scholastic dishonesty, see [Section 11-802](#), *Institutional Rules on Student Services and Activities*.

Unauthorized Collaboration

If you work with another person on an assignment for credit *without the instructor's permission to do so*, you are engaging in unauthorized collaboration.

- This common form of academic dishonesty can occur with all types of scholastic work—papers, homework, tests (take-home or in-class), lab reports, computer programming projects, or any other assignments to be submitted for credit.
- For the University's official definitions of unauthorized collaboration and the related offense of collusion, see Sections [11-802\(c\)\(6\)](#) & [11-802\(e\)](#), *Institutional Rules on Student Services and Activities*.

Some students mistakenly assume that they can work together on an assignment as long as the instructor has not expressly prohibited collaborative efforts.

- Actually, students are expected to complete assignments independently unless the course instructor indicates otherwise. So working together on assignments is *not* permitted unless the instructor specifically approves of any such collaboration.

Unfortunately, students who engage in unauthorized collaboration tend to justify doing so through various rationalizations. For example, some argue that they contributed to the work, and others maintain that working together on an assignment "helped them learn better."

- The instructor—not the student—determines the purpose of a particular assignment *and* the acceptable method for completing it. Unless working together on an assignment has been specifically authorized, always assume it is not allowed.
- Many educators do value group assignments and other collaborative efforts, recognizing their potential for developing and enhancing specific learning skills. And course requirements in some classes do consist primarily of group assignments. But the expectation of individual work is the prevailing norm in many classes, consistent with the presumption of original work that remains a fundamental tenet of scholarship in the American educational system.

Some students incorrectly assume that the degree of any permissible collaboration is basically the same for all classes.

- The extent of any permissible collaboration can vary widely from one class to the next, even from one project to the next within the same class.
- Be sure to distinguish between collaboration that is authorized for a particular assignment *and* unauthorized collaboration that is undertaken for the sake of expedience or convenience to benefit you *and/or* another student. By failing to make this key distinction, you are much more likely to engage in unauthorized collaboration. To avoid any such outcome, always seek clarification from the instructor.

Unauthorized collaboration can also occur in conjunction with group projects.

- How so? If the degree or type of collaboration exceeds the parameters expressly approved by the instructor. An instructor may allow (or even expect) students to work together on one stage of a group project but require independent work on other phases. Any such distinctions should be strictly observed.

Providing another student unauthorized assistance on an assignment is also a violation, even without the prospect of benefiting yourself.

- If an instructor did not authorize students to work together on a particular assignment *and* you help a student complete that assignment, you are providing unauthorized assistance and, in effect, facilitating an act of academic dishonesty. Equally important, you can be held accountable for doing so.
- For similar reasons, you should not allow another student access to your drafted or completed assignments unless the instructor has permitted those materials to be shared in that manner.

Plagiarism

Plagiarism is another serious violation of academic integrity. In simplest terms, this occurs if you represent as *your own work* any material that was obtained from another source, regardless how or where you acquired it.

- Plagiarism can occur with *all* types of media—scholarly or non-academic, published or unpublished—written publications, Internet sources, oral presentations, illustrations, computer code, scientific data or analyses, music, art, and other forms of expression. (See [Section 11-802\(d\)](#) of the *Institutional Rules on Student Services and Activities* for the University's official definition of plagiarism.)
- Borrowed material from written works can include entire papers, one or more paragraphs, single phrases, or any other excerpts from a variety of sources such as books, journal articles, magazines, downloaded Internet documents, purchased papers from commercial writing services, papers obtained from other students (including homework assignments), etc.
- As a general rule, the use of any borrowed material results in plagiarism if the original source is not properly acknowledged. So you can be held accountable for plagiarizing material in either a final submission of an assignment or a draft that is being submitted to an instructor for review, comments, *and/or* approval.

Using *verbatim* material (e.g., exact words) without proper attribution (or credit) constitutes the most blatant form of plagiarism. However, other types of material can be plagiarized as well, such as *ideas* drawn from an original source or even its *structure* (e.g., sentence construction or line of argument).

- Improper or insufficient paraphrasing often accounts for this type of plagiarism. (See additional information on [paraphrasing](#).)

Plagiarism can be committed intentionally or unintentionally.

- Strictly speaking, any use of material from another source without proper attribution constitutes plagiarism, regardless why that occurred, and any such conduct violates accepted standards of academic integrity.
- Some students deliberately plagiarize, often rationalizing this misconduct with a variety of excuses: falling behind and succumbing to the pressures of meeting deadlines; feeling overworked and wishing to reduce their workloads; compensating for actual (or perceived) academic or language deficiencies; and/or justifying plagiarism on other grounds.
- But some students commit plagiarism without intending to do so, often stumbling into negligent plagiarism as a result of sloppy notetaking, insufficient paraphrasing, and/or ineffective proofreading. Those problems, however, neither justify nor excuse this breach of academic standards. By misunderstanding the meaning of plagiarism and/or failing to cite sources accurately, you are much more likely to commit this violation. Avoiding that outcome requires, at a minimum, a clear understanding of plagiarism *and* the appropriate techniques for scholarly attribution. (See related information on [paraphrasing](#); [notetaking and proofreading](#); and [acknowledging and citing sources](#).)

By merely changing a few words or rearranging several words or sentences, you are *not* paraphrasing. Making minor revisions to borrowed text amounts to plagiarism.

- Even if properly cited, a "paraphrase" that is too similar to the original source's wording and/or structure is, in fact, plagiarized. (See additional information on [paraphrasing](#).)

Remember, your instructors should be able to clearly identify which materials (e.g., words and ideas) are your own *and* which originated with other sources.

- That cannot be accomplished without proper attribution. You must give credit where it is due, acknowledging the sources of any borrowed passages, ideas, or other types of materials, and enclosing any verbatim excerpts with quotation marks (using block indentation for longer passages).

Plagiarism & Unauthorized Collaboration

[Plagiarism](#) and [unauthorized collaboration](#) are often committed jointly.

By submitting as *your own work* any unattributed material that you obtained from other sources (including the contributions of another student who assisted you in preparing a homework assignment), you have committed plagiarism. And if the instructor did not authorize students to work together on the assignment, you have also engaged in unauthorized collaboration. Both violations contribute to the same fundamental deception—representing material obtained from another source as your own work.

Group efforts that extend beyond the limits approved by an instructor frequently involve plagiarism in addition to unauthorized collaboration. For example, an instructor may allow students to work together while researching a subject, but require each student to write a separate report. If the students collaborate while writing their reports *and* then submit the products of those joint efforts as individual works, they are guilty of unauthorized collaboration as well as plagiarism. In other words, the students collaborated on the written assignment without authorization to do so, and also failed to acknowledge the other students' contributions to their own individual reports.

Multiple Submissions

Submitting the same paper (or other type of assignment) for two courses *without prior approval* represents another form of academic dishonesty.

You may not submit a substantially similar paper or project for credit in two (or more) courses unless expressly authorized to do so by your instructor(s). (See [Section 11-802\(b\)](#) of the *Institutional Rules on Student Services and Activities* for the University's official definition of scholastic dishonesty.)

You may, however, re-work or supplement previous work on a topic with the instructor's approval.

Some students mistakenly assume that they are entitled to submit the same paper (or other assignment) for two (or more) classes simply because they authored the original work.

Unfortunately, students with this viewpoint tend to overlook the relevant ethical and academic issues, focusing instead on their own "authorship" of the original material and personal interest in receiving essentially double credit for a single effort.

Unauthorized multiple submissions are inherently deceptive. After all, an instructor reasonably assumes that any completed assignments being submitted for credit were actually prepared for that course. Mindful of that assumption, students who "recycle" their own papers from one course to another make an effort to convey that impression. For instance, a student may revise the original title page or imply through some other means that he or she wrote the paper for that particular course, sometimes to the extent of discussing a "proposed" paper topic with the instructor or presenting a "draft" of the paper before submitting the "recycled" work for credit.

The issue of plagiarism is also relevant. If, for example, you previously prepared a paper for one course and then submit it for credit in another course without citing the initial work, you are committing plagiarism—essentially "self-plagiarism"—the term used by some institutions. Recall the broad scope of [plagiarism](#): all types of materials can be plagiarized, including unpublished works, even papers you previously wrote.

Another problem concerns the resulting "unfair academic advantage" that is specifically referenced in the University's definition of scholastic dishonesty. If you submit a paper for one course that you prepared and submitted for another class, you are simply better situated to devote more time and energy toward fulfilling other requirements for the subsequent course than would be available to classmates who are completing all course requirements during that semester. In effect, you would be gaining an unfair academic advantage, which constitutes academic dishonesty as it is defined on this campus.

Some students, of course, do recognize one or more of these ethical issues, but still refrain from citing their authorship of prior papers to avoid earning reduced (or zero) credit for the same works in other classes. That underlying motivation further illustrates the deceptive nature of unauthorized multiple submissions.

An additional issue concerns the problematic minimal efforts involved in "recycling" papers (or other prepared assignments). Exerting minimal effort basically undercuts the curricular objectives associated with a particular assignment and the course itself. Likewise, the practice of "recycling" papers subverts important learning goals for individual degree programs and higher education in general, such as the mastery of specific skills that students should acquire and develop in preparing written assignments. This demanding but necessary process is somewhat analogous to the required regimen of athletes, like the numerous laps and other repetitive training exercises that runners must successfully complete to prepare adequately for a marathon.