MAN 320F (04485)
Foundations of Organizational Behavior and Administration
Fall 2010

Instructor Information

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Required Course Materials

- Organizational Behavior by Bauer. ISBN 0-9820430-6-6. **http://tiny.cc/04485**
- Harvard Business School Cases. You can purchase the entire package of cases at the UT Coop.
- Subarctic Survival Situation Participants Booklet – SM 15101. This is published by Human Synergistics International. Available at the Coop
- AES Corporation: Rewriting the Rules of Management (Case Study). Available at the Coop.
- An i>Clicker that will be used as a classroom response system. Available at the Coop. **Read instructions on Blackboard on how to register your clicker for this class.**
- Six Habits of Merely Effective Negotiators- Available at the Coop.
- "Blue Ocean Strategy: How to Create Uncontested Market Space and Make Competition Irrelevant" (Chapter 1 only). Available on Blackboard for free.
- "The World is Flat" (Chapter 1 only). Available on Blackboard for free.
- Additional materials will be distributed on Blackboard (courses.utexas.edu).

Course Description

This upper-division course is designed for non-business majors. The course is structured to provide students with an introduction to management of organizations and organizational behavior. A broad perspective of behavior in organizations will be covered. By the time you graduate, you can expect to experience continued restructuring, downsizing, re-engineering, entrepreneurial growth, intense competition, technological change and an expanding web of international linkages among firms. Hence, an important focus of this course is the application of principles and concepts relevant to managing and leading people in dynamic organizations. We will undertake several exercises to grow your "people skills" to help you recognize the effect that your behavior has upon others. Emphasis is placed on the importance of ethical leadership in organizations.

Course Objectives

1. Provide an introduction to the management of human behavior in organizations by exploring concepts and information associated with the process of managing organizations and the behavior of the individuals and groups within the organizational setting
2. Analyze how cognitive, behavioral, and emotional outcomes contribute to and sustain organizations, identifying processes and methods that can improve the behavior, attitudes, and effectiveness of organizational members.
3. Explore the management functions of planning, organizing, leading, and controlling at the individual, group, and organizational level
4. Apply organizational behavior and management theories to practice in the classroom, organization, and society through readings and cases from modern management literature

Grading

The course grade will include the following components:

Item	# of Points	% of Grade
Exam #1	80	20%
Exam #2	80	20%
Exam #3	80	20%
Final Exam - Cumulative	80	Optional – replaces or improves 1 exam grade
In-class Clicker Quizzes	60	15%
Writing Assignments (two)	40	10% - 2 out of 3 required
Case Analysis (five)	40	10% - 5 out of 6 required
Personality Test	16	4%
Academic Honesty Commitment	4	1%
TOTAL	**400**	**100%**

Exams and Quizzes: Due to the large class size, make-up exams/quizzes will not be available except in exigent circumstances. However, the final exam is optional and may be used to replace a missing or low exam grade. Students requiring accommodation for exams **must** present their accommodation letter to me as soon as possible **before an exam**.

All quizzes require the use of the i>clicker system. You are required to bring your i>clicker to every class session. Quizzes will generally cover homework readings and assignments. Quizzes will also include opinion questions where there is no right or wrong answer. A perfect quiz score is 60 points for the semester. I will provide you with a minimum of 75 points over the course of the semester. What this means is that you can either not answer or incorrectly answer 20% of the total number of quiz questions and still receive a perfect quiz score for the semester. I do not drop any quiz grades and you are required to take all quizzes with the i>clicker. If you receive more than 60 quiz points during the semester, I will only give you credit for the maximum of 60 points. Since each i>clicker has a unique code, you are not allowed to share or borrow another i>clicker. Using another person's i>clicker or having more than one clicker in your possession will be considered academic dishonesty.

No exceptions will be made to the final exam schedule printed in the Course Guide. Since no make-up exams are offered besides the final exam, if you cannot take three out of four scheduled exams, it is recommended that you not take this section of MAN 320f.

Writing Assignments: We will have three essay papers to write for this class. The essay question will be posted to Blackboard one week before it is due. You are only required to submit two out of three papers. Each paper is worth a maximum of 20 points. Alternatively, you can submit all three in which case I will give you credit for your two highest scores. We will grade these papers in class on the appointed day. Please follow these directions carefully:

- All submitted papers must be uploaded to the appropriate assignment section in Blackboard prior to class.
- You must bring a hard copy to class on the due date by the beginning of class period. In addition to your one-page paper, you must staple one blank sheet to your paper before submitting your paper in class. This sheet will be used by the two graders to grade your paper.
- You are required to turn in your paper to one of the class proctors so that it will be distributed randomly during the grading exercise. If you simply hand your paper to a friend to grade, this will be considered academic dishonesty.
- A paper is considered late if it does not meet both conditions (uploaded to Blackboard and hard copy to class). Late papers will not be accepted.
- All papers submitted must only include your UT EID and the due date. There should be no names on your paper.
- All papers must be one page in length, typed, single spaced, 12 point font, one inch margins, and have one blank page stapled to the hard copy.

- Failure to comply with any of the above conditions will reduce your grade.

General criteria for a successful written assignment

1. Focus on the issue (does the writing deal with the problem or issue?)
2. Evidence (does it support its position with adequate data?)
3. Coherence (does the argument hold together and move forward?)
4. Scope (does it deal with all important aspects of the problem?)
5. Originality

A = excellent performance on all five criteria
B = above average on four or excellent on some but flawed on others
C = average across the board or above average in part but with significant flaws
D = below average across the board

We will grade these papers together in class. Each paper will be read by two independent students and your grade will be an average of the two grades. I will provide a detailed grading rubric during class and we will grade them together. The TA and I will review a sample of the papers submitted. I am happy to discuss a paper grade with you. Talking to me about your graded assignments is a great way to learn how to improve throughout the semester. If you wish to have a grade reconsidered, you must first submit to me a written statement outlining your reasons along with your graded paper. This allows you to collect your thoughts and make your best case for a higher grade. In order for the assignments to remain fresh in both of our minds, you must submit this appeal within 10 days of receiving the grade. The ten-day period will begin on the day the grade is posted on Blackboard. Based upon my re-reading of your paper, your grade may increase, decrease or stay the same. If you are not confident of your writing ability, I suggest that you take your paper to the Undergraduate Writing Center prior to submission.

A special note about plagiarism. If you use text from another source, you are required to provide proper attribution. Personally, I do not think that you need to copy/use text from another source as I prefer that you use your own words and analysis for any submitted work. However, if you do use text from another source, make sure that you properly cite the material otherwise it will be considered plagiarism. On Blackboard, you will find a folder titled “Proper Citation Techniques” to help guide you with proper citation techniques. You can also seek assistance from me, the TA, or the Undergraduate Writing Center.

Academic Honesty Commitment

Due to past circumstances, I want us all to be perfectly clear that academic dishonesty will not be tolerated. I have uploaded a one-page document on Blackboard titled “Academic Honesty Commitment” that you have the option of signing and receiving credit for in this class. The document acknowledges that you have read the syllabus and that you have been made aware of the most common forms of academic dishonesty in this class. Whether you sign the document or not, you will still be held to the same standard. The due date for this assignment is listed on the course schedule.

The course grade will be computed as follows:

Letter Grade	Low Range	High Range
A	372	400
A-	360	371
B+	347	359
B	334	346
B-	320	333
C+	307	319
C	294	306
C-	280	293
D+	267	279
D	254	266
D-	240	253
F	0	239

Final Grades: Exam and quiz grades will be posted on Blackboard and you are welcome to raise questions about potential data entry or calculation errors with the TA or myself. However, the final grade assigned in the course is an informed and **final** evaluation and not open for discussion or negotiation. Any lobbying efforts (i.e. asking for a higher grade because you want one, need one, etc.) will not be accepted. To make your desired grade in this course, your exam scores and quizzes must earn the points tied to the grade-level standards indicated above. Please note that I am basing grades on your outputs, not on your effort and/or improvement during the course of the semester. **The grade you receive is the grade you earn**.

Attendance

Reliable and **punctual** attendance is critical in the workplace. Walking in after the bell rings and/or getting up and leaving in the middle of class before you are excused is extremely rude, disruptive and disrespectful to your professor and to all of your classmates. As a business class, this course is designed as an opportunity to begin to practice good business habits. While formal attendance will not be taken in class, announced and unannounced quizzes will be given during the semester and the results will constitute 15% of your final grade. These short quizzes will cover the day's material and be given sometime during the class period. It is highly recommended that you read the assigned readings prior to the class session. There will be no make-up or excuse for missed quizzes except as noted below.

This system is designed to reward those students who make class attendance a priority. All sections of MAN 320F have some system of rewarding attendance. Students with other priorities (e.g. activities, jobs, etc.) are welcome in this class and can certainly achieve a passing grade by doing the assigned readings and taking the exams, but should not expect an A.

The ONLY time an absence can be exempt from this policy is for observance of a religious holy day (see University policies below) or in the case of exigent circumstances. Exigency is defined as any situation that causes you to become physically or emotionally unable to attend class, as judged and documented by the Office of the Dean of Students. If you think your physical illness or emotional duress might qualify as exigency, please request a letter from your doctor and make an appointment with Services for Students with Disabilities or the Counseling and Mental Health Center. I must receive an accommodation letter authorized by the Dean of Students in order for you to be exempt from the attendance policy. If you feel you are eligible for an excused absence, you must receive my approval, in advance. If for some reason you cannot receive advance approval, due to an extreme emergency, you must notify me of the

situation and receive approval immediately after the absence. Waiting until the end of the semester is too late.

This course is intended for registered students listed on the course roster. Professional note-takers are strictly forbidden from attending the class. You may tape record the lecture, but you are to use the tapes only for your own personal educational benefit.

Communication

Blackboard is a course requirement. You are required to check Blackboard regularly for notices, class changes, and grades. E-mail and attending office hours are the preferred methods of communication. Please consult the TA or me with questions regarding exams, grades, attendance, and other general class concerns. You may address any member of the teaching team (preferably in e-mail or during office hours) with questions regarding how to apply class topics in the real world or to discuss any personal management dilemmas, concerns, or issues. You are also welcomed and encouraged to come to my office hours to simply introduce yourself and chat.

Please put MAN 320F in the subject line of all e-mails. E-mails without this subject line risk not being seen or addressed. Please also include your full name at the end of your e-mail (particularly those of you whose name is not part of your e-mail address).

E-mails to any member of the teaching team will generally be answered within one business day. Remember to consider the audience in your e-mail communication. Please keep e-mails professional, polite, and to the point. **Due to privacy rules, grades cannot be discussed via e-mail.** Please come in during office hours or make an appointment with a member of the teaching team to discuss specific grades.

Lecture Policies

Your questions and observations are welcome during lecture. In fact, I particularly enjoy and encourage classroom discussions. Please feel free to ask for clarification if something said does not make sense to you. You may also e-mail me with questions you would like addressed in the next lecture. If I determine you need more individual attention, I may ask that you see me after class or in office hours in order to meet your specific needs more appropriately.

In an effort to create a classroom environment in our large lecture hall that remains conducive to learning, please remember to follow these rules every day:

- If you use a laptop to take notes, you are welcome to use one in class. If you want to be treated as an adult, then use your laptop for professional and academic purposes. Facebook and iChat do not qualify.
- Turn off all cell phones and pagers – if you forget, turn it off quickly. Please do not take any calls in the classroom. If you are expecting an important call, sit by an exit and step outside to take it
- Put away all newspapers, books, and other materials not related to our class – keeping your attention on the lecture helps you and helps me.
- Avoid side conversations during lecture, class activities, and while students are asking questions.
- Do not sleep in class. If you are that tired or ill, stay home and rest; you will not gain anything from the day's lecture.
- Come to every class, on time and prepared.
- Give each other our best effort at all times.
- Blackboard is <u>required</u> for this course. Look at Blackboard announcements weekly for updates and important class notice. It is your responsibility to check Blackboard regularly.
- Students must respect the views and opinions of their colleagues. Disagreement and debate are encouraged. Intolerance or disrespect for the views of others is unacceptable.
- If you have concerns, suggestions, or feedback about any aspect of this class, please voice them to me. You can always talk with me during office hours or by scheduled appointment.

- I have no tolerance for acts of academic dishonesty. Such acts damage the reputation of the school and the degree and demean the honest efforts of the majority of students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam.
- I generally do not post lecture notes or slides on Blackboard. Many class concepts are discussed in lecture and are not covered in the textbook making your class attendance important to understanding all of the material that will be assessed.

Exam Policies

Please consult the course calendar and establish during the first day of class that the exam dates/times will be possible with your schedule. You must take the exam on the dates indicated in the class calendar. No make-ups or alternative test dates or times will be provided except if required for those students presenting me with a letter of accommodation from the Dean of Students SSD office. Remember that if you miss an exam, while you will be given a 0, you may take the optional final exam to replace that grade. However, if you miss two exams, there is no alternative or make-up provided for the second missed exam.

The following rules are key to exam efficiency in a large class. Failure to follow any of these rules may result in a **10% grade deduction**:

1. Bubble in your EID and full name on your Scantron sheet.
2. Your desk space may only have 3 items on the desk during exams – these include pencils, eraser and ID card. All other items including beverages, phones and electronics must be stored and put away on the floor.
3. Bring a photo ID to all exams. You are required to show your ID to the proctor. Students without any ID will be checked against the photo roster for the course and their exam grade will be penalized.
4. Stop writing and stand up to hand in your exam when I call 'time'. Note that students arriving late to an exam will not be given additional time.
5. All exams and quizzes are closed book. Notes, notebooks and 'cheat sheets' are strictly forbidden.
6. Stay in your seat until you are ready to turn in your exam. Leaving the room during the exam will not be permitted except in cases of medical emergencies (i.e., please don't drink a 64 ounce fountain drink right before a test!).

Please accept the responsibility of aggressively avoiding ANY behavior that may appear to be cheating. Keep your Scantron sheet covered and your eyes on your paper. Ball caps must be turned backwards during the exam and may be inspected.

Should any exam proctor observe a student behaving in a way that arouses their suspicion, they may ask the student to move to the back of the classroom to complete the exam and will ask the student to speak with me after class. This is not an accusation. I will merely ask for an explanation of what was observed. Please be advised that I reserve the right to use 'undercover' proctors posing as students taking the exam. I will refer any suspected violations to the Office of the Dean of Students for investigation.

Exams will be available for review during TA and instructor office hours only. Exams will not be returned for you to keep. You may take up to three weeks after an exam to come to the office to review it. After that period of time, all exams will be filed away and may not be reviewed or questioned. **At no point in time are you allowed to remove exams from the office or copy in any way exam questions or answers.**

University Policies Relevant to MAN 320F Students

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. Policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial

Services website at www.utexas.edu/depts/dos or the General Information Catalog to access the official University policies and procedures as well as what constitutes scholastic dishonesty.

Class Websites and Student Privacy. 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 more information visit the Registrar's website at: www.utexas.edu/student/registrar/faq.html#directory.

Services for Students with Disabilities. Students requiring alternative test taking arrangements due to a learning disability, must first provide documentation and be on file with the Office of the Dean of Students Services for Students with Disabilities (SSD) in compliance with Section 504 of the Rehabilitation Act of 1973. Only when this process is completed fully will alternative test taking procedures be arranged. It is your responsibility to contact the SSD office immediately so the proper documentation of accommodations is available and alternative test taking arrangements can be discussed with the instructor well in advance of the test dates. Information on UT's Services for Students with Disabilities program is available from the Office of the Dean of Students at 471-6259, 471-4641 TTY, or online at: deanofstudents.utexas.edu/ssd/.

Religious Holidays. A student who is absent from a class or examination for the observance of a religious holy day may complete the work missed within a reasonable time after the absence, if proper notice has been given. This policy can be reviewed online at:
www.utexas.edu/student/registrar/catalogs/gi03-04/ch4/ch4g.html#religious.

Honor Code Purpose

Academic honor, trust and integrity are fundamental to The University of Texas at Austin McCombs School of Business community. They contribute directly to the quality of your education and reach far beyond the campus to your overall standing within the business community. The University of Texas at Austin McCombs School of Business Honor System promotes academic honor, trust and integrity throughout the Graduate School of Business. The Honor System relies upon The University of Texas Student Standards of Conduct (Chapter 11 of the Institutional Rules on Student Service and Activities) for enforcement, but promotes ideals that are higher than merely enforceable standards. Every student is responsible for understanding and abiding by the provisions of the Honor System and the University of Texas Student Standards of Conduct. The University expects all students to obey the law, show respect for other members of the university community, perform contractual obligations, maintain absolute integrity and the highest standard of individual honor in scholastic work, and observe the highest standards of conduct. Ignorance of the Honor System or The University of Texas Student Standards of Conduct is not an acceptable excuse for violations under any circumstances.

The effectiveness of the Honor System results solely from the wholehearted and uncompromising support of each member of the Graduate School of Business community. Each member must abide by the Honor System and must be intolerant of any violations. The system is only as effective as you make it.

Faculty Involvement in the Honor System

The University of Texas at Austin McCombs School of Business Faculty's commitment to the Honor System is critical to its success. It is imperative that faculty make their expectations clear to all students. They must also respond to accusations of cheating or other misconduct by students in a timely, discrete and fair manner. We urge faculty members to promote awareness of the importance of integrity through in-class discussions and assignments throughout the semester.

Expectations Under the Honor System

Standards

If a student is uncertain about the standards of conduct in a particular setting, he or she should ask the relevant faculty member for clarification to ensure his or her conduct falls within the expected scope of honor, trust and integrity as promoted by the Honor System. This applies to all tests, papers and group and individual work. Questions about appropriate behavior during the job search should be addressed to

a professional member of the Career Services Office. Below are some of the specific examples of violations of the Honor System.

Lying

Lying is any deliberate attempt to deceive another by stating an untruth, or by any direct form of communication to include the telling of a partial truth. Lying includes the use or omission of any information with the intent to deceive or mislead. Examples of lying include, but are not limited to, providing a false excuse for why a test was missed or presenting false information to a recruiter.

Stealing

Stealing is wrongfully taking, obtaining, withholding, defacing or destroying any person's money, personal property, article or service, under any circumstances. Examples of stealing include, but are not limited to, removing course material from the library or hiding it from others, removing material from another person's mail folder, securing for one's self unattended items such as calculators, books, book bags or other personal property. Another form of stealing is the duplication of copyrighted material beyond the reasonable bounds of "fair use." Defacing (e.g., "marking up" or highlighting) library books is also considered stealing, because, through a willful act, the value of another's property is decreased. (See the appendix for a detailed explanation of "fair use.")

Cheating

Cheating is wrongfully and unfairly acting out of self-interest for personal gain by seeking or accepting an unauthorized advantage over one's peers. Examples include, but are not limited to, obtaining questions or answers to tests or quizzes, and getting assistance on case write-ups or other projects beyond what is authorized by the assigning instructor. It is also cheating to accept the benefit(s) of another person's theft(s) even if not actively sought. For instance, if one continues to be attentive to an overhead conversation about a test or case write-up even if initial exposure to such information was accidental and beyond the control of the student in question, one is also cheating. If a student overhears a conversation or any information that any faculty member might reasonably wish to withhold from the student, the student should inform the faculty member(s) of the information and circumstance under which it was overheard.

Actions Required for Responding to Suspected and Known Violations

As stated, everyone must abide by the Honor System and be intolerant of violations. If you suspect a violation has occurred, you should first speak to the suspected violator in an attempt to determine if an infraction has taken place. If, after doing so, you still believe that a violation has occurred, you must tell the suspected violator that he or she must report himself or herself to the course professor or Associate Dean of the Graduate School of Business. If the individual fails to report himself or herself within 48 hours, it then becomes your obligation to report the infraction to the course professor or the Associate Dean of the Graduate School of Business. Remember that although you are not required by regulation to take any action, our Honor System is only as effective as you make it. If you remain silent when you suspect or know of a violation, you are approving of such dishonorable conduct as the community standard. You are thereby precipitating a repetition of such violations.

The Honor Pledge

The University of Texas at Austin McCombs School of Business requires each enrolled student to adopt the Honor System. The Honor Pledge best describes the conduct promoted by the Honor System. It is as follows:

"I affirm that I belong to the honorable community of The University of Texas at Austin Graduate School of Business. I will not lie, cheat or steal, nor will I tolerate those who do."

"I pledge my full support to the Honor System. I agree to be bound at all times by the Honor System and understand that any violation may result in my dismissal from the Graduate School of Business."

The following pages provide specific guidance about the Standard of Academic Integrity at the University of Texas at Austin. Please read it carefully and feel free to ask me any questions you might have.

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.

A more detailed version of the syllabus will be made available to all students registered for MAN 320f section # 04485