MAN 320F (04485)
Foundations of Organizational Behavior and Administration
Fall 2012

Instructor Information

Instructor: Mihran Aroian
Class Time: M/W, 9:30 – 11:00 am, UTC 2.112A
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Office Hours: posted on Blackboard
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Required Course Materials

- An i>Clicker that will be used as a classroom response system. This can be purchased at the Coop. **Read instructions on page 3 on how to register your clicker for this class.**
- Organizational Behavior by Bauer. http://students.flatworldknowledge.com/course/1078117
  This book is available in many formats ranging from free (online reading only) to $100+ (four-color book). You can also purchase a black and white bound copy or a PDF of the book for significantly less. Try reading it online for free or if you are uncomfortable, purchase the black and white copy. Do not spend money on the additional supplements. You will not need them.
- Harvard Business School Cases. Available only at the McCombs Copy Center (GSB 3.136).
- Subarctic Survival Situation Participants Booklet – SM 15101. Available only at the Coop.
- Additional materials will be distributed on Blackboard.

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 leadership, management and people-related skills. 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.
5. Learn how to deal with the problems that managers encounter in real-life business situations.
6. Develop management strategies for growing strong and sustainable organizations.

Grading

The course grade will include the following components:

Item	# of Points	% of Grade
Exam #1	60	15%
Exam #2	100	25%
Final Exam - Cumulative	140	35%
Four Writing Assignments (20 each)	80	20%
Personality Test Paper	10	2.5%
Academic Honesty Commitment	10	2.5%
TOTAL	**400**	**100%**

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: 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 assignments 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.

Exams:

The following rules are key to exam efficiency in a large class. Due to the large class size, make-up exams will not be available except in exigent circumstances. Students requiring accommodation for exams **must** present their accommodation letter to me as soon as possible before an exam. No exceptions will be made to the final exam schedule printed in the Course Guide. Since no make-up or alternative exams are offered, if you cannot take all three scheduled exams, it is recommended that you not take this section of MAN 320f.

The following rules apply to all exams:

- Clear your desk of all belongings except for pencils and photo ID. Store all belongings along the perimeter of the classroom.
- Cell phones and computers must be stored and put away.
- A photo ID is required to take the exam.
- There are no exceptions to the above rules. Noncompliance will result in a zero on the exam.
- If English is not your native language, you may bring a hard copy dictionary to the exam but you are required to sit in the first row. No cheat sheets should be in your dictionary.

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. I will refer any suspected violations to the Office of the Dean of Students – Student Judicial Services 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 two weeks after an exam grade has been posted 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.

i>Clicker

To register your i>Clicker:

1. Go to www.iclicker.com.
2. Click "Register your i>clicker."
3. Enter your First Name, Last Name, UT EID, and Remote ID (the ID on the back of your clicker). If the Clicker ID has been rubbed off, come see me and I can scan your clicker to obtain the ID.
4. Type the verification word or number in the image.
5. Click Enter.
6. A verification page appears. Review the information and click Submit.

I suggest that you bring your i>clicker to every class session. If we are doing a case in class, we will always use the i>clicker. Using another person's i>clicker or having more than one clicker in your possession will be considered academic dishonesty.

I think that you will find the case studies to be both a great learning opportunity and very entertaining. During the case study, I will ask a series of questions to the class and it is thought provoking to see how the class responds to these case questions.

At the end of the semester, if your final grade is within 0.5 points of a higher letter grade, I will upgrade your course grade if you responded to 50% of the i>clicker questions asked over the course of the semester.

Writing Assignments:

We will have four essay papers to write for this class. The essay question will be posted to Blackboard one week before the due date. 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 on Blackboard prior to class. Papers will only be accepted if delivered in one of the following formats: .doc, .docx, .rtf or .pdf.
- Bring a hard copy to class on the due date by the beginning of class period.
- Staple one blank sheet to your paper before submitting your paper in class.
- Turn in your paper to one of the class proctors so that it will be distributed randomly during the grading exercise. If you 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 in the proper format and hard copy brought 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.

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 and reserve the right to change the grade based upon our reading of your paper. 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.

Graded papers will be returned during class time. If you forget to pick up your paper or were unable to come to class the day they were returned, they are available for you to pick up. If you go to the entrance to the Management Department office on the fourth floor of CBA, just across from the entrance is a bookcase. The bookcase has wooden boxes to hold papers so look for my name with MAN 320f and you will see the stack of papers that were not picked up in class. There are also copies of the grading rubric for you if you lost yours.

If you wish to have a graded paper reconsidered, you must submit a written statement outlining your reasons along with your graded paper. Basically, your written statement should be in the form of a rebuttal. Please write your name and e-mail address on your rebuttal. Staple this statement to your graded paper and bring it to me during class or office hours. This allows you to 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 any source, you are required to provide proper attribution. Personally, I do not think that you need to copy text from another source as I prefer that you use your own words and analysis for any submitted work. However, if you do use published material from any source, make sure that you properly cite the material otherwise it will be considered plagiarism. This includes material copied from the textbook, Harvard Business Case, published articles, or even the Internet. You will find that I am very strict on this point. If you copy any material, make sure you properly cite it. 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.

Case Study Homework

Your homework assignment prior to class is to read the case! During case study days, I will ask that you sit with your pre-assigned teams to discuss various questions that I will provide at the start of class. If you do not read the case, it will be difficult for you to participate in these discussions. Please make sure to bring your i>clicker to class as it will always be used on case days. The case method is one of the most effective means of management education. It is widely used in schools of business throughout the world, and this use is predicated upon the belief that tackling real business problems is the best way to develop practitioners. Real problems are messy, complex, and very interesting.

Unlike other pedagogical techniques, many of which make you the recipient of large amounts of information but do not require its use, the case method requires you to be an active participant in the closest thing to the real situation. It is a way of gaining a great deal of experience without spending a lot of time. It is also a way to learn a great deal about how certain businesses operate, and how managers manage. There are few programmable, textbook solutions to the kinds of problems faced by real general managers. When a problem becomes programmable, the general manager gives it to someone else to solve on a repeated basis using the guidelines he or she has set down. Thus the case situations that you will face will require the use of analytical tools and the application of your personal judgment.

There is only one secret to good case teaching and that is good preparation on the part of the participants. Since the course has been designed to "build" as it progresses, regular class attendance and active participation are essential. The instructor's role in the class discussion is to help you develop your ideas through questioning. The instructor's primary role is to manage the class process and to insure that the class achieves an understanding of the case situation. There is no single correct solution to any of these problems. Therefore, my role will be to steer us toward identifying several possible scenarios that would deal effectively with the problems presented in the case. (This section is based on a note that was prepared by Dan. R.E. Thomas. It is intended solely as an aid to class preparation.)

Personality Test

Your assignment is to take a Myers-Briggs Personality test. The test is free and will place you in one of sixteen personality types. The test will take no more than 15 minutes to complete and will provide you with a sense of your personality and what works and doesn't work for you. The test is only as accurate as your honest answer to each question. Your homework assignment consists of the following:

1. Complete the personality test online at **http://similarminds.com/myers-briggs-jung.html** You will see some advertisements when you go to this page. Simply answer the first question (what is your gender) then it will walk you through the rest of the questions. Make sure you record what personality type you are based on the test. This will be a four-letter acronym.
2. Once you know your personality type, go to **http://www.personalitypage.com/high-level.html** and you will see a high level description of each of the 16 personality types. Click on your personality type and read the detailed description.
3. Write up your report, bring a hard copy to class, and upload to Blackboard, by the beginning of class on the due date, a one-page summary that includes the following information:
    a. Name, UT EID, Date and "Personality Test" at the top of the paper.
    b. Provide the personality type that you were given by the test.
    c. Write what you learned about yourself.
    d. Write what you agree or disagree with based upon the detailed description of your personality type.
    e. Your write-up is a maximum of one-page, single space, one-inch margins and 12 point font.
    f. Bring a hard copy to class and upload your paper to the appropriate section on Blackboard by the start of class on the due date in one of the following formats: **.doc, .docx, or .pdf**. Late papers will not be accepted. A paper is considered late if it is not uploaded to Blackboard and a hard copy brought to class.

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 and is due at the beginning of class. To receive credit, download the Academic Honesty Commitment, type in your name, UTEID, and date, then upload the document to Blackboard. Late submissions will not be accepted.

Extra Credit

You may earn up to **2% extra credit** for either (1) participating in approved research studies during the semester or (2) writing a one-page paper based on your attendance to a classical music concert. I may also post other opportunities for extra credit on Blackboard.

Announcements regarding research studies will be posted through Blackboard. In order to receive full credit, you will need to participate in two studies. For more information regarding please visit **http://www.mccombs.utexas.edu/dept/management/programs/subjectpool.asp** These studies are conducted by different faculty in the Management Department. They will send me your extra credit points at the end of the semester.

To obtain the extra credit via option 2, you are to attend one **classical music concert** at the UT Butler School of Music by the due date listed on the course schedule. No jazz, no rock, no reggae, no hip-hop -- just classical music -- you know, the boring stuff written by people like Mozart, Bach, Beethoven. Any of the events listed under the "Get All Events" section on the http://www.music.utexas.edu/calendar web site automatically qualify as an extra credit event. Over half of the events are free of charge and the schedule is constantly updated. You must submit a maximum one, single-space page, analysis of how organizational behavior has a role in this concert by the due date listed on the course schedule. You must attach either your ticket stub or concert program as proof of your attendance.

You may only do option 1 or option 2 for extra credit. Doing more than one is not permitted.

Attendance

Reliable and **punctual** attendance is critical in the workplace. Walking in after the start of class 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.

As a rule, I do not post my lecture notes or case presentations on Blackboard. If you want to learn the material presented in class, you need to be present.

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 does not qualify!
- Please silence your cell phone. 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 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.
- 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. Learning to take good notes is important.

University Policies Relevant to MAN 320F Students

Scholastic Dishonesty. 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 BBA Program's Statement on Scholastic Dishonesty at http://www.mccombs.utexas.edu/BBA/Code-of-Ethics.aspx. By teaching this course, I have agreed to observe all faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all student responsibilities described in that document. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. 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, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at http://deanofstudents.utexas.edu/sjs/ to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Class Websites and 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. In addition, I may be placing all students in groups to work on group-related cases and exercises. This involves creating written seating charts for group placements during class period. Students who do not want their names included in these group seating charts must inform the instructor in writing. 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.

Services for Students with Disabilities. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, http://www.utexas.edu/diversity/ddce/ssd/.

Religious Holidays. By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Campus Safety. Please note the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety
.. Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
.. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
.. Students requiring assistance in evacuation should inform their instructor in writing during the first week of class.
.. In the event of an evacuation, follow the instruction of faculty or class instructors.
.. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
.. Behavior Concerns Advice Line (BCAL): 512-232-5050
.. Further information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency."

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.

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.

A complete course schedule will be provided to all students registered in this section of MAN 320f