

**Texas BFP - Business Foundations Certificate Program** 

# FOUNDATIONS OF INTERNATIONAL BUSINESS IB 320F

Spring 2012 -- Unique # 04635 M/W/F 11:00 am - 12:00 pm; UTC 2.112A

#### **Instructor Information:**

Instructor: Susan Barker Snyder

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#### **Prerequisites:**

This course is an upper division course offered to those in upper division standing (completion of a minimum of 60 credit hours). Please note that a grade point average of 2.0 or better is required for Business Foundations Certificate.

#### Textbook:

Global Business Today, 7<sup>th</sup> edition, Charles W.L. Hill, Irwin McGraw-Hill, 2011 (ISBN: 978-0-07-813721-1) <a href="http://www.mhhe.com/hillgbt7e">http://www.mhhe.com/hillgbt7e</a>. The text is available at the Co-op and other text locations. An on-line version can be purchased at <a href="http://www.coursemart.com">http://www.coursemart.com</a>.

Additional course materials will be posted on Blackboard. Please check Blackboard regularly.

### **Course Description:**

Business today is by all measures -- global. No business or industry of any size is immune from the global environment. Even small businesses that purchase and sell only in the U.S. are subject to competition from products coming into the U.S. from overseas or from global issues when their suppliers or consumers become global. Therefore, even employees of such companies are affected by the global environment. Understanding the global economy, therefore, is necessary for all engaged in business and careers regardless of the size or type of business or career endeavor.

This course is designed for non-business majors who will ultimately be engaged in the business of their chosen careers. Although the students are not business majors, a basic understanding of the global business environment is essential in the students working in their area of expertise. Given the diverse majors of the students, this course will consist of the basic areas of international business. The course explores the interrelation of government and business across boarders and the economic dynamics between countries/regions, including a general overview of the international monetary system, international trade and foreign direct investment. The class also will discuss the strategy of international business and review a few cases studies that epitomize the issues involved in today's global world. In general, the major topics of global business will be discussed to give students a working vocabulary and basic level of knowledge and skills involved in today's global business.

This course is "macro" in nature in that it will look at international business from a general focus with emphasis on the impact and overriding theories and will not focus extensively on individual management decisions. This is an introductory course with a very large class size and, therefore, a significant portion of the class will be taught through lectures, but we also will include guest speakers, video clips, class discussion and readings on current issues. The students, therefore, must keep up with readings and participate to the extent able with general discussions on the theories and material presented in class.

#### **Course Objectives:**

The primary objective of this Course is to introduce the students to the global economy to obtain a basic introduction regarding this subject matter and the major issues involved therein. The course will cover basic terminology and theoretical structure as well as practical implications. In particular, this Course has the following specific objectives:

1. To give students the knowledge and understanding of the unique aspects involved doing business internationally on a business, legal and political level.

- 2. To give students a basic understanding of the global monetary system and the evolution of the system. To understand the factors involved in currency exchange rates (which influences international costs and profits) and economic conditions.
- 3. To give students a basic understanding of international trade including:
  - a. An understanding of trade rules and free trade agreements;
  - b. An understanding of the policies and government dynamics between the two;
  - c. An understanding of imports/exports and the international system of tariffs and duties; and
  - d. An understanding of international rules governing abuses and sanctions.
- 4. To increase an awareness and understanding of the different governmental and non-governmental bodies involved in international business including: IMF, UN, WTO (and GATT), OECD, NATO, and OPEC.
- 5. To understand strategies used by business in the international market on a competitive basis.
- To understand the cultural effect on business and to analyze the ethics involved in cross border transactions and to understand the dynamics with differing legal systems.
- 7. To learn and apply skills learned in the class to current on-going issues involved in today's world, including the monetary issues in Europe, the status of the Euro, new trade agreements and platforms and positions taken by the Presidential candidates in this political election year.
- 8. The students will learn the issues involved in entering foreign markets, global production and outsourcing as well as logistics and supply chain issues.
- 9. To understand the issues involved in developing economies and the business and political issues surrounding the business and market dynamics.
- 10. Most importantly, the students hopefully will create a general awareness of global issues that will allow them deeper insight in world issues and will allow them to keep on top of issues that may affect them as individuals and as part of a larger entity.

# **Grading Policy:**

Grades will be determined by the percentages listed below.

Exams (3 at 30%)	90%
Surprise Quizzes (3 of 4)	6%
Class Participation	4%

**Exams** – Ninety percent of your grade in the course will consist of three exams. The exam dates are listed on the syllabus (but may be changed with advance notice on Blackboard if needed). Each exam will be worth 30%. Each exam will be multiple choice and will include reading material (textbook and that placed on Blackboard), material presented and discussed in class and any material presented by guest lecturers. The final exam is OPTIONAL. If you choose to take the final exam, it will replace the lowest test score that you have obtained and, therefore, will be worth 20%. The final exam will be comprehensive and will be given on the date scheduled for the final exam in this class. You cannot lower your grade by taking the final exam. Test grades will be posted on Blackboard. If you have questions regarding an exam, you must make an appointment and meet with me prior to the next exam. Make-up exams will not be offered due to the ability to take the final to replace one of the exams. No grades will be changed unless there is a computational error. All tests and Scantrons will be reviewed in the Professor's office and will not be removed from such office. The following rules apply to exams:

- Make a notation of the exam dates. You <u>must</u> take the exam on the dates indicated on the class calendar. The <u>only</u> exceptions are students who have a letter of accommodation from the Dean of Students SSD office. You will need to come to class ten minutes early on exam days and bring your student ID card.
- 2. No technology, notes, books or other material will be allowed out during an exam. You must turn off all cell phones, PDAs, pagers or any other personal technology. No headphones, tools, books or notes are allowed. Do not have these materials visible during an exam.
- 3. If you do not bring an ID to the exam, you will receive a 0 for the exam.
- 4. Bring a pencil to bubble in the exam (ink cannot be read and will result in a 0). You must bubble the exam type (A or B) and also your EID and full name.
- 5. No food or drinks will be allowed during an exam.
- 6. When time is called, stop writing. No exceptions. Stay in your seat until you are ready to turn in your exam. You must stay in your seat until you have turned in your exam (i.e. please visit the restroom before the exam).
- 7. Do not leave in a hurry, you must turn in your Scantron, your test and show your ID before you leave.

- 8. Students who have English as their second language may bring a language book dictionary that has been approved prior by the instructor. It cannot contain any notes or handwriting.
- Please make sure you do not engage in any behavior that may appear to be cheating. For instance, keep your Scantron in front of you at all times, keep eyes on your test and do not wear baseball caps or other distracting items.
- 10. The professor reserves the right to ask certain students to move seats (this is not an accusation, but merely a preventive measure when so desired). Suspicions of academic dishonesty will be referred to the Office of the Dean of Students for review.

**Surprise Quizzes** – Four times during the semester, a surprise quiz will be given in class. Three of the four quizzes will be counted. Each of these quizzes will be assigned 2%. The topics will consist of reading materials and material covered in class. The quizzes will be relatively short (no more than 5 questions) and the results will be posted on Blackboard.

**Class Participation** – Given this is a large class, class participation points will be based on general class attendance, contribution in class and compliance with the class rules delineated below. Poor class attendance, little contribution in class and non-compliance with class rules will result in a poor class participation grade. Below are class rules:

- Arrive on time and be seated and ready to begin when the class begins. If you do arrive late, you are requested to enter the class through the rear doors only. Note that this class is intended for registered students only. Guests may attend with prior approval of the professor.
- 2. Come prepared read the readings assigned. Be sure to check Blackboard regularly to assess the materials.
- 3. Do not leave class unless absolutely necessary. If you do need to leave, please sit close to the door and make your exit as inconspicuous as possible.
- 4. Turn off cell phones and computers -- NO TEXTING AND NO COMPUTERS WILL BE ALLOWED DURING CLASS (you may be asked to leave class for that day if you are found to be texting in class).
- 5. Video or audio taping of the class is strictly prohibited. Also, note takers who are not registered in the class are not allowed in the class.
- Do not engage in individual discussions (persistent individual conversations will result in the participants being asked to leave class for that day).
- 7. Participate by contributing comments and questions during the discussions. The instructor will call on students during the class if participants do not volunteer.

- 8. Please use common courtesy and polite manners in class, during discussions and in any emails or communication related to the class in a business-like tone.
- Keep items you bring to a class minimal. For instance, noisy newspapers and food with odors are not acceptable. Small snacks are allowed and any additional materials should be kept in your backpack.
- 10.1 have no tolerance for acts of academic dishonesty (such matters may be treated as listed below).

(Please note that these class rules are meant to minimize disruptions. In a large class, we need to minimize distractions to allow others to concentrate on the material being presented. These rules also bring common respect to others including the students seated next to you.)

#### Grades

Course grades will be based on the following (there will be no rounding of grades):

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A 93.0 and above
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A- 90.0 - 92.9

B+ 87.0 - 89.9

B 83.0 – 86.9

B- 80.0 - 82.9

C+ 77.0 - 79.9

C 73.0 – 76.9

C- 70.0 – 72.9

D+ 67.0 - 69.9

D 63.0 – 66.9

D- 60.0 – 62.9

F 59.9 and below

To be fair to all students, grade changes or additional extra credit opportunities will not be considered. The only discussions on grades will be verification of the grade. The professor will not tolerate requests to increase grades or any excuses regarding grades. The system of an option final exam provides for any "second chances" for any issues arising during the semester.

#### Communication:

Studies show that students who engage in one-on-one discussions with the instructor about the course receive better grades. I, therefore, encourage your discussion with me. You can communicate during office hours, email or in class discussions. You also are welcome to make separate appointments. I will be available before and after class, but only for short questions. I also encourage

feedback on the classes, lectures, teaching and reading material. We enhance the class ever semester and your thoughts are valuable in the process.

# **Accommodations/Equipment:**

Upon request, the University of Texas at Austin provides appropriate accommodations for qualified students with disabilities upon request. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641.

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.

No electronic devices (laptops, cell phones etc.) may be on or used during class unless medically necessary and approved.

# **Academic Integrity:**

Both I and the McCombs School of Business have 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** (see attachment to this syllabus).

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 that Policy Statement to this class and 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, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <a href="http://deanofstudents.utexas.edu/sjs/">http://deanofstudents.utexas.edu/sjs/</a> 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.

# **Intellectual Property:**

All materials presented in class lectures including PowerPoint presentations and those materials on the website are intellectual property of the instructor unless otherwise copyrighted. Any reproduction or publication of this material without prior written permission is strictly forbidden.

## **Final Thoughts:**

International Business 320F can be demanding, difficult and quick paced. You will get out of this class what you put into it. Given that the size of this class will necessitate primary a lecture format, it is up to the students to become actively engaged. I am here to help the students navigate the process and concepts and am more than happy to assist as the student learns these concepts. The subject matter also is in the news constantly and, therefore, the schedule of classes below is just an estimate of the material to be discussed and may be changed as the class progresses. Last, I hope that this class helps the students gain insight into the global world and most importantly I hope that the students enjoy the class and the material covered. This subject matter is as interesting and fun as it is difficult.

Schedule of Classes <sup>1</sup>			
DATE	TOPIC	ASSIGNED READINGS	OTHER PREPARATION
Wed Jan 18 Class 1	FOUNDATIONS FOR A GLOBAL ECONOMY Introduction to Course - Globalization	Introduction Ch. 1, pp. 2 - 11	Come with definition of Globalization; Readings on Blackboard
Fri Jan 20	Drivers of Globalization	Ch. 1, pp. 11 - 38	
Class 2 Mon Jan 23 Class 3	Special Topic – Globalization of Healthcare	Ch. 1, pp. 38 - 41	Closing Case – Chapter 1

<sup>&</sup>lt;sup>1</sup> Subject to change. Changes will be posted on Blackboard

Wed Jan 25 Class 4	Political, Economic & Legal Forces	Ch. 2, pp. 42 – 61	Listen to: Mr. Daisey and the Apple Factory
Fri Jan 27	Guest Speaker		
Class 5			
Mon Jan 30	Determinants of Economic Development	Ch. 2, pp. 61 – 88	Bring Map of the World to Class for Note Taking
Class 6			
Wed Feb 1	Strategy of International Business	Ch. 11, pp. 378 - 397	
Class 7			
Fri Feb 3	Cost Pressures/Strategic Alliances	Ch. 11, pp. 397 - 415	Readings on Blackboard
Class 8			
Mon Feb 6	Ethics in International Business	Ch. 4, pp. 127 – 143	Listen to: At Siemens, Bribery Was Just a Line Item
Class 9 Wed	Ethical Approaches	Ch 4 nn 140 150	
Feb 8	Ethical Approaches	Ch. 4, pp. 143 - 159	
Fri Feb 10	GLOBAL MARKET International Trade Theories	Ch. 5, pp. 160 – 185	Readings on Blackboard
Mon Feb 13	Competitive Advantage Balance of Payments	Ch. 5, pp. 185 - 201	Readings on Blackboard
Wed	Political Economy of	Ch. 6, pp. 202 –	
Feb 15	International Trade	221	
Class 13	0 10 1		
Fri Feb 17	Guest Speaker		
Class 14			

Mon Feb 20	EXAM 1 – Chapters 1, 2, 4, 5 and 11. Guest speakers, additional reading and listening material and guest lecturer information also will be included.		
Class 15			
Wed Feb 22 Class 16	Trade Wars/WTO	Ch. 6, pp. 221 - 239	Closing Case – Why did Global Food Prices Rise – Ch. 6
Fri Feb 24 Class 17	Foreign Direct Investment	Ch. 7, pp. 240 – 256	
Mon Feb 27 Class 18	Policy and Foreign Direct Investment	Ch. 7, pp. 256 - 273	Institute for International Economics – Semiconductors Chips and Automobile Parts
Wed	Entering Foreign Markets	Ch.12, pp. 416 -	
Feb 29	Littering i oreign warkers	431	
Class 19			
Fri Mar 2	Mode of Entry	Ch. 12, pp. 431 – 441	Closing Case – General Electric's Joint venture
Class 20			
Mon Mar 5	Regional Integration – General and Europe	Ch. 8, pp. 274 - 293	Readings on Blackboard
Class 21			
Wed Mar 7 Class 22	Regional Integration – Americas & Elsewhere	Ch. 8, pp. 293 – 309.	
	GLOBAL MONEY	Ch 0 pp 210 220	
Fri Mar 9	Global Money System	Ch. 9, pp. 310 - 320	
Class 23			
	Spring Break		
Mon Mar 19	Exchange rate Determination and Forecasting	Ch. 9, pp. 320 – 340.	
Class 24			

Wed Mar 21	Special Topic – Declaring China a "Currency Manipulator"		Presidential Platform Papers
Class 25			
Fri Mar 23	The International Monetary System	Ch. 10, pp. 341 - 358	
Class 26			
Mon Mar 26	Exchange rates in Practice and Crisis Management	Ch. 10, pp. 358 – 376.	
Class 27			
Wed Mar 28	Special Topic – Europe Financial Situation/Euro		Readings on Blackboard
Class 28			
Fri Mar 30	Guest Speaker		
Class 29			
Mon Apr 2	EXAM 2 – Chapters 6, 7, 8, additional reading and list also will be included.		
Class 30		01 40 4444	
Wed Apr 4 Class 31	Exporting and Importing	Ch. 13, pp. 4441 - 457	
Fri	Export Assistance and	Ch. 13, pp. 457 -	
Apr 6	Countertrade	464	
Class 32			
Mon Apr 9	Outsourcing and Logistics	Ch. 14, pp. 465 - 479	
Class 33			
Wed Apr 11	Strategic Factories and Supply Chain	Ch. 14, pp. 479 - 490	
Class 34			
Fri Apr 13	Guest Speaker		
Class 35			

Mon Apr 16	GLOBAL ATTRIBUTES Cultural Issues	Ch. 3, pp. 89 - 115	
Class 36			
Wed	Culture in the Workplace	Ch. 3, pp. 115 –	
Apr 18	Culture in the Workplace	126.	
Class 37			
Fri Apr 20	Case Review		HBR Article Assigned
Class 38			
Mon Apr 23	Guest Speaker		
Class 39			
Wed Apr 25	Global Marketing	Ch. 15, pp. 491 - 512	
Class 40			
Fri	Pricing Strategy	Ch. 15, pp. 512 –	Readings on Blackboard
Apr 27	3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	517	ge e al e a e
Class 41			
Mon Apr 30	Research & Development	Ch. 15, pp. 517 – 524	Closing Case – Microsoft in India – Ch. 15
Class 42			
Wed May 2	Summarization of Issues Studied in Class and Interrelation		
Class 43			
Fri May 4	EXAM 3 – Chapters 3, 13, 14 and 15. Guest speakers, special topics additional reading and listening material and guest lecturer information also will be included.		
Class 44			
OPTIONAL FINAL (CUMMULATIVE) – FINAL DAY POSTED			

#### **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 McCombs 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 Management 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 McCombs 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 McCombs 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 McCombs 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.

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—<u>unauthorized collaboration</u>, <u>plagiarism</u>, and <u>multiple submissions</u>—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 <u>Section 11-802</u>, *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 <a href="https://doi.org/10.2016/j.gov/10.201

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 <u>Section 11-802(d)</u> 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

# <u>Plagiarism</u> and <u>unauthorized collaboration</u> 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 <u>plagiarism</u>: 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.