MKT 382 – STRATEGIC BRANDING  
FALL SEMESTER 2018 (UNIQUE #05360)  
TUESDAY & THURSDAY 3:30 – 4:45PM  
ROWLING HALL 3.310

Instructor  
Prof. Steven M. Brister  
Office: CBA 6.314 – Through glass doors at the top of the CBA escalators near the Behavioral Lab  
Office Hours: Thursday 5:00 – 6:00pm (at Rowling Hall)  
UT Email: steven.brister@mccombs.utexas.edu  
Professor’s Mobile/Text (For emergencies only, please): 213-804-4676

Teaching Assistant  
Mike Lan, Marketing PhD Graduate Student  
UT Email: xing.lan@mccombs.utexas.edu  
TA’s Mobile/Text (For emergencies only, please): 512-578-8086

Canvas messages are the best way to contact the professor and TA outside of class or office hours. We will respond to Canvas messages daily (on weekdays).

Class Website on Canvas  
The Canvas website for this class is the main source for important course information and communications including updates to the course schedule, assigned readings, and lecture slides. Please enable Canvas notifications so you will be aware of important announcements, discussions, and grade posts.

Required Materials  
*Kellogg on Branding* edited by Alice M. Tybout and Tim Calkins, new/used copies available (~$20) through Amazon.com and other online retailers. An e-book is available online thru the UT Libraries website (free).

The *Strategic Branding Reading Packet* is available online from Harvard Business Press (~$40 total). Instructions for accessing this resource will be provided on the first day of class.

The *Strategic Branding Case Packet* is also available online from Harvard Business Press (~$30 total). Instructions for accessing this resource will be provided on the first day of class.

Each student must purchase their own copy of the reading and case packets. Please do not share copies of these materials, as this is a violation of copyright.

Other Course Materials  
**One or more additional core readings and topical articles** (academic journals, Wall Street Journal, NY Times, Brandweek, etc.) may be assigned for each class session. An electronic copy of the articles for each week will be posted on Canvas by the prior Friday afternoon.
**Lecture Slides** for each class session will be posted on Canvas prior to class, and you are encouraged to download and review prior to class.

**Prerequisites**
Restricted to graduate students (MBA, MPA, MA/PhD in Advertising) with prior Marketing undergraduate/graduate coursework.

**Course Overview**
The most valuable asset many firms have is their brand. In our global economy, product and service offerings can be replicated by competing firms, while the knowledge and attitudes consumers have about brands is not easily duplicated. Therefore many companies recognize that the investment they make in the creation and communication of their brand will become a strategic differentiator in the future.

This course will focus on the art and science of branding as a fundamental element of marketing strategy. Students will get hands-on experience with strategies, frameworks, and specific tactics for building, leveraging, and defending strong brands in any industry. All aspects covered will be in the context of actual applications of brand concepts to real-world challenges. Discussions will focus on current opportunities and challenges facing brand managers in a variety of industries and markets.

**Course Description**
In order to focus the classroom experience on deeper understanding of the core concepts and real-world applications, students are expected to complete the assigned readings in advance.

Class periods will typically consist of brief class lectures reinforcing key points from the readings, followed by interactive case discussions and individual/team exercises that apply the concepts to real-world situations.

For assigned case studies (contained in the case packet), students should come prepared to engage in the discussion. Case preparation homework assignments will encourage students to form their opinions and questions about the material in advance.

Each student will be asked to participate actively in class, and not to just be a passive observer. If I call upon you directly, it is not an attempt to embarrass you. Knowing that you come from various backgrounds and experiences, I simply hope that each of you will contribute to the depth of knowledge shared in this class.

Students are responsible for taking notes on all class lectures, cases and discussions. While the lecture slides will be posted on Canvas, they will not contain the depth of information conveyed in class.

Guest speakers will connect classroom topics to their experience in the real world at a few points during the semester.
Assignments & Grading
Your grade in the course will be determined by your performance on two examinations, a team-oriented multi-phase brand audit project, case-based homework assignments, and classroom contributions.

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<tbody>
<tr>
<td>Exam #1</td>
<td>Thursday October 11 20%</td>
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<tr>
<td>Exam #2</td>
<td>Tuesday November 27 20%</td>
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<tr>
<td>Brand Audit Project</td>
<td>Multiple Due Dates 40%</td>
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<tr>
<td>Case-Based Homework Assignments</td>
<td>Multiple Due Dates 10%</td>
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<tr>
<td>Class Contributions &amp; Exercises</td>
<td>Throughout Semester 10%</td>
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Grades will follow plus/minus system with these cut-offs. A: 100-93, A-: 92-90, B+: 89-87, B: 86-83, B-: 82-80 = B-, C+: 79-77, C: 76-73, C-: 72-70, D+: 69-67, D: 66-63, D-: 62-60, F: 59 or lower. (Decimals will be not be rounded up or down – an 89.7 average will earn you a B+, not an A-.)

Examinations (40% of Final Grade)
There will be two exams, each comprising 20% of your course grade. The exams will include a variety of multiple-choice, short answer, and brief essay questions. The objective of the exams will be to summarize your learning in the course and allow you to demonstrate your ability to independently apply the concepts you’ve learned to specific problems. The exams will focus on core concepts covered in the assigned readings, cases, and class discussions.

Each exam will ONLY be provided during the regular class period on the dates specified above. Please highlight them on your personal calendars, as I will not provide a make-up exam opportunity.

After reviewing your graded exam, you may submit an appeal on any question for which you believe there is some cause for review. Appeals must be submitted by the announced deadline, generally within 3-4 days after you receive your graded exam.

Brand Audit Team Project & Presentation (40% of Final Grade)
Each student will participate in the development of a multi-phase brand audit project as part of a team. In order to maximize the diversity of backgrounds on each team, Prof. Brister and the TA will manage the team assignments. Each team will choose a different brand to study, and at the end of the semester each team will make a summary presentation to the class.

The purpose of this assignment is to help develop your brand research and analysis skills, and to allow students to apply multiple branding concepts to a real world business case. More detailed information on this project will be distributed early in the semester. (Special thanks to Profs. Broniarczyk, McAlister and Walls for developing various components of the project structure.)
Brand Audit Project Phases:

1. **Brand Challenge Identification (Team)**  
   Due Friday September 14  
   - Each team will identify 3 brands with significant branding challenges for possible audit, based on the team’s interests and preliminary research.  
     - Format: 1-2 page Word document (apx. ½ page per brand)

2. **Brand Inventory (Team)**  
   Due Thursday October 4  
   - Teams will discover, analyze and summarize the brand’s current situation, including the competitive frame, key branding elements and positioning. This document will be the foundation for the team’s final Brand Audit report.  
     - Format: A professional document that summarizes (in key graphics) and describes (in text narrative) your team’s findings for each major aspect of the brand. You may choose to submit in a variety of formats (PowerPoint presentation in notes view, Word/Pages document with graphics, magazine-style publication, etc.), but you must include both visual summaries and text narrative. Ideal length: 10-12 pages (not including source citations in appendix).

3. **Brand Meaning Audit (Individual)**  
   Due Thursday October 18  
   - Each team member will conduct 2 one-on-one in-depth interviews with target market consumers to identify brand associations and assess their strength, favorability and uniqueness.  
     - Format: Word document with summary of consumer-based brand equity components based on analysis of your interviews, along with full interview notes. Idea length: 2 page summary, plus interview notes.

4. **Branding Survey (Team)**  
   Due Tuesday November 13  
   - Each team will develop, field and analyze a survey that probes Brand Challenges, Consumer-Based Brand Equity, and the team’s brand development recommendations.  
     - Format: Word document (2-3 pages) with topline results from survey, along with spreadsheet with full (formatted) survey data

5. **Final Brand Audit Report (Team)**  
   Due Tuesday November 20  
   - Teams will complete a comprehensive final Brand Audit report that details your team’s brand audit and brand development recommendations.  
     - Format: A 15-20 page professional document that summarizes (key graphics) and describes (text narrative) your team’s findings for each major each aspects of the brand. You may choose to submit in a variety of formats (PowerPoint presentation in notes view, Word/Pages document with graphics, magazine-style publication, etc.), but you must include both visual summaries and text narrative.

6. **In-Class Presentation (Team)**  
   Various Dates 11/29 – 12/6  
   - Teams will present an executive summary (PowerPoint or other presentation software) of their audit focused primarily on their brand development recommendations.  
     - Format: In-person presentation (supported by presentation slides) that explain your brand’s challenges and recommended strategic solutions to the class.
7. Individual Contribution to Team  

**Due December 6**  
5% of Final Grade

- Each student will receive an individual contribution grade based on self-evaluation, peer evaluations, and professor/TA observations.

**Case-Based Homework Assignments (10% of Final Grade)**

For each of the 9 assigned case readings, a set of homework questions will be provided. You will need to draft your answers to these questions, and submit a 1-2 page Word document via Canvas prior to class. Please bring a hardcopy of your answers for use in responding and taking notes during class.

Case-Based Homework Assignments will be assigned points based on the following criteria:

- 3 points = Excellent level of completion
- 2 points = Average level of completion
- 1 point = Minimum level of completion
- 0 points = Insufficient level of completion/Missing

Your 2 lowest homework assignment scores will be dropped, for example if you were unable to complete homework prior to class. (Note that all assignments submitted prior to class will be graded for credit, even if the student is unable to attend class.) The final homework grade for each student will be calculated based on their total points as a percentage of the potential homework points. For example, if a student earns 3 points on each of four assignments, 2 points on each of three assignments, and does not complete 2 assignments, they have earned 18 points out of a maximum of 21, and will receive a grade of 85.7.

**Classroom Contributions & Exercises (10% of Final Grade)**

Each class, you will have the opportunity to earn 2 classroom contribution points for each significant contribution you make to class discussion by providing an excellent answer to questions, posing related questions, and providing insightful observations. To earn contribution points, student comments should:

- Demonstrate a deep understanding of the topic
- Contribute an important insight based on the topic, or clarify an important issue
- Consider previous points raised in the class, building on them or providing an alternative point of view
- Move the discussion forward, not backwards

Comments that simply state the obvious or repeat prior points made by other students will not earn a contribution point.

In many class periods throughout the course, individual and/or team exercises will provide students with an opportunity to earn an additional classroom contribution point. Examples of these classroom exercises include:

- Brief 1-2 question quizzes related to core readings for the class
- Worksheets applying key concepts
- Brand Audit project-based team exercises
- Providing audience evaluations of team presentations
Classroom exercises will only earn a point if submission is considered sufficiently complete in the judgment of the TA.

Class participation points may be deducted at the discretion of the professor and TA for inappropriate classroom behavior including the use of laptops and smartphones for personal or non-course reasons.

There are no makeup opportunities for in-class contributions and exercises.

Your cumulative earned classroom contribution and exercise points will be posted on Canvas twice during the semester, and the current class average will be announced. At the end of the semester, your final classroom contribution grade will be based on the distribution of points across the class as follows:
- Above the class average: 90 – 100 final grade
- Equal to the class average: 87.5 final grade
- Below the class average: 50 – 85 final grade

Classroom Environment
Each student should take personal responsibility for helping create a positive, productive classroom environment. This includes common courtesies such as arriving on time, silencing your cell phone, and refraining from texting, eating and having personal conversations during class. Please respect the needs of your classmates, teaching assistants and professor. Any students who are disruptive or disrespectful will be asked to leave the classroom immediately.

Use of personal digital devices (i.e., laptops, tablets, smartphones, etc.) will be allowed in class. However, use should be limited to activities that support the classroom learning objectives — taking notes, researching/providing information relevant to class discussions (assuming it does not take time and attention away from class activities), and accessing class material on Canvas.

In order to promote academic integrity and provide a fair environment for all students, all exam and project requirements will be strictly enforced. Any infractions will be reported to Student Judicial Services.

Instructor Bio
I grew up in Waco, TX and earned my MBA in Marketing from the University of Texas after completing a BA degree in Economics and History at Duke University. A few years ago, I returned to UT in order to share marketing insights from my professional experience with the next generation of marketing and business leaders.

I began my marketing career by working at several advertising, direct marketing and branding agencies, including Leo Burnett (Chicago) and Landor Associates (San Francisco). My first “client-side” experience was at DirecTV (Los Angeles), where I led the customer acquisition and e-business marketing teams. Later, I served as a Regional VP of Marketing for Time Warner Cable (Los Angeles), with responsibility for marketing functions including brand development, product management, customer acquisition and retention, and revenue development.
I keep busy outside of class with consulting engagements, and I’m currently the Interim Chief Marketing Officer for The Hideaway Report. And a few years ago, I launched my own entrepreneurial venture, GayFamilyTrips.com.

My personal interests include travel, outdoor fitness (running, hiking, bicycling, paddling and swimming), cooking, reading, and listening to music.

**Class Schedule**
A roadmap for course content is outlined below, but is subject to change.

Students should refer the course’s Canvas website for detailed, up-to-date information and the assigned readings for each class period. Students are responsible for monitoring announcements made in class and on Canvas for specific changes in the schedule.

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<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
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<td>Thursday</td>
<td>30-Aug</td>
<td>Introduction - Brands &amp; Brand Management</td>
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<td>Tuesday</td>
<td>4-Sep</td>
<td>Brand Value Chain &amp; Financial Value</td>
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<td>Thursday</td>
<td>6-Sep</td>
<td>Brand Culture</td>
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<td>Tuesday</td>
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<td>Customer-Based Brand Equity</td>
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<td>Tuesday</td>
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<td>Brand Identity Elements &amp; Naming</td>
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<td>Thursday</td>
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<td>Segmentation &amp; Targeting</td>
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<td>Tuesday</td>
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<td>Positioning</td>
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<td>Thursday</td>
<td>27-Sep</td>
<td>Positioning</td>
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<td>Tuesday</td>
<td>2-Oct</td>
<td>Brand Design</td>
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<td>Thursday</td>
<td>4-Oct</td>
<td>Secondary Brand Associations &amp; Brand Equity Audits</td>
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<td>Tuesday</td>
<td>9-Oct</td>
<td>Recap &amp; Exam #1 Review</td>
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<td>Thursday</td>
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<td><strong>Exam #1</strong></td>
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<td>Pricing &amp; Promotion</td>
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<td>Thursday</td>
<td>18-Oct</td>
<td>Brand Communications</td>
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<td>Tuesday</td>
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<td>Brand Communities &amp; Social Media</td>
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<td>Thursday</td>
<td>25-Oct</td>
<td>Brand Architecture</td>
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<td>Tuesday</td>
<td>30-Oct</td>
<td>Brand Architecture</td>
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<tr>
<td>Thursday</td>
<td>1-Nov</td>
<td>Extending Brands</td>
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<td>Tuesday</td>
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<td>Extending Brands</td>
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<tr>
<td>Thursday</td>
<td>8-Nov</td>
<td>Managing Brand Portfolios &amp; Private Label Brands</td>
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<tr>
<td>Tuesday</td>
<td>13-Nov</td>
<td>Managing Brand Portfolios &amp; Transitioning Brands</td>
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<tr>
<td>Thursday</td>
<td>15-Nov</td>
<td>Brand Value - Consumer</td>
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<tr>
<td>Tuesday</td>
<td>20-Nov</td>
<td>Internal Branding &amp; Exam #2 Review</td>
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<tr>
<td>Thursday</td>
<td>22-Nov</td>
<td>No Class - Thanksgiving Holiday</td>
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<tr>
<td>Tuesday</td>
<td>27-Nov</td>
<td><strong>Exam #2</strong></td>
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<tr>
<td>Thursday</td>
<td>29-Nov</td>
<td>Brand Audit Project Presentations</td>
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<tr>
<td>Tuesday</td>
<td>4-Dec</td>
<td>Brand Audit Project Presentations</td>
</tr>
<tr>
<td>Thursday</td>
<td>6-Dec</td>
<td>Brand Audit Project Presentations</td>
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McCombs Classroom Professionalism Policy

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the Texas MBA experience hinges on this.

You should treat the Texas MBA classroom as you would a corporate boardroom.

Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects.

The Texas MBA classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.

- **Students display their name cards.** This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.

- **Students are fully prepared for each class.** Much of the learning in the Texas MBA program takes place during classroom discussions. When students are not prepared, they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.

- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.

- **Students do not confuse the classroom for the cafeteria.** The classroom (boardroom) is not the place to eat your breakfast tacos, wraps, sweet potato fries, or otherwise set up for a picnic. Please plan accordingly. Recognizing that back-to-back classes sometimes take place over the lunch hour, energy bars and similar snacks are permitted. Please be respectful of your fellow students and faculty in your choices.

- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.

- **Students attend the class section to which they are registered.** Learning is enhanced when class sizes are optimized. Limits are set to ensure a quality experience. When section hopping takes place some classes become too large and it becomes difficult to contribute. When they are too small, the breadth of experience and opinion suffers.

- **Technology is used to enhance the class experience.** When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of technology in class. Faculty will let you know when it is appropriate.

- **Phones and wireless devices are turned off.** We’ve all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

Remember, you are competing for the best faculty McCombs has to offer. Your professionalism and activity in class contributes to your success in attracting the best faculty to this program.

**Academic Dishonesty**

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.

The responsibilities for both students and faculty with regard to the Honor System are described on the final pages of this syllabus. As the instructor for this course, I agree to observe all the faculty responsibilities described therein. As a Texas MBA student, you agree to observe all of the student responsibilities of the
Honor Code. If the application of the Honor System to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification.

As specific guidance for this course, you should consider the writing of all examinations to be an individual effort. Group preparation for examinations is acceptable and encouraged. Homework assignments are to be turned in individually but I encourage you to work together in answering the questions. You should, however, develop your own answer and not cut and paste the work of others.

Students with Disabilities

Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Services for Students with Disabilities (SSD) is housed in the Office of the Dean of Students, located on the fourth floor of the Student Services Building. Information on how to register, downloadable forms, including guidelines for documentation, accommodation request letters, and releases of information are available online at http://deanofstudents.utexas.edu/ssd/index.php. Please do not hesitate to contact SSD at (512) 471-6259, VP: (512) 232-2937 or via e-mail if you have any questions.

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.
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 uneearned 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 note taking, 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](#); [note taking 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 \textit{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 \textit{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.