CONSUMER BEHAVIOR IN A DIGITAL WORLD

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via Canvas

Course Time and Location
T / Th, 8:00-9:30am, GSB 3.130

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THE SYLLABUS WILL BE UPDATED TO REFLECT ANY CHANGES
ANY AND ALL CHANGES WILL BE ANNOUNCED IN CLASS

COURSE DESCRIPTION

This course centers on perhaps the most complex aspect of marketing: the consumer.

Studying consumer behavior involves asking—and answering—the fundamental question of why people do the things they do. It enhances understanding of the cognitive, affective, and social mechanisms consumers bring to purchasing, usage, and disposition decisions—and what decisions they make.

In this course, you will gain an understanding of the foundations of consumer behavior. You will also explore how these foundational concepts apply to the “digital world” inhabited by modern consumers—one defined by the interaction of “new” technologies with “old” psychological processes and environments. The digital world is constantly evolving, and the ability to see the “old” behind the “new” will allow insight into consumer behavior no matter what technological innovations or societal shifts the future brings.

Because the study of consumer behavior is the study of human behavior, principles from this class are applicable to all aspects of the marketing process.

Finally, because you are (probably) human, principles from this class may also yield insight into your own beliefs, experiences, and decisions. Psychology, the core of consumer behavior, is unique among the sciences in that it is reflexive (that is, it refers to oneself). It urges us to dissect our own experiences and subject our beliefs to the scrutiny of science.
LEADERSHIP AND THIS COURSE

The Texas MBA program is designed to develop influential business leaders. The MBA Program has identified four fundamental and broad pillars of leadership: knowledge and understanding, communication and collaboration, responsibility and integrity, and a worldview of business and society.

In this course, you will enhance your knowledge and understanding of consumer behavior—or why people (“consumers”) do the things they do. Through class discussion, informal study groups, and formal group projects, you will enhance your communication and collaboration skills. You will learn how insights from consumer behavior can be an asset for understanding myriad marketing problems, as well as how these insights can be used to increase consumer wellbeing and satisfaction. Finally, this course will discuss both social and cultural influences on consumer behavior, affording you a global perspective on consumer behavior in a “digital world.”

COURSE OBJECTIVES

This course is intended to give you the tools to understand, investigate, and influence consumer behavior “in the wild.” When you are finished with this class, you will take with you:

1. A knowledge base. You will know and understand existing marketing-relevant theory and data in consumer behavior, psychology, and other social sciences.
2. A skillset. You will be able to identify, analyze, interpret, and evaluate data related to consumer behavior.
3. A perspective. You will recognize how foundational concepts related to consumer behavior apply in various contexts (e.g., in the “digital world”)—and how your knowledge and skills can be used to ask novel questions and create novel solutions.

READING MATERIALS

You do not have to purchase any reading materials for this class.

Readings for each class period will be uploaded to Canvas no later than one week in advance of the relevant class. These readings include excerpts from consumer behavior textbooks, chapters from popular press books, news articles, and peer-reviewed research papers. This system minimizes irrelevant/redundant information (and cost!), while enabling exposure to a wide range of sources that may be useful for understanding consumer behavior both during this course and in the future.

You are expected to read all required materials prior to the start of the relevant class. You are not required to read any of the “optional readings;” these are provided for your own edification.
ASSIGNMENTS AND EVALUATION

Your grade in this course will be determined by the following factors:

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Grade basis:

- **A+** (93-100%)  
- **A** (90-92%)  
- **A-** (80-82%)  
- **B+** (87-89%)  
- **B** (83-86%)  
- **B-** (80-82%)  
- **C+** (77-79%)  
- **C** (73-76%)  
- **C-** (70-72%)  
- **D+** (67-69%)  
- **D** (63-66%)  
- **D-** (60-62%)  
- **F** (Below 60%)

OVERVIEW OF ASSIGNMENTS

Individual Assignments

Individual assignments must be submitted via Canvas before the beginning of the class period on the specified due date; late papers will receive a grade of 0.

You will complete three short homework assignments, each related to a different research technique used to analyze consumer behavior (Laddering, Conjoint Analysis, Experiments). Each assignment will be explained during class, and assignment materials will be posted to Canvas. You will write a 2-3 page paper for each assignment, and should be prepared to (informally) present the results of each assignment to the class on the specified due date.

For the first two assignments (Laddering, Conjoint), you will collect and analyze data.

For the third assignment (Experiments), you will write a research proposal related to a topic of your choice. During the first half of the course, you will work individually to identify and develop a research question related to consumer behavior. Your research question does not necessarily have to deal with the “digital world;” however, new and emerging technologies often offer the opportunity to ask questions that have not yet been answered. Most importantly, you should try to develop a personally interesting question—that is, one that you actually want to answer. Your research proposal should clearly outline the question you hope to answer, describe an experiment that might help answer this question (with specific detail), and interpret the possible results of this experiment. I encourage you to take advantage of office hours and discuss your questions with me.
Group Project

During the second half of the course, you will be assigned to a group of 3-4 people (depending on class size). Group membership will be determined by me, and will be influenced by the content of your individual research proposals.

Your group will work together to extract one research question from the ideas presented in each individual research proposal. This research question may be created by combining elements of several individual proposals, or may be adapted from just one proposal—in this course, as in business, the goal is to identify the most interesting, important, and tractable idea. Your group will write a 3-5 page group project proposal based on this idea.

After consulting with me, your group will collect and analyze the data necessary for completing your proposed research.

You will report the results of your research in two forms: a group project report, and a group presentation. The group project report may be adapted from the group project proposal, but should be updated to include details about the collection and analysis of data for your group project, as well as a treatment of the implications of these data—you should be making an argument, as opposed to asking a question. Your group’s report will be due no later than the start of class on the first group project presentation day, even if your group is scheduled to present at a later date.

Each group presentation will be ~10 minutes long (including time for brief class discussion or comments/questions) and will include: an overview of your idea/question, how this question relates to consumer behavior, why this question is important, how the question might be answered, and what the implications might be. Unlike your proposal, your group presentation must include the collection and analysis of real-world data.

The group project is intended to encourage you to think about your own questions, the connections between different areas of personal interest within your group (e.g., psychological concepts, technologies, industries), and how foundational concepts from consumer behavior can be used to resolve real-world challenges, drive real-world innovation, and offer insight into a diverse set of real-world marketing problems.

A detailed grading rubric for the group project will be uploaded to Canvas when appropriate. Note that your individual grade for the group project will be determined by a combination of (1) a grade assigned to your group by the class, (2) a grade assigned to your group by me, and (3) a grade assigned to you individually by your fellow group members.

Some tips for a successful group project:

You are permitted to divide labor within the group any way you like, keeping in mind that your individual contribution to the group project will likely be reflected in the grade assigned to you by your fellow group members. Although part of the purpose of the project is to enhance presentation skills, it is up to your group to decide who will speak during the presentation; any or all of the members of the group may speak, and no individual will be forced to speak. Note that the group project
proposal, report, and presentation afford ample opportunities for all group members to contribute equally.

Cite all prior work discussed in your presentation and/or report. Do not just say, for example, “research shows X” or “X causes Y.” Provide the full citation (author and year), and convey a sense of whether the point is generally accepted by experts or is up for debate. Innovative arguments can spring from contentious ideas—but it’s important to be honest about the foundations of your approach.

Resolve disputes within your group (if any) as early as possible. If you are unsatisfied with the direction the group is taking, make your voice heard. If you believe a member of the group is not contributing sufficiently, tell this person as soon as you can. Groups should try to resolve any disputes on their own if at all possible. I will intervene only if intra-group resolution efforts fail, and only if requested by one or more group members. I reserve the right to lower the individual grade of any group member who has not contributed a reasonable share to the group project.

Tests

There will be two tests: one before spring break and one on the last day of class. Test questions will focus on both the lecture and the required readings. Each test will include a mix of multiple choice and scenario-based short-answer questions. The second test will be comprehensive; however, there will be a heavier focus on newer course material (i.e., material covered after spring break). More information about the structure of each test will be provided prior to each test date.

Quizzes and Contribution

Short quizzes administered at the beginning of class will gauge your comprehension of the readings assigned for that day. Quizzes will not be announced beforehand (they will be “pop” quizzes). You will take 6-7 quizzes during the semester; only your top 5 quiz grades will count toward your grade. This “dropping” policy will allow you to miss class for interviews or other important reasons without penalty; I will not administer make-up quizzes for students who miss class or arrive late.

Contribution to the course will be evaluated based on the quality of your contribution to the in-class learning environment. Note that quality is not the same as quantity—but that it’s difficult to judge quality when quantity is exceedingly low.

Your contribution will be evaluated based on your presentation of individual assignments (if you are called on), participation in in-class mini-assignments, responses to warm-calling*, attendance, engagement, and demonstrated respect for your peers. Quiet students will not be penalized as long as they attend class and are respectful to other students. Everyone will be expected to engage with the class for the entire class period, and to refrain from interacting with their computers, phones, or any other electronics during class (unless explicitly asked to do so).
*“Warm-calling” is differentiated from “cold-calling” by the fact that you should expect warm-calling. I will randomly select students to summarize course-related reading material, and you should be prepared to do so at any time. You should also be prepared to discuss in-class assignments when called on throughout the term.

Attendance policy:

Excused absences (e.g., for interviews) must be registered prior to the date of the absence. For all anticipated absences, email the course TA with (i) the date of the absence and (ii) the reason for the absence.

You will receive one “free” unexcused absence. All subsequent unexcused absences will result in a one-point deduction from your participation grade.
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.

**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.


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 following 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.

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 overhead.

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 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(c), Institutional Rules on Student Services and Activities.

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

- Actually, students are expected to complete assignments independently unless the course instructor indicates otherwise. So working together on assignments is not permitted unless the instructor specifically approves of any such collaboration.
Unfortunately, students who engage in unauthorized collaboration tend to justify doing so through various rationalizations. For example, some argue that they contributed to the work, and others maintain that working together on an assignment “helped them learn better.”

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

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

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

Unauthorized collaboration can also occur in conjunction with group projects.

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

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

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

**Plagiarism**

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

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

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

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

Plagiarism can be committed intentionally or unintentionally.

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

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

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

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

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

Plagiarism & Unauthorized Collaboration

Plagiarism and unauthorized collaboration are often committed jointly.

By submitting as your own work any unattributed material that you obtained from other sources (including the contributions of another student who assisted you in preparing a homework assignment), you have committed plagiarism. And if the instructor did not authorize students to work together on the assignment, you have also engaged in unauthorized collaboration. Both violations contribute to the same fundamental deception—representing material obtained from another source as your own work. Group efforts that extend beyond the limits approved by an instructor frequently involve plagiarism in addition to unauthorized collaboration. For example, an instructor may allow students to work together while researching a subject, but require each student to write a separate report. If the students collaborate while writing their reports and then submit the products of those joint efforts as individual works, they are guilty of unauthorized collaboration as well as plagiarism. In other words, the students collaborated on the written assignment without authorization to do so, and also failed to acknowledge the other students’ contributions to their own individual reports.

Multiple Submissions

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

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

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

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

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

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

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

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

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

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

*Schedule is subject to change*

*Testing and assignment due dates will not change*

**Key Dates:**

<table>
<thead>
<tr>
<th>Test One:</th>
<th>Thursday, March 2</th>
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</thead>
<tbody>
<tr>
<td>Group project proposals due:</td>
<td>Thursday, March 30</td>
</tr>
<tr>
<td>Group project reports due:</td>
<td>Tuesday, April 25</td>
</tr>
<tr>
<td>Group presentations:</td>
<td>Tuesday, April 25 and Thursday, April 27</td>
</tr>
<tr>
<td>Test Two:</td>
<td>Thursday, May 4</td>
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</tbody>
</table>