Course Objectives

Performance Management and Control equips managers with accounting information and tools they need to plan and control (evaluate) personnel and operations of the firm. This course provides a framework that facilitates a better understanding of when and why managers need specific types of accounting information to both facilitate their decisions and influence the decisions of their employees. Utilizing business cases, we then apply this framework in addressing important operational and strategic decisions faced by managers and their employees. The course is loosely divided into two topics: (1) performance management information systems, and (2) management control systems. Each topic is briefly described below.

Performance Management Information Systems:
Performance management information systems provide information about the benefits and costs of the goods and services sold by the firm to help facilitate the short-term operational and long-term strategic decisions of managers. We will start by discussing and applying principles which will guide our evaluation and design of performance management information systems. Next, we will observe that financial accounting systems require that information be accumulated in particular ways for external reporting which are often not helpful for performance management decisions. Thus, we will learn techniques to enhance the usefulness of financial accounting and other information for these decisions. Moreover, we will apply these techniques to facilitate short-term operational and long-term strategic decisions.

Managerial Control Systems:
The second half of the course covers the use of accounting information in the control and coordination of individuals and organizational units. During this half of the course, we will explicitly recognize that individuals respond to methods used to evaluate and reward their performance. The purpose of the second half of the course is to identify systems that have widespread use, examine the motivation and theoretical underpinnings for that use, and identify how and when the misuse of these systems leads to dysfunctional outcomes for the firm. In doing so, we will consider both financial and non-financial measures of performance.

Required Materials


Course pack: Contains all business cases and other readings required for the course and can be purchased in McCombs’ UT Copy Center.
Course Requirements and Grading

Your grade in the course will be determined as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Contribution</td>
<td>30</td>
</tr>
<tr>
<td>Application Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Final</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

The MBA Program Office advises that an appropriate grade point average for a flex core course is approximately 3.42. The recommended distribution of grades is as follows: 25% receive an A, 20% receive an A-, 15% receive a B+, 35% receive a B, and 5% receive a B- or below.

Description of Requirements

**In-Class Contribution:** Class discussions will primarily focus on business cases describing an important decision you have faced or likely will face in your career. To enhance the learning environment, everyone should actively participate in the class discussions, providing summaries of issues, analyses, recommendations, and sharing personal experiences related to the course topics. My role is primarily to facilitate your analysis and discussion. I will cold call as a standard practice. After each class, I will make class participation notes, with particular attention to the quality of comments, not the quantity. Moreover, I reserve the right to administer short quizzes to gauge class preparation levels and factor quiz performance into this grade.

Being an active participant in class discussions requires preparation of the case and reading assignments. Moreover, to facilitate your preparation, I will provide questions about each case that will serve as important points of discussion during the class. Please spend time before class answering each question and working through any analyses needed to support your answer.

Often, an assigned case will represent your first exposure to a particular issue or problem. Moreover, you will find that many of the important performance management and control problems we address are both difficult and lacking clear-cut or "correct" solutions. Do not let this discourage you! Past experience and feedback from prior years suggest that developing answers to case questions before the class discussion greatly enhances the learning process about the materials.

To further enhance your learning, I will suggest a couple problems for most class days. These problems are suggested to direct your attention to certain textbook/reading material and provide practice for certain accounting tools and techniques. Although often intuitive, you will not really "get" these calculations unless you stumble through them on your own. These problems are not collected or graded, but solutions are posted on Canvas, and I am happy to go over them with you during office hours.

**Application Presentation:** This assignment allows the class to learn how the course topics can be applied across a broad spectrum of environments and situations. I will assign everyone to a group of two to three members. During the last day of class, your group will make a short presentation. The purpose of the presentation is to teach the class how a course topic was or should have been applied to a situation encountered by one of your group members. Your group’s application can come from any type of organization (e.g., for-profit, not-for-profit, government, etc.). It can be a professional or volunteer setting.

Your group will present for approximately ten minutes. Please support your presentation with slides. Please e-mail your slides to me before 8am on the day of the presentation so that I can load them on my laptop for you.

I will assign all group members the same grade which will be based on my own observations, the observation of a teaching assistant, and evaluations from the class based on the following performance metrics:

- Application interesting and relevant to the class (i.e., did you teach something interesting?)
- Material clearly communicated
Exam: The exam will be held on the evening of March 5th. The exam will be individually-completed. You may bring one 8.5” x 11” sheet of your own notes (both sides) and a calculator to the exam. The exam will embrace all course content as covered in the assigned chapters from the textbook, suggested problems from the text, the cases, and class sessions. The exam will likely consist of multiple choice, problems, essay questions, and short answer questions. Medical emergencies and family emergencies are the only valid reasons for missing the exam. In such instances, you must provide supporting documentation (e.g., signed note from your physician) and a make-up exam will be given.

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.

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 minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **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 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.
- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- **Laptops are closed and put away.** 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 laptops in class. Faculty will let you know when it is appropriate to use them. In such cases, professional behavior is exhibited when misuse does not take place.
- **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.
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. By helping ensure you and the people you lead have the appropriate information and the right incentives to make value-increasing decisions, this course enhances your knowledge and understanding of how to manage and lead an organization. In doing so, this course highlights how accounting information works together with the integrity and personal responsibilities of team members to overcome a fundamental difficulty of collaborative decision making (i.e., team members often do not have the same incentives and objectives). You will also further enhance your collaboration and communication skills by working with a small group to develop a short classroom presentation. Finally, you will apply this knowledge by developing and communicating solutions to “real world” cases that span domestic and international companies across a multitude of industries.

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 http://mba.mccombs.utexas.edu/students/academics/honor/index.asp and on the final pages of this syllabus. As the instructor for this course, I agree to observe all the faculty responsibilities described therein. During Orientation, you signed the Honor Code Pledge. In doing so, you agreed 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.

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.
## Schedule

<table>
<thead>
<tr>
<th>January 21</th>
<th>Using Accounting Information for Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objective</strong></td>
<td>We will discuss a framework for making business decisions and talk about the primary roles of accounting within this framework. We will learn principles that will guide the determination as to the specific costs and benefits to incorporate into our decision frameworks. We will apply this framework in the context of a short-horizon decision.</td>
</tr>
</tbody>
</table>
| **Text Reading** | Chapter 1 (pages 4-15) [1st Edition: pages 4-15]  
Chapter 2 (pages 44-54) [1st Edition: 42-53] |
| **Suggested Problems** | 2.35; 2.47 (part b) [1st Edition: 2.32; 2.45 (part b)] |
| **Case** | Precision Worldwide |

<table>
<thead>
<tr>
<th>January 23</th>
<th>Techniques for Estimating Fixed and Variable Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objective</strong></td>
<td>We will observe that financial accounting systems require that information be accumulated in particular ways for external reporting which is often not helpful for performance management and control decisions. We will learn how regression analysis can be used to increase the decision usefulness of this information. Finally, we will learn a powerful equation to facilitate short-horizon decisions.</td>
</tr>
</tbody>
</table>
| **Text Reading** | Chapter 3 (pages 78-79; 83-94) [1st Edition: 76-77; 81-92]  
Chapter 4 (pages 116-120; 126-129) [1st Edition: 112-116; 123-125]  
Chapter 5 (pages 162-166) [1st Edition: 156-160] |
| **Suggested Problems** | 3.57; 4.67 (part a; b; d use regression not high-low); 5.33 (a) [1st Edition: 3.52; 4.62 part a;b;d use regression not high-low; 5.30 (b)] |
| **Case** | Delta’s New Song |

<table>
<thead>
<tr>
<th>January 26</th>
<th>Cost Allocations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objective</strong></td>
<td>We will understand the general steps required to perform cost allocations and understand the role of cost allocations in making long-horizon strategic decisions.</td>
</tr>
<tr>
<td><strong>Text Reading</strong></td>
<td>Chapter 9 (pages 362-370) [1st Edition: 356-364]</td>
</tr>
<tr>
<td><strong>Case</strong></td>
<td>Bridgeton Industries</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>January 28</td>
<td>Activity-Based-Costing</td>
</tr>
<tr>
<td>February 2</td>
<td>Time Driven Activity-Based-Costing</td>
</tr>
<tr>
<td>February 4</td>
<td>Performance Management Information Systems Capstone</td>
</tr>
<tr>
<td>February 9</td>
<td>The Budgeting Process</td>
</tr>
</tbody>
</table>
Performance Evaluation and Reward Systems

**Learning Objective**
We discuss the inherent conflicts of interests between employers and employees and the key functions that performance-evaluation and reward systems play in mitigating these conflicts.

**Text Reading**
Chapter 8 (Pages 312-332) [1st Edition:306-333]

**Suggested Problems**
7.68; 8.44 [1st Edition:7.65; 8.43]

**Case**
Employee Gainsharing at John Deere

Variance Analysis

**Learning Objective**
We will learn the mechanics of variance analysis and the benefits and costs of using variance analysis for organizational control. We will also describe common responsibility centers.

**Text Reading**
Chapter 12 (502-527) [1st Edition:490-515]

**Suggested Problems**
8.36; 8.53; 12.47 [1st Edition: 8.34; 8.52; 12.42]

**Case**
Compaigne du Froid

Transfer Pricing

**Learning Objective**
We will discuss transfer pricing issues when responsibility centers are involved in intraorganizational transactions. Specifically, we will observe how appropriately designed transfer prices help measure value creation from different areas and motivate individuals to act in accordance with a firm’s strategy.

**Text Reading**
N/A

**Suggested Problems**
12.65; 12.60 [1st Edition: 12.58; see footnote below1]

**Case**
Caja Espana: Managing the Branches to Sell

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1 Raja, a manager in Shalimar Paints, manages a plant that supplies containers to the firm’s various paint divisions. While his practical capacity is 1.2 million cans per month, he only produces what is ordered by the paint divisions. Currently, he supplies 900,000 cans per month. His variable and fixed costs, respectively, are $450,000 and $1,080,000 per month. The market price is $1.50 per can. For strategic reasons, upper management has decided that Shalimar will not outsource container production. A). Should Raja’s plant be evaluated as a profit center or as a cost center? B). Suppose Raja’s plant is evaluated as accost center. Should a full-cost transfer price be based on practical capacity or actual capacity used? C). What transfer pricing scheme do you suggest?
<table>
<thead>
<tr>
<th>Date</th>
<th>Strategic Planning and Control</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February 23</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Objective</strong></td>
<td>When designing performance evaluation and reward systems, we will discuss the importance of balancing the three legs of the control stool (decision-making authority, performance measurement, and rewards/punishments).</td>
</tr>
<tr>
<td><strong>Text Reading</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Suggested Problems</strong></td>
<td>12.51; 12.52 [1st Edition: 12.45; 12.46]</td>
</tr>
<tr>
<td><strong>Case</strong></td>
<td>ATH MicroTechnologies: Making the Numbers</td>
</tr>
<tr>
<td><strong>February 25</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Objective</strong></td>
<td>We will gain a better understanding of the strengths and weaknesses of linking non-financial performance measures to employee compensation. In doing so, we will discuss the concept of a balanced scorecard and common pitfalls to avoid when attempting to develop these performance measurement systems.</td>
</tr>
<tr>
<td><strong>Text Reading</strong></td>
<td>The Balanced Scorecard (Measures that Drive Performance) from the course pack</td>
</tr>
<tr>
<td><strong>Suggested Problems</strong></td>
<td>13.61; 13.49; 13.56 [1st Edition: 13.61; 13.49; 13.56]</td>
</tr>
<tr>
<td><strong>Case</strong></td>
<td>Citibank: Performance Evaluation</td>
</tr>
<tr>
<td><strong>March 2</strong></td>
<td>In-Class Group Presentations</td>
</tr>
<tr>
<td><strong>March 4</strong></td>
<td>In-Class Group Presentations</td>
</tr>
<tr>
<td><strong>March 5</strong></td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
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 unearned financial benefit)
- Any other acts (or attempted acts) that violate the basic standard of academic integrity (e.g., multiple submissions—submitting essentially the same written assignment for two courses without authorization to do so)

Several types of scholastic dishonesty—unauthorized collaboration, plagiarism, and multiple submissions—are discussed in more detail on this Web site to correct common misperceptions about these particular offenses and suggest ways to avoid committing them.

For the University's official definition of scholastic dishonesty, see Section 11-802, Institutional Rules on Student Services and Activities.

Unauthorized Collaboration

If you work with another person on an assignment for credit without the instructor’s permission to do so, you are engaging in unauthorized collaboration.

- This common form of academic dishonesty can occur with all types of scholastic work—papers, homework, tests (take-home or in-class), lab reports, computer programming projects, or any other assignments to be submitted for credit.
- For the University's official definitions of unauthorized collaboration and the related offense of collusion, see Sections 11-802(c)(6) & 11-802(e), Institutional Rules on Student Services and Activities.

Some students mistakenly assume that they can work together on an assignment as long as the instructor has not expressly prohibited collaborative efforts.
• Actually, students are expected to complete assignments independently unless the course instructor indicates otherwise. So working together on assignments is not permitted unless the instructor specifically approves of any such collaboration.

Unfortunately, students who engage in unauthorized collaboration tend to justify doing so through various rationalizations. For example, some argue that they contributed to the work, and others maintain that working together on an assignment "helped them learn better."

• The instructor—not the student—determines the purpose of a particular assignment and the acceptable method for completing it. Unless working together on an assignment has been specifically authorized, always assume it is not allowed.

• Many educators do value group assignments and other collaborative efforts, recognizing their potential for developing and enhancing specific learning skills. And course requirements in some classes do consist primarily of group assignments. But the expectation of individual work is the prevailing norm in many classes, consistent with the presumption of original work that remains a fundamental tenet of scholarship in the American educational system.

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

• The extent of any permissible collaboration can vary widely from one class to the next, even from one project to the next within the same class.

• Be sure to distinguish between collaboration that is authorized for a particular assignment and unauthorized collaboration that is undertaken for the sake of expediency 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.