Course Objectives

Negotiation is the art and science of securing an agreement between two or more interdependent parties. This course focuses on understanding the behavior of individuals, groups, and organizations in the context of competitive situations. The objectives of the course are to help students to develop negotiation skills experientially and to understand negotiation in useful analytical frameworks. Considerable emphasis is placed on realistic negotiation exercises and role-playing. The exercises serve as catalysts for the evaluation and discussion of different types of negotiation situations. In-class discussions and lectures supplement the exercises.

Materials

Required

*Negotiation Exercise Materials will be distributed through iDecisionGames.com* You are required to register with iDecisionGames.com and pay a fee for royalties and administration costs. This is the only way for you to access the role materials for the simulations which is a requirement for successfully completing the course. See Canvas announcements for registration instructions

Optional books past students have found useful:
- Howard Raiffa (1983) *The art and science of negotiation*. [Situation analysis]
- Lax & Sebenius (2006) 3D Negotiating. [Emphasizes efforts away from the table]
Course Requirements and Grading

Your grade in the course will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Reputation &amp; Preparation</td>
<td>10%</td>
</tr>
<tr>
<td>Exercise Performance &amp; Feedback</td>
<td>15%</td>
</tr>
<tr>
<td>Exam One</td>
<td>30%</td>
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<tr>
<td>Exam Two</td>
<td>30%</td>
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<tr>
<td>Final paper</td>
<td>15%</td>
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</tbody>
</table>

The distribution of grades will generally follow the BBA grading guidelines and will be consistent with the BBA Electives class averages. Plus/Minus grading applies to this course.

Description of Requirements

Note on Negotiation Exercises

Participation in the exercises is the central focus of the learning process in this course. **Participation includes full preparation for exercises.** A quality class experience is dependent upon the efforts of all students, and a lack of effort by one individual can adversely affect the group’s experience in many ways. **Some of the two person negotiation exercises will have pre-negotiation preparation questions on Canvas that will close shortly before class begins for that exercise. Completion of these will be included in the Reputation and Preparation grade component for the course.** You cannot participate in the negotiation exercises if you are absent and your late arrival will likely mean that your negotiation partner(s) will not have a full quality experience. Should unavoidable conflicts arise you must contact me, providing as much advance notice as possible.

Any (unapproved) missed negotiation exercise will result in a penalty consisting of a 5% reduction in your total course final percentage for each missed exercise (e.g., 95% becomes 90% for 1 missed exercise or 85% for 2 missed negotiations).

Negotiation Reputation and Preparation (10%)

Your counterpart in most of the negotiation exercises will rate your level of preparation and your behavior in the negotiation exercise and you will rate them as well through a survey following completion of the exercise and before the exercise is debriefed. The numerical results of these surveys will be combined to yield a z-score to determine your final percentage score for this component of the course. **Incomplete or missing preparation questions will result in a 10% reduction (per incident) in the Negotiation Reputation and Preparation grade component of the final grade.**

Exercise Performance and Feedback (15%)

Your performance in several of the negotiation exercises will be graded based on the outcome for both parties and on your performance relative to that of the other students in the class playing the same role as you. The results of your outcomes will be combined to yield a z-score to determine your final percentage score for this component of the course. This grade component will include both a combined efficiency score for your pair/group as well as a score for your specific outcome value. Credit for completing the Ask Challenge.

It is also important in this course to think critically and provide and receive useful and constructive feedback to help others as well as yourself to hone and fine-tune negotiation skills. After each two party negotiation exercise, you will provide your counterpart with **constructive feedback** following the in class debrief. This feedback will be provided via email which you must also upload to Canvas. Missing or unconstructive (in the professor’s opinion) feedback will result in a 10% reduction (per incident) of the Exercise Performance grade component of the final grade.

Exams (Two, 30% each)

Two exams will be given covering concepts from the readings and the material in class. These exams will include multiple choice, short answer and essay questions.
Final Paper: Personal Negotiation (15%)  
Sometime during the course you will conduct a “live” personal negotiation. The substance of the negotiation may be anything -- a purchase, something related to a job or employment search, relations with peers, co-workers, or family members, etc. The following rules apply:

• This should be a new negotiation, not a write-up of one you have experienced before taking this course.
• The person you negotiate with must not be a student or instructor in this course.
• The person you negotiate with must not be aware that you are doing this as a class exercise.
• You should articulate and write down a negotiation strategy beforehand, including the major elements of strategy we discuss in this course.

This assignment can be a minimum of 4 and maximum of 5 double-spaced typed pages in length and is due no later than 5pm Friday May 4th and should be submitted to Canvas.

Default organization

1. Problem description: (Please provide a brief description of the situation and the nature of the parties and subject of negotiation. This should be fairly brief. You should be able to accomplish this in ½ page or less.)
2. Preparation/Strategy: (Include an explicit discussion of your preparation and your strategy for the negotiation.)
3. Process: (what happened in the actual negotiation)
4. What was the agreement?
5. Retrospective conceptual analysis of what happened: (provide analysis, not just description)
6. Surprises/Special aspects
7. Learning/Do same or differently (can be combined with #6)
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
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<td>1: 1/17/18</td>
<td>Introduction</td>
<td>Syllabus</td>
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<tr>
<td>2: 1/22/18</td>
<td>Simulation / Debrief</td>
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<td>3: 1/24/18</td>
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<td>BFA: Intro, Chaps 1 &amp; 2, Complete Appendix A;</td>
<td>ASK Assignment Results Due</td>
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<td>4: 1/29/18</td>
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<td>5: 1/31/18</td>
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<td></td>
<td></td>
<td>BFA: Chap 3, 6, 7, 9, 10; NG: Chaps 4, 5, 6;</td>
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<tr>
<td>6: 2/05/18</td>
<td>Simulation</td>
<td>El-Tek (outcome graded)</td>
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<td>10: 2/19/18</td>
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<tr>
<td>11: 2/21/18</td>
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<tr>
<td>12: 2/26/18</td>
<td>Simulation</td>
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<td>13: 2/28/18</td>
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<td>16: 3/19/18</td>
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<td>18: 3/26/18</td>
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<td>19: 3/28/18</td>
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<td>Viking Investments</td>
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<td>21: 4/04/18</td>
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<td>22: 4/09/18</td>
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<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Assignments Due</td>
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<tr>
<td>23: 4/11/18</td>
<td>Debrief / Negotiation Ethics</td>
<td>NG: Chapter 8, 9, 10; BFA: Chapters 11, 12</td>
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<tr>
<td>24: 4/16/18</td>
<td>Virtual Simulation</td>
<td>Virtual Victorian</td>
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<td>25: 4/18/18</td>
<td>Debrief / Real Estate Negotiation and Agents</td>
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<tr>
<td>26: 4/23/18</td>
<td>Simulation &amp; Debrief</td>
<td>Mexico Victorian</td>
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<tr>
<td>27: 4/25/18</td>
<td>Debrief / Cultural Differences</td>
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<tr>
<td>28: 4/30/18</td>
<td>Second Half Wrap-Up</td>
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<tr>
<td>29: 5/02/18</td>
<td>Exam Two</td>
<td>Exam Two / Final Paper Due</td>
<td>Final Paper Due</td>
</tr>
</tbody>
</table>

**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 are fully prepared for each class.** Much of the learning in the Texas BBA 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 minimize unscheduled personal breaks.** The learning environment improves with limited disruptions.
- **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.

**Class Website and Student Privacy**

- Password-protected class sites will be available for all accredited courses taught at The University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: [http://www.utexas.edu/student/registrar/catalogs/gi02-03/app/appc09.html](http://www.utexas.edu/student/registrar/catalogs/gi02-03/app/appc09.html).
Important Notifications

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

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

Campus Safety
Please note the following recommendations regarding emergency evacuation, provided by the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety:

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

- Students requiring assistance in evacuation should inform the instructor in writing during the first week of class.

- In the event of an evacuation, follow the instruction of faculty or class instructors.

- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.


- Further information regarding emergency evacuation routes and emergency procedures can be found at: http://www.utexas.edu/emergency.

- Policy on Scholastic Dishonesty

  - The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program’s Statement on Scholastic Dishonesty at http://my.mccombs.utexas.edu/BBA/Code-of-Ethics. By teaching this course, I have agreed to observe all faculty responsibilities described there. By enrolling in this class, you have agreed to observe all student responsibilities described there. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at http://deanofstudents.utexas.edu/sjs/ to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

The Art and Science of Negotiation Spring 2018 Professor Dierking
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.

Excerpts from the University of Texas at Austin Office of the Dean of Students website (http://deanofstudents.utexas.edu/sjs/acint_student.php)

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 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.