

Instructor	Ben Bentzin
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Office	CBA 6.216 (6th floor of CBA North, top of the down escalator)
Office Hours	by appointment, scheduled online: https://calendly.com/ben-bentzin/15min-office-hours
Classroom	RRH 4.416
Lecture Times	Tuesday/Thursday, 11:00am-12:30pm
Teaching Assistant	Andreas Kraft, andreas.kraft@mcombs.utexas.edu , 817-891-4726

Course Objectives

The primary objectives of this course are: a) advance your understanding of concepts and tools useful in the analysis and development of pricing and distribution strategy; and b) help you develop skills and gain experience in formulating these strategies.

The course uses: individual and team assignments with field work; individual exercises and case study briefs; lectures; in class activities; discussions of readings, exercises, and case studies; and guest speakers.

The classroom environment will be very interactive, so prepare to get involved. Students come from a variety of backgrounds with a large and diverse base of knowledge and experience. Therefore, the primary role of the professor will be to facilitate discussions that bring out pertinent issues and to better frame the analyses of these issues. My primary goal for our class time is that we have great conversations.

Materials

Course Assignments and Schedule: A tentative course schedule is included below. The final course schedule will be posted through modules on Canvas. Readings can be found in the course pack which you will purchase; UT Library online; online; and posted to Canvas. See the readings key following the class schedule for instructions about how to access each source.

Required: Please purchase the digital course packet from HBS publishing using the link in the assignment on Canvas.

Everyone must purchase their own copy of the packet. Please do not share copies of the packet as this is a violation of the author's copyright and you must have your license for the material. You will not receive exercise scores if you are not licensed for the materials on which those exercises are based.

Required: Purchase a license to the ForClass learning management system by clicking through the link in the assignment on Canvas.

Other Materials: Other materials, such as study questions for case studies, grading sheets, and lecture slides are available on Canvas.

Lecture Notes: The complete PowerPoint slides for the lectures will be posted to the class session module on Canvas after each class.

Additional handouts and readings will be assigned during the semester.

ASSESSMENT

Class Contribution: including quality of in-class contribution and contribution through Canvas Discussions	25%
Store Check Assignment	10%
Pricing Recommendation Memo Assignment	10%
Individual Case Briefs: 2 @ 10% each	20%
Exercises	35%
	100%

The MBA Programs Committee approved the following target grade distribution for all Core and Flex Core courses: A (4.0) 25%, A- (3.67) 20%, B+ (3.33) 15%, B (3.0) 35%, B- or below (2.67) 5%. This course uses the target distribution as a guideline for establishing final grades by ranking total scores within the class. There is no predetermined letter-grade distribution. The class's overall performance will determine score cut-offs for letter grades. You must earn a minimum of 70% of the total points for the course to receive a passing grade.

ATTENDANCE

Your attendance for each class session is important because this course is experiential and discussion-based with significant student interaction in class which cannot be replicated outside of class. As a result, this course has a less flexible attendance policy. You must be present for more than half the class session to be counted as present. Each missed class session impacts your class participation score, but you can use the class discussion board to make up for missed class participation, see below. It is not necessary to notify your instructor when you will miss a class session. **If you miss seven or more class sessions for any reason, you will not receive credit for this course.**

All class sessions, whether in-person or online, are synchronous classes where the entire class meets together at the same time. If you take the course online only you will still need to attend on video and participate to be counted as present.

CLASS CONTRIBUTION (25%)

Your individual contribution will be evaluated by the instructor based on your participation during class discussions.

Some of general criteria for evaluating effective class contribution during class discussions include but are not limited to the following:

- Does the student make *quality* points? Note that your grade will not be a function solely of the

amount of airtime you consume. Concise and insightful comments backed by analysis are required for higher scores.

- Does the student participate? For others to learn from your experience, you *must* participate - which means actively offering your insights and constructive criticism.

Raising your hand will be recognized as class contribution, even if in the flow of the conversation you are not called upon.

If you do not feel adequately prepared to participate in the discussion and do not want to be called upon, please let me know at the beginning of the class. Likewise, if you prefer to not be called on at all during the semester except when you raise your hand, notify your instructor by email requesting an accommodation.

For online course participation Zoom chat is contribution: When participating in a class online, use the Zoom chat as another opportunity to ask questions, make points, and earn class contribution credit.

Contribute via Canvas Discussion Board: Use the Canvas discussion board to expand on a comment you were not able to bring up in class may or to earn class contribution credit for a missed class.

At the end of the course you will have the opportunity to provide feedback on your own class contribution and that of your classmates.

STORE CHECK ASSIGNMENT (10%)

On a periodic basis, companies that sell products through retail channels conduct store checks. These are usually done by sales personnel. It is common, however, that brand/product managers either do store checks on their own or accompany a sales person who is doing it. Usually this entails visiting one store after another for several days, often up to 6-8 stores per day. The objective is to determine the real state of the business at retail. Things that are checked and documented include shelf placement, facings, price, share of shelf, merchandising activity such as price reductions, shelf talkers, point-of-purchase display materials, end cap displays, larger displays, and other types of promotional activity. This also includes gathering similar information for key competitors. This assignment gives students the opportunity to visit two stores to complete and write up the results of the store checks to understand the impact of marketing mix decisions at the retail level. The details of the assignment will be provided in class.

PRICING RECOMMENDATION MEMO (10%)

Using publicly available data you will write a one-page pricing recommendation memo with supporting data analysis and visualizations. This assignment gives students the opportunity to apply course concepts for a current situation facing a real-world company. The details of the assignment will be provided in class.

INDIVIDUAL CASE BRIEFS (20%)

Each student will prepare two individual case reports for each of the two cases indicated "Case Brief" in the schedule below.

EXERCISES (35%)

Once or twice per week each student will complete and submit an exercise. The purpose of these exercises is to give you the opportunity to consider specific problems prior to the discussion in class. Depending on

the topic of the session these exercises may require detailed quantitative calculation or qualitative analysis of a specific marketing problem.

For each assignment, you will be required to submit responses online through Canvas and/or using the web link in the exercise. You must save a copy of your exercise submissions and bring a printed copy to class along with any readings and cases assigned for the class session.

Each session's exercise will be worth up to 10 points. Since the purpose of the exercises is to give you an opportunity to consider concepts, grading of the exercises will be gentle. If you show that you have made a reasonable attempt at the assignment you will receive at least 7 points. Scores above 7 points are reserved for exercise submissions that show exceptional keenness on a given assignment (for example: exceptional accuracy, completeness, or thoughtful analysis, depending on the assignment).

For input into calculating your final grade, we will automatically drop your lowest two exercise scores. This gives students flexibility should they happen to miss an assignment due to external constraints or demands.

FINAL EXAMINATION

There is no final examination in this course.

NO LATE ASSIGNMENTS ACCEPTED

Deadlines shown on Canvas are extended final deadlines for submission. No submissions will be accepted after the due date/time for any assignment because assignments usually have some sequential follow-on activity such as discussion in class, peer reviews, or subsequent assignments. Canvas will show due dates and times which are almost always 8am on the assignment deadline date. Students asked to, if all possible, complete assignments at least one day before the final deadline to allow your instructor adequate time to prepare to discuss this assignment in class and to give you some buffer time if something comes up.

REQUESTS FOR SCORING REVIEW

After receiving a score for anything in the course, you have 7 calendar days after the score is posted on Canvas to email a written request for review of the score to the instructor. Your request for scoring review must include your original submission and a detailed explanation as to specifically what you would like reviewed and why it should be reviewed. Scoring reviews may result in an increase or decrease in your score or no change. Any grade review pertaining to a team score must be submitted by the team based on consensus within the team and any score increase or decrease based on a review of a team score will apply to all team members.

PLAGIARISM DETECTION TOOL

Students should be aware that some assignments may be submitted through a plagiarism detection tool such as Turnitin.com. Turnitin is a software resource intended to address plagiarism and improper citation. The software works by cross referencing submitted materials with an archived database of journals, essays, newspaper articles, books, and other published work. In addition, other methods may be used to determine the originality of the paper. This software is not intended to replace or substitute for the faculty member's judgement regarding detection of plagiarism.

NO LAPTOP COMPUTERS IN CLASS (applies to in-person classes only)

No open laptop computers will be permitted during our class other than times when, as part of a class activity, we specifically request use of a computing device. You are welcome to use iPads, tablets, smartphones, and any device that lays flat on the table during class, but no laptop computers or other devices with a screen that rises above the desktop. This policy is based on a body of research showing that students have a better learning experience and higher satisfaction when they don't use laptop computers in class. Please contact your instructor to request an accommodation if you have a unique situation which requires use of a laptop in class.

Instructor Bio

Ben Bentzin is a Lecturer in Marketing at the University of Texas at Austin McCombs School of Business and a marketing practitioner as co-founder/CEO of Interactive Health Technologies, LLC, www.ihntusa.com, an Austin company using digital technology to empower elementary and high school students to self-manage their health and wellness. Ben is also an aspiring winegrower.

In his previous ten-year career as a Dell Inc. executive, Ben Bentzin had various responsibilities for marketing, product development and e-commerce, including heading marketing for Dell's consumer/small business division, product marketing for Dell Dimension and Dell Latitude brand computers, and development of business-to-business e-commerce.

Ben currently serves as President of the Board of Trustees of The Austin Symphony Orchestra and the Board of Visitors of the UT McDonald Observatory. Ben's past volunteer roles have included adult leadership for Boy Scout Troop 990 and serving on the boards of Austin public radio stations KUT/KUTX, Ballet Austin, president of the Travis County Center for Child Protection, chairman of the board of the Long Center for the Performing Arts and campaign Chairman for the United Way of the Capital Area.

Ben Bentzin holds an MBA in marketing and strategic management from the Wharton School at the University of Pennsylvania and a BS in Finance from Arizona State University.

Tentative Class Schedule

This is a *tentative* class schedule. Use the modules in Canvas for readings and assignment deadlines as Canvas will be updated, but this schedule will not. A key to the readings follows this schedule.

Class / Date	Learning Objectives	Readings	Assignments
Class 1 - Tue, Jan-19	<ul style="list-style-type: none"> • Conceptual overview of channels and pricing • Elements of the “Store Check” assignment • Requirements and flow of the course 	<ul style="list-style-type: none"> • <u>Canvas</u>: Course Syllabus • <u>Online</u>: Sneader, K and Singhal, S (2020). The future is not what it used to be: Thoughts on the shape of the next normal. <i>McKinsey & Company</i>. April 14, 2020 https://www.mckinsey.com/featured-insights/leadership/the-future-is-not-what-it-used-to-be-thoughts-on-the-shape-of-the-next-normal • <u>Online</u>: Charm, T et al (2020). The great consumer shift: Ten charts that show how US shopping behavior is changing. <i>McKinsey & Company</i>. August 4, 2020 https://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/the-great-consumer-shift-ten-charts-that-show-how-us-shopping-behavior-is-changing 	Exercise 1
Class 2 - Thu, Jan-21	<ul style="list-style-type: none"> • Basic functions/flows of channels • Value customers want from channels 	<ul style="list-style-type: none"> • <u>CP</u>: Dolan, R. (2000), <i>Going to Market</i>, HBP: 599078-PDF-ENG <p>Additional readings:</p> <ul style="list-style-type: none"> • <u>UT Libraries</u>: Bellin, H. (2015) Picking the Right Channel to Reach Your Market. <i>Journal of Marketing Channels</i>, 22 (3), 231–234. https://search.lib.utexas.edu/permalink/01UTAU_INST/12n4s7g/informaworld_s_10_1080_1046669X_2015_1071593 	

<p>Class 3 - Tue, Jan-26</p>	<p>Direct vs. Indirect Channels</p> <ul style="list-style-type: none"> • Roles of different types of intermediaries • Expectations of different types of intermediaries • Calculate intermediary margins • Process and criteria for finding/evaluating/ selecting intermediaries 	<ul style="list-style-type: none"> • UT Libraries: Rangan, VK, Menezes, M, & Maier. EP (1992). Channel selection for new industrial products: A framework, method, and application. <i>Journal of Marketing</i>. (Pages 69-78 only) https://search.lib.utexas.edu/permalink/01UTAU_INST/12n4s7g/proquest227823617 • Online: Del Rey, J (2020). Amazon starts selling prescription drugs, with two-day delivery for Prime members. <i>Vox</i>. Nov 17, 2021. https://www.vox.com/recode/2020/11/17/21570768/amazon-prescription-drugs-pharmacy-pillpack-medication • Online: Nessel, J. (2020). Pharmacy Owners Express Concern Over Amazon’s PillPack Prescription Transfer Requests. <i>Pharmacy Times</i>, January 14, 2020. https://www.pharmacytimes.com/news/pharmacy-owners-express-concern-over-amazons-pillpack-prescription-transfer-requests <p>Additional readings:</p> <ul style="list-style-type: none"> • UT Libraries: Sharma, A & Mehrota, A (2007). Choosing an optimal channel mix in Multichannel environments. <i>Industrial Marketing Management</i>. 36 (1), 21–28. https://search.lib.utexas.edu/permalink/01UTAU_INST/12n4s7g/elsevier_sdoi_10_1016_j_indmarman_2006_06_012 	<p>Exercise 2</p>
<p>Class 4 - Thu, Jan-28</p>	<p>Case discussion</p> <ul style="list-style-type: none"> • Managing channel conflict 	<ul style="list-style-type: none"> • CP: Case: Whitley K & Raggio R (2017). <i>Country Market Collection-A Case of Channel Conflict</i>. HBP: UV7369-PDF-ENG 	<p>Exercise 3</p>
<p>Class 5 - Tue, Feb-2</p>	<p>Store Checks</p> <ul style="list-style-type: none"> • Findings/issues raised in store check assignment 	<ul style="list-style-type: none"> • CP: Review: Dolan, R (2000). <i>Going to Market</i>. HBP: 9-599-078 <p>Additional readings:</p> <ul style="list-style-type: none"> • Online: The science of shopping: The way the brain buys. (2008) <i>The Economist</i>. http://www.economist.com/node/12792420 • Online: Why it matters if stores smell delicious, http://qz.com/268552/why-it-matters-if-stores-smell-delicious/ 	<p>Store Check assignment due</p>
<p>Class 6 - Thu, Feb-4</p>	<p>Guest Speaker</p>	<p>Online: readings will be posted on Canvas</p>	

<p>Class 7 - Tue, Feb-9</p>	<p>Distribution Intensity</p> <ul style="list-style-type: none"> · Channel selection-channel conflict · Tradeoffs between intensive, selective, and exclusive distribution coverage · Advantages and disadvantages of multi-channel marketing · Value of channel conflict · Approaches to assessing and managing channel conflict · Strategies to manage multichannel environments · The difference between multichannel marketing and channel multiplicity 	<ul style="list-style-type: none"> · <u>CP</u>: Spekman, P& Farris, P (2015). Designing Channels of Distribution HBP: UV2969-PDF-ENG · <u>UT Libraries</u>: Anderson R, Mehta R, & Dubinsky A, (2003). Will the real channel manager please stand up? <i>Business Horizons</i>, Volume 46, Issue 1, 2003, Pages 61-68. https://www.sciencedirect.com.ezproxy.lib.utexas.edu/science/article/pii/S0007681302002811 <p>Additional readings:</p> <ul style="list-style-type: none"> · <u>UT Libraries</u>: van der Veen, G, & van Ossenbruggen, R. (2015) Mapping Out the Customer's Journey: Customer Search Strategy as a Basis for Channel Management. <i>Journal of Marketing Channels</i>. Vol. 22 Issue 3, p202-213. https://search.lib.utexas.edu/permalink/01UTAU_INST/12n4s7g/informaworld_s10_1080_1046669X_2015_1071589 	
<p>Class 8 - Thu, Feb-11</p>	<p>Case discussion</p> <ul style="list-style-type: none"> · Managing sources of power and building strong channel relationships 	<ul style="list-style-type: none"> · <u>CP</u>: Case: Wilcox R, Yemen G (2011). <i>SmartOps Corporation: Forging Smart Alliances?</i>. HBP: UV5755-PDF-ENG 	<p>Exercise 4</p>
<p>Class 9 - Tue, Feb-16</p>	<p>Case discussion</p> <ul style="list-style-type: none"> · Strategy and channel design 	<ul style="list-style-type: none"> · <u>CP</u>: Case: Mizik N (2017). <i>Sonance at a Turning Point (A)</i>. HBP: CU140-PDF-ENG 	<p>Case Brief 1</p>

<p>Class 10 - Thu, Feb-18</p>	<p>Disintermediation</p> <ul style="list-style-type: none"> Forces driving channel disintermediation Omnichannel marketing, coordinating the customer journey through multiple channels Strategies for bricks and mortar retailers to compete with online retailing Predicting winners and losers resulting from disintermediation 	<ul style="list-style-type: none"> UT Libraries: Brynjolfsson, E, Hu, YJ, & Rahman, MS. (2013) Competing in the age of omnichannel retailing. <i>MIT Sloan Management Review</i>. 54(4), 23-29. https://search.lib.utexas.edu/permalink/01UTAU_INST/12n4s7g/gale_ofa336276440 UT Libraries: Mims, C (2017). Three Hard Lessons the Internet Is Teaching Traditional Stores. <i>The Wall Street Journal</i>. https://search-proquest-com.ezproxy.lib.utexas.edu/docview/1890757286/4448641554BD4F08PQ/1?accountid=7118 Online: Schlesinger, L, Higgins, M, & Roseman, (2020). Reinventing the Direct-to-Consumer Business Model. <i>Harvard Business Review</i>. https://hbr.org/2020/03/reinventing-the-direct-to-consumer-business-model Online: Ovide, S, (2020). Amazon's Biggest Leap Was Boring. <i>The New York Times</i>. https://www.nytimes.com/2020/09/02/technology/amazon-delivery-innovation.html <p>Additional readings:</p> <ul style="list-style-type: none"> UT Libraries: Nalca A (2017). Price-matching guarantees in dual channels. <i>Quantitative Marketing and Economics</i>. https://search-proquest-com.ezproxy.lib.utexas.edu/docview/1899599117?pq-origsite=summon 	<p>Exercise 5</p>
<p>Class 11 - Tue, Feb-23</p>	<p>Guest speaker</p>	<ul style="list-style-type: none"> Online: any readings will be posted on Canvas 	<p>submit two questions you could ask the speaker and bring your questions to class</p>
<p>Class 12 - Thu, Feb-25</p>	<p>Case discussion</p> <ul style="list-style-type: none"> Comparing a reseller channel with a direct-to-client channel in an international B2B market 	<ul style="list-style-type: none"> CP: Case: Goldman, M & Duran, M, <i>Fancam: A New Channel Management Strategy</i>. (2019) HBP: W19386-PDF-ENG Review: UT Libraries: Rangan, VK, Menezes, M, & Maier. EP (1992). Channel selection for new industrial products: A framework, method, and application. <i>Journal of Marketing</i>. (Pages 69-74 only) https://search.lib.utexas.edu/permalink/01UTAU_INST/12n4s7g/proquest227823617 Online: https://www.youtube.com/watch?v=tto5pFbisT4 	<p>Exercise 6</p>

Class 13 - Tue, Mar-2	Guest speaker	<ul style="list-style-type: none"> • <u>Online</u>: any readings will be posted on Canvas 	submit two questions you could ask the speaker and bring your questions to class
Class 14 - Thu, Mar-4	Case discussion <ul style="list-style-type: none"> • How channels can help build (or destroy) brand value • Review key concepts from the channels portion of the course 	<ul style="list-style-type: none"> • <u>CP</u>: Case: Deighton, J. <i>Snapple</i>. (1999) HBP: 599126-PDF-ENG 	Exercise 7
Class 15 - Tue, Mar-9	Class does not meet		
Class 16 - Thu, Mar-11	Class does not meet		
Class 17 - Tue, Mar-23	Process for Setting Prices <ul style="list-style-type: none"> • Structure for the pricing portion of the course • Use of pricing objectives when setting pricing strategies • Pros/cons of different price setting methods • Different types of pricing structures • How skimming and penetration strategies are used in new product introduction 	<ul style="list-style-type: none"> • <u>CP</u>: Dolan, R. & Gourville, J. (2005). <i>Principles of Pricing</i>. HBP: 506021-PDF-ENG • <u>Online</u>: Campbell, P (2019). Tearing Down the Pricing of Headspace and Calm. <i>ProfitWell</i>. https://www.profitwell.com/recur/all/headspace-calm-pricing <p>Additional readings:</p> <ul style="list-style-type: none"> • <u>Online</u>: Simon, H (2016). The Fine Line Between When Low Prices Work and When They Don't. <i>Harvard Business Review</i>. https://hbr.org/2016/03/the-fine-line-between-when-low-prices-work-and-when-they-dont • <u>UT Libraries</u>: Hinterhuber, A & Liozu, S. (Summer, 2012) "Is it Time to Rethink Your Pricing Strategy?" <i>MIT Sloan Management Review</i> 53, no. 4: 69-77. https://search-proquest-com.ezproxy.lib.utexas.edu/docview/1023762001?accountid=7118 • <u>Online</u>: Kermish, R & Burns, D. (2018). A Survey of 1,700 Companies Reveals Common B2B Pricing Mistakes. <i>Harvard Business Review</i>. https://hbr.org/2018/06/a-survey-of-1700-companies-reveals-common-b2b-pricing-mistakes 	

<p>Class 18 - Thu, Mar-25</p>	<p>Process for Setting Prices · Applying the pricing process</p>	<ul style="list-style-type: none"> · <u>Online</u>: Marn, M, Roegner, E & Zawada, C (2003). Pricing New Products. <i>McKinsey Quarterly</i>. https://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/pricing-new-products · <u>UT Libraries</u>: Hinterhuber, A. (2004) Towards value-based pricing – An integrative framework for decision making. <i>Industrial Marketing Management</i>, 33, 765-778. https://search.lib.utexas.edu/permalink/01UTAU_INST/12n4s7g/elsevier_sdoi_10_1016_j_indmarman_2003_10_006 <p>Additional readings:</p> <ul style="list-style-type: none"> · <u>UT Libraries</u>: Ailawadi, K & Farris, P. (2013) How Companies Can Get Smart about Raising Prices. <i>The Wall Street Journal</i>. https://search-proquest-com.ezproxy.lib.utexas.edu/docview/1406158269/D204CC27BB914328PQ/1?accountid=7118 · <u>Online</u>: Stolle, B (2014), Start-Up Cardinal Sins – Under Pricing Your Product. <i>Forbes</i>, Sep 24, 2014. http://www.forbes.com/sites/bryanstolle/2014/09/24/startup-cardinal-sins-under-pricing-your-product-offering/ 	<p>Exercise 8</p>
<p>Class 19 - Tue, Mar-30</p>	<p>Price Contribution Analysis · Conduct pricing-related contribution analysis · Analyze BE sales levels for changes in price, variable costs and incremental fixed costs</p>	<ul style="list-style-type: none"> · <u>UT Libraries</u>: Smith, G. E., & Nagle, T. T. (1994). Financial analysis for profit-driven pricing. <i>Sloan Management Review</i>, 35(3), 71. https://search-proquest-com.ezproxy.lib.utexas.edu/docview/224964457 	<p>Exercise 9</p>
<p>Class 20 - Thu, Apr-1</p>	<p>Case discussion · Anticipating competitive responses to price changes</p>	<p><u>CP</u>: Case: Aguilar F (1990). <i>Beauregard Textile Company</i>. HBP: 191058-PDF-ENG</p>	<p>Exercise 10</p>

<p>Class 21 - Tue, Apr-6</p>	<p>Price Discrimination</p> <ul style="list-style-type: none"> Define “price discrimination” Different types of price discrimination (price customization) Benefits and the implementation challenges of price customization Basic concepts behind revenue management (yield management) <p>Dynamic pricing</p>	<ul style="list-style-type: none"> CP: Dhebar, A (1993). <i>Price Discrimination</i>. HBP: 191105-PDF-ENG Online: <i>Good Better Best</i> (2020). Zoom's Freemium Decision Tree, https://goodbetterbest.substack.com/p/zooms-freemium-decision-tree Online: The Economics of Airline Class, https://www.youtube.com/watch?v=BzB5xtGGsTc <p>Additional readings:</p> <ul style="list-style-type: none"> UT Libraries: Baker W, Benmar G, Chopra M, & Kohli S. (2018). Master the challenges of multichannel pricing. <i>MIT Sloan Management Review</i>, 60(1), 1-5. https://search-proquest-com.ezproxy.lib.utexas.edu/docview/2131141133 Online: Mohammed, R (2017). How Retailers Use Personalized Prices to Test What You're Willing to Pay. <i>Harvard Business Review</i>. https://hbr.org/2017/10/how-retailers-use-personalized-prices-to-test-what-youre-willing-to-pay UT Libraries: Haws K & Bearden W. (2006) Dynamic Pricing and Consumer Fairness Perceptions. <i>Journal of Consumer Research</i>, 33(3), 304-311. https://search.lib.utexas.edu/permalink/01UTAU_INST/12n4s7g/jstor_csp10.1086%2F508435 	
<p>Class 22 - Thu, Apr-8</p>	<p>Guest speaker</p>	<ul style="list-style-type: none"> Online: any readings will be posted on Canvas 	<p>submit two questions you could ask the speaker and bring your questions to class</p>
<p>Class 23 - Tue, Apr-13</p>	<p>Case discussion</p> <ul style="list-style-type: none"> Assessing customer perceptions of value 	<ul style="list-style-type: none"> CP: Case: Shapiro B & Cespedes F (2011) <i>Curl'd Metal Inc.-Engineered Products Division</i>. HBP: 709434-PDF-ENG CP: Review: Dolan, R. & Gourville, J. (2005). <i>Principles of Pricing</i>. HBP: 506021-PDF-ENG 	<p>Case Brief 2</p>
<p>Class 24 - Thu, Apr-15</p>	<p>Case discussion</p> <ul style="list-style-type: none"> How to fight a price war 	<ul style="list-style-type: none"> CP: Case: Dolan R & Easwar K (2017). <i>CNS Worldwide</i>. HBP: 917531-PDF-ENG UT Libraries: Reinmoeller, P. (2014). How to win a price war. <i>MIT Sloan Management Review</i>, 55(3), 15-17. https://search-proquest-com.ezproxy.lib.utexas.edu/docview/1514708679 	<p>Exercise 11</p>

<p>Class 25 - Tue, Apr-20</p>	<p>Psychology of Pricing</p> <ul style="list-style-type: none"> Psychological factors in pricing Tactics to account for psychological factors when setting prices 	<ul style="list-style-type: none"> CP: Gourville, J (2002). <i>Note on Behavioral Pricing</i>. (2002) HBP: 599114-PDF-ENG UT Libraries: Raghubir, P. (2017). To Get People to Pay, Understand How They Think. <i>IESE Insight</i>, (34), 46–52. http://ezproxy.lib.utexas.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=127383732&site=ehost-live Online: Dholakia, U. (2015) “Why Do Consumers Hate Uber’s Surge Pricing?.” <i>Psychology Today</i>, December 8, 2015. https://www.psychologytoday.com/blog/the-science-behind-behavior/201512/why-do-consumers-hate-uber-s-surge-pricing <p>Additional readings:</p> <ul style="list-style-type: none"> Online: Ariely, D & Kreisler J (2017). Who doesn’t love sales? There’s just one problem: they lead us to make dumb choices. https://ideas.ted.com/who-doesnt-love-sales-theres-just-one-problem-they-lead-us-to-make-dumb-choices/ Online: Ariely D (2008). Are we in control of our own decisions? <i>TED talk</i>. http://www.ted.com/talks/dan_ariely_asks_are_we_in_control_of_our_own_decisions.html Online: Gourville, J & Soman, D (2002). Pricing and the Psychology of Consumption. <i>Harvard Business Review</i>. https://hbr.org/2002/09/pricing-and-the-psychology-of-consumption 	<p>Pricing Recommendation Memo</p>
<p>Class 26 - Thu, Apr-22</p>	<p>Guest speaker</p>	<ul style="list-style-type: none"> Online: any readings will be posted on Canvas 	<p>submit two questions you could ask the speaker and bring your questions to class</p>
<p>Class 27 - Tue, Apr-27</p>	<ul style="list-style-type: none"> Discuss pricing recommendation memos 		

Class 28 - Thu, Apr-29	Socially Responsible Pricing <ul style="list-style-type: none"> Characteristics and implications of socially responsible pricing Framework of ethical constraints in pricing 	<ul style="list-style-type: none"> CP: Case: Krishna A (2016). <i>Pink Tax: Gender and Other Price Discrimination Factors</i>. HBP W04C92-PDF-ENG Online: In the Game of Business, Playing Fair Can Actually Lead to Greater Profits (2008). <i>Knowledge@Wharton</i>. http://knowledge.wharton.upenn.edu/article.cfm?articleid=1916 <p>Additional readings:</p> <ul style="list-style-type: none"> UT Libraries: Vachani, S. & Smith, N.S. (2004) Socially Responsible Pricing. <i>California Management Review</i>. 47(1), Fall. 117-144. https://search.lib.utexas.edu/permalink/01UTAU_INST/12n4s7g/sage_s10_2307_41166289 	Exercise 12
Class 29 - Tue, May-4	Trends in channels and pricing <ul style="list-style-type: none"> Apply concepts studied in course to trends/topics found in current media 	<ul style="list-style-type: none"> Find an article that you find interesting about any topics to date in channels or pricing, (e.g., hot new trends in channels), article can be on any topic related to this course. 	Exercise 13 Be prepared to talk briefly about your article in a small group in class. Bring your write-up with you.
Class 30 - Thu, May-6	Review concepts from the course		

Readings key:

- **Canvas:** Found in a module on Canvas
- **CP:** Found in your coursepack (some of these course pack readings are also available online, see "UT Libraries" below)
- **Online:** Click through the URL listed with the reading, if the URL doesn't work you can also Google the title of the reading (if you find that you are blocked from accessing a reading online, try accessing the link with your web browser in privacy/incognito mode)
- **WSJ:** Wall Street Journal, subscription required, if you don't have a Wall Street Journal subscription, enter the title of the reading into the Google search bar, clicking through the link in the Google results will give you free access to the reading, or search on the article title in UT Libraries (see below)
- **UT Libraries:** Enter the title of the reading into the "Articles & More" search box found on the UT Libraries website <http://www.lib.utexas.edu>, after entering your EID and password depending on the source you will either be able to read online or download a PDF

The remaining pages of this syllabus are university-mandated notices.

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 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 can 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.

Diversity and Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

Notification Regarding MBA Recruiting Conflicts

Conflicts occasionally arise between classes and the search for employment. I understand how important the job search process is to you, and McCombs provides many resources in support of career exploration and search. However, UT is first and foremost an educational institution and your MBA degree will be the credential that certifies your education. As such, education will take precedent whenever such a conflict arises.

All companies that recruit at McCombs are informed of this fact. Should a conflict arise, we recommend the following steps:

- Check the syllabus to see if an exception is provided that would allow you to satisfy class obligations while still attending the job event (e.g., you may miss a certain number of classes without penalty, dropping your lowest exercise score, etc).
- Note that a job-related conflict, whether a current job or a potential one, is usually not an acceptable reason for missing an exam or taking a make-up, and may not be acceptable in other circumstances either. If any doubt exists, check with your professor.
- If no exception is provided, inform the company that an academic conflict exists and request an accommodation.
- If no accommodation is provided, contact MBA Career Services and request their assistance in resolving the situation.

Note that while we do have influence with the companies that recruit at McCombs, not all conflicts can be resolved, and we have little or no influence with companies that do not recruit through the McCombs system.

Class Recordings

Any class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Sharing Of Course Materials Is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. The University is aware of the sites used for sharing materials, and any materials found on such sites that are associated with a specific student, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

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.

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.
- Behavior Concerns Advice Line (BCAL): 512-232-5050 (or <https://operations.utexas.edu/units/csas/bcal.php>).
- Further information regarding emergency evacuation routes and emergency procedures can be found at: <http://www.utexas.edu/emergency>.

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.

Title IX Reporting

Title IX is a federal law that protects against sex and gender based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. I am a Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu. For more information about reporting options and resources, visit

titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

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 other 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 regarding the Honor System are described on the final pages of this syllabus. As the instructor for this course, I agree to observe all the faculty responsibilities described therein. As a Texas MBA student, you agree to observe all 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 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 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.