

Syllabus
EDP 310 - Individual Learning Skills
Fall 2011
Unique #10265/ SZB 330 / MWF 4:00-4:50 PM

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Office hours: M: 1:00 - 2:15 pm, F: 1: 00 – 2:15 pm, and by appointment

Texts: LASSI Instructional Modules and Assigned Readings

The LASSI Instructional Modules are available online (about \$55). ***You are required to purchase these modules by Monday, August 29th.*** This is a web-based instructional tool that everyone will be required to purchase, read and complete some of the activities. How to purchase the LASSI Instructional Modules will be discussed in class and available on Blackboard under the syllabus link.

Additional Readings will be posted on Blackboard. It is your responsibility to access the readings and bring a copy to class when requested to do so by your instructor.

Course Description & Objectives

EDP 310 is designed to help you become a more strategic learner. Providing you with knowledge and skills that you can use immediately to help you be more successful at UT, in the work place, and throughout your life, this course will help you:

- 1) develop awareness of your current learning and study strategies and methods in order to identify and assess your personal strengths and areas where you may need improvement
- 2) set learning goals, use these goals to guide your studying, and monitor your progress toward achieving your goals
- 3) build a repertoire of learning strategies and skills useful for a variety of learning tasks
- 4) become a more strategic learner who is motivated to learn, understands how to study and learn effectively and efficiently, and understands how to manage his/her studying and learning activities

Course Expectations

University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Scholastic Dishonesty

Students who violate university rules regarding academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the university. Policies on scholastic dishonesty will be strictly enforced. This includes but is not limited to: writing another student's name on an in-class activity, or otherwise taking or giving credit for work that is not one's own. This is viewed as a form of cheating by The University of Texas and will be treated as such in this class as well. More information about scholastic dishonesty and the honor code is included at the end of this document. You should also refer to the Student Judicial Services website at www.utexas.edu/depts/dos or the General Information Catalog to access the official University policies and procedures as well as what constitutes scholastic dishonesty.

You will be asked to sign an academic honesty commitment form to acknowledge that you will uphold these principles set forth by the University.

Classroom Etiquette

In order to maximize the learning opportunities for all students, it is imperative that the classroom environment be conducive to learning. This means that you are expected to respect everyone in the class as well as the class rules and guidelines. Therefore, behavior that will not be tolerated includes, but is not limited to, working on anything not directly related to the class activities at hand (e.g., studying for other classes), reading newspapers, sleeping, wearing headphones or ear pieces, using cell phones (it is your responsibility to shut them off before class), and talking while anyone else is talking. **Computers will not be needed for in-class exercises**, therefore using a laptop, iPhone, Palm Pilot, Blackberry or other forms of technology during class is inappropriate. Engaging in these or other distracting activities may result in your removal from class and an unexcused absence for the day. Disruptiveness or disrespect of your fellow students or your instructor will result in a warning, followed by being asked to leave the classroom. If you are asked to leave, this will be counted as an unexcused absence.

Participation

This course requires active participation by all students. Much of our class time will be spent in small group and full class discussions. For the sake of your success, as well as that of your classmates, I expect your attitude and level of participation to reflect a commitment to reaching the objectives and goals of this course. What you get back from this course is proportional to what you put into it.

There is a growing body of evidence that cooperative learning is a very successful technique in helping students learn. With this evidence in mind, our class will use small groups as one way enhancing your learning. You will be expected to participate in structured discussions and work with your assigned group to complete in-class exercises. These in-class exercises are designed to help you process, understand, and apply new information from class lecture and modules. These exercises will also help you on tests and in preparing the major assignments. Small group exercises will be structured in order to ensure all group members contribute appropriately.

Undergraduate Writing Center

I strongly encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222: <http://uwc.fac.utexas.edu/>. The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing.

Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with “problems.” Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant’s advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

Additional writing resources are available. View this APA tutorial to see how to cite references and more! <http://flash1r.apa.org/apastyle/basics/index.htm>. Access the LBJ Graduate Writing Center: A Brief Guide to Avoiding Plagiarism handout on Webspaces for more information about and examples of how to avoid accidental scholastic dishonesty.

Communication with Instructor

I am here to guide and help you improve your knowledge and skills so that you can become a more strategic and self-regulated learner. However, you must take responsibility for what you will learn from this course. In addition to the modules and other materials you have for this course, I am also available to help you succeed in EDP 310. If you have questions or concerns about the course, need some help with a difficult concept or assignment, or anything else, I am always willing to listen and do what I can to help you. You can come to my office during my posted office hours, or arrange a separate meeting if those times are not available for you, contact me by email, or leave a message on my office phone number (be sure to say the message is for me since several of us share the same number). When you email me, please start with “EDP 310: your name” in the subject part.

Remember, I cannot discuss grades right before, during, or right after class or by e-mail. Please come see me during office hours or make an appointment.

Since most problems are more easily solved when addressed in advance, it is to your benefit to maintain communication with me throughout the semester. Don’t wait until it is too late to seek help!

Attendance Policy

Attendance is an important part of succeeding in college and in the “real world.” Therefore, coming to this class on time will be a substantial part of your grade. At the beginning of each class throughout the semester, I will have an attendance sheet for you to sign. It is *your responsibility* to sign the sheet each class. **DO NOT** ask anyone to sign for you and do not sign for anyone else. If you are late, don’t forget to sign the sheet before you leave class for the day. *If you do not sign before leaving class, you will be counted as absent for that day.*

Unexcused absences

You are allowed 3 unexcused absences but remember that part of your grade is class participation. If you chose not to come to class, you will not be able to receive credit for participating in class that day. Students with more than 3 unexcused absences will earn the following penalties:

- 4 unexcused absences = *decrease of grade by one level (example A to A-)*
- 5 or 6 unexcused absences = *loss of one full letter grade (100 points)*
- 7 or more unexcused absences = *automatic failure of the course (uniformly enforced)*

Excused Absences

For an absence to be excused you must provide legitimate documentation. Excused absences include:

- Illness (with a signed note from your doctor, University Health Services’ generic “no excuse” form letters will not be accepted)
- Critical family events (weddings or deaths)
- Official U.T. events (games for athletes, concerts for band members)
- 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, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Excused absences must be documented with a written excuse, turned in to me prior to or no later than one week after your absence. If possible, please inform me ahead of time. If you have an excused absence you will have 1 week to complete whatever work was due that day, including the in-class activities if they were collected that day.

Tardies

Class will begin on the hour since we have a limited amount of time to cover a lot of material. You will be counted tardy if you are more than 5 minutes late (by my watch) and if you are more than 25 minutes late, you will be counted as absent. Also, if you choose to leave class for more than five minutes in the middle or at the end of class you may also be counted tardy for that day. ***Three tardies will result in 1 unexcused absence.***

Due Dates, Late Work and Incomplete Assignments

Due Dates

Assignments will be turned in electronically on Blackboard **by 4 p.m.** on the day the assignment is due. The assignment submission space on Blackboard **will be removed at 4 p.m. on the due date**. This is the latest possible date and time that work can be turned in for credit. Work will not be accepted for credit after 4 p.m. on the due date. **Do not wait until the night before to start on an assignment!** Computer crashes and server problems will not be accepted as an excuse for late work.

Late Work

No late work will be accepted for a grade unless you have an excused absence. If you have an excused absence, you must turn in the work **within one week** of your absence. If your absence is going to be unexcused, you need to make other arrangements to turn in the assignment on time. Each student is allowed a single one-week extension on a module or unit application deadline. That is, once during the semester, a student will be allowed to have one additional week to complete one of these assignments and still receive full credit.

Late Assignments

Even though late work will not be graded, you will still need to complete the work since it contains much of the information that is necessary for you to reach the learning objectives in this course. Failure to complete any graded or non-graded assignment in this course will result in a grade of "incomplete" (X) for this course. The assignments that must be completed include: pre- and post-assessments, subject pool participation, the learning autobiography, integration assignments, exams, office visit with me, and the capstone project (all steps).

Remember that it is your responsibility to obtain assignments and announcements made on days when you are absent!

Grading System, Course Requirements & Assignments

The University of Texas at Austin has adopted the +/- system for grading. As such, the chart below shows the conversions from the letter grading system to the 4.0 grading system to % grades and finally to our 1000 point system.

Letter	4 point system	Percentage	EDP 310 1000 pt system
A	4.00	94-100	940-1000
A-	3.67	90-93	900-939
B+	3.33	87-89	870-899
B	3.00	83-86	830-869
B-	2.67	80-82	800-829
C+	2.33	77-79	770-799
C	2.00	73-76	730-769
C-	1.67	70-72	700-729
D+	1.33	67-69	670-699
D	1.00	63-66	630-669
D-	0.67	60-62	600-629
F	0.00	59 or below	590 or below

I am always happy to discuss the grade you have earned on any task. As I am not able to discuss grades right before, during, or after class, or by email, you will need to see me during regularly scheduled office hours or make an appointment. Also, I prefer that you wait at least one day to set an appointment as this will allow you enough time to think about whatever questions you may have. Please be prepared for the meeting by writing down what you think of with examples and questions.

Percentage of Final Grade	Task	Points (Possible on each)	Number of Assignments	Total Points
30%	Integration Assignments	60	5	300
6%	Learning Autobiography	60	1	60
20%	Capstone Project	200	1	200
36%	Exams	120	3	360
8%	Class Participation	80		80
	<i>Extra Credit</i>	<i>10</i>	<i>1</i>	<i>10</i>
TOTAL (Extra Credit is NOT included in the total)				1,000

Integration Assignments (30% of final grade)

All students will complete 5 integration assignments based on the information contained in 10 online Learning and Study Strategies Inventory (LASSI) instructional modules. These modules consist of content and activities designed to help you learn, think about, and gain more expertise in each topic area. Modules are assigned in pairs (e.g., information processing and self-testing) in order to facilitate the integration of content and strategies in those areas.

Each module is viewable online and should take between 2-4 hours to read through and process. Therefore, you should anticipate spending between 4 and 8 hours completing each integration assignment. You should work through the assigned portions of the module in order. These assignments will help you more fully understand and integrate the material and also help you prepare for the exams.

More information and instructions can be found on Blackboard and additional guidance will be given prior to the first assignment. Each integration assignment will be due the day of class where we begin focusing on that topic area (e.g., your Motivation and Attitude assignment will be due when we start talking about Motivation). Specific deadlines can be found on the course schedule. All assignments must be typed and uploaded to Blackboard.

Learning Autobiography Paper (6% of final grade)

This writing assignment asks you to recall academic experiences throughout the course of your learning (grade school to college) and reflect on strategies that have worked for you in the past as well as what hasn't worked for you in the past. Identifying areas that you are struggling with and succeeding in allows you to reflect on your learning experiences analytically and understand how past patterns of your academic struggles continue to impact your learning outcomes. You will use information from this Learning Autobiography in your Capstone project.

Capstone Project (20% of final grade)

This project is designed to synthesize your learning over the semester and will provide you with an opportunity to track your progress in the 10 LASSI areas, as well as in other areas related to strategic learning, over the course of the semester. This assignment is designed to teach you a way to make changes in your life and give you control over your own behavior. The series of assignments within this project will help you set a goal about a learning behavior or skill you wish to change this semester, guide you step-by-step through a process of researching the goal, designing an appropriate action plan, tracking your progress toward achieving the goal, and analyzing your progress toward reaching your goal and the process you went through along the way. This is a system that has been shown to work and it can be used for the rest of your lifetime.

Exams (36% of final grade)

All students will take 3 exams. Two exams will take place in-class. These exams will each contain 12 multiple-choice and 4 short answer questions. Exam 1 will cover course topics from unit 1. Exam 2 will cover course topics from unit 2.

ITEM TYPE	POINTS (Possible on each)	# of Items	TOTAL (raw)	% of Exam
Multiple Choice	4	12	48	40%
Essay	18	4	72	60%
TOTAL			120	100%

Exam 3 will take place during the final exam period (time to be announced when available) and will focus on the integration of all course topics as well as broad themes and core concepts presented in the course. Exam 3 will consist of all multiple-choice questions.

Class Participation and In-Class Activities (8% of final grade)

This course is interactive and requires your participation in class activities, small and large group discussions, and group work. Individual and group participation during class is a vital part of learning and will be highly emphasized in this course. There will be an individual or group in-class activity/discussion to be completed almost every day of class and there may even be online response prompts you will be asked to respond to. Participation points are earned by actively taking notes during class, by thoughtfully contributing to in-class activities and discussions, by showing respect to your fellow classmates and the instructor, and by maintaining a positive attitude towards learning. Your participation score will also be based on your completion of midterm and end of semester group feedback forms, the evaluation your group mates give your contributions to class discussions and projects, the instructor's evaluation of your contributions, as well as a self-assessment of your participation.

Extra Credit

Extra credit is worth 10 points. It is not mandatory and is not counted as part of the 1,000 total course points. Therefore, the highest score a student could earn in this course is 1,010. The assignment involves bringing in one source and writing a description of how it is related to the content of this course. The source can be an article, story, poem, quote, comic, website, movie/TV clip, picture, song, or some other source. Further guidelines are available on blackboard. **There is also another option for my section that we will discuss in class.**

Non-Graded Course Requirements

Office Hours Visit

All students must make at least one appointment to meet with me during office hours, or by appointment. You will be assigned the dates during which you have to make the appointment (to be announced). A sign-up sheet will be made available. The specific purposes and guidelines of this assignment will be discussed in more detail during class. While you are not assigned a grade for this assignment, not completing this assignment will result in an incomplete in the course.

Assessments

At the beginning and end of the semester, students will complete assessments that are used to identify strengths and opportunities for improvement in the areas of strategic learning. Results of these assessments will not affect final grades in the course. However, you will receive an incomplete in the course if you do not complete all pre- and post-assessments.

Research Participation/Subject Pool

Departmental policy requires that all EDP 310 students participate in a research study related to Educational Psychology, or complete an alternate assignment. You must complete this requirement or you will receive an incomplete in the course. Information on how to register for research participation will be provided. Should you have questions regarding this requirement, please contact edpsubjectpool@austin.utexas.edu.

University Policies Relevant to EDP 310 Students

Use of E-Mail for Official Correspondence to Students

E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—I recommend daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT Austin's policies and instructions for updating your e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>

Documented Disability Statement

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or <http://www.utexas.edu/diversity/ddce/ssd>

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>

Religious Holidays. A student who is absent from a class or examination for the observance of a religious holy day may complete the work missed within a reasonable time after the absence, if proper notice has been given. This policy can be reviewed online at: www.utexas.edu/student/registrar/catalogs/gi03-04/ch4/ch4g.html#religious.

Additional Honor Code Information (Information in this section is culled from various University sources)

Academic honor, trust and integrity are fundamental to The University of Texas at Austin community. They contribute directly to the quality of your education and reach far beyond the campus to your overall standing within the community.

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 University 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 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 Services 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. 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. 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 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)

The following excerpts from the University of Texas at Austin Office of the Dean of Students website (http://deanofstudents.utexas.edu/sus/acint_student.php) 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.

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.