# MKT372 –
# Business to Business Marketing

**Spring 2017 (Unique 05580)**


| | |
|---|---|
| **Instructor** | Ben Bentzin |
| **E-Mail** | ben.bentzin@mccombs.utexas.edu |
| **Phone** | +1-512-750-9253 |
| **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-mccombs |
| **Classroom** | CBA 5.330 |
| **Lecture Times** | Mondays/Wednesdays, 8:00am-9:15am, Jan 18-May 3 |
| **Teaching Assistant** | Natasha Mayekar, natasha.mayekar@mba18.mccombs.utexas.edu, +1-281-798-2550 |


---

## Course Objectives

Business-to-business (B2B) and business-to-government sales represent roughly 60% of total US economic output. A substantial percentage of McCombs graduates accept employment after graduation in entities that market their products to business and government customers. This course focuses on the skills students need to understand the unique needs of business customers and succeed in marketing and management roles within B2B businesses. Case studies and guest lecturers focus on B2B marketing skills including: organizational buying and selling models; launching B2B products and services; pricing a product line; sales management and support; managing distribution partners; and social media for B2B promotion.

## Materials

*Required*: Purchase the printed course pack with cases and readings from the McCombs UT Copy Center on the third floor of GSB 3.136. Scan or photograph your course pack receipt and upload to the assignment on Canvas by the due date in the assignment.

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.

Required: Purchase the online Marketing Reading: Business-To-Business Marketing through the Harvard Business Publishing website: http://cb.hbsp.harvard.edu/cbmp/access/58048374

*Lecture Notes:* A PDF with key slides will be posted to the class session module on Canvas before each class. 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 | 20% |
| Field Value Assessments project | 30% |
| Case Briefs: 2 @ 10% each | 20% |
| Exercises | 30% |
| | 100% |

Course grading will be plus/minus and will be curved to roughly achieve McCombs target for undergraduate elective courses, A 15%; A- 20%; B+ 25%; B 35%; B- and lower 5%. Final grades will be established by rank in class. There is no predetermined letter-grade distribution and the class's overall performance will be used to set cut-offs for the letter grades.

Attendance at class sessions and instructor meetings is important due to the interactive nature of the course. You may miss three class sessions or instructor meetings for interviewing, business travel, family emergencies, etc. without requiring an excused absence. If you miss a fourth or fifth class session or instructor meeting you must provide documentation for the business, educational, or personal necessity of the absence. **If you miss six class sessions, you will not receive credit for the course.**

Additional details for course requirements will be provided in class, but the following guidelines will give you a sense of what to expect:

CLASS CONTRIBUTION (20%)

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

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.

About half way through the semester you will receive feedback on your class contribution. At the end of the course you will have the opportunity to provide feedback on your own class contribution and that of your classmates.

Canvas Discussion Board Contribution: You may feel that you had an important comment that you were not able to bring up in class may or you may need to miss a class because of interviewing or other obligations. You can earn partial class contribution credit for sharing your ideas/discussing the topic on the Discussion Board.

The thread for this discussion will be titled "Session # Additional Discussion". The instructions in the thread are:

This discussion thread has two purposes:

1) it can be used by students who miss a class session. If you miss class, you can receive contribution credit for the day by discussing, in some depth, what you saw as key concepts from the lecture/readings/case discussion that you missed and perhaps bring in additional material from another article you have found that addresses similar content.

2) it can be used by students who were in class but would like to add to the discussion. For example, you may feel that you had an important comment that you were not able to bring up in class. In this case, you can earn up to an additional contribution credit for the session.

Note that to receive credit, your contributions must be completed before the start of the following class.

## FIELD VALUE ASSESSMENTS PROJECT (30%)

Each student will complete an individual field value assessments project to assess the needs of at least four customers in a business-to-business product or service category. Project details will be available on Canvas.

Tentative deadlines for the Field Value Assessments project:
Wed Feb 1, Select target industry/segment
Mon Feb 6, List of value elements
Wed Mar 8, Data analysis
Mon Apr 3, Sales tool

## CASE BRIEFS (20%)

Each student will prepare two individual case reports for each of the two cases indicated "Individual Case" in the schedule below. Scoring for each individual case report is based 40% on your preliminary case brief, 10% on the quality of your review of your peer's case briefs and 50% on your revised final case brief. You will receive student feedback and instructor scoring on your preliminary case submission.

Tentative Case Brief Schedule

| | |
|---|---|
| Wed Feb 8 | Case Brief 1 preliminary case due |
| Wed Feb 15 | Case Brief 1 final case due |
| Fri Apr 14 | Case Brief 2 preliminary case due |
| Wed Apr 26 | Case Brief 2 final case due |

## EXERCISES (30%)

Once or twice per week each student will prepare an online exercise.

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 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 will reserved for exercise submission 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 drop your lowest two exercise scores. This gives students flexibility should they happen to miss an assignment due to external constraints or demands. Late assignments will not be accepted.

## NO LAPTOP COMPUTERS IN CLASS

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, smart phones, 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.

## 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, essay, 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.

## REMOVING A TEAM MEMBER

The team may feel that efforts below the minimum acceptable by a team member are negatively impacting the learning experience or is negatively impacting the quality of the work for the client. If this occurs, the team can consider removing the offending team member. The process for removing a team member is as follows:

- If a team is having an issue with a team member that cannot be resolved internally, the team must first meet with the instructor and present a proposed “Performance Improvement Plan” (PIP) for the offending team member. The PIP must detail the performance issues and the specific improvements which are required based on consensus between the other team members. If approved by the instructor, the offending individual has one week to comply with the PIP.

## Instructor Bio

Ben Bentzin is a Lecturer in Marketing at the University of Texas at Austin McCombs School of Business and marketing practitioner as co-founder/CEO of Interactive Health Technologies, LLC, www.ihtusa.com, an Austin company using digital technology to empower primary, secondary, and university students to self-manage their health and wellness. 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's volunteer roles have included adult leadership for Boy Scout Troop 990 and serving on the boards of Austin public radio stations KUT/KUTX, the Center for Child Protection, and Ballet Austin, as well as 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 M.B.A in marketing and strategic management from the Wharton School at the University of Pennsylvania and a B.S. in Finance from Arizona State University.

## Tentative Class Schedule

This is a *tentative* class schedule. Readings and assignments will be posted as modules on Canvas. Use Canvas as your guide to readings and assignments. A key to the readings follows this schedule.

| Class / Date | Learning Objectives | Readings | Assignments |
|---|---|---|---|
| Class 1 - Wed, Jan-18 | B2B overview | · Canvas: Course Syllabus<br>· Online: B2B Marketing: What Makes It Special?; https://www.b2binternational.com/publications/b2b-marketing/ | Exercise 1 |
| Class 2 - Mon, Jan-23 | Introduction to B2B Marketing | · HBP: Marketing Reading: Business-To-Business Marketing; Frank V. Cespedes, Das Narayandas; Feb 26, 2014; HBP Product #: 8145-HTM-ENG | Exercise 2 |
| Class 3 - Wed, Jan-25 | Introduction to B2B Marketing | · WSJ: With iPad Sales Falling, Apple Pushes Into Businesses; Aug 12, 2015 | |
| Class 4 - Mon, Jan-30 | Segmenting Business Customers | · CP: *Customer Segmentation In Business-To-Business Markets*; Robert E. Spekman, Joshua Stein; Mar 18, 2011; HBP Product #: UV5749-PDF-ENG.<br>· Canvas: Note on Case Analysis | Exercise 3 |
| Class 5 - Wed, Feb-1 | Assessing Customer Needs | · CP: *Business Marketing; Understand What Customers Value*; James C. Anderson, James A. Narus; Nov 1, 1998; HBP Product #: 98601-PDF-ENG | Field Value Assessments project: select target industry/segment |
| Class 6 - Mon, Feb-6 | Building a B2B Brand | · UT Libraries: Branding a B2B service: Does a brand differentiate a logistics service provider?; Industrial Marketing Management, 2008, Volume 37, Issue 2 | Field Value Assessments project: list of value elements |
| Class 7 - Wed, Feb-8 | Building a B2B Brand | · UT Libraries: *Hidden Wealth In B2B Brands*; James R. Gregory, Donald E. Sexton; *Harvard Business Review*; Mar 1, 2007. | Case Brief 1-preliminary submission |
| Class 8 - Mon, Feb-13 | Guest speaker | | Exercise 4 |
| Class 9 - Wed, Feb-15 | Individual Case | · CP: Case: *Sealed Air Corporation-Deciding The Fate of VTID*; Elie Ofek; Jul 2, 2012; HBP Product: 512029-PDF-ENG | Individual Written Case Brief 1-final submission |
| Class 10 - Mon, Feb-20 | Relationship Selling Model | · CP: Case: *Stepsmart Fitness*; Robert J. Dolan; Benson P. Shapiro; Alisa Zalosh; Jan 6, 2014; HBP Product #: 914509-PDF-ENG | Exercise 5 |
| Class 11 - Wed, Feb-22 | Relationship Selling Model | · UT Libraries: *Building Loyalty In Business Markets*; Das Narayandas; Sep 1, 2005<br>· WSJ: Coming Next: The On-Demand Sales Force; May 31, 2015 | |

| | | | |
|---|---|---|---|
| Class 12 - Mon, Feb-27 | Sales Tools and Communication | · CP: *Managing Sales Interfaces: An Introduction*; Frank V. Cespedes; Jan 14, 1992; HBP Product #: 914509-PDF-ENG.<br>· Online: A B2B Campaign Designed for Adventure; Direct Marketing News; http://www.dmnews.com/postal/a-b2b-campaign-designed-for-adventure/article/461696/ | Exercise 6 |
| Class 13 - Wed, Mar-1 | Sales Tools and Communication | · CP: Case: *Youpostit! Communicating The Value Of A New Business*; Michael Sider; Daniel Samosh; Apr 13, 2012; HBP Product #: W12876-PDF-ENG | Exercise 7 |
| Class 14 - Mon, Mar-6 | Account Management | · UT Libraries: *Harvard Business Review* - What Makes Great Salespeople; Jul 2015<br>· UT Libraries: Strategic account management: customer value creation through customer alignment; Journal of Business & Industrial Marketing; 2006, Vol. 21 Issue 6, pp.376 - 385 | |
| Class 15 - Wed, Mar-8 | Field Value Assessments project | | Field Value Assessments project: data analysis |
| Class 16 - Mon, Mar-20 | CRM and Marketing Automation | · Online: What Is CRM (Customer Relationship Management) Software?; https://www.hubspot.com/products/crm<br>· Online: Making B2B Buying Personal http://www.forbes.com/sites/patrickspenner/2014/11/24/making-b2b-buying-personal/#7693278c3b0f<br>· Online: What's The Difference Between CRM and Marketing Automation Software? http://blog.capterra.com/whats-difference-between-crm-and-marketing-automation-software/ | |
| Class 17 - Wed, Mar-22 | Online B2B Marketing | · CP: Case: HubSpot Inbound Marketing and Web 2.0; Thomas Steenburgh; Jill Avery; Naseem Dahod; May 15, 2009; HBP Product: 509049-PDF-ENG | Exercise 8 |
| Class 18 - Mon, Mar-27 | Guest speaker | | Exercise 9 |

| | | | |
|---|---|---|---|
| Class 19 - Wed, Mar-29 | Social Media in B2B | · UT Libraries: *Harvard Business Review*, How B2B Sales Can Benefit from Social Selling, Nov 2016<br>· Online: B2B Marketing's Secret Weapon: LinkedIn Demographic Data; http://simplymeasured.com/blog/b2b-marketings-secret-weapon-linkedin-demographic-data/#sm.000t133ml15nzd0btwz2k7o1txx5h | |
| Class 20 - Mon, Apr-3 | Field Value Assessments project | | Field Value Assessments project: develop sales tool |
| Class 21 - Wed, Apr-5 | Guest speaker | | Exercise 10 |
| Class 22 - Mon, Apr-10 | Product Development | · CP: Case: *In A Bind: Peak Sealing Technologies' Product Line Extension Dilemma*; Robert J. Dolan; Heather Beckham; Jan 28, 2014; HBP Product #: 914533-PDF-ENG | Exercise 11 |
| Class 23 - Wed, Apr-12 | Product Development | · CP: Designing Channels Of Distribution; Robert E. Spekman; Paul W. Farris; Apr 21, 2009; HBP Product #: UV2969-PDF-ENG | Individual Written Case Brief 2-preliminary submission |
| Class 24 - Mon, Apr-17 | Positioning and Business Value Propositions | · CP: Case: *The United Drug Packaging Division*; Robert E. Spekman; Robert O'Sullivan; Oct 3, 2012; HBP Product: UV6552-PDF-ENG | Exercise 12 |
| Class 25 - Wed, Apr-19 | Positioning and Business Value Propositions | · UT Libraries: Customer Value Propositions In Business Markets; *Harvard Business Review*; Mar 1, 2006 | |
| Class 26 - Mon, Apr-24 | Pricing a Product Line | · UT Libraries: Why the Highest Price Isn't the Best Price; *MIT Sloan Management Review*; Winter 2010, Vol. 51 Issue 2, p69-76, 8p<br>· UT Libraries: Towards value-based pricing – An integrative framework for decision making; *Industrial Marketing Management*, 2004, 33, 765-778<br>· Online: Startup Cardinal Sins -- Under-Pricing Your Product Offering; *Forbes*; September 24, 2014; http://onforb.es/1UJZeSi | |
| Class 27 - Wed, Apr-26 | Individual Case | · CP: *Safeblend Fracturing*; Benson P. Shapiro, Frank V. Cespedes, Alisa Zalosh; Sep 23, 2013; HBP Product #: 914513-PDF-ENG | Individual Written Case Brief 2-final submission |

| | | | |
|---|---|---|---|
| Class 28 - Mon, May-1 | Careers in B2B Marketing | · Online: How Data Will Transform B-to-B Marketing in 2016; *AdAge*; Nov 18, 2015; http://adage.com/article/digitalnext/data-transform-b-b-marketing-2016/301386/<br>· Online: From P2P to B2B: The next phase of the sharing economy; *VentureBeat*; Sep 8, 2014; http://venturebeat.com/2014/09/08/from-p2p-to-b2b-the-next-phase-of-the-sharing-economy/<br>· Online: The 'tech bubble' is only a B2C problem; *thenextweb*; Oct 9, 2015; http://thenextweb.com/insider/2015/10/09/the-tech-bubble-is-only-a-b2c-problem/ | |
| Class 29 - Wed, May-3 | Course review | | |

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)
- Read online: Click through the URL listed with the reading, if the URL doesn't work you can also Google the title of the reading
- 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
- UT Libraries: Enter the title of the reading into the "Find an Article using scoUT" search box found on the UT Libraries website http://www.lib.utexas.edu, after entering your EID and password you will be able to download a PDF of the reading

## McCombs Classroom Professionalism Policy

The highest professional standards are expected of all members of the McCombs community.

**You should treat the classroom as you would a corporate boardroom.**

Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects.

The classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Students are fully prepared for each class.** Much of the learning in the McCombs program takes place during classroom discussions. When students are not prepared, they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **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.

## Important Notifications

### Students with Disabilities

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

### Religious Holy Days

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

### Policy on Scholastic Dishonesty

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

### 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.

**The following pages provide specific guidance about the Standard of Academic Integrity at the University of Texas at Austin. Please read it carefully and feel free to ask me any questions you might have.**

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

**The Standard of Academic Integrity**

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin, as emphasized in the standards of conduct. More specifically, you and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at the University (Sec. 11-801, *Institutional Rules on Student Services and Activities*). This is a very basic expectation that is further reinforced by the University's Honor Code. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

For the official policies on academic integrity and scholastic dishonesty, please refer to Chapter 11 of the *Institutional Rules on Student Services and Activities*.

**What is Scholastic Dishonesty?**

In promoting a high standard of academic integrity, the University broadly defines scholastic dishonesty—basically, all conduct that violates this standard, including *any act designed to give an unfair or undeserved academic advantage*, such as:

- Cheating
- Plagiarism
- Unauthorized Collaboration
- Collusion
- Falsifying Academic Records
- Misrepresenting Facts (e.g., providing false information to postpone an exam, obtain an extended deadline for an assignment, or even gain an unearned financial benefit)
- Any other acts (or attempted acts) that violate the basic standard of academic integrity (e.g., multiple submissions—submitting essentially the same written assignment for two courses without authorization to do so)

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

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

**Unauthorized Collaboration**

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

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

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

- Actually, students are expected to complete assignments independently unless the course instructor indicates otherwise. So working together on assignments is *not* permitted unless the instructor specifically approves of any such collaboration.

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

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

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

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

**Unauthorized collaboration can also occur in conjunction with group projects.**

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

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

- If an instructor did not authorize students to work together on a particular assignment *and* you help a student complete that assignment, you are providing unauthorized assistance and, in effect, facilitating an act of academic dishonesty. Equally important, you can be held accountable for doing so.

- For similar reasons, you should not allow another student access to your drafted or completed assignments unless the instructor has permitted those materials to be shared in that manner.

**Plagiarism**

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

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

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

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

**Plagiarism can be committed intentionally *or* unintentionally.**

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

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

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

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

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

**Plagiarism & Unauthorized Collaboration**

Plagiarism **and** unauthorized collaboration **are often committed jointly.**

By submitting *as your own work* any unattributed material that you obtained from other sources (including the contributions of another student who assisted you in preparing a homework assignment), you have committed plagiarism. And if the instructor did not authorize students to work together on the assignment, you have also engaged in unauthorized collaboration. Both violations contribute to the same fundamental deception—representing material obtained from another source as your own work.

Group efforts that extend beyond the limits approved by an instructor frequently involve plagiarism in addition to unauthorized collaboration. For example, an instructor may allow students to work together while researching a subject, but require each student to write a separate report. If the students collaborate while writing their reports *and* then submit the products of those joint efforts as individual works, they are guilty of unauthorized collaboration as well as plagiarism. In other words, the students collaborated on the written assignment without authorization to do so, and also failed to acknowledge the other students' contributions to their own individual reports.

**Multiple Submissions**

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

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

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

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

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

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

a "proposed" paper topic with the instructor or presenting a "draft" of the paper before submitting the "recycled" work for credit.

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

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

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

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