COMM 485: Communicating Leadership
Dr. Lisa Gates
Syllabus – Fall 2014
Room COM-206

I will never be a good teacher for students who insist on remaining wallflowers throughout their careers – that is simply one of my many limits. But perhaps I can develop enough self-understanding to keep inviting the wallflowers onto the floor, holding open the possibility that some of them might hear the music, accept the invitation, and join me in the dance of teaching and learning. – Parker Palmer (2000)

Welcome!
Greetings! I am Dr. Lisa Gates. My students mostly call me Dr. Gates, but you can call me “Professor” or “Lisa” if you like. I’m happy with whatever is comfortable for you as long as it’s respectful—and I intend to be the same with you. As we begin this adventure, we will spend some time getting to know each other. We will work together to build a “learning community”—a unique environment with its own climate where we can learn together. I see us as partners in cracking the code of the mystery of great leadership. What you should know about me is that I am a true believer in the noble pursuit of what it is possible to know. There are few things I consider more fun or worthwhile. This requires a deep investment in the process of teaching and learning and that involves every one of us.

I have a wild hope that we will work hard, meet our obligations, learn a great deal about leadership, and try to have fun along the way. I encourage you to read through the entire syllabus through the other tabs in Blackboard in order to know what you’re in for this semester. We will be using Blackboard, so please monitor it throughout the semester. I have built this course with you in mind and believe it will be a great experience for you and for me!

Office
I will be available to meet with you after class on Tuesdays.
Phone: 619-504-6103
E-mail: lgates@mail.sdsu.edu

Feel free to email me with questions. I will get back to you ASAP.

Resources
1. Leadership: A Communication Perspective (6th edition – 2013) by Hackman and Johnson (there are 25 copies in Aztec Shops).
2. Readings on Blackboard
3. You, your creative ideas, independent research, Others

Overview
The purpose of this course is to study current thinking about how leadership is communicated in organizations and other aspects of our lives. The emphasis in this course is on developing a better understanding of yourself, your role as a leader, and the communication strategies to maximize your effectiveness. The mechanism to achieve these ends is discussion (engaging with one another) and critical thinking in a learning community.

Vision
My vision for this course is that we will create a unique learning environment that stimulates you and me to think deeply and creatively about leadership in a fun and positive class culture. We will rely on self-exploration and assessment, idea sharing, reading, experiencing, reflecting and writing.

Student Learning Objectives (SLO’s)
Identify, differentiate, and contrast major theories of leadership
  Measured by: exams
Demonstrate competent verbal & nonverbal communication behavior in team presentation
  Measured by: Team presentation rubric
Describe and evaluate your own leadership style
  Measured by: Reaction papers
Create a leadership project with members of a team
  Measured by: Team Project/Paper
Engage in activities to increase self-understanding
  Measured by: Engagement (self assessments, etc.)
Demonstrate competency in APA style
  Measured by: Team Paper
Communicate ideas and concepts effectively in written and spoken word
  Measured by: Writing and Presentation assignments

Prerequisites:
COM 300 & COM 350, or permission of instructor. One or both prerequisites may be waived for students in the Communication and Leadership minors.

Philosophical Rules of the Road:
While you will probably find me to be friendly, fairly chill, and open minded, I am very serious about the integrity and success of this class. These are my hard and fast rules that should not be violated for any reason:
1. CARE (about yourself and each other)—the first rule for any leader is to care. So, please CARE, SUPPORT, and ENCOURAGE. Don't just say it—SHOW it through your everyday actions.
2. We must expect each and every student to succeed; however, grades are not a measure of success.
3. Everyone must be treated with dignity and respect.
4. Whatever happens in class stays here—no one embarrasses anyone because of what they do or say in this class. We will take risks and have some fun. To do that, we need a culture of trust.
5. There is no such thing as a stupid question, idea or reflection. Fear CAN stand in the way of student learning. There is nothing that should stand in the way of your learning, but to truly learn requires courage and engagement. Your ideas matter to the social construction of our understanding of leadership. Turn your ideas into part of the dialogue.
6. Everyone comes to class on time and ready to engage with others positively and productively. I will ensure that we end on time.
7. This class is an attempt to solve a mystery. It is not an event or a destination or a grade. It's a detective story, one with no final conclusion. So I invite you into the mystery and into the process. And the process is where the real meaning is—always.

COMM 485 Premises:
1. Leadership potential can be increased & skills can be learned.
2. Leadership is ultimately measured in moments of crisis or opportunity (Brene’ Brown says "It's ironic that I'm the most afraid when I'm being brave. Vulnerability = courage." You may not believe this. Test it.
3. The foundations of leadership (and this class) are TRUST and INTEGRITY—Trust is not automatic—it must be earned over time and it can easily be lost. Integrity helps maintain trust.
4. Leadership is dependent upon followership—Always communicate respectfully with your followers!
5. Effective leaders develop and use multiple skills and multiple intelligences better than non-leaders.
6. Effective leaders learn from their successes and failures—they learn and change mindfully.
7. Leadership can become manifest at any level in any organization or in society.
8. Effective leadership produces and embraces change.
9. Becoming an effective leader is a journey, not a destination. This course provides a map, but you will need to continually work on it throughout your life to truly become an outstanding leader.

Approach
Even though many classes will of necessity involve lecture, I expect all students to engage, discuss, debate, clash, and interact with each other and me. I expect that you want to learn and to become good critical consumers of information.
If you do not want to be in this class, if grades are more important than learning, or if you desire to be a “sponge” and do not want to actively participate in your learning, I strongly recommend dropping this course. Otherwise you will be unhappy and unproductive here. Those who cannot participate with others cannot, in any real sense, exercise leadership and cannot fully learn or succeed in this class. Many of our discussions will require your focused involvement. Here it is: Show Up. Speak Up. Team Up. Lift yourself and others Up. Don’t give Up.

On Effort
While effort is an important precursor to learning, it is both insufficient and impossible for me to evaluate. True learning is manifest through behavior. Therefore, grading in this class will attempt to reflect how well you have performed on exams, projects and in reaction papers what you have learned – not your perceived effort or what you think you really know.

Attitude
Student and professor attitudes can make or break a course. I enter the semester with a very positive attitude and high expectations. I hope you do as well. My experience with this course in past semesters has been very positive and has provided some of the best student feedback in my teaching experience. No, really!

People with negative attitudes make lousy leaders. We all need to work on acceptance of others and our willingness to adapt and/or align. Superiority, dogmatism, and intolerance are examples of dysfunctional attitudes – please avoid them when you enter this class culture. You must understand that your attitude is a choice you make—always.

Every day when I enter the class, I shed the worries and hassles of the day, to be picked up later when class is over. That is a conscious choice. I recommend you do the same. Choose to have and express a positive attitude and outlook on life. If we all do that, class (and life) will be more enjoyable and rewarding.

Expectations
These are my expectations of you:

• I expect you to arrive to class on time
• I expect you to have read the assigned readings and/or assessments before class
• I expect you to follow the rules of behavior for this class
• I expect you to choose a positive attitude and be respectful of everyone else in the class
• I expect you that everything you turn in to me will be prepared with a goal of professionalism
• I expect you to gain a better understanding of leadership and yourself within that context

What you can expect from me:
• To always be honest with you.
• To maintain the highest standards of integrity in all of my dealings with you.
• To be respectful of you at all times and to be considerate of your feelings, although I will not coddle you.
• To provide helpful feedback – I will try to be constructive and honest in my feedback. But if I reward mediocre efforts with good feedback, I increase the incidences of mediocrity. I would rather have you better prepared for the reality of the working world. There you will find people’s credibility is measured, in large part, by how competently they communicate orally and in writing. Now is the time to begin good communication habits and a professional attitude in all you produce.
• To end class on time.
• To challenge you to think critically, just as I challenge myself.
• To seek every day to maintain my sense of humor and to discover the fun in and love of learning.
• To always choose a positive attitude.

How you can prepare for class:
1. Read the assignments so you can articulate the main idea, concepts or issues present by the authors and so you can share those ideas with us effectively.
2. Relate the reading to practical issues. Why is this issue important? How can we use this information? In what ways can it help us as leaders? Critique the information. Stand up to the information and ask questions. Ask: Who says so? Why do they say so? Why should I believe it?
3. Connect to other readings, discussions, guest speaker ideas, presentations, LinkedIn. How does this fit in the big picture?
4. Write your ideas before and after class. This will be the best thing you can do to prepare for class and for exams.

How you can best participate in class:
1. Be positive in your attitudes toward class, the people in it, and our guest speakers.
2. Express relevant opinions & ask questions – both in and out of class.
3. Respect others in the class.
4. Evaluate readings, don’t just regurgitate what they say.
5. Actively engage yourself in experiences, discussions, writing.
6. Listen carefully to what others are saying – understand their meaning and their motives.

Course Policies
I want you to understanding my evaluation criteria and course policies in advance. If you have uncertainty in any area, please ask. I am always open to your questions.

Grading:
I HATE GRADES!! Some things just can’t be graded. Grades do not necessarily, adequately, or objectively reflect what you have achieved, or the constructive effort you
have put into a class, or the barriers you have had to overcome. Most professors will tell you grading is the worst part of the job. But we are stuck with them. I will work to facilitate a learning environment in which lower grades are unlikely. However, the entire range of grades is still possible and I have had to use them all in the past. I have no pre-determined grade curve for the class – I hope you all do extremely well – nothing would please me more than to award you all A grades because you earned them. The ways you will be evaluated this semester include the following:

Performance Opportunities:

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<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Reaction Papers</td>
<td>100</td>
<td>(50 ea)</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>200</td>
<td></td>
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<tr>
<td>Engagement</td>
<td>100</td>
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<tr>
<td>Team Project</td>
<td>200</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>800 pts</strong></td>
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Grading Scale

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<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>736 - 800</td>
<td>92 - 100%</td>
<td>A</td>
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<tr>
<td>716 - 735</td>
<td>89.5 – 91.9%</td>
<td>A-</td>
</tr>
<tr>
<td>700 - 715</td>
<td>87.5 – 89.4%</td>
<td>B+</td>
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<tr>
<td>656 – 699</td>
<td>82 – 87.4%</td>
<td>B</td>
</tr>
<tr>
<td>636 – 655</td>
<td>79.5 – 81.9%</td>
<td>B-</td>
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<tr>
<td>620 – 635</td>
<td>77.5 – 79.4%</td>
<td>C+</td>
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<tr>
<td>576 – 619</td>
<td>72 – 77.4%</td>
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<tr>
<td>556 – 575</td>
<td>69.5 – 71.9%</td>
<td>C-</td>
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<tr>
<td>540 – 555</td>
<td>67.5 – 69.4%</td>
<td>D+</td>
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<tr>
<td>496 – 539</td>
<td>62 – 67.4%</td>
<td>D</td>
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<tr>
<td>480 – 495</td>
<td>60 – 61.9%</td>
<td>D-</td>
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<tr>
<td>0 – 479</td>
<td>Below 60%</td>
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Exams:
The Midterm Exam will cover all the material in the readings and discussion up to that point in the course. The exam will be objective (multiple choice).

The Final Exam will cover all the material in the readings and discussion from the midterm to the end of the course. The exam will be objective (multiple choice). Please note that exams in this class will not be returned. However, you are welcome to make an appointment with me to see and review your exam. All exams will be destroyed at the end of the following semester.

Reaction Papers:

Reaction Paper #1: Your definition of leadership
You will submit a 2-3 page reaction paper (in APA format) to the prompt: What is leadership? in your own words. You can look at articles on LinkedIn as well as your textbook to help you define leadership. Include a discussion of how you view yourself as a leader at this point. Grammar, spelling, structure, content and APA format will all be considered in the grading process. Be prepared to share your ideas with the class on the evening the papers are due.

Reaction Paper #2: YOU, Inc.
Revisit your earlier definition of leadership from Reaction Paper #1, along with the outcomes of the self-assessments you have completed this semester. How has your view of leadership changed? Select three concepts from the class so far and use them to analyze your own leadership style and abilities. Some of what you consider might include: What are your key leadership strengths? What are your key challenges as you consider all that goes in to effective/competent leadership? Give an example of how you have worked to overcome a leadership challenge this semester and how you will continue to overcome. What was the situation? What action did you take? What was the result? What are your top five qualities of committed leadership? Discuss how you will maintain integrity in your leadership practices now and post-graduation. Write this up in a 2-3 page reaction paper. Grammar, spelling, structure, content and APA format will all be considered in the grading process.

Leadership Team Project
Teams of 5-6 students will be formed this semester. The following describes your task:

Choose one of the following options. Your team must reach consensus on which project to complete and every member must contribute equitably. Team members who fail to contribute to the team may receive deductions up to a grade of zero. If you have a team mate who is not pulling his or her own weight on the project, contact me immediately. If you do not contact me well in advance of the presentation, please do not complain about your partner's lack of work on the project. Given enough lead time, I can find people alternative opportunities for individual work. Note that putting a person's name on a project that he or she did not contribute to is academic dishonesty and all team members will share in the penalty, regardless of how much work each one contributed.

Once your team has chosen a project to complete, the group will need to craft a 1-2 page proposal detailing your project. Papers must follow APA Style (Resources for APA Style are available in the library and online). Cover page must include a title and the names (in alphabetical order) of each team member contributing to the project.

Please consult the “Plagiarism” tab on Blackboard. Plagiarism will result in All members of the team receiving a zero for the assignment, regardless of who may have been individually responsible. This is a team project and all members will receive the same rewards or penalties. Here are the menu of options for you to choose from:

1. Leadership Book Project plus Six Leader Interviews:
Teams choosing this option will engage in a two-part process: 1) your group will read 2 contemporary books (think book club) on leadership and 2) your team will locate 6 top leaders in an industry the team wants to explore and identify their views on leading. What is discovered in this research process should be compared/contrasted with the content in the books. Your team will read the selected books, report orally to the class and lead an active/creative discussion with the class based on ideas from those books. Final team paper (8-10 pages) will expand on the key points and connect the ideas in the books with the qualitative findings from the leader interviews. Books will need to be approved in advance by Dr. Gates. Please choose books that all of the team have NOT read previously and focuses specifically on leadership. You will present key issues from the books and what you learned from the interviews in a 20 minute presentation using PowerPoint or Prezi. Since I anticipate that you might like some examples, here is a list of some good ones:

- *The Five Dysfunctions of a Team: A Leadership Fable*, by Patrick Lencioni
- *Into Thin Air*, by John Krakauer
- *The Inspiring Leader: Unlocking the Secrets of How Extraordinary Leaders Motivate*, by Zenger, Folkman, and Edinger
- *Good to Great: Why Some Companies Make the Leap...And Others Don't*, by Jim Collins
- *Execution: The Discipline of Getting Things Done*, by Larry Bossidy and Ram Charan
- *The Tipping Point: How Little Things Can Make a Big Difference*, by Malcolm Gladwell

2. **Leadership in Action Project**

Teams who choose this project will work on a project on or off campus that involves the exercise of leadership. Examples include: a meaningful community service project, starting a student organization and gaining significant outside the class membership, or other projects, approved in advance, that allow you to practice your leadership and organizational skills. Your project will include complete documentation and chronicling of your project and a 4-5 page paper that analyzes the project, the leadership issues involved, and any lessons learned. In the paper and presentation, connect what you have discovered to class discussion, readings, and guest speakers. A discussion of the steps involved/project planning sheet in executing the project will be required. Teams will present their process and results to the class in a 20 minute presentation using PowerPoint or Prezi. **Key: students choosing this option typically have some time constraints as they find an organization to connect with so start early!**

3. **Philosophy of Leadership Project**

Teams choosing this option will locate current research (a minimum of 6 scholarly articles, 2012 or later) on an issue related to leadership (e.g., followership, leading
millennials, leading dysfunctional teams, leadership in a particular industry, etc.) and write a 4-5 page review of literature on that topic. The group will also interview 3-4 leaders in business or industry based on the issues they discover in the research and write their findings up in a 3-4 page summary (for a total of 7-9 pages). Then, connect the qualitative interview findings with the current research. What do the leaders have to say that informs the topics under investigation? Teams will present their findings to the class in a 20 minute presentation using PowerPoint or Prezi.

4. Another Approved Project
Teams may submit their ideas for an alternative project in which they learn about or apply what they have learned about leadership. Project ideas must be approved in advance and a 6-8 page paper documenting the project is required. Teams will present their findings to the class in a 20 minute presentation using PowerPoint or Prezi.

Engagement Grade
All students will begin the seminar with all 100 engagement points. Missing class or coming in to class late will result in deductions. This is a cushion for your grade if you attend every class - it can hurt if you do not. Throughout the term, you or your team will be asked to participate in various activities, assessments, and/or exercises. I expect you to complete each activity with a positive attitude and a sense of willing engagement. You will receive engagement points for activities and exercises – if you miss class, these typically cannot be made up. I will collect the self-assessments to record who completed them.

Other Policies:
Timeliness: I will expect you to be on time and ready to go at the beginning of class. If everyone is here on time, I will promise to end class on time. If you find yourself significantly late, you should not attend.

All deadlines will be strictly enforced. There is no such thing as a “late paper” or a “make up” performance in this class unless it is convenient for the professor or the excuse is ironclad, documented, and approved (preferably in advance). Please do not expect to receive credit for an assignment you miss.

Attendance: In order to excel in this class, attendance is essential – your exams will largely be based on what we discuss in class, and much of it will not be in the assigned readings. Exams and activities cannot be made up unless you have a verified medical emergency with notification to me in advance. Job interviews and trips home should be arranged around scheduled classes/exams. That being said, I will treat you like adults and will not be taking attendance normally except to ensure who is still in the class. However, if you miss an in-class activity or turning in a self-assessment, it cannot be made up, so you will lose engagement points from that day. Based on previous semesters’ experiences, those who miss class usually make up the bottom of the curve on exams and overall.
Extra Credit: Extra credit may or may not be available and is up to the discretion of the professor.
**Academic Dishonesty:** I take issues of academic misconduct very seriously and will pursue severe penalties against those guilty of such acts. If you are not sure what the University and the School of Communication consider to be academic misconduct, please ask so you don’t find out the hard way. See the “Plagiarism” section below that spells this out in detail.

**Electronics:** This is an issue of professionalism and respect. Please be sure you turn OFF any wireless phone or audible alarms. You need to be aware that allowing them to ring is unprofessional and unacceptable in any professional business environment, at theaters and movies, and in our class environment. Looking at texts and playing games on your device are unacceptable, so please turn it OFF.

NOTE: Bringing any electronics into the class on exam day is automatic cause for a zero on the exam. If you come to an exam and realize you still have it with you, you may turn the phone off and leave it with me without penalty. If you look at it or if it rings or vibrates, you get a zero.

**Laptops, iPads, Etc.:** If laptops or iPads (or similar technology) are exclusively used to take notes, I allow them. I do not allow any texting or web surfing during my class. It is distracting to you, other students, and to me, and it is disrespectful. If it is that important to you, please do not come to class, or better yet, drop the class now. Recent empirical research also indicates that the use of laptops in class is negatively correlated with performance in the class. At the first instance of violation of this expectation, laptop privileges will be revoked permanently.

NOTE: The entire Blackboard site constitutes the syllabus for this course. Nothing in this syllabus, or in the Blackboard site, should be interpreted as binding the faculty member to specific details. *I retain the right to adjust the course design during the course of the semester,* and changes will be made to Blackboard accordingly.

For additional information on the School of Communication, please consult the website: [http://communication.sdsu.edu/](http://communication.sdsu.edu/)

Please bring any inaccuracies or problems regarding the website or this syllabus to my attention.

**STUDENTS WITH DISABILITIES**

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at *(619) 594-6473.* To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.
I strictly follow the School Plagiarism Policy, as follows. Please read it completely and carefully and let me know if anything requires clarification.

THE ACADEMIC DISHONESTY POLICY OF THE SCHOOL OF COMMUNICATION
Plagiarism, very simply, is stealing/theft. It is theft of intellectual property. It is one of the highest forms of academic offense because in academe, it is a scholar’s words, ideas, and creative products that are the primary measures of identity and achievement. Whether by ignorance, accident, or intent, theft is still theft, and misrepresentation is still misrepresentation. Therefore, the offense is still serious, and is treated as such.

Overview:
In any case in which a Professor or Instructor identifies evidence for charging a student with violation of academic conduct standards or plagiarism, the presumption will be with that instructor's determination. However, the faculty/instructor(s) will confer with the director to substantiate the evidence. Once confirmed, the evidence will be reviewed with the student. If following the review with the student, the faculty member and director determine that academic dishonesty has occurred, the evidence will be submitted to the Office of Student Rights and Responsibilities. The report “identifies the student who was found responsible, the general nature of the offense, the action taken, and a recommendation as to whether or not additional action should be considered by the campus judicial affairs office.” (CSSR Website[1]).
http://www.sa.sdsu.edu/srr/academics1html

Intellectual Property:
The syllabus, lectures and lecture outlines are personal copyrighted intellectual property of the instructor, which means that any organized recording for anything other than personal use, duplication, distribution, or profit is a violation of copyright and fair use laws.

Proper Source Attribution:
Proper attribution occurs by specifying the source of content or ideas. This is done by (a) providing quotation marks round text, when directly quoted, and (b) clearly designating the source of the text or information relied upon in an assignment. Text that is identical with another source but without quotation marks constitutes plagiarism regardless of whether you included the original source.

Specific exemplary infractions and consequences:
- Reproducing a whole paper, paragraph, or large portions of unattributed materials (whether represented by: (i) multiple sentences, images, or portions of images or (ii) by percentage of assignment length) without proper attribution, will result in assignment of an “F” in the course, and a report to Student Rights and Responsibilities.

- Reproducing a sentence or sentence fragment with no quotation marks but source citation, or subsets of visual images without source attribution, will minimally result in an “F” on the assignment. Repeated or serious cases will
result in assignment of an “F” in the course and a report to Student Rights and Responsibilities.

**Self-plagiarism:**
Students often practice some form of ‘double-dipping,’ in which they write on a given topic across more than one course assignment. In general, there is nothing wrong with double-dipping topics or sources, but there is a problem with double-dipping exact and redundant text. It is common for scholars to write on the same topic across many publication outlets; this is part of developing expertise and the reputation of being a scholar on a topic. Scholars, however, are not permitted to repeat exact text across papers of publications except when noted and attributed, as this wastes precious intellectual space with repetition and does a disservice to the particular source of original presentation by ‘diluting’ the value of the original presentation. Any time that a writer simply ‘cuts-and-pastes’ exact text from former papers into a new paper without proper attribution, it is a form of **self-plagiarism**. Consequently, a given paper should never be turned in to multiple classes. Entire paragraphs, or even sentences, should not be repeated word-for-word across course assignments. Each new writing assignment is precisely that, a new writing assignment, requiring new composition on the student’s part.

**Secondary citations:**
Secondary citation is not strictly a form of plagiarism, but in blatant forms, it can present similar ethical challenges. A secondary citation is citing source A, which in turn cites source B, but it is source B’s ideas or content that provide the basis for the claims the student intends to make in the assignment. For example, assume that there is an article by Jones (2006) in the student’s hands, in which there is a discussion or quotation of an article by Smith (1998). Assume further that what Smith seems to be saying is very important to the student’s analysis. In such a situation, the student should always try to locate the original Smith source. In general, if an idea is important enough to discuss in an assignment, it is important enough to locate and cite the original source for that idea. There are several reasons for these policies: (a) Authors sometimes commit citation errors, which might be replicated without knowing it; (b) Authors sometimes make interpretation errors, which might be ignorantly reinforced (c) Therefore, reliability of scholarly activity is made more difficult to assure and enforce; (d) By relying on only a few sources of review, the learning process is short-circuited, and the student’s own research competencies are diminished, which are integral to any liberal education; (e) By masking the actual sources of ideas, readers must second guess which sources come from which citations, making the readers’ own research more difficult; (f) By masking the origin of the information, the actual source of ideas is misrepresented. Some suggestions that assist with this principle:

- When the ideas Jones discusses are clearly attributed to, or unique to, Smith, then find the Smith source and citation.
- When the ideas Jones is discussing are historically associated more with Smith than with Jones, then find the Smith source and citation.
- In contrast, Jones is sometimes merely using Smith to back up what Jones is saying and believes, and is independently qualified to claim, whether or not Smith would have also said it; in such a case, citing Jones is sufficient.
• Never simply copy a series of citations at the end of a statement by Jones, and reproduce the reference list without actually going to look up what those reference report—the only guarantee that claims are valid is for a student to read the original sources of those claims.

Solicitation for ghost writing:
Any student who solicits any third party to write any portion of an assignment for this class (whether for pay or not) violates the standards of academic honesty in this course. The penalty for solicitation (regardless of whether it can be demonstrated the individual solicited wrote any sections of the assignment) is F in the course.

TurnItIn.com
The papers in this course will be submitted electronically in Word on the dues dates assigned, and will require verification of submission to Turnitin.com.

“Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no identifying information about you is included. Another option is that you may request, in writing, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material” (source: language suggested by the CSU General Counsel and approved by the Center for Student’s Rights and Responsibilities at SDSU).

Specific exemplary infractions and consequences
• **Course failure**: Reproducing a whole paper, paragraph, or large portions of unattributed materials without proper attribution, whether represented by: (q) multiple sentences, images, or portions of images; or (b) by percentage of assignment length, or solicitation of a ghost writer, will result in assignment of an “F” in the course in which the infraction occurred, and a report to the Center for Student Rights and Responsibilities (CSRR).
• **Assignment failure**: Reproducing a sentence or sentence fragment with no quotation marks, but with source citation, or subsets of visual images without source attribution, will minimally result in an “F” on the assignment, and may result in greater penalty, including a report to the CSRR, depending factors noted below. In this instance, an “F” may mean anything between a zero (0) and 50%, depending on the extent of infraction.
• **Exacerbating conditions**—Amount: Evidence of infraction, even if fragmentary, is increased with a great: (a) number of infractions, (b) distribution of infractions across an assignment; or (c) proportion of the assignment consisting of infractions.
• **Exacerbating conditions**—Intent: Evidence of foreknowledge and intent to deceive magnifies the seriousness of the offense and the grounds for official
response. Plagiarism, whether ‘by accident’ or ‘by ignorance,’ still qualifies as plagiarism—it is all students’ responsibility to make sure their assignment are not committing the offense.

• **Exceptions**: Any exceptions to these policies will be considered on a case-b-case basis, and only under exceptional circumstances.

**HOWEVER, THERE ARE NO EXCUSES ALLOWED BASED ON IGNORANCE OF WHAT CONSTITUTES PLAGIARISM, OR WHAT THIS POLICY IS. IF YOU HAVE ANY QUESTIONS AT ALL ABOUT PLAGIARISM, PLEASE SEE ME!!**