Course Description

The course examines the nature of qualitative research and its growing value to the marketing research community. The module will provide an overview of the theoretical and methodological underpinnings of qualitative inquiry, covering the basics of collecting, interpreting and analysing qualitative data, with particular attention to in-depth interviewing, focus groups and observational/ethnographic approaches. Through reading, discussion, and individual research projects, students gain first-hand experience with a range of issues, including data collection, data analysis, and narrative reporting.

Student Learning Outcomes

Based on active learning and participation in this course, students should...

- Understand important psychological and philosophical issues related to consumer behavior and experience.
- Understand the need for complementary methods of quantitative and qualitative research.
- Acquire knowledge about conducting qualitative research, specifically interviews, focus groups, & ethnography.
- Conceive and design a qualitative research project to address specific business issues.
- Effectively organize and communicate, orally and in writing, information derived from qualitative research.

Required Materials

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<thead>
<tr>
<th>Methods</th>
<th>Theory</th>
<th>Cases</th>
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### Course Schedule (Subject to Change)

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Lecture</th>
<th>Materials</th>
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<tbody>
<tr>
<td>WK 01: 01/20</td>
<td>Introduction + Course Overview</td>
<td>Berg &amp; Lune CH 1-2, Marshall &amp; Rossman CH 1-2 (60)</td>
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<td></td>
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<td>Zaltman CH 1-2 (42)</td>
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<tr>
<td>WK 02: 01/27</td>
<td>Research Planning + Design I <em>(Business Analytics Symposium)</em></td>
<td>Marshall &amp; Rossman CH 3-4, Zaltman CH 1-2 (76)</td>
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<tr>
<td>WK 03: 02/03</td>
<td>Thought Processes</td>
<td>Gladwell CH 1-3, Zaltman CH 3 (69)</td>
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<td>Case TBD (TBD)</td>
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<tr>
<td>WK 04: 02/10</td>
<td>Qualitative Interviews I</td>
<td>Berg &amp; Lune CH 4, Zaltman CH 4-5 (59)</td>
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<td>WK 05: 02/17</td>
<td>Qualitative Interviews II</td>
<td>Gladwell CH 3-4, Zaltman CH 6 (75)</td>
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<td>Case TBD (TBD)</td>
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<td>WK 06: 02/24</td>
<td>Focus Groups I</td>
<td>Berg &amp; Lune CH 5, Gladwell CH 5 (32)</td>
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<td>Zaltman CH 7 (16)</td>
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<td>WK 07: 03/02</td>
<td>Focus Groups II</td>
<td>Gladwell CH 6-7, Zaltman CH 8-9 (66)</td>
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<tr>
<td>WK 08: 03/09</td>
<td>Research Planning + Design II</td>
<td>Case TBD (TBD)</td>
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<td>WK 09: 03/16</td>
<td>Spring Vacation</td>
<td>Berg &amp; Lune CH 6 (62)</td>
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<td>Marshall &amp; Rossman CH 6 (38)</td>
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<td>WK 10: 03/23</td>
<td>Ethnography I</td>
<td>Berg &amp; Lune CH 7, Marshall &amp; Rossman CH 7 (22)</td>
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<td>Zaltman CH 10-11 (52)</td>
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<td>WK 11: 03/30</td>
<td>Ethnography II <em>(Business Week)</em></td>
<td>Berg &amp; Lune CH 8-10, Zaltman CH 12-13 (69)</td>
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<td>WK 12: 04/06</td>
<td>Alternate/Creative Methodologies</td>
<td>Berg &amp; Lune CH 11-12, Marshall &amp; Rossman CH 8-9 (73)</td>
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<td>WK 13: 04/13</td>
<td>Data Analysis/Interpretation Reporting + Presentation of Findings</td>
<td>Berg &amp; Lune CH 3, Marshall &amp; Rossman CH3, 10 (44)</td>
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<td>Case TBD (TBD)</td>
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<td>WK 14: 04/20</td>
<td>Research Project Work Week</td>
<td>Berg &amp; Lune CH 3 (44)</td>
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<td>Marshall &amp; Rossman CH3, 10 (50)</td>
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<td>WK 15: 04/27</td>
<td>Research Presentations</td>
<td>Case TBD (TBD)</td>
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<td>WK 16: 05/04</td>
<td>Conclusion + Summary</td>
<td>Berg &amp; Lune CH 3 (44)</td>
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<td>Marshall &amp; Rossman CH3, 10 (50)</td>
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<td>Case TBD (TBD)</td>
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Course Format
This module follows a collaborative seminar format, where the learning objectives will be carried through a combination of lecture, class discussion, one-on-one coaching and presentations. Typically, and where asked, individual students will be asked to lead discussion on assigned topics/articles with the professor moderating such discussion. The professor will end the class with a summary of key learning points. During the course of the module, each student will conduct 3 in-depth interviews, organize and conduct 2 focus group sessions and one observation in close collaboration with the professor. Each student will present findings to the rest of the class in the form of a power point presentation. Finally, each student will submit a written reflective statement at the final day of the module (Friday 05 June 2015).

The specific requirements from each student are as follows:

- Each student is expected to read assigned articles/readings in advance of each class.
- Each student will lead a discussion on assigned topics/articles.
- Each student is expected to contribute freely and meaningfully to class discussions and as appropriate prepare critique of research and readings.
- Each student will have to conduct 3 in-depth interviews, two focus groups and one field observation.
- Each student will need to sort out practicalities (e.g., contacting participants, seeking their consent, arranging for location/time etc.) in relation to interviews and focus groups.
- Each student will need to record the data, verbatim transcribe the data, analyse the data and present findings in the form of a power point presentation on April 27th.
- Each student will need to prepare and submit a 1,500 word written reflective statement by 10:45 PM on May 11.

Major Assignments & Examinations
There are in class and outclass activities as outlined in course schedule and each student must make every effort in participating in such activities.

Class Presentation: Each student will present his/her findings based on 3 in depth interviews, 2 focus groups and 1 observation) in class on 03 June. The slides for the proposal must be turned in to the professor in an electronic form no later than 5:00pm on 03 June. You will have 18 minutes to present, followed by 5 minutes for question and answer. The quality of the presentation will depend on the clarity with which the proposal is orally presented, and the presenter’s ability to concisely answer audience questions.

Written Reflective Statement: Each student will develop a written reflective statement based on the actual researches conducted during the course of this module. The statement should be approximately 1,500 words (excluding references/appendices; you are allowed to go over 10% of the word count without incurring any penalty).
The reflective statement will include:

- **The Introduction Section (suggested 100 words)**
  - Briefly introduce the reader to chosen industry, significance of the topic, one gap in the literature, and the likely contribution(s) of the research.

- **Brief Literature Review (suggested 200 words)**
  - Briefly summarize relevant past research, and use this summary as a base to propose research question(s) and research objectives.

- **The Methodology Section (suggested: 500 words)**
  - This section should include reflections on the 3 in-depth interviews, 2 focus group sessions and 1 observation study each containing qualitative design, participants, procedures and details relevant to validity, reliability and transferability of findings. You should also reflect on your data analysis approach.

- **Findings Section (suggested: 400 words)**
  - This section should include key themes emerging as a result of data analysis – based on 3 in-depth interviews, 2 focus group sessions and 1 observation study

- **Reflective Statement (suggested: 300 words)**
  - Briefly comment on what you have learned in this module, the challenges you faced and how you resolved your problems.

- **References (not counted as part of word count)**
  - This section should contain the list of references, formatted as in *Journal of Consumer Research* style.

The final and complete version of the statement must be turned in to the professor in an electronic form no later than **10:45 PM on May 11** (final exam session). The quality of your written work will be measured primarily by your understanding of qualitative research design, methodology, analysis and thoroughness of your reflections. In addition, the work must be written clearly and in a scientific style using Microsoft Word, as exemplified by JCR articles.

**Knowledge Assessment**

Final grades will be calculated based upon the following formula and grade classifications:

- **Class Participation (thoughtful questions, leading sessions, discussion frequency & quality)** 20%
- **Class Presentation** 50%
- **Final Exam (1,500 word written Reflective Statement)** 30%

**Letter Grades**

- **A**: 90% – 100%
- **B**: 80% – 89%
- **C**: 70% – 79%
- **D**: 60% – 69%
- **F**: < 60%
Daily Schedule of Activities

**Session 01 – Jan 20: Introduction + Course Overview**

- **Session Goals:** We will review the syllabus, make introductions, and share research interests. Conducting qualitative research is both an art & science and there are many challenges involved. We will discuss what qualitative research is (and is not) and assess various approaches. Using reference material, we will compare and contrast with quantitative approaches.

- **Class Activities:** Introduce and discuss your research background/agenda; review and discuss texts and cases.

- **Outside Activities:** Review texts, selected cases, and course materials. Review the client brief and write down questions for the client.

**Session 02 – Jan 27: Research Planning + Design I**

- **Session Goals:** Explore philosophical approaches that inform research methods. Discuss principles of qualitative study design; choose and finalize your research question. Reflect on your own interview protocol and discussion guide (for next week).

- **Class Activities:** Review and discuss selected readings. Discuss practicalities for conducting interviews, focus groups and observation during the course of this module. In particular, students need to contact potential participants well in advance and sort out relevant practicalities.

- **Outside Activities:** Professor will assign each student to one of the following categories:
  - Banks/Credit Unions (e.g., Bank of America, Chase, Texas Trust Credit Union)
  - Coffee (e.g., Dunkin’, Starbucks)
  - Department Stores (e.g., Dillard’s, JCPenney, Macy’s)
  - Drug Stores (e.g., CVS, Walgreen)
  - Grocery (e.g., Albertson’s, HEB, Kroger)
  - Mass Merchants (e.g., Target, Walmart)
  - Quick Service Restaurants (e.g., McDonalds, Sonic, Whataburger)
  - Sporting Goods (e.g., Academy, Dick’s, Sports Authority)
  - Other Large Retail Category (with professor approval)

Once you are assigned to a category, you must do following In order to get deeper insights into customer behavior relevant to your chosen industry:

  - Draft a set of questions that you can use during a 90 minute interview. You may wish to read some academic papers on service quality and customer satisfaction.

  - Think about how to best organize your questions?

  - Be prepared to share your insights with the class.

**Session 03 – Feb 03: Thought Processes**

- **Session Goals:** Explore the nature of thought, memory, and social interaction and how those can facilitate or hinder the research process. Draw distinctions between the decision process and explication of the decision process, automatic and thoughtful processes, perceived behavior and observed behavior. Discuss the role and influence of the researcher in the research process.

- **Class Activities:** Introduction to the research of Erving Goffman, Elizabeth Loftus, and others.

- **Outside Activities:** TBD
Session 04 – Feb 10: Qualitative Interviews I

- **Session Goals:** In-depth interview is often the primary method used by qualitative researchers. Today we will cover the basics of qualitative interviewing – what, why and how; explore different approaches to interviewing. A researcher’s paradigm and methodology affect the way interviews are conceptualized and conducted. What is good and bad when interviewing? We will discuss some potential challenges and issues you need to examine as you conduct interviews. Also how best to develop a discussion guide.
- **Class Activities:** Bring in and be prepared to discuss your own interview protocol and discussion guide; identify and discuss a plan for your in-depth interviews (to be conducted over the next week; think of who will be interviewed, where and when; need to approach and seek consent); Review and discuss selected readings.
- **Outside Activities:** Plan and conduct 3 in-depth interviews (customer satisfaction in your chosen area) each lasting 90 minutes; tape record interviews with the permission of participants. Write a reflection in your journal about conducting interviews.

Session 05 – Feb 17: Qualitative Interviews II

- **Session Goals:** We continue our discussion of interviews as they are one of the primary methods of qualitative data collection. Today we will discuss and reflect on the interview process with reference to your interviews that you conducted over the past week. We will also look into interviewing skills – theory and practice - explore what is good and bad when interviewing.
- **Class Activities:** Discussion of issues related to conducting (your own) interviews. What issues emerged for you? Review and discuss selected readings.
- **Outside Activities:** Transcribe your interview data. Sort out contacts for your two proposed focus group sessions.

Session 06 – Feb 24: Focus Groups I

- **Session Goals:** Introduction to focus groups – what, why and how? We will examine the pros and cons of conducting focus groups, and ways they can be structured so as to generate useful information; how to address any ethical issues.
- **Class Activities:** Discuss your focus group topic guide. Identify and discuss a plan for conducting focus group sessions for tomorrow. Review and discuss selected readings.
- **Outside Activities:** With reference to your chosen industry, you are now thinking of conducting focus groups to get deeper insights into customer patronage behavior. Each student to plan and conduct two focus groups by the next class meeting. Each session should be...
  - Conducted with 4-5 participants
  - 90 minutes in length
  - Recorded (with the permission of participants)

Plan and organize. Contact, arrange and schedule a location where you may conduct focus groups.
Session 07 – Mar 02: Focus Groups II

- **Session Goals:** This session is largely devoted to debriefing on your focus group experiences. What went well? What went wrong? What are some challenges that you think you handled well? What do you think you didn’t handle well? How were the groups different than the individual interviews? What are the advantages and disadvantages of individual versus group interviews? What are some of the main challenges in conducting interviews? What would you change if you were planning this again?
- **Class Activities:** Be prepared to share audio/video from your group sessions for review/discussion.
- **Outside Activities:** Transcribe your focus group data. Write a reflection on conducting focus groups.

Session 08 – Mar 09: Research Planning + Design II

- **Session Goals:** Research project milestone meeting. What have we learned so far? Where do we stand on the research issues we are addressing? Are they the same, or have they evolved?
- **Class Activities:** Discussion of qualitative research to this point. What have we learned and what do we still need to figure out? Discussion of potential ethnographic exercises to further explore the issue of brand loyalty.
- **Outside Activities:** Formulate theories on how the brand loyalty process works. Frame up ethnographic situations that will allow you to observe the process and to vet your hypotheses.

Session 09 – Mar 16: Spring Break

Session 10 – Mar 23: Ethnography I

- **Session Goals:** Introduction to Ethnography – what, why and how? Planning, notes and relevant issues. Discuss individual ethnography research plans. Share and critique others’ plans. What are some things that could go wrong – and how will you handle them?
- **Class Activities:** Review and discuss selected readings. Discuss a plan for conducting observation on your own. Your observation site will be a supermarket and you will make notes. Develop observation protocol. Plan for your observation over the weekend including details of site, when and where etc.,
- **Outside Activities:** Each student to conduct an observation of a site (e.g., supermarket) and turn in a set of field notes. Write a reflection in your journal about conducting observation. In the class and on Monday, we will discuss issues related to conducting an observation.

Session 11 – Mar 30: Ethnography II

- **Session Goals:** To discuss practical issues in ethnography. Report back on your ethnographic study; an ethnographer becomes familiar with people in the setting over a period of time. What would you do differently if you were to conduct ethnography over an extended period of time? What happens if you stay in the field for a longer period of time? What relationship dynamics and power issues may emerge? What are the key stages and problems of observation?
- **Class Activities:** Review and evaluate best practice
- **Outside Activities:** Reflect on your observation data. What type of data do you have? What themes, if any, emerge? Compare and contrast with focus group data.
Session 12 – Apr 06: Alternate/Creative Methodologies
- Session Goals: TBD
- Class Activities: TBD
- Outside Activities: TBD

Session 13 – Apr 13: Data Analysis/Interpretation/Reporting + Presentation of Findings
- Session Goals: TBD
- Class Activities: TBD
- Outside Activities: TBD

Session 14 – Apr 20: MSMR Advisory Board Meetings

Session 15 – Apr 27: Research Presentations
- Session Goals: Impress the clients with your exceptional grasp of the brand loyalty process.
- Class Activities: Presentations for the client
- Outside Activities: Finish readings and case write-ups.

Session 16 – May 04: Conclusion + Summary
- Session Goals: We will discuss where we go from here, how you will use the knowledge, skills, and strategies you have developed in this course. How are you changed from when we began?
- Class Activities: Open discussion, possibly off-site location.
University of Texas at Arlington Syllabus Policies & Procedures

Academic Integrity
Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

- I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.
- I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Accommodations for Students with Disabilities
UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

- The Office for Students with Disabilities, (OSD): www.uta.edu/disability or calling 817-272-3364.
- Counseling and Psychological Services, (CAPS): www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Attendance Policy
At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I prefer not to record attendance and choose not to include it as an explicit component of the course grade. Frankly, I believe there is an inherent penalty to repeated or prolonged absences from lecture.

However, to complete university-required documentation and to facilitate my learning of names and faces, I will record attendance through the Census Date (Feb 03). Please make an effort to add your name to the list during each class meeting. (And, it never hurts to introduce yourself to me when we see one another.)
Drop Policy
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aaofao/).

Electronic Communication
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Emergency Exit Procedures
Should we experience an emergency event that requires vacating the building, students should exit the room and move toward the nearest exit, which is located **to the right, just outside the classroom**. When exiting the building during an emergency, use stairwells rather than elevators. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Final Review Week
A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Grade Grievances
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog:

- **Undergraduate Courses:** http://catalog.uta.edu/academicregulations/grades/#undergraduatetext
- **Graduate Courses:** http://catalog.uta.edu/academicregulations/grades/#graduatetext
Inclement Weather Policy
In the event classes are cancelled or postponed or University offices are closed or have a delayed opening due to bad weather, the very latest status is available on the UTA home page (http://www.uta.edu) as soon as the decision is made. In addition to the home page, the information is posted on UTA cable channel 98. The University notifies major local radio and television stations within minutes of their decision to close or delay. Students may also call 972.601.2049 for recorded messages regarding class and office status. This and additional information are available through the UTA Public Affairs Office.

Student Feedback Survey
At the end of each term, students enrolled in classes categorized as “lecture”, “seminar”, or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on accessing the SFS for this course will be sent directly to each student through MavMail approximately 10 days prior to the end of the term. Each student’s feedback enters the SFS database confidentially; data from all students enrolled in the course are reported in aggregate. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly encouraged to participate. For more information, visit http://www.uta.edu/sfs.

Student Support Services
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs.

For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

Title IX
The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit www.uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

Writing Center
Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In Quick Hits sessions during all open hours Mon-Thurs. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.
Other Information

- Library Home Page................................. http://www.uta.edu/library
- Subject Guides ...................................... http://libguides.uta.edu
- Subject Librarians................................. http://www.uta.edu/library/help/subject-librarians.php
- Database List ........................................ http://www.uta.edu/library/databases/index.php
- Course Reserves ..................................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
- Library Catalog ...................................... http://discover.uta.edu/
- E-Journals ............................................. http://liblink.uta.edu/UTAlink/az
- Connecting from Off-Campus ..................... http://libguides.uta.edu/offcampus
- Ask A Librarian ...................................... http://ask.uta.edu

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: http://www.uta.edu/library/services/distance.php.
APPENDIX
IMPORTANT MATERIAL ON
COPYRIGHTS & PLAGIARISM
(Thanks to Dr. Larry Chonko for this Document.)

Plagiarism is a serious academic offense. Students are responsible for learning about it. Sadly, each year, students are dismissed from The University of Texas at Arlington for engaging plagiarism. This document has been prepared to explain what plagiarism is, why it brings severe penalties in the university, and, most importantly how you, as a student, can avoid plagiarism and its consequences.

Simply put, plagiarism is dishonest. It occurs when one individual passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet. All are plagiarism.

There are three important lessons that all UT Arlington College of Business students should learn about the consequences of plagiarism:

1) **Plagiarism is a university offense.** All UT Arlington Professors are expected to report all instances of plagiarism to the Office of Student Conduct. This office will undertake a review of its own. So, in addition to dealing with the course instructor, students who plagiarize must also deal with the University. Students found guilty of plagiarism will have this entered into their record and may be dismissed from the university.

2) **Plagiarism is easy to identify and expose.** The lure that makes plagiarism appear easy and tempting to some students--the internet--makes its detection easy. Most professors can locate the source of suspected plagiarism within a few minutes of searching the web. Given the ease of discovery, plagiarism is as much stupidity as it is dishonesty. Students should be aware that all UT Arlington professors have access to several very effective resources for catching plagiarism.

3) **All parties to plagiarism are considered equally guilty.** If you share your coursework with another student and he or she plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. **Under no circumstances should students make their coursework available to other students unless the explicit permission for this is granted by the instructor.**

In other words, students who plagiarize have a high likelihood of being caught. The consequences will be severe and will include anyone who enabled the plagiarism to take place. So, students might want to think about trade-off between the short-term benefits of plagiarism vs. the long-term consequences. University policy will be invoked, regardless of the feelings of either the students or the instructor. Therefore, the College of Business offers the following advice in the best interests of students: Avoid plagiarism at all costs!

To help students in their efforts to avoid plagiarism, the College of Business has put together the following materials that describe copyright law, and plagiarism, and how copyright law will be applied in the College of Business.

In addition, the College requires that all its students consult the compliance training program prepared by the University of Texas at Arlington. This compliance training program can be accessed at the following:

http://library.uta.edu/plagiarism/index.html

We encourage students to take this policy seriously and will work with students to avoid the consequences of plagiarism. Remember, what you learn can stay with you and work for you for the rest of your life. So, too, can what you do not learn.
Copyright Law

The materials on copyright law are taken from U. S. law, Title 17, U. S. Code which provides much more detail on the issue of copyright protection.

Copyright is a type of legal protection provided to authors of “original works of authorship” fixed in a tangible form of expression. This protection covers both published and unpublished works.

- A trademark (service mark for services) is a word, name, symbol or device used in trade to indicate the source of the product and to distinguish products from others.
- A patent is a form of intellectual property that consists of some designated exclusive rights granted to an inventor for a limited period of time in exchange for the public disclosure of an invention.

What Is included?
Copyright works include the following tangible forms of expression: web sites, computer code, software, data bases, literary works, dramatic works, music, lyrics, poetry, writings, graphic works, scriptural works, audiovisual works, motion pictures, sound recordings, and architecture.

What Is Plagiarism?
Defining plagiarism is really straightforward. It is the stealing of, or passing off as one’s own, an idea, words, or other intellectual property that belongs to another person. In other words, using someone else’s work without citing the source and giving credit to the owner of the work is plagiarism.

Play It Safe
The Berne Copyright Convention, as applied to the United States of America, states that everything created after April 1, 1989 is copyrighted and protected, whether notice (warnings given to people of materials that are copyrighted) has been given or not, for copyright or not.

To be safe, the default principle to guide student behavior is that other peoples’ works are copyrighted and may not be copied unless an individual knows elsewise.

Copyright Owner Rights
Copyright owners have the exclusive rights to.....

- reproduce the work
- prepare derivative works
- distribute copies
- perform the work publicly
- display the work publicly

It is illegal for anyone to violate any of the rights provided by copyright law to the owner. The copyright owner can authorize others to exercise these rights.

Is Anything not Protected by Copyright Law?
Copyright does not protect facts, ideas, titles, names, short phrases, slogans, procedures, methods, concepts, principles, and discoveries. However, when in doubt, citing work is always advised.
What If Someone Copies Copyrighted Work?
If copyright infringement occurs, the copyright owner may be entitled to relief such as an injunction to cease and desist use of the copyrighted materials, impounding the disposition of infringing articles, payment of attorneys’ fees, actual damages and profits earned by the infringing party or statutory (determined by the law) damages up to $150,000. The legal test of infringement is substantial similarity – can an ordinary observer identify the work as copied in whole or part from an original work?

Fair Use
Fair use mostly applies to what instructors can and cannot do in the classroom. Fair use of copyrighted work is allowed and includes criticism (copying a news article to comment on it vs. not writing your own), news reporting, scholarship, classroom use, or research and is not an infringement on copyright. Fair use, as often described by students, does not include the employment of whole works or excerpts from whole works crafted by another in student projects of any kind without permission (often requiring a fee) or at least citation. A key question to ask, “Does the use of others’ materials advance learning in some way via application or has it been included gratuitously and for purely personal gain?”

The Web and Public Domain
Most of what is available online is protected by copyright law. Anything on the Internet has the potential to be protected by copyright law just as if it was in a library or bookstore. Only works in the public domain – ideas, facts, names, concepts, and principles or works for which the copyright has expired (term = years of author’s life plus 70 years after the author’s death), federal documents and publications, and works for which the author has granted the public domain - are available for use without permission. In other words, nothing modern and creative is in the public domain unless accompanied by an explicit missive from the owner that says, “I grant this to the public domain,” or words very much like these.

Materials on the Web that are protected by copyright law:

- Links
- Original text
- Graphics
- Audio
- Video
- Html or other unique markup language sequences
- Lists of web sites compiled by another and available on a web site
- All unique elements that make up the original nature of the material
Applying Copyright Law at UT Arlington

Adapted from the INTS 4301 – Interdisciplinary Research Process – crafted by Prof. Michan Andrew Connor of the University of Texas at Arlington:

*Academic dishonesty is not just about an individual student who forfeits his/her integrity.* Academic dishonesty undermines the integrity of your peers, the class, the major, the College of Business, and the University of Texas at Arlington. Dishonesty devalues a student’s degree and the student personally and professionally. Students who think long term will succeed if they apply themselves to learn the knowledge and wisdom learned in the classroom and elsewhere. Violating academic integrity affords students neither the knowledge nor the wisdom to succeed in the long run.

**UT Arlington’s definition of scholastic dishonesty is:**

“Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to the student or the attempt to commit such acts.”

(Regents Rules & Regulations, Series 50101, Section 2.2)

**How the Policy Will Be Applied**

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<thead>
<tr>
<th>Form of Academic Dishonesty</th>
<th>Description</th>
<th>Penalty</th>
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<tr>
<td><strong>Egregious Plagiarism</strong></td>
<td>Passing of copyrighted material (including from the Web) as one’s own work (more than 25% of material is copied or slightly adapted from the original) Cut and paste or retype text from another source without citation/quotation Purchasing, accepting a paper in its entirety from another source/person Submitting another student’s work as one’s own</td>
<td>Failure of course; Automatic referral to student conduct</td>
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<tr>
<td><strong>Significant Plagiarism</strong></td>
<td>Passing of copyrighted material (including from the Web) as one’s own work (10-25% of material is copied or slightly adapted from the original) Cut and paste or retype text from another source without citation/quotation</td>
<td>Automatic zero on assignment; Automatic referral to student conduct</td>
</tr>
<tr>
<td><strong>Plagiarism</strong></td>
<td>Passing of copyrighted material (including from the Web) as one’s own work (less than 10% of material is copied or slightly adapted from the original) Cut and paste or retype text from another source without citation/quotation Reproduce substantively the language (words, phrasing, structure) from the original source without quotation, even with citation. This type of plagiarism can occur by accident or sloppy research. While the intent may not have been to cheat, students must commit to adopting improved practices.</td>
<td>Reduced grade; Prayer meeting with professor within one week of returned assignment to discuss issues with the professor or a grade of zero will be given on the assignment in question and referral will be made to student conduct</td>
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Other forms of academic dishonesty include the following:

**Exams**
1. Cheating on Exam
2. Taking Exam for another
3. Asking about the content of an exam from someone who has already taken it
4. Giving information about the content of an exam to someone who has not taken it yet
5. Before taking an exam, looking at a copy that was not supposed to be available to students
6. Allowing another student to see exam answers
7. Using a false excuse to delay taking an exam
8. Copying from another’s exam
9. Changing scantrons after a test has been returned and claiming the scantron reader made a mistake(s)
10. Having information programmed into an electronic device before an exam
11. Taking a picture of an exam with a cell phone
12. Using exam crib notes including storing of class data on e-devices banned from use during the test

**Written Assignments**
13. Claiming original work when someone else contributes to a paper/assignment before you turn it in
14. Working with others on an individual project and providing no evidence of original work
15. Taking credit for full participation in a group project without doing a fair share of the work
16. Taking credit for others’ work
17. Padding a bibliography
18. Using a false excuse to delay turning in a paper

Instructors have the right to employ all appropriate methods to guarantee that academic honesty is upheld. These include use of anti-plagiarism software to scan papers for copied content, Googling phrases used in student assignments, and the use of electronic archives that scan past papers available on various Internet web sites.

Faculty, staff and students interested in learning more about copyright laws and plagiarism can consult the following web sites (also taken from Prof. Connor’s syllabus):

- Indiana University Writing Tutorial Services
  [http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml)
- Purdue University Online Writing Lab (OWL)
  [http://owl.english.purdue.edu/owl/resource/589/1/](http://owl.english.purdue.edu/owl/resource/589/1/)
- Avoiding Plagiarism (UC Davis)
- University of Texas Libraries: Quoting and Paraphrasing
  [http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/avoid.html](http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/avoid.html)