



UNIVERSITY OF
TEXAS
ARLINGTON

Course: Advanced Topics in MR:
Research Methods

Section: MARK 5341.001

Term: Fall 2016

Lecture Hours: TU 7:00 – 9:50 PM

Class Location: COBA 256

Pre-Requisites: Instructor Consent

Instructor: Scott Hanson

Office/Phone: COBA 225; 817.272.2340

Email: scott.hanson@uta.edu

Profile: www.uta.edu/profiles/joseph-hanson

Office Hours: TU 2:00 – 3:00 PM; By Appt

Pre- MARK 5327 AND

Requisites: Instructor Approval

Course Description

This course provides students with a foundational understanding of the most commonly used marketing research methods and an introduction to evolving/emerging methods. Course content focuses on research design, execution, analyses, and reporting. Topics include sample management, survey methodology, concept/package/advertising/promotion testing, market assessment/forecasting/tracking/segmentation, shopping research, data integration, and new methodologies. Prerequisite: Consent of Program Director.

Student Learning Outcomes

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

- Understand the critical considerations of sampling, sample sources, and sample management.
- Understand the conventional philosophies underlying the most common marketing research methodologies.
- Understand the factors influencing the selection and execution of the most common methodologies.
- Demonstrate the ability to identify and resolve potential research issues/challenges.
- Conceive and design (multiple) research projects based on client-generated request(s) for proposal.
- Effectively present research proposal(s), including addressing 'client' questions about the methodology.

Required Materials

- Smith, S.M., & Albaum, G.S. (2010). *An Introduction to Marketing Research*. Qualtrics Survey University
 - eCopy to be provided by instructor
- Bruner, G.C. *Marketing Scales Database*. www.marketingscales.com
 - Students will purchase a database subscription for the semester (or year)
- Qualtrics student account
 - Instructor will set up accounts for all students
- Selected industry publications and resources
 - Instructor will provide access to these at the appropriate time

Course Schedule (Subject to Change)

Date	Lecture	Materials	Assignments
WK 01 08/30	Problem Definition / Methodology	S & A CH 1 & 2 Industry Article(s)	
WK 02 09/06	Sample, Sampling, & Sample Management	S & A CH 7 Industry Article(s)	
WK 03 09/13	Online Survey Design	S & A CH 9 Bruner Database	
WK 04 09/20	Concept Tests	Industry Article(s) Bruner Database	Proposal 1 Due Presentations
WK 05 09/27	Advertising / Promotions Research	Industry Article(s) Bruner Database	Presentations
WK 06 10/04	Survey Assignment (No Class Meeting)		
WK 07 10/11	Competitive Market Assessment	Industry Article(s) Bruner Database	Presentations
WK 08 10/18	Market Segmentation		Proposal 2 Due Presentations
WK 09 10/25	Customer / Prospect Research	Industry Article(s)	Presentations
WK 10 11/01	Tracking Research	Industry Article(s)	Presentations
WK 11 11/08	Exam I		
WK 12 11/15	Shopper Journeys	Industry Article(s)	
WK 13 11/22	Ethnographies / eJournals	Industry Article(s)	Proposal 3 Due Presentations
WK 14 11/29	Online Communities	Industry Article(s)	Presentations
WK 15 12/06	Emerging Technology / Methods	Industry Article(s)	Presentations
WK 16 12/13	Exam II		

Course Format

This course follows a collaborative seminar format, where the learning objectives will be carried through a combination of lecture, class exercises, individual direction, assignments, exams, and presentations. Individual students will be asked to present their proposed methodology for a given topic with the professor and classmates serving as ‘client’ representatives for the purpose of proposal discussion.

Each student is expected to...

- Read all assigned articles/readings in advance of each class.
- Complete (and turn in) all assignments on or before the specified due dates.
- Present two or more proposals outlining their recommended approach to a client-generated research request.
- Contribute meaningfully to class discussions, including providing thoughtful critiques of peers’ proposals.
- Complete (and pass) two exams, a mid-term and a final.

Major Assignments & Examinations

Research Proposals: Each student will develop a total of five research proposals in response to client-generated RFPs. Proposals should be in PowerPoint format and should...

- Adequately address all client requests, issues, and concerns as defined in the Request For Proposal (RFP).
- Clearly define all elements of the research design, including methodology (and reasons for selection), sample definition/qualifications, scope definition, timeline, and any other relevant considerations.
- Include any/all questions that would/should be asked of the client prior to proposal submission.
- Include a critique of the RFP, including identification of missing information, unclear/confusing language, methodology misconceptions, and any other factors that impede the development of a valid proposal.

Class Presentations: Each student will present at least two Research Proposals during a class session. Presenters should be prepared to address questions and critiques from the ‘client’ (professor and classmates) during the presentation. Presenters should...

- Take no longer than 10 minutes to present the entire proposal.
- Be able to state the rationale driving the methodological decision.
- Offer a compelling argument that the proposed approach will achieve the desired outcomes.
- Acknowledge and appropriately address any/all relevant critiques of the proposed methodology.

Non-presenters should...

- Listen carefully to the presenter’s proposed approach to the issue.
- Consider and thoughtfully critique the rationale driving the methodology.
- Pose thoughtful, challenging questions designed to gauge the thought and planning that went into the proposal.
- Be considerate, but thorough, in your discussion of the proposed approach.

Course Exams: There will be two exams in this course, a mid-term and a final exam.

Knowledge Assessment

Grade Criteria & Weights

- | | |
|------------------------------|-----|
| • Research Proposals (3) | 15% |
| • Proposal Presentations (3) | 15% |
| • Proposal Critiques (3) | 15% |
| • Online Survey Assignment | 15% |
| • Exam I | 20% |
| • Exam II | 20% |

Letter Grades

A: 90% – 100%
B: 80% – 89%
C: 70% – 79%
D: 60% – 69%
F: < 60%

Detailed Schedule of Activities (Subject to Change)

WK 01 – 08/30: Defining the Problem / Methodology	
<ul style="list-style-type: none"> • Session Topics <ul style="list-style-type: none"> – Marketing Research Industry – Proposal Process – Methodology Catalog / Classification – Methodology Considerations • Session Goals <ul style="list-style-type: none"> – Understand course expectations – Understand the proposal process – Discuss (and define) the research toolbox 	<ul style="list-style-type: none"> • Pre-Class Assignment <ul style="list-style-type: none"> – No Assignment • In-Class Activities <ul style="list-style-type: none"> – Review syllabus & course materials – Proposal process discussion • Post-Class Activities <ul style="list-style-type: none"> – Register for Bruner Database – Access Qualtrics Account – Review industry research resources
WK 02 – 09/06: Sample, Sampling, & Sample Management	
<ul style="list-style-type: none"> • Session Topics <ul style="list-style-type: none"> – Sample Specifications – Sample Sources / Providers – Sample Recruitment / Adjustment – Sample Assessment / Management • Session Goals <ul style="list-style-type: none"> – Understand factors affecting incidence – Understand how to address sample issues – Discuss multiple sample source blending 	<ul style="list-style-type: none"> • Pre-Class Assignment <ul style="list-style-type: none"> – Smith & Albaum, CH 1 & 2 – Industry Articles (TBD) • In-Class Activities <ul style="list-style-type: none"> – Sample / Incidence Exercises – Possible Guest Speaker • Post-Class Activities <ul style="list-style-type: none"> – Chuck Miller sample webinar – Review research firm websites
WK 03 – 09/13: Online Survey Design	
<ul style="list-style-type: none"> • Session Topics <ul style="list-style-type: none"> – Survey Structure / Flow / Efficiency – Screening / Quotas / Demographics – Category Attitudes / Awareness / Usage – Behavioral Catalog / Emotional Inquiry • Session Goals <ul style="list-style-type: none"> – Understand principles of survey design – Understand/Appreciate participant experience – Learn techniques for managing survey scope 	<ul style="list-style-type: none"> • Pre-Class Assignment <ul style="list-style-type: none"> – Smith & Albaum, CH 7 – Industry Articles (TBD) • In-Class Activities <ul style="list-style-type: none"> – Survey Flow Exercise – Survey Design Activities • Post-Class Activities <ul style="list-style-type: none"> – Construct a proposal based on RFP – Complete 3+ online surveys
WK 04 – 09/20: Concept Tests	
<ul style="list-style-type: none"> • Session Topics <ul style="list-style-type: none"> – Audience Identification / Profiling – Appeal / Purchase Measurement – Functional vs Emotional Drivers – HUT (iHUT) Tests / Test Markets • Session Goals <ul style="list-style-type: none"> – Understand discovery – adoption flow – Understand channel assessment/valuation – Understand HUT / iHUT execution 	<ul style="list-style-type: none"> • Pre-Class Assignment <ul style="list-style-type: none"> – Smith & Albaum, CH 9 – Bruner Database • In-Class Activities <ul style="list-style-type: none"> – Proposal 1 Presentations / Critiques – Online Survey Discussion • Post-Class Activities <ul style="list-style-type: none"> – Research Concept Test Methods

WK 05 – 09/27: Advertising / Promotions Research	
<ul style="list-style-type: none"> • Session Topics <ul style="list-style-type: none"> – Audience Identification & Profiling – Copy/Ad Test Metrics – Action Standards / Benchmarks – Market-Mix Modeling • Session Goals <ul style="list-style-type: none"> – Understand advertising metrics – Understand copy/ad test protocols – Understand market-mix modeling 	<ul style="list-style-type: none"> • Pre-Class Assignment <ul style="list-style-type: none"> – Smith & Albaum, CH 9 – Bruner Database • In-Class Activities <ul style="list-style-type: none"> – Proposal 1 Presentations / Critiques – Concept/Copy Test Discussion • Post-Class Activities <ul style="list-style-type: none"> – Research Copy/Ad/Promo Test Methods – Research Market-Mix Modeling
WK 06 – 10/04: Survey Assignment (No Class Meeting)	
WK 07 – 10/11: Competitive (Market) Assessment	
<ul style="list-style-type: none"> • Session Topics <ul style="list-style-type: none"> – Brand Assessment – Market Definition / Classification – Competitive Assessment – Customer Relationships / “Switchability” • Session Goals <ul style="list-style-type: none"> – Understand how to classify competitors – Understand how to gauge partner value – Learn to translate findings to strategy 	<ul style="list-style-type: none"> • Pre-Class Assignment <ul style="list-style-type: none"> – Industry Articles (TBD) – Bruner Database • In-Class Activities <ul style="list-style-type: none"> – Proposal 1 Presentations / Critiques – Online Survey Discussion • Post-Class Activities <ul style="list-style-type: none"> – Construct a proposal based on an RFP – Create market landscape graphic(s)
WK 08 – 10/18: Market Segmentation	
<ul style="list-style-type: none"> • Session Topics <ul style="list-style-type: none"> – Basic Segmentation Rules / Motives – Validity / Reliability / Actionability – Cost of Acquisition / Lifetime Value (LTV) – Life / Utility / Death of Segmentations • Session Goals <ul style="list-style-type: none"> – Understand methods & applications – Understand when/how/why to segment – Appreciate value/specificity of segmentation 	<ul style="list-style-type: none"> • Pre-Class Assignment <ul style="list-style-type: none"> – Industry Articles (TBD) – Bruner Database • In-Class Activities <ul style="list-style-type: none"> – Proposal 2 Presentations / Critiques – Competitive Assessment Discussion • Post-Class Activities <ul style="list-style-type: none"> – Research psychographic segmentation – Research segmentation methodology
WK 09 – 10/25: Customer / Prospect Research	
<ul style="list-style-type: none"> • Session Topics <ul style="list-style-type: none"> – Retention vs Acquisition – Customer Experience / Relationships – Win / Loss Research – Leveraging Social Media • Session Goals <ul style="list-style-type: none"> – Understand customer life cycles – Learn to identify threats/opportunities – Learn how to decide whether/not to pursue 	<ul style="list-style-type: none"> • Pre-Class Assignment <ul style="list-style-type: none"> – Industry Articles (TBD) • In-Class Activities <ul style="list-style-type: none"> – Proposal 2 Presentations / Critiques – The Tipping Point Discussion • Post-Class Activities <ul style="list-style-type: none"> – Research Customer/Prospect Methods – Research Conversion Models

WK 10 – 11/01: Tracking Research	
<ul style="list-style-type: none"> • Session Topics <ul style="list-style-type: none"> – Tracking Fundamentals – Sample Issues / Customer Databases – Life / Death / Resurrection of Trackers – Alternate Approaches • Session Goals <ul style="list-style-type: none"> – Understand drivers/utility of trackers – Understand tracker life cycles 	<ul style="list-style-type: none"> • Pre-Class Assignment <ul style="list-style-type: none"> – Industry Articles (TBD) • In-Class Activities <ul style="list-style-type: none"> – Proposal 2 Presentations / Critiques – Customer/Prospect Discussion • Post-Class Activities <ul style="list-style-type: none"> – Research Tracking Research Methods – Prepare for Exam I
WK 08 – 11/08: Exam I	
WK 11 – 11/15: Shopper Journeys: Intercepts / Virtual / Mobile	
<ul style="list-style-type: none"> • Session Topics <ul style="list-style-type: none"> – In-Store Intercepts – Virtual Shopping Techniques – Mobile Research Options • Session Goals <ul style="list-style-type: none"> – Understand relative values of methodologies – Understand the direction of mobile research 	<ul style="list-style-type: none"> • Pre-Class Assignment <ul style="list-style-type: none"> – Industry Articles (TBD) • In-Class Activities <ul style="list-style-type: none"> – Tracking Research Discussion • Post-Class Activities <ul style="list-style-type: none"> – Construct a proposal based on an RFP – Research Mobile Research Methods
WK 13 – 11/22: Ethnographies / eJournals	
<ul style="list-style-type: none"> • Session Topics <ul style="list-style-type: none"> – Traditional Journal Methodologies – In-Person / Virtual Ethnographies – Shopper / Consumer Journeys • Session Goals <ul style="list-style-type: none"> – Understand value of longitudinal research – Understand ethnography options 	<ul style="list-style-type: none"> • Pre-Class Assignment <ul style="list-style-type: none"> – Industry Articles (TBD) • In-Class Activities <ul style="list-style-type: none"> – Proposal 3 Presentations / Critiques – Shopper / Consumer Journey Discussion • Post-Class Activities <ul style="list-style-type: none"> – Research Ethnographies
WK 14 – 11/29: Online Communities	
<ul style="list-style-type: none"> • Session Topics <ul style="list-style-type: none"> – Methodology Integration – Timeline / Engagement Management • Session Goals <ul style="list-style-type: none"> – Understand value of online communities – Understand basics of community management 	<ul style="list-style-type: none"> • Pre-Class Assignment <ul style="list-style-type: none"> – Industry Articles (TBD) • In-Class Activities <ul style="list-style-type: none"> – Proposal 3 Presentations / Critiques • Post-Class Activities <ul style="list-style-type: none"> – Research Online Communities
WK 15 – 12/06: Emerging Technology / Methods	
<ul style="list-style-type: none"> • Session Topics <ul style="list-style-type: none"> – Evaluating New Techniques / Applications – Industry Attention / Rewards for Innovation – Investing in Innovation • Session Goals <ul style="list-style-type: none"> – Understand the state of the MR industry – Understand how to evaluate new methodologies 	<ul style="list-style-type: none"> • Pre-Class Assignment <ul style="list-style-type: none"> – Industry Articles (TBD) • In-Class Activities <ul style="list-style-type: none"> – Proposal 3 Presentations / Critiques – Online Communities Discussion • Post-Class Activities <ul style="list-style-type: none"> – Prepare for Exam II
WK 16 – 12/13: Exam II	

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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct>.

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://www.uta.edu/aao/fao/>).

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>

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>.

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>.

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>.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>.

Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Non-Discrimination Policy

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.

Disability Accommodations

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 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS): www.uta.edu/caps/ or 817-272-3671. Available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives

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.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>.

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.

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.

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>
- Library Tutorials <http://www.uta.edu/library/help/tutorials.php>
- 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 otherwise.

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

Form of Academic Dishonesty	Description	Penalty
Egregious Plagiarism	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	Failure of course; Automatic referral to student conduct
Significant Plagiarism	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	Automatic zero on assignment; Automatic referral to student conduct
Plagiarism	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.	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

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>

Purdue University Online Writing Lab (OWL)

<http://owl.english.purdue.edu/owl/resource/589/1/>

Avoiding Plagiarism (UC Davis)

<http://sia.ucdavis.edu/files/plagiarism.pdf>

University of Texas Libraries: Quoting and Paraphrasing

<http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/avoid.html>