BUS 200: Global Environment of Business

(Review Document: This syllabus is used for all sections of Bus 200)

Syllabus is Subject to Minor Revisions. All Changes Will be Notified via Blackboard Announcements

3 credits

Instructor: Rod Rothwell  Email rrothwe@gmu.edu
Office Hours: By appointment
Classroom: G203


Required Article: Esposito, M Tse T, and Soufani K Introducing a Circular Environment: New Thinking with New Managerial and Policy Implications

Course Description

This course introduces students to the ever-changing global business environment. As the world becomes increasingly interconnected, business serves as a core institution that mediates relations between individuals across national boundaries. The global environment shapes business as much as business shapes it. The course provides an overview of the global environment of business through the study of political economy, international institutions and theories of international trade, and cooperation around issues such as sustainability, natural resources, labor, human rights, distribution of income (and wealth) and
the environment. The course will address implications of each of these topics for business.

This course meets the Global Understanding requirement of the Mason Core. It has also been designated a Green Leaf Course.

**Course Objectives**

Upon completion of the course, students will be able to:

1. Evaluate global challenges using sustainability, ethics and corporate social responsibility frameworks.
2. Explain global phenomena in terms of concepts from global finance, international trade, and theories behind the diffusion of technology and innovation.
3. Apply an analytical framework (e.g. PESTLE) to a foreign market.
4. Synthesize knowledge of business, nations, and culture into a global perspective.

**Mason Global Core Objectives**

1. Students will demonstrate understanding of global patterns and processes.
2. Students will demonstrate understanding of the interconnectedness, difference, and diversity of a global society.
3. Students will explore individual and collective responsibilities within a global society through focusing on the unique strategies and resources business can bring to bear to address these problems and issues.

**School of business undergraduate learning goals:**

1. Our students will demonstrate an understanding of the social, global, ethical, and legal contexts of business and will be able to reflect on the role of the individual in business.
2. Our students will demonstrate an understanding of and the ability to apply knowledge of professional skills necessary for success in business including effective business writing.
3. Our students will demonstrate technical and analytic skills appropriate for success in business.
4. Our students will demonstrate an understanding of and the ability to apply the knowledge of core business disciplines including accounting, finance, information systems, management, marketing, and operations management.

5. Our students will demonstrate knowledge and skills appropriate for specialization in their majors.

6. Our students will demonstrate an understanding of how research in the business disciplines contributes to knowledge and how such research is conducted.

**Approach to Learning:**
This course will rely on the following to facilitate learning. Students must complete all assigned lectures, readings.
1. Class participation
2. Individual presentations
3. Video lectures
4. Group projects & presentations
5. Reading assignments
6. Midterm and Final exams

**Major course components:**

**Class Participation:**

This class deals with business and how it is happening today, in your world. Many of the ideas are developing right now. This means that your ability to discuss new ideas and contribute to the class is key to your success in it. This means ensuring you have completed the reading and participate fully in the in-class discussion. If it becomes apparent that you are not paying attention in class, or not fully engaged with a class discussion, this will lead to you losing class participation marks.

**Group Projects and related presentations:** Detailed instructions and the final report grading rubric will be posted on Blackboard.

**Midterm:** The midterm exam will cover chapters covered in weeks 1 - 7. The midterm includes multiple choice questions, short answer and long answer questions.

**Final Exam:** The final exam requires students to synthesize the material learned
throughout the semester, including information presented in the group case studies, and apply it to various contexts. The final exam will include multiple choice, short answer and long answer questions. The final exam will be administered during finals week.

**Grading Scale**

Grades will be assigned as follows

<table>
<thead>
<tr>
<th>Highest</th>
<th>Lowest</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.00%</td>
<td>93.00%</td>
<td>A</td>
</tr>
<tr>
<td>92.99%</td>
<td>90.00%</td>
<td>A-</td>
</tr>
<tr>
<td>89.99%</td>
<td>87.00%</td>
<td>B+</td>
</tr>
<tr>
<td>86.99%</td>
<td>83.00%</td>
<td>B</td>
</tr>
<tr>
<td>82.99%</td>
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</tr>
<tr>
<td>79.99%</td>
<td>77.00%</td>
<td>C+</td>
</tr>
<tr>
<td>76.99%</td>
<td>70.00%</td>
<td>C</td>
</tr>
<tr>
<td>69.99%</td>
<td>60.00%</td>
<td>D</td>
</tr>
<tr>
<td>59.99%</td>
<td>0.00%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Participation Addendum:**

Class participation and engagement are an important part of this course. Though students are not graded on attendance, you must be present in class to participate. Participation will reflect students’ engagement in class discussion, class activities (group breakouts and discussion). Participation will also reflect compliance with class policies regarding in-class electronic device use and participation in any online forums.

Faculty will assess student participation using the following rubric:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent (93-100)</td>
<td>An excellent student comes to class prepared; contributes readily to the conversation but does not dominate it; makes thoughtful contributions that advance the conversation; shows interest in and respect for others’ views; participates actively in small groups and completes all or most other class activities.</td>
</tr>
<tr>
<td>Grade Range</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Better (88-92)</td>
<td>A better student comes to class prepared; makes thoughtful comments when called upon; contributes occasionally without prompting; shows interest in and respect for other's views; participates actively in small groups and completes all or most other class activities.</td>
</tr>
<tr>
<td>Good (80-87)</td>
<td>A good student comes to class prepared but does not voluntarily contribute to discussions and gives only minimal answers when called upon. Such students show interest in the discussion, listening attentively and taking notes. They may also moderately participate in small group discussions and complete most other in-class activities.</td>
</tr>
<tr>
<td>Fair (72-79)</td>
<td>A fair student comes to class frequently unprepared and/or participates in discussion, but in a problematic way. Such students may talk too much, make rambling or tangential contributions, interrupt others with digressive questions, or bluff when unprepared. Contribution to small group discussion and other in-class activities is limited.</td>
</tr>
<tr>
<td>Poor (60-71)</td>
<td>A poor student does not come to class prepared; does not contribute to discussion voluntarily or when called upon; and does not participate actively in small group discussions or other in-class activities. Such students may listen but fail to contribute due to lack of preparation, and they are disengaged from groupwork. Participation in other in-class activities is limited.</td>
</tr>
</tbody>
</table>

**Students who do not participate in class, who are not prepared and/or who do not participate in group work may score below 60.**

**Course Schedule and Assignment Dates**

To help you manage your schedule and time to complete the assignments in this course, follow the recommended timeline below. If you have a question or encounter a problem about an assignment, please contact me immediately so we can discuss and work out a resolution. The material here is generic and will be updated as assignments are developed for the new iteration of this course.
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Lessons</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Week 1 | Module 1: Introduction & The Business Enterprise | • Take Syllabus Quiz  
• Read Chapter 1  
• Watch Course Videos  
• Participate in the weekly discussion forum – Global Profile |
| Week 2 | Module 2: Globalization and the Business Environment | • Read Chapter 2  
• Watch Course Videos  
• Take Chapter 2 reading quiz  
• Review PESTLE project instructions and establish contact with your group. |
| Week 3* | Module 3: Culture and Society | • Read Chapter 3  
• Watch Course Videos  
• Participate in discussion forum- Personal Cultural Perspective  
• Submit PESTLE project team agreement |
| Week 4* | Module 4: Ecology and Climate Change // Start – Circular Economy | • Read Chapter 10 & Circular Economy article  
• Watch Course Videos  
• Submit name of company/product to be examined. |
| Week 5 | Module 5: Circular Economy | • Watch Course Videos  
• Submit Circular Economy Report |
| Week 6 | Module 6: Global Corporate Social Responsibility and Ethics | • Read Chapter 11  
• Watch Course Videos  
• Submit peer evaluation |
| Week 7* | Module 7: The Legal Environment | • Read Chapter 6  
• Watch Course Videos  
• Submit Company/Product overview (Group Project) |
| Week 8 | Module 8: Review and Midterm Exam | • Review content from weeks 1 –7  
• Take midterm exam |
| Week 9* | Module 9: The Political Environment | • Read Chapter 5  
• Watch Course Videos  
• Submit Political Risk Assessment (Group Project) |
| Week 10 | Module 10: The Global Economic Environment | • Read Chapter 4  
• Watch Course Videos  
• Participate in weekly discussion forum – Economic Review |
|---|---|---|
| Week 11* | Module 11: International Trade and Globalization | • Read Chapter 7  
• Watch Course Videos  
• Group discussion/presentation |
| Week 12 | Module 12: Global Finance | • Read Chapter 8  
• Watch Course Videos  
• Participate in weekly discussion forum – Trade Issues |
| Week 13* | Module 13: Technology and Innovation | • Read Chapter 9  
• Watch Course Videos  
• Submit Group Project |
| Week 14 | Module 14: Sustainable Business: The Prospects | • Read Chapter 12  
• Watch Course Videos  
• Submit peer evaluation |
| Week 15 | Module 15: Review and Final Exam | • Review for exam  
• Take final exam |
Assignments and Graded Activities:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation 20%</td>
<td>Students will engage in frequent small group activities during class time. Participation in these activities will contribute to a student’s overall participation grade. At the beginning of each class, students will be orally quizzed about their preparation readings. Their participation and engagement in these oral quizzes is included in their Class Participation grade.</td>
<td></td>
</tr>
<tr>
<td>Exams 35%</td>
<td>Students will complete a timed mid-term, and final exam. Exams will consist of multiple choice, short-answer questions, and one long-answer question. Exams will cover all assigned material including lectures, readings, class activities, and other media. Midterm exam will be held during the first class in week 8. Final exam will be held according to Mason Korea Final Exam Timetable</td>
<td></td>
</tr>
</tbody>
</table>
| PESTLE Group Project 30% | **Company Overview:** Each team will make a 5-minute video presentation on their company. Areas to include:
  - Basic details of the company
  - Business model
  - Experience overseas (if any)
  - Possible reasons for seeking to enter new market

| Stage 1: Company Overview 5% | |
| Stage 2: Political, Economic and Social/Cultural Dimensions 5% | **Political, Economic and Social/Cultural Analysis of Target Country** Each team will make a 10–12-minute video presentation. Areas to include:
  - An outline of the basic political system of the country
  - Major political risks to any overseas company looking to invest.
  - Any relevant FDI policies the country
  - Key economic/social data that shows that this market could be attractive to this company.
  - Any key social trends in the country that may affect investment
  - Potential sources of cultural conflict or alignment |
### Stage 3: Technological, Legal and Environmental Dimensions 5%

#### Technological, Legal & Environmental

Each team will make a 10–12-minute video presentation. Areas to include:
- The key technologies that the company uses in its daily operations.
- Target market’s technological levels that relate directly to the company’s needs.
- Basic legal framework of the target country as it relates to any potential legal risks.
  - Labor law risks
  - Consumer protection laws
  - Data privacy laws
  - Intellectual property protection.
- The current circular economy strategies the company is undertaking
- Any specific environmental laws or policies the company will have to observe when it operates in the target country.

#### Final PESTLE Analysis Presentation and Report

- Each team presents a 15-17-minute presentation that analyses the most important PESTLE factors on the company's decision on whether to invest or not invest in the chosen target country.
- Each team submits a 4,000-word support report on their research.

#### Circular Economy Individual Written Assignment 15%

Using the Esposito, M Tse T, and Soufani K article, Students will prepare a short assignment focused on applying the circular economy model to a specific company (or product). This will demonstrate an understanding of both the potential and current limitations of this important concept.

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**Computer Requirements:**

https://masononline.gmu.edu/what-technologies-do-i-need/

**Basic Device Specs:**

**Operating System:** Windows Operating System 10 or newer is required. Mac users are required to install a Windows partition on the hard drive to run the Windows operating system.

- It is the responsibility of Mac users to install and create this Windows partition as business courses require the usage of software that runs on Windows (partition may
slow laptop performance)
- Examples of partitions that can be used are VMware Fusion or Bootcamp
  (https://www.apple.com/support/bootcamp/)

**Memory:** 8 GB (recommend 10GB or higher)

**Video/audio streaming capability:** Students must have an operative video camera and microphone that feed or stream audio and video in real time to or through the internet. Instructors may ask students to activate the camera and microphone for class activities.

**Hard drive free space:** at least 120 GB free space (recommend 250 GB free space or higher)

**Network Capability:** wireless capability required (recommend wired network capability also).

Note to students: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

**Safe return to Campus**

All students taking courses with a face-to-face component are required to take Safe Return to Campus Training prior to visiting campus. Training is available in Blackboard (https://mymason.gmu.edu). Students are required to follow the university's public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage (www2.gmu.edu/safe-return-plan). Similarly, all students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week. The COVID Health Check system uses a color code system and students will receive either a Green, Yellow, or Red email response. Only students who receive a “green” notification are permitted to attend courses with a face-to-face component. If you suspect that you are sick or have been directed to self-isolate, please quarantine or get testing. Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

**Course Website**

Blackboard will be used for this course. You can access the site at http://mymasonportal.gmu.edu. Login and click on the “Courses” tab. You will see BUS200 K01 or Bus 200 K02 NOTE: Username and passwords are the same as your Mason email
account. You must have consistent access to an internet connection in order to complete the assignments in this course through Blackboard (http://mymason.gmu.edu). Note the technology requirements for School of Business in your Blackboard course menu—it contains details of minimum technology requirements.

Learning can only happen when you are playing an active role. It is important to place more emphasis on developing your insights and skills, rather than transmitting information. Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will more likely result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your mind. Although an active role can look differently for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of the professor and your peers. You can do this by reflecting on the content and activities of this course, asking questions, striving for answers, interpreting observations, and discussing issues with your peers.

**GMU Add/Drop Policy**

The last day to drop this class without any penalty is provided on the GMU academic calendar page http://registrar.gmu.edu/calendar/. It is the student’s responsibility to check to verify that they are properly enrolled as no credit will be awarded to students who are not.

**Rules and Expectations**

1. In correspondence/communication students will be expected to:
   A. Be professional and respectful in correspondence
   B. Make reasonable requests of the instructor. I will be happy to clarify course material and answer legitimate questions; however, please exhaust other information sources (e.g., syllabus, Blackboard) for answering your question before contacting me and remember, “Poor planning on your part does not constitute an emergency on my part” In regard to honesty in work students will be expected to:
   C. Review the University integrity and honesty policies in the student handbook for guidelines regarding plagiarism and cheating (summarized below). I will gladly clarify my stance on any questionable or “grey area” issues you may have.
   D. Refrain from dishonest work as it will receive a minimum penalty of zero on
the assignment and a maximum penalty of a zero for the course with a report to the Honor committee. The GMU Honor Code requires that faculty submit any suspected

2. Honor Code violations to the Honor Committee. Therefore, any suspected offense will be submitted for adjudication.

Late Work Policy

Late work is not generally accepted in this class. **If you believe that it is necessary for you to submit late work, you MUST course instructor BEFORE the due date. Unexcused late work will not be graded.**

Writing Guidelines

Unless otherwise specified, all writing assignments should be formatted as follows: double-spaced, Times New Roman or Arial, 12-point font, and 1-inch margins. To cite and reference professional or academic sources, please use APA style. Specific instructions for in-text citations and referencing are found in the *Publication Manual of the American Psychological Association*, 6th Edition or at [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).

To help manage citations and seamlessly create reference lists, Mason supports free software called Zotero at [https://www.zotero.org/](https://www.zotero.org/). This program offers: centralized bibliography management, ability to sync across computers, ability for teams to combine contributions to the references, and word plug-in that allows citation management within MS word. George Mason University has a writing center that can help you improve your English writing skills. More information is available at [http://writingcenter.gmu.edu/](http://writingcenter.gmu.edu/)

All papers should be prepared and submitted as MS WORD documents (.doc or .docx), unless otherwise instructed.

All assignments should use the following file naming convention: [Last name]_[first initial]_BUS200-[Section #]_[Assignment name] Ex. Doe_J_BUS200-C01_GlobalProfile.docx

For the naming conventions of discussion posts, please see the specific instructions for each discussion.
Mason Honor Code

The complete Honor Code is as follows:
To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

See Honor Code Recommendations in Appendix 1

(From the Catalog – catalog.gmu.edu)

Cheating Policy

Any form of cheating on an activity, project, or exam will result in zero points earned. “Cheating” includes, but is not limited to, the following: reviewing others’ exam papers, having ANY resources utilized when not allowed, collaborating with another student during an individual assignment.

If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU writing center.

Plagiarism and the Internet

Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources.

This material includes but is not limited to e-mail (don’t cite or forward someone else’s e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say “free,” assume it is not.
Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material. Review the Honor Code here.

Students with Special Needs or Seeking Academic Accommodations

Students with documented disabilities or believe that they might be adversely affected by a mental, physical or psychological condition should contact the Office of Disability Services immediately (703) 993-2474 to learn more about accommodations that may be available to them.

(From the 2019-2020 Catalog – catalog.gmu.edu)

Academic Integrity and Inclusivity

This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. http://oai.gmu.edu/

Religious Observances

Students who will miss class for religious reasons MUST inform their instructor of anticipated absences well before any applicable deadline or assignment.

Counselling

George Mason University Korea has a counseling center that can provide assistance for students who find themselves overwhelmed by life, want training in academic or life skills, or the like. More information is available at https://masonkorea.gmu.edu/people/jlee227
Notice of Mandatory Reporting

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1412. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychology Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing cde@gmu.edu.

Student Privacy Policy

George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University’s student privacy policy https://registrar.gmu.edu/students/privacy/

Email Policy

University rules preclude instructors from communicating with students through private email addresses. As such, all communications will take place through Blackboard or Mason email addresses.
For appropriate email formatting please see the Course Protocols PowerPoint in the Course Content section of Blackboard. Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason email account and are required to activate that account and check it regularly. Students are also expected to maintain an active and accurate mailing address in order to receive communications sent through the United States Postal Service.

Email System: masonlive.gmu.edu
(From the 2017-18 Catalog – catalog.gmu.edu)

Appendix 1 Undergraduate Honor Code Recommendations
<table>
<thead>
<tr>
<th>Type of Violation</th>
<th>First Offense</th>
<th>Second Offense</th>
<th>Third Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plagiarism</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Failure to cite/attribute sources</td>
<td>A 10% reduction in the final course grade; referral to the Writing Center; and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class; referral to the Writing Center; and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class and expulsion.</td>
</tr>
<tr>
<td>2. Representing someone else's work as the student's own (e.g., copying and pasting)</td>
<td>An F in the class; referral to the Writing Center; and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class and at least one semester suspension; and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class and expulsion.</td>
</tr>
<tr>
<td><strong>Cheating</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. On a minor assignment (e.g., homework, quizzes)</td>
<td>A 10% reduction in the final course grade; and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class; and at least one semester suspension; and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class and expulsion.</td>
</tr>
<tr>
<td>2. Cheating on a major assignment or exam, submitting course work from another course as original work</td>
<td>A 10% reduction in the final course grade; and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class and at least one semester suspension; and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class and expulsion.</td>
</tr>
<tr>
<td><strong>Lying</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Providing fraudulent excuse documents, falsifying data</td>
<td>An F in the class; and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class; and at least one semester suspension; and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class and expulsion.</td>
</tr>
<tr>
<td><strong>Egregious Violation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Failing to cite/attribute sources</td>
<td>A 10% reduction in the final course grade; referral to the Writing Center; and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class; and at least one semester suspension; and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class and expulsion.</td>
</tr>
<tr>
<td>2. Representing someone else's work as</td>
<td>An F in the class; and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class; and at least one semester suspension; and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class and expulsion.</td>
</tr>
</tbody>
</table>

**Note:** The School of Business reserves the right to initiate termination proceedings for any student found guilty of an Honor Code violation by the Office of Academic Integrity.

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School of Business Recommendations for Honor Code Violations
Approved February 2020

**UG-Non-Freshman Students**
(including transfer students)

<table>
<thead>
<tr>
<th>Type of Violation</th>
<th>First Offense</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Plagiarism</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Failure to cite attribute sources</td>
<td>An F in the class; referral to the Writing Center; and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class and at least one semester suspension; and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class and expulsion.</td>
</tr>
<tr>
<td>2. Representing someone else's work as</td>
<td>An F in the class; and relevant Academic Integrity seminar/training completion</td>
<td>An F in the class and at least one semester suspension; and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class and expulsion.</td>
</tr>
<tr>
<td>Cheating</td>
<td>Lying (e.g., providing fraudulent excuse documents, falsifying data)</td>
<td>Egregious Violation (e.g., stealing an exam; submitting coursework from another class as original work across multiple courses; lying to an employer about academic performance, false identification or posing as another, in person or online)</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>the student’s own (e.g. copying and pasting)</td>
<td>An F in the class; and relevant Academic Integrity seminar/training completion; and at least one semester suspension or expulsion, and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class and at least one year suspension</td>
<td></td>
</tr>
<tr>
<td>1. On a minor Assignment (e.g., homework, quizzes)</td>
<td>An F in the class; and relevant Academic Integrity seminar/training completion, and at least one semester suspension</td>
<td>An F in the class and expulsion</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Cheating</strong> on a major assignment or exam, submitting course work from another course as original work</td>
<td>An F in the class; and relevant Academic Integrity seminar/training completion, and at least one semester suspension</td>
<td>An F in the class and expulsion</td>
<td></td>
</tr>
</tbody>
</table>

An F in the class; and relevant Academic Integrity Seminar completion; and at least one semester suspension or expulsion.