

## COURSE SYLLABUS

Instructor:	Elizabeth Down, MOL	Term:	Spring 2014
Office Phone:	402-472-2807; 402-472-4042 Direct	Class Meeting Days:	On Line
Phone:	402-516-4177 Cell - Call or text between 8AM and 10 PM	Class Meeting Hours:	N/A
E-Mail:	Bdown@unl.edu	ACE:	Meets Ace 2 Req
Website:	<a href="http://alec.unl.edu/">http://alec.unl.edu/</a>	Class Location:	N/A
Office Hours:	Monday afternoons & Wednesday mornings by appointment. Meetings may be held in person, by telephone, or via the internet	Office Location:	Ag Hall 309
		Course Capacity:	25 Students
		Prerequisites:	None
		Credit Hours:	3

**COURSE DESCRIPTION:** ALEC 102 is an introduction to the principles and practices of positive interpersonal relationships for leadership development. Self-awareness, awareness of others, effective interpersonal communication, and the building of trust relationships as a basis for understanding and developing leadership. An experiential approach including a supervised service project. Successful completion of this course satisfies ACE II requirements.

**Required Text:** Fritz, S.M., Brown, F.W., Lunde, J.P., & Banset, E.A. (2005). *Interpersonal Skills for Leadership*. Upper Saddle River, NJ: Prentice Hall.

**Service Project Website:** Black Board under Experiential Learning

**Requirements:** Basic knowledge of computer/internet usage, Ability to use Black Board, Reliable internet connection.

### I. Welcome!

Everyone has leadership potential. YES, THAT MEANS YOU TOO! As members of the ALEC 102 Leadership Community we will explore answers to questions such as: “What does leadership look like?”, “What kind of leader am I?”, “How can I become a better leader?”, “How can I use my leadership skills in the ‘real world?’”

We’ll participate in online class discussions, small group activities, individual reflection and direct instruction (a nicer way of saying “textbook reading”). You’ll have an opportunity to take what you learn in the classroom and apply it to real-life situations by actively engaging in your community through a Service Learning Project. The Service Learning Experience will provide a variety of planned and personal experiences you can use to acquire or improve skills needed to be successful in your personal and career life. EXCITING STUFF!!

As your instructor I will do my best to be available to you to answer questions or discuss concerns you may have. Please contact me by email, my office phone, or my cell phone. During the work week I will respond to emails within 24 hours. Weekends may take a while longer for a response. The best way to contact me if you require assistance in a more timely manner is to call or text my cell phone at 402.516.4177. Please call or text my cell only between the hours of 8AM & 10PM.

Please check Blackboard every day for course updates and announcements. I will post information regarding updates and/or changes on the Announcements page of our course Blackboard site.

## II. Course Objectives

**Module 1** The Basics – Together we will build a foundation for success in:

- Understanding that leadership is a process not a position or title
- Realizing your leadership strengths and opportunities for improvement
- Recognizing and managing stress
- Effective time management

**Module 2** Communication – We'll explore different types of communication, how to use them to get your ideas across, and how to listen (REALLY Listen) to the ideas of those around us. We will learn about:

- The different levels of communication – how and when to use them
- What to do and what NOT to do in your on-line communication
- How to effectively communicate without saying a thing...Non-verbal communication
- Actively listening in order to hear what someone is really saying
- Speaking their language...Communicating across cultures

**Module 3** Who am I as a Leader? - Great question! We'll discover that together as we...:

- Use a personal values assessment to understand our own values and appreciate the values of others
- Create our own Vision statements and set our goals to guide us on the way to success
- Define self-concept and become more aware of sources of self-esteem and strategies to build it in ourselves and others
- Develop a deeper understanding of what power really is and how to be a positive influence on the people around us

**Module 4** Leadership in action – Finally, we'll look beyond the classroom to face the practical issues of leadership head on! In this module we'll:

- Gain a stronger understanding of the importance of trust and trustworthiness in building relationships
- Explore techniques and strategies for managing and resolving conflicts
- Learn the importance of perception and how to manage perceptions – yours and others'
- Understand the power of empathy and how to use it effectively
- Examine how to navigate effectively through gender issues to facilitate gender equality

**Service Learning Project:** Your Leadership in Action!

- Practice communicating your ideas through presentation design and delivery
- Gain more insight into what leadership means to you through journaling and reflection
- Hone your interpersonal skills and relationship building techniques
- Build your professional and personal network
- Gain experience you can add to your resume
- Feel good about doing good!

Leadership is lifting a person's vision to high sights, the raising of a person's performance to a higher standard, the building of a personality beyond its normal limitations. —Peter Drucker

I will do my best to have all assignments graded and appropriate feedback to you within a week of submission. You may keep track of your grades by visiting the “My Grades” link in Blackboard. My feedback regarding your assignments will be sent to you by email or will be provided through the discussion board.

**III GRADING:**

ASSIGNMENT	Points Possible	% of Grade
<b>BIWEEKLY Service Project JOURNAL - Total</b>	<b>100</b>	<b>17%</b>
5 journals = 20 points each	100	
<b>SERVICE PROJECT - Total</b>	<b>160</b>	<b>27%</b>
Service Learning Agreement	10	
Service Learning Proposal	15	
Service Project Brief Oral Presentations	35	
Final Service Project Final Portfolio	100	
<b>TEAM PRESENTATIONS - Total</b>	<b>100</b>	<b>17%</b>
Team Presentation #1	30	
Peer Evaluation #1	5	
Team Presentation #2	60	
Peer Evaluation #2	5	
<b>PERSONAL LEADERSHIP PHILOSOPHY - Total</b>	<b>30</b>	<b>5%</b>
Draft	0	
Final Submission	30	
<b>PARTICIPATION AND PREPAREDNESS</b>	<b>60</b>	<b>10%</b>
Attendance (as demonstrated through quantity of participation))	30	
Preparedness (as demonstrated through quality of participation)	30	
<b>Weekly Quizzes - Total</b>	<b>150</b>	<b>25%</b>
14 Quizzes = 10 points each	140	
1 Leadership Article Review	10	
<b>Total Points</b>	<b>600</b>	<b>100%</b>

*Outstanding  
leaders go out  
of their way to  
boost the self-  
esteem of their  
personnel. If  
people believe in  
themselves, it's  
amazing what  
they can  
accomplish. ~  
Sam Walton*

Grades will be based on the number of weighted points earned. The UNL grading scale encompasses both plus and minus grades. Points assigned to each grade in this class will be as follows: A: 100 - 93; A-: 90 - 92; B+: 87 - 89; B: 83 - 86; B-: 80 - 82; C+: 77 - 79; C: 73 - 76; C-: 70 - 72; D+: 67 - 69; D: 63 - 66; D-: 60 - 62; F: 59 and below

***Please contact the instructor if you have questions about any of the items on this syllabus, or if you have concerns about your grade.  
My goal is to help you be successful in this class!***

## IV COURSE POLICIES

### SUBMITTING QUIZZES AND ASSIGNMENTS AND LATE ASSIGNMENT POLICY

All quizzes will be completed on Blackboard. Quizzes will be made available by clicking on the Quizzes Tab. They will be posted by Friday morning with the deadline for completion 12:00 on Tuesday. Quizzes will not be available on Blackboard after the deadline, therefore **you will not be able to make up a missed quiz.**

All assignments will be posted on Blackboard under the assignments tab at from the first day of class. Please submit all assignments through the course Blackboard page. **Late assignments will be docked 10% of the total points for every day past the deadline.**

You may view your scores at any time by using the “My Grades” function on the ALEC 102 Sec 700 Blackboard page.

### **PATICIPATION:**

***You have so much to offer to the rest of the class, so please participate!*** Participation will be assessed during the duration of the entire course and will be a measure of your willingness to engage in class discussions, group activities, and/or writing exercises. Participation includes posting and responding to posts on the course discussion board, preparing and presenting group projects, completing assignments, projects, and quizzes as assigned.

***Participation Points:*** Participation points will be awarded each week on a 0 to 3 point scale in which 0=no participation; 1=minimal (1time)/low quality participation; 2= adequate (2 times)/adequate quality of participation, 3=excellent (3 or more times)/high quality participation. Quality of participation includes level of professionalism, demonstration of understanding of course content, encouraging engagement by other students. Participation Points will be recorded as extra credit . **A total of 48 participation points are available during this 16 week class.**

***Preparedness*** includes obtaining all needed resources (book, notebook, assigned materials from Blackboard, etc., as well as keeping up with readings and assignments). ***The online quizzes are designed to be a tool to help you come to class prepared to actively enter into class discussion board discussions. Please have all current reading and quizzes completed prior to participating in the class.***

***Article Review:*** Each week different students will be asked to contribute a current article or (written example) on the leadership topic we are covering that week. Students selected for that post their article and discuss the leadership qualities, components, and outcomes in the article. Examples should relate back to the material we’ll cover in class that week. This assignment is worth 10 points and the presenting students will not be required to take the quiz for that week.

***Professionalism is expected from all members of the ALEC 102 Leadership Community. You will be treated with respect at all times*** and we expect the same level of respect from you for your peers and instructor. So please remember:

1. Students are expected to participate via the class discussion board a minimum of twice per week
2. Confidentiality – We have a community in which it is safe to share ideas, opinions and experiences so it is very important to follow the policy of “What happens in class STAYS in class”
3. Practice open mindedness concerning others’ thoughts or ideas
4. Be kind to one another in words and actions
5. Provide feedback and comments with professionalism and thoughtfulness
6. Failure to treat fellow ALEC 102 Leadership Community members (students and instructor) with respect will result in loss of discussion board rights until the issue is resolved and subsequent loss of points for discussion board participation.

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**As we look ahead into the next century, leaders will be those who empower others. —Bill Gates**

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**ADA ACCOMMODATION:**

Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

**SERVICE LEARNING PROJECT: This is your opportunity to let your leadership shine!**

The **Service Learning Project is mandatory to pass the class**. All assignments draw on the learning and experiences from the project so early selection and engagement in the project is critical to your success in this course.

You are required to conduct a Service Learning Project outside of class time, documented 20+ hours. The Service Project serves as a "laboratory" for you to apply the concepts and skills you have acquired in our class. You will have an opportunity to choose an agency approved by the Center for Civic Engagement.

**Civic Engagement.  
Center for Civic Engagement  
222 Nebraska Union (City Campus)  
(402) 472-6150  
<http://engage.unl.edu>**

**If you do not complete the 20+ hours for the Service Learning Project, you will not pass the class.** Please let me know if you have any questions about this requirement.

**ACADEMIC INTEGRITY:**

Academic honesty is the foundation of intellectual inquiry and academic pursuit – and imperative to ethical, authentic community building. If you use the ideas of someone else or directly quote any part of a text, it **MUST BE CITED**. All students in this class will be held and are expected to hold each other to standards set forth by the University of Nebraska – Lincoln Student Code of Conduct. If you have any questions about this, please talk to me. Please visit the following website to review the policy: <http://stuafs.unl.edu/three.html>. Please read the document titled Academic Integrity at the end of this syllabus. **Once you have thoroughly read and understood the Academic Integrity document, please print, sign, date it and return it to me in class or send it to me at [BDown@unl.edu](mailto:BDown@unl.edu).**

**Safeassign:** In this course we will utilize SafeAssign, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from SafeAssign that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.safeassign.com>. Essays are due through safeassign the same day as they are due in class.

**❖ Education is the mother of leadership. – Wendell Willkie**

**University Writing Center:**

The University Writing Center located at 115 Andrews Hall. It is a free resource for UNL undergraduates and graduates. At the Writing Center, a trained writing consultant will work individually with you to help you hone your writing skills, cite sources properly, use APA formatting, etc. This is a free service to all students and the people at the writing center are very happy to help. Contact them ahead of time at 402-472-8803 or [writing@unl.edu](mailto:writing@unl.edu) to set up an appointment

V **ACHIEVEMENT-CENTERED EDUCATION (ACE)**  
**INSTITUTIONAL OBJECTIVES AND STUDENT LEARNING OUTCOMES**

**This course satisfies ACE Area 2 Requirements:**

*Demonstrate communication competence in one or more of the following ways: (a) by making oral presentations with supporting materials, (b) by leading and participating in problem-solving teams, (c) by employing a repertoire of communication skills for developing and maintaining professional and personal relationships, or (d) by creating and interpreting visual information.*

The ACE student learning outcomes for this course are:

Demonstration of communication competence in one or more of the following ways:

- a) by making oral presentations with supporting materials
- b) by employing a repertoire of communication skills for developing and maintaining teams
- c) by creating an interpreting visual information

Opportunities to learn the above outcome include:

- a) in-class/online presentations with instructor selected teams
- b) in-class/online discussions
- c) service learning project
- d) service learning journals
- e) development of PowerPoint presentations
- f) development of posters/art/concept maps to reflect class topics

Opportunity to demonstrate your learning will occur through the following graded items:

- a) class attendance/online presence and demonstration of class participation
- b) service learning project proposal and plan
- c) attendance and involvement at the service learning agency
- d) journaling about the service learning as it pertains to course topics and objectives
- e) preparing a final presentation of the service learning project with written and visual information (PPT slides)
- f) answering multiple choice/short answer/fill in the blank/essay questions related to class topics

### TIPS FOR SUCCESS IN ALEC 102 Sec 700

ALEC 102 is designed to be highly participatory. We will be exploring and examining the ideas and concepts of leadership. We will try and use the ideas and concepts of leadership to evaluate the people and the general knowledge applicable to different leadership styles and approaches. This course, really your course, will be discussion oriented. Our discussion will be based on required reading assignments as well as things we find and see. This means that all of us including myself, the instructor; are required to keep up with the reading assignments, especially the electronic discussion group.

If you feel very comfortable on this Blackboard (Bb) system, please feel very free to help and mentor other members of this class.

We will keep a very fast pace, requiring lots of work (e.g. reading, synthesizing, and critical thinking).

**Note:** In this course you will have to operate in three dimensions- *the past, the present* and *the future*. *The past...* I will send out class assignments, and the class will be going on. At the same time there may be questions over what we have read and you may be reflecting on the past week's work. So the past will still be with you. *The present...* there will be "in-class" assignments every week; so you will need to be on Bb's discussion board (daily), discussing and reading to get ahead. *The future...* you will have to be thinking about assignments in the course syllabus way ahead of time as such assignments come quickly; and you will need to be reading ahead. Start considering the final case study presentation right from the beginning of this course.

**Note:** I have always found online classes to take at-least as much time as face-to-face classes, especially in terms of interaction among students on the discussion board. In a normal 8-week class, we would be meeting for 5-6 hours per week, plus an additional 10-15 hours of homework. I'm expecting that most weeks we will be spending 15-20 hours working on course materials.

It is imperative that you interact and collaborate with your colleagues in class to fully realize and understand the learning objectives for the course. You do not need to read and respond to everyone's postings and assignments. However, past experience shows that you will get most out of the course if you review and read other colleagues' work.

Ideally, you should plan to be online a few times every day, for at least a few minutes if not longer when we are in major conversations. I anticipate that there will be about 5-10 hours of reading each week (which depends on your reading speed). You should also think about spending at least 1-2 hours a day reading and posting (or preparing to post) to the discussion board. Your discussion board comments must go beyond short responses such as "I agree" or "That's good..." rather I expect comments to ask questions of the author, elaborating and explaining in response to other people's questions if you are the author, and doing some in depth thinking and reflection.

**Note:** When you submit a project or assignment to the discussion board (e.g. Video Presentation and Final Case Presentation), you are responsible to maintain "your discussion board." That is, you should look and lead a discussion, respond, ask questions back.... ie, manage the discussion... manage the discussion board. **You do not** have to read everything on the discussion board, and you don't have to respond to everything. However, you should be responding to different people, challenging their views, asking for more information, offering your own views, asking for others' views and so forth.



### **Electronic Videos and Presentations**

There are several ways to submit an electronic presentation. A video about online presentation tools is available on the Blackboard site. I suggest using Prezi or a narrated PowerPoint to submit your assignment. A program called "Camtasia" allows you to record whatever is on your screen and the program is available for no additional charge (it's part of your university fees) at <http://learningspaces.unl.edu/collaboration>. You can also use your webcam (on most laptops and smartphones) and post the video directly to Blackboard or post it on YouTube and supply the link on Blackboard. You are free to use other methods of presenting the material, but the objectives of the assignment must be met. Creativity in the presentation is highly encouraged.

A copy of your Presentation (in whatever format) must be posted on Blackboard by the due date (listed on the schedule). Part of your grade will be based on your presentation (is it clear and professional? See grading rubrics) and part will be based on the content of your presentation.

### **Online Communication Netiquette**

Discussion boards and chat rooms are the primary communication channels in online courses. Most of time those tools are text-based. Pay attention to the following when you are communicating with your instructor and/or peer students in online courses:

1. Check before you post. Always check whether a similar question has been posted and answered on the discussion board to avoid duplicated messages and responses.
2. Use a descriptive subject line that reflects the content of your message for effective discussion / communication.
3. Write in short paragraphs. If you have lots to say, break it down using smaller segments, so it is easier to read and follow.
4. Do not write in all uppercase. USING ALL CAPS MEANS YOU ARE SHOUTING although you may not mean it. (May be use occasionally where great emphasis is intended, but this technique should be used very sparingly)
5. Use emotional symbols (:-, ;-), :-(, :`-(, :-p, etc.) to indicate the tone of voice. It is hard to tell the emotion of a text-based message. Use emotional symbols to show the tone of your voice. :-)
6. Be careful with sarcasm as it often is interpreted as rude and hurtful.
7. Do not edit or change message content when someone has already responded to you. If you have something to add or change, simply add a follow-up message.
8. People in this course may come from places around the world, so be respectful to other cultures and languages.
9. Respect others. Like all communication and discussion occasions, use your professionalism and talk to others with respect. Unprofessional messages will be removed.
10. Points will be deducted for failing to comply with this online communication policy. Students who are abusive or rude may be banned from posting. Serious violation may be reported and result in further academic and/or disciplinary action.

**REMEMBER: When you are in an online class –YOU must be self-motivated**



1	Module 1	Jan 13 – Jan 19
	Course Topics	Intro to Course – read Black Board ALEC 102 700 Page Syllabus – Review along with all other Course Documents Self-Introductions on Discussion Board Contribute to Course “Guidelines for Engagement” on Black board Discussion Board
WEEK	notes	DUE
		Read Chapters 1 & 17, Post Self-Introduction on Discussion Board Chapters 1 & 17 Quiz and Syllabus and Service Learning Quiz Contribute to Course Guidelines for Engagement
2	Module 1	Jan 20 - Jan 26
	Course Topics	Introduction to Leadership On-Line Communication “Multiple Intelligences” Assessments
WEEK	notes	DUE
		Student Article Review on Leadership one or more of this week’s course topic(s) <b><u>Start contacting Service Learning Organizations! – See “How to contact Orgs &amp; SLP Contact list in experiential learning tab</u></b> Watch Service Learning Project Video Read Chapters 2 & 3 Chapters 2 & 3 Quiz
3	Module 1	Jan 27 – Feb 2
	Course Topics	Active Listening Non-Verbal Communication
WEEK	notes	DUE
		Student Article Review on Leadership one or more of this week’s course topic(s) Read Chapters 10 & 15 Chapter 10 & 15 Quiz
4	Module 1	Feb 3 – Feb 9
	Course Topics	Levels of Communication Cross Cultural Communication Class
WEEK	notes	DUE
		Student Article Review on Leadership one or more of this week’s course topic(s) <b>Service Learning Proposal – Posted as a quiz on Blackboard</b> Read Chapter 6 Chapter 6 Quiz

5  WEEK	Module 2  Course Topics	Feb 10-Feb 16 Values Defining Values
	notes  DUE	Student Article Review on Leadership one or more of this week's course topic(s) <b>Service Learning Memo of Understanding!!! VERY IMPORTANT!!</b> Read Chapter 7 Chapter 7 Quiz

6  WEEK	Module 2  Course Topics	Feb 17 – Feb 23 Vision Vision Statements Goals Goal Mapping
	notes  DUE	Service Learning Project Proposal – (On Blackboard as a test) Student Article Review on Leadership one or more of this week's course topic(s) Service Learning Experience Journal Entry #1 – Due on Blackboard Read Chapters 11 & 5 / Chap 11 & 5 Quiz
7  WEEK	Module 2  Course Topics	Feb 24 – Mar 2 Trust Build Your Personal Board of Trustees Self-Concept & Self Esteem
	notes  DUE	Student Article Review on Leadership one or more of this week's course topic(s) Personal Leadership Philosophy Draft Team Presentation Due Next Week!

8  WEEK	Module 2  Course Topics	Mar 3 – Mar 9 TEAM PRESENTATIONS
	notes  DUE	Student Article Review on Leadership one or more of this week's course topic(s) Journal entry #2 Read Chapter 8 Quiz Chapter 8

9 WEEK	<p><b>Module 3</b></p> <p><b>Course Topics</b></p>	<p><b>Mar 10 – Mar 16</b></p> <p>Time Management</p>
	<p><b>DUE</b></p>	<p>Student Article Review on Leadership one or more of this week's course topic(s)</p> <p>Read Chapter 9</p> <p>Quiz Chapter 9</p>

10 WEEK	<p><b>Module 3</b></p> <p><b>Course Topics</b></p>	<p><b>Mar 17 – Mar 23</b></p> <p>Managing Stress</p> <p>Group Discussion on Managing Stress</p>
	<p><b>DUE</b></p>	<p>Student Article Review on Leadership one or more of this week's course topic(s)</p> <p>Journal Entry #3</p> <p>Post observations and suggestions of best practices for handling stress on Bb Discussion Board</p>
WEEK	<p><b>Course Topics</b></p>	<p><b>Mar 22 – Mar 30</b></p> <p><b>SPRING BREAK!</b></p>
	<p><b>DUE</b></p>	<p>RELAXATION and Having Fun!!!</p>

11 WEEK	<p><b>Module 3</b></p> <p><b>Course Topics</b></p>	<p><b>Mar 31 – Apr 6</b></p> <p>Resolving Conflict</p>
	<p><b>DUE</b></p>	<p>Read Chapter 12</p> <p>Chap 12 Quiz</p> <p>Student Article Review on Leadership one or more of this week's course topic(s)</p> <p>Journal Entry 4</p>

12 WEEK	notes	<p><b>Module 3</b>    <b>Apr 7 – Apr 13</b></p> <p><b>Course Topics</b> Perceptions Empathy</p> <p><b>DUE</b> Student Article Review on Leadership one or more of this week’s course topic(s) Read Chapter 4 &amp; 14 Quiz on Chapter 4 &amp; 14</p>
13 WEEK	notes	<p><b>Module 4</b>    <b>Monday April 4 – Apr 20</b></p> <p><b>Course Topics</b> Power and Influence Gender Issues</p> <p><b>DUE</b> Student Article Review on Leadership one or more of this week’s course topic(s) Read Chapters 13 &amp; 16 Quiz on Chapters 13 &amp; 16 Journal Entry #5</p>
14 WEEK	notes	<p><b>Module 4</b>    <b>Apr 21 – Apr 27</b></p> <p><b>Course Topics</b> TEAM PRESENTATION #2 Group A – Perception Group B - Power and Influence Group C – Empathy Group D – Gender Issues</p> <p><b>DUE</b> Final Service Learning Proposal - Due Next Week Student Article Review on Leadership one or more of this week’s course topic(s)</p>
15 WEEK	notes	<p><b>Module 4</b>    <b>Apr 28 – May 2</b></p> <p><b>Course Topics</b> Turn In Final Portfolio for Service Learning Project Brief Service Learning Experience Presentation</p> <p><b>DUE</b> Summer’s Here!!!</p>

# Academic Integrity Policy

As students and scholars, we are constantly engaging with other people's ideas: we read them in texts, hear them in lecture, discuss them in class and encounter them on the web. Appropriately, we are influenced by the ideas of others and incorporate them into our own thinking and writing. To facilitate the free exchange of ideas among scholars, we give credit to those from whom we borrow words, images or ideas.

In simplest terms, writers must distinguish their own words from the words of others by placing the words of others within quotation marks, with appropriate citations to the sources of quoted text. Neglecting to do so is plagiarism: stealing the words, images or ideas of others without clearly acknowledging the source of that information.

This page is intended to explain what plagiarism is and offer strategies to help you give proper credit when you use the words and ideas of others.

*If you have questions about the proper way to cite someone else's words or ideas in your own writing, ask your instructor or contact an adviser in the [Writing Assistance Center](#), 115 Andrews Hall, 402-472-8803.*

The honest creation of new knowledge, discovery of new facts, new ways of looking at the known world and original analysis of old ideas are basic academic values. However, the simple repetition of the words and thoughts of someone else does not lead to the level of understanding an educated person is expected to have (Standler, 2000). Those who accurately acknowledge the work of others earn both the satisfaction of generating new knowledge through honest effort and the respect and esteem of their professors, colleagues and professional peers.

Why is academic integrity so important? We value integrity because the entire scholarly enterprise is balanced on the assumption that we can trust one another. Imagine what it would be like to open a book or a conference proceeding or a music score and have even a fleeting concern about whether the compiled work is misrepresented. It would not be possible to do scholarship in that environment. Our trust in the advancing edge of our disciplines depends upon our complete trust in one another's honor.

The prohibition of plagiarism is not unique to educational institutions. If the expression of an idea is recorded in any way or fixed in some medium — such as a piece of writing, drawing, photograph, painting, or web page — it is considered intellectual property and is protected by U.S. Copyright Law. To plagiarize is to steal the property of someone else, a blatant infringement of the law (Turnitin Research Resources, 2005).

Please be aware that plagiarism in any form, however minor, is a violation of the [UNL Student Code of Conduct](#), section 4.2.a.3, which defines plagiarism as: "Presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting examinations, theses, reports, speeches, drawings, laboratory notes or other academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Students are held to a "zero tolerance" standard for all aspects of the Student Code of Conduct, including plagiarism. The most common sanction for graduate students who engage in plagiarism is suspension or expulsion.

## When to give credit

To avoid plagiarizing, give credit every time you:

1. use or refer to another person's idea, opinion or theory from a "magazine, book, newspaper, song, TV program, movie, web page, computer program, letter, advertisement, or any other medium" (OWL, 2700)
2. cite or state any facts or statistics that are not common knowledge
3. quote another person's exact spoken or written words, either taken from the media listed above or heard first hand through conversation, interview or email (and these words must be placed within quotation marks)
4. reprint (or use as a basis for graphics you create) any graphics, illustrations or pictures from any of the media listed earlier
5. paraphrase another person's spoken or written words

## Sources cited

Love, Patrick G. (1998). Factors Influencing cheating and plagiarism among graduate students in a college of education." College Student Journal December: 539-50. Academic Search Elite. EBSCO. 3 Mar. 2000. <http://www.ebscohost.com/>. As cited in Plagiarism Prevention (2005), <http://www.uwplatt.edu/library/reference/plagiarism.html>. Elton Karrmann Library: University of Wisconsin, Platteville.

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OWL (Online Writing Lab). (2700). Avoiding plagiarism. <http://owl.english.edu>. Purdue University.

Standler, Ronald B. (2000). Plagiarism in colleges in USA. <http://www.rbs2.com/plag.htm>.

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<http://www.indiana.edu/~wts/>  
<http://www.unl.edu/gradstudies/current/plagiarism#path>

**Statement of Understanding: I have read and understand the Academic Integrity Policy stated above:**

Signature and Date: \_\_\_\_\_

Print Name: \_\_\_\_\_