| COURSE TITLE | INDUSTRIAL PSYCHOLOGY  PSY 3313  
FALL 2011 – [http://my.ltu.edu](http://my.ltu.edu) and select CRN 1763 |
|--------------|-------------------------------------------------------------------------------------------------|
| INSTRUCTOR   | Sandy Dennis, MA, LLP  
Professor - Psychology Department  
[sdennis@ltu.edu](mailto:sdennis@ltu.edu)  
Cell: Will be provided  
Available: 8:00 AM – 10:00 PM - 7 Days a week  
I am available by email and phone the majority of the time. We can also set-up an appointment to talk by phone, online or meet on campus. Please don’t hesitate to call or email any questions. I am here to help make this a successful course for you |
| SCHEDULE     | August 31 – December 22, 2011  
Refer to [http://www.ltu.edu/registrars_office/calendar_final_exam_index.asp](http://www.ltu.edu/registrars_office/calendar_final_exam_index.asp) for the last date to withdraw and other important registration related information. |
| LEVEL/HOURS  | 3 Credit Hours  
Prerequisite: Introduction to Psychology |
| PREREQUISITE |  
(See Blackboard for additional resources) |
ISBN-10: 0-495-60106-3  
| ADDITIONAL RESOURCES | LTU Online student resources: [http://www.ltu.edu/ltuonline/](http://www.ltu.edu/ltuonline/) |
| TECHNICAL SUPPORT | Technical support for using Blackboard is provided by the Helpdesk, 248.204.2330 or [helpdesk@ltu.edu](mailto:helpdesk@ltu.edu). Send the Help Desk a form detailing any issues by clicking here [http://tinyurl.com/3yqrve](http://tinyurl.com/3yqrve). |
COURSE SCHEDULE FOR TRADITIONAL SEMESTER COURSES

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Modules</th>
<th>Topics / Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to Semester Start and Aug 31 – Sep 4</td>
<td>Module 0</td>
<td>Overview of textbook Online Learning Orientation Course Orientation</td>
<td>Course orientation Instructor conversation Student Introductions</td>
</tr>
<tr>
<td>Week of Sep 5 – Sep 11</td>
<td>Module 1</td>
<td>Chapter 1 - Introduction to I/O Psychology</td>
<td>Narrated PowerPoint Lecture Discussion Board Reflective Essay Quiz</td>
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<tr>
<td>Week of Sep 12 – Sep 18</td>
<td>Module 2</td>
<td>Chapter 2 - Job Analysis &amp; Evaluation</td>
<td>Narrated PowerPoint Lecture Discussion Board Reflective Essay Quiz</td>
</tr>
<tr>
<td>Week of Sep 19 – Sep 25</td>
<td>Module 3</td>
<td>Chapter 3 - Legal Issues in Employee Selection</td>
<td>Narrated PowerPoint Lecture Discussion Board Reflective Essay Quiz</td>
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<tr>
<td>Week of Sep 26 – Oct 2</td>
<td>Module 4</td>
<td>Chapter 4 - Employee Selection: Recruiting &amp; Interviewing</td>
<td>Narrated PowerPoint Lecture Discussion Board Applied Case Study: Recruitment at the Bogata Hotel Casino &amp; Spa Quiz</td>
</tr>
<tr>
<td>Week of Oct 3 – Oct 9</td>
<td>Module 5</td>
<td>Chapter 5 - Employee Selection: References &amp; Testing</td>
<td>Narrated PowerPoint Lecture Discussion Board Post Questions Reflection Essay</td>
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1st Half of Chapter 5
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<tr>
<th>Dates</th>
<th>Modules</th>
<th>Topics / Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Week of Oct 10 – Oct 16</td>
<td>Module 6</td>
<td>Chapter 5 - Employee Selection: References &amp; Testing</td>
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<td>2nd Half of Chapter 5</td>
<td>Narrated PowerPoint Lecture</td>
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<td>Discussion Board-Post</td>
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<td>Answers</td>
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<td>Focus on Ethics: The Ethics of Normal Personality of Employee Selection</td>
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<td>Quiz</td>
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<td>Week of Oct 17 – Oct 23</td>
<td>Module 7</td>
<td>Chapter 7 – Evaluating Employee Performance</td>
<td>Narrated PowerPoint Lecture</td>
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<td>Quiz</td>
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<td>Week of Oct 24 – Oct 30</td>
<td>Module 8</td>
<td>Chapter 8 – Designing &amp; Evaluating Training Systems</td>
<td>Narrated PowerPoint Lecture</td>
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<td>Quiz</td>
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<td>Week of Oct 31 – Nov 6</td>
<td>Module 9</td>
<td>Chapter 9 – Employee Motivation</td>
<td>Narrated PowerPoint Lecture</td>
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<td>Quiz</td>
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<tr>
<td>Week of Nov 7 – Nov 13</td>
<td>Module 10</td>
<td>Chapter 10 – Employee Satisfaction &amp; Commitment</td>
<td>Narrated PowerPoint Lecture</td>
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<td>Discussion Board</td>
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<td>Reflective Essay</td>
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<td>Quiz</td>
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<td>Week of Nov 14 – Nov 20</td>
<td>Module 11</td>
<td>Chapter 11 – Organizational Communication</td>
<td>Narrated PowerPoint Lecture</td>
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<td>Quiz</td>
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<td>Week of Nov 21 – Nov 27</td>
<td>Module 12</td>
<td>Chapter 12 – Leadership Light Week – Thanksgiving Break</td>
<td>Discussion Board</td>
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<td>Focus on Ethics: Ethics &amp; Leadership</td>
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<td>Quiz</td>
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**Dates** | **Modules** | **Topics / Readings** | **Assignments Due**
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Week of Nov 28 – Dec 4 | Module 13 | Chapter 13 – *Group Behavior, Teams & Conflict* | Narrated PowerPoint Lecture
 |  |  | Discussion Board
 |  |  | Reflective Essay
 |  |  | Quiz

Week of Dec 5 – Dec 11 | Module 14 | Chapter 14 – *Organizational Development* | Narrated PowerPoint Lecture
 |  |  | No Reflection Essay – or – Discussion Board
 |  |  | Work on your Research Presentation
 |  |  | Quiz

Week of Dec 12 – Dec 18 | Module 15 | Chapter 15 – *Stress Management: Dealing with the Demands of Life & Work* | Narrated PowerPoint Lecture
 |  |  | No Reflection Essay – or – Discussion Board
 |  |  | Work on your Research Presentation
 |  |  | Quiz

Week of Dec 19 – Dec 22 | Final Exams | **Team Research Project** | **Research Projects Due**

**STUDENT EVALUATION**
The course has 1000 points available. Letter grades are awarded based on the total number of points achieved. Points will be deducted for late assignments. Late assignments received after one week from the due date will receive 50% credit.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tr>
<td>Discussion Board Participation (12 Modules @ 20 Points Each)</td>
<td>240</td>
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<tr>
<td>Reflective Essays (10 total @ 20 Points Each)</td>
<td>200</td>
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<td>Quizzes (13 Total @ 30 Points Each)</td>
<td>390</td>
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<tr>
<td>Team Research Project</td>
<td>110</td>
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<tr>
<td>Case Analysis/Focus on Ethics (3 @ 20 Points Each)</td>
<td>60</td>
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<td><strong>Total Points</strong></td>
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<td>Class Points</td>
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<td>96 and above</td>
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<td>61 – 70</td>
<td>D (Undergrad Only)</td>
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<td>60 and below</td>
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Note: Grades lower than a “B” fall below the LTU graduate standard

PREREQUISITE SKILLS
A prerequisite for this course is completion of Introductory Psychology unless otherwise obtaining permission from Psychology Department Head, Dr. Matt Cole, PhD.

EDUCATIONAL GOALS
- This course will provide you with an introduction to the study of human behavior at work. More specifically, this is a course that examines the science, methods and practice of Industrial Psychology.
- You will be exposed to the ways in which psychological principles are used to describe, understand and predict how individuals and groups behave in organizations and how this knowledge can be applied to enhance the effectiveness of the workplace.
- The goals of this course will be achieved through three (3) learning activities:
  1. Building the Foundation – Reviewing the major content areas of the field of Industrial/Organizational Psychology.
  2. Research in Action – Discussing current research articles and how they contribute to the major content areas of the field.
  3. Practice – Applying theories or principles from the major content areas of the field to address practical work situations through the course paper (i.e., literature review) and class readings.

OBJECTIVES
By the end of the semester you should be able to:
- Describe the field of Industrial/Organizational Psychology and the types of work I/O psychologists perform.
- Explain various methods of research and the situations in which they are appropriate.
- Make recommendations as to how managers should apply various motivational theories in the workplace to increase employee productivity.
- Compare and contrast the various theories of job satisfaction.
- Compare and contrast various theories of leadership.
- Discuss group processes.
Describe the elements of organizational structure.

Discuss the influence of culture on organizational outcomes.

These objectives will be evaluated via assignments, discussion forums, quizzes, research and other methods throughout the course.

**INSTRUCTION METHODS AND COURSE**

A variety of instructional methodologies are used in this course.

**BLACKBOARD LEARNING ENVIRONMENT**

Blackboard [http://www.my.lut.edu](http://www.my.lut.edu) contains the syllabus, all assignments, reading materials, PowerPoint lectures, chapter quizzes, links to web resources and discussion forums. You will submit all assignments via Blackboard and are expected to participate weekly in discussion board topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements to remind you of course changes, new resources and upcoming assignments.

- **Student/Instructor Conversations** – Students keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations.
- **Required Reading** – Textbook chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.
- **Publisher Web Site** – A publisher web site at [http://www.nnn.com/nnn](http://www.nnn.com/nnn) includes instructional materials, PowerPoint slides, case studies, application exercises, and practice quizzes. You should make use of as many of these resources as you need to be successful.

**CLASS POLICIES AND EXPECTATIONS**

Lawrence Tech plans to offer you a valuable learning experience and expects you and the instructor to work together to achieve this goal. Here are some general expectations regarding this course.

- Each student has a LTU email account. If you wish to use a different email account, please arrange for your access ID address to forward to whatever address you do use. It is your responsibility to regularly check your email and Blackboard. I suggest that you check it daily. If you have any questions about Blackboard, contact the Help Desk @ 248-204-2330 or helpdesk@ltu.edu
- Readings, discussion board forum participation and written assignments must be completed according to the class schedule. If business travel will take you away from regular participation, please let me know in advance so that we can discuss appropriate accommodations.
- It is essential that all students actively contribute to the course objectives through their experiences and working knowledge of business and IT.
- All assignments must be submitted on schedule, via Blackboard and using Microsoft Office compatible software. If you need to submit an assignment via email, you must let me know. Emailed assignments tend to get lost and not given credit.
- Work received one week after due date will be reduced by 50%.
- Assignments are due by Monday, the end of the class week, typed in 12pt. font and double spaced.
- Assignments must be completed to an adequate standard to obtain a passing grade.
- Requirements for each assignment are detailed in this syllabus.
- It is important to focus your online correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.
- Towards the end of the course, you will be invited to participate in a University evaluation. Your feedback is important to the university and to me as an instructor. I encourage you to participate in the evaluation process.
WHAT YOU CAN EXPECT FROM ME

- I will be available via email and phone. I will promptly reply to your messages within 24 hours. If I do not respond, please call or email me again.
- You can phone me between the hours of 9:00 am and 10:00 pm..
- I will be available for face-to-face appointments as requested, before and after class.
- I will maintain the Blackboard website with current materials.
- I will resolve any content related problems on Blackboard promptly as they are reported to me.
- I will return all assignments to you promptly and will include individualized comments and/or suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly and with respect.
- I will do my best to accommodate individual learning styles and special needs.

PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:
  - 8-9 hours preparing your case study review;
  - 24-40 hours working with your group on the three parts of your semester-long project;
  - 8-9 hours working on the various components of your reflective consolidation (final exam).

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic may be used to guide you in planning your weekly course work to remain on schedule:

![Online Learning Schedule](image)
ASSIGNMENT DETAILS

Course assignments and evaluation criteria are detailed below. Please review these requirements carefully. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations.

Details for all assignments are shown below. Please note that you should not submit any assignments to the Blackboard “Digital Drop Box.” All assignments are submitted using the Blackboard “Assignments” or “SafeAssign” function. Some assignments are also posted to the Blackboard Discussion Forum for student comments.

REFLECTION ESSAY – 10 @ 20 Points Each – Total 200 Points

- Reflective essays should be based on a topic covered in the current chapter.
- They should include a brief explanation of the topic you are writing about, and the remainder of the paper will include your personal thoughts, opinions and/or experience.
  - 1/4 of the paper is the explanation
  - 3/4 of the paper is your personal thoughts, opinions and/or experience.
- The essay could include information you read in a book, magazine, newspaper, or heard on TV. You should always make a citation when quoting someone else.
- The paper is one (1) page, doubled spaced and 12 point font in essay format.

The purpose of reflection essays:
1. Reflection essays are a way for you to develop your own ideas and thoughts on topics we have read about and discussed. This helps build your critical thinking skills.
2. Writing on a weekly basis will help you improve your writing skills.
3. Reflection essays may serve as a basis for discussions and your research paper.

QUIZZES 13 @ 30 Points Each – Total 390

- All quizzes are open book and will be 15 multiple choice questions randomly selected
- PLEASE NOTE: There are some problems with the interface between the test bank and Blackboard. Occasionally Blackboard will mark a question incorrect when it is correct.
  Procedure:
  1. Copy the question/s and answer/s into an email to me.
  2. List the page in the textbook that justifies your selected answer.
  3. I will email you back my decision and add the points to your grade.
- All material covered in the chapter, discussion forums, lecture slides and additional readings may be included on the quiz.
- Quizzes will be delivered via the university Blackboard course management shell for this course.
- Students are given only one (1) opportunity to take the quiz.
- Once the quiz has begun, it must be completed in its entirety.
- You will have 90 minutes to take the test.
Students are strongly urged to read the text thoroughly before sitting for the quiz. If you do not, the allotted time will not be enough for successful completion.

Each weekly quiz will be available from Monday morning (9:00am) until Sunday night (11:55pm) E.T. You must submit your completed quiz by Sunday night 11:55pm.

You must complete the quiz in the allocated time.

**DISCUSSION BOARD - 12 @ 20 Points Each – Total 240 Points**

Discussion board participation is required and extremely important in this class. Participation points will be broken down as follows:

**Questions**
- By **Wednesday** you are required to post **two (2) questions** that pertain to the current chapter.
- The questions are to be directly related to the chapter, other readings related to the chapter or events that are from your work or school experience related to the chapter. **Ten (10) points** are possible.
- Questions posted after **Friday 11:59 pm** will not be given credit.

**Responses**
- Your may begin responding to your classmate’s questions at any time during the week and posted no later than **Sunday at 11:59 pm**.
- You will respond to **two (2) questions**.
- **Five (5) points** are available for each question with **ten (10) points** total.

Points will be awarded based on the number of posts and for quality of the responses. In order to receive credit, your posts need to be well thought out, make a valid contribution/argument and be respectful.

Postings are rated as follows:

**High** – **5 Points** - Original thoughts not already contained in the threaded discussion.
Agreement/disagreement with other postings and including a strong reason why you are taking this position

**Fair** - **3 Points** - Some original thoughts/some repeat of what has already been listed in the threaded discussion.

**Weak** – **1 Point** - I agree/disagree with no reason/explanation.

**Zero (0) Points** – No points will be given for responses that repeat textbook information.

**APPLIED CASE STUDIES OR FOCUS ON ETHICS – 3 @ 20 Points Each – Total**

- At the end of each chapter you will find a Case Study that involves applying what you have learned within the chapter to a realistic work situation.
- You are assigned 3 Case Studies throughout the semester that replace the Reflection Essays for that week.
- You may select any Case Study from any chapter that interests you.
- Case Studies should be answered in essay format.
- They should include a **very brief** explanation of the topic you are writing about, and the remainder of the paper will include your personal thoughts, opinions and/or experience.
The paper is one (1) to two (2) pages, doubled spaced and 12 point font in essay format. The purpose of case study essays is to develop your own ideas and thoughts on the business topics presented. This will help to build your critical thinking skills.

### TEAM RESEARCH PROJECT – 1 @ 110 Points Total

Research and working as a team are some of the most important aspects of I/O Psychology.

- Midway through the semester I will be assigning teams for the research paper. You are allowed to select who you would like to work with on this project if you wish. I will notify you by email when I will be selecting teams.
- As a team, you are required to choose one topic from Organizational Psychology.
- Once you have selected your topic, select a minimum of two (2) peer reviewed scientifically researched articles that relate to the topic you have chosen relating to Organizational Psychology.
- You can do this through the library system at LTU using a database such as psycinfo, Emerald, the internet and/or research journals.

**NOTE: If you want help finding research related to your topic, the library staff is available to help you with your search.**

- Try to choose research articles that hold interest for you and your group and adds value to the workplace.
- Try to choose recently written articles (since 1990). This is not a requirement but preferred.
- Do not choose articles based on length. Often short articles are the most difficult to find enough information to write about.

After you have the two (2) articles, summarize them. Your paper should include:

- Background – Why the author(s) conducted the study
- Hypothesis - What is the author trying to prove
- Participants
- What did they do – the type of research method used
- What did they find – the results
- How could this be applied to the working world?
- Your reactions to the research

The paper is to be written in APA format. There are examples of APA formatting on Blackboard under “Course Documents”. Further information on APA formatting is available on the internet through Purdue University’s website: owl.english.purdue.edu

- You will also be creating a PowerPoint presentation.
- You will then narrate the presentation through Wimba.
NOTE: All research paper collaboration must be documented through your team assigned discussion board on Wimba. On this site you can meet as a group through audio, discussion board or email. All audio must be “archived”. This is necessary for participation documentation.

Team Evaluation
- The final assignment within the research project will be to write a paper reporting your experience of working as a team. This will include the following:

Submitted separately through Blackboard the week your Research Paper and Presentation are due.
Length: Approximately 1 Page

This is a short informal paper based on your group experience to be submitted through Blackboard. I would like you to be truthful about your experience of working with this group, so these papers will be confidential and not shared with your classmates or anyone else.

Step 1 – Rating Member Participation

   b. Does everyone deserve the same grade for their participation and level of skill?

Step 2 – Your Group Experience
   1. Did you chose a role that would challenge you, or did you stay with what was comfortable for you? Explain why you chose this role.

SYLLABUS ADDENDA
Please see the LTU Online “Current Students” website.
http://www.ltu.edu/ltuonline/currentonline.asp for comprehensive information about Lawrence Tech’s academic services, library services, student services and academic integrity standards. The contents of this website are explicitly included as a syllabus requirement.

The LTU online “Current Students” website also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see instructions included on the LTU Online website regarding the use of the SafeAssign product.

Cheating-Plagiarism-Academic Integrity
Copying form another student’s work is considered cheating as it represents responsibility for work one has not performed. Also, allowing another student to copy from your work is considered contributing to another’s acceptance of credit where credit is not appropriate.
The term “plagiarism” includes but is not limited to (a) the use, by paraphrase or direct quotation, of the published or unpublished work or creative and or intellectual property in print, product, or digital media of another person without full and clear acknowledgment; (b) the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers, reports, or other academic materials; or (c) the appropriating, buying receiving as a gift, or obtaining by any other means another person’s work and the unacknowledged submission or incorporation of it in one’s own work. Plagiarism is unethical, since it deprives the true author of his/her rightful credit and then gives the credit to someone whom it is not due. Examples include:

- Quoting, paraphrasing, or summarizing written material, even a few phrases, without the acknowledgment.
- Failing to acknowledge the source of either a major idea or an ordering principle central to one’s own paper.
- Relying on another person’s data, evidence or critical method without credit or permission.
- Submitting another person’s work as one’s own.
- Using unacknowledged research sources gathered by someone else.
- Copying portions or outcomes of two- or three-dimensional creative property of previously published work.
- Copying items from Internet websites without acknowledgment of the source.

LTU policy for plagiarism is failure of the course. The F is a permanent grade on your record.

If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

The Lawrence Tech’s definition of plagiarism is quoted from the honor code is available via the following link: [http://www.ltu.edu/currentstudents/honor_code_offenses.asp](http://www.ltu.edu/currentstudents/honor_code_offenses.asp).