COURSE SYLLABUS

ANGLO AMERICAN UNIVERSITY

Leadership and the Self

Course code: PSY 275
Semester and year: Spring 2024
Day and time: Mondays 14:45-17:30
Classroom: 3.26
Instructor: Dr. Joshua M. Hayden
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Consultation hours: Tuesdays 9:00-11:00; Wednesdays 13:00-16:00 and by appointment

Credits US/ECTS	3/6	Level	Intermediate
Length	15 weeks	Pre-requisite	
Contact hours	42 hours	Course type	Bachelor Required/Elective

1. Course Description

Leadership is personal because it engages our values, involves trust, and instills identity. The notion of the self and its connection to the practice of leadership goes at least as far back at Plato's Republic. Modern psychology in the 20th Century began to take up traditionally philosophical inquiry into personal authenticity and through the positive psychology movement deepened the knowledge base in the connection between self-awareness, influence, and organizational performance. This course explores the connection between knowledge of the self and leadership effectiveness. Many recent studies have established the connection between leader self-awareness and relational competencies such as teamwork, goal-performance and communication. We will explore themes such as self-disclosure, trust, power, self-regulation, and emotional intelligence in terms of the relationship to an effective leadership process. We will also critically analyze the theory of authentic leadership and add some missing components to give a fuller understanding of the relationship between the self and leadership.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:
1. Explain key psychological concepts related to fostering good leadership;
2. Describe the reciprocal relationship between the internal and the external dimensions of leadership;
3. Analyze their own personality and internal defense mechanisms that come into play when attempting to influence others toward a common pursuit;
4. Deconstruct ideas of authenticity within positive psychology and compare them to existential understandings of the self applied to leadership;
5. Articulate their own leadership philosophy—including their personal commitments and habits that flow from it;
6. Synthesize lessons from failed leadership within a case study approach.

3. Reading Material

Required Materials

- All readings available on [Perlego](#) and NEO and at the links below in the schedule

Required:

- Avolio & Reichard (2008) "The Rise of Authentic Followership" from *The Art of Followership* by Riggio, Chaleff & Lipman-Blumen (eds). Jossey-Bass.

- Brown, B. (2018) *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts*. Ebury Publishing.

- Edmonson & Lei (2014) "Psychological Safety: The History, Renaissance, and Future of an Interpersonal Construct". *Annual Review of Organizational Psychology and Organizational Behavior* 1(1):23-43.

- Eurich, T. (2018) *Insight: The Surprising Truth About How Others See Us, How We See Ourselves, and Why the Answers Matter More Than We Think*. New York: Currency.

- Johansson, J. & Edwards, M. (2021) "Exploring caring leadership through a feminist ethic of care: The case of a sporty CEO." *Leadership*, 17 (3).
- Jongman-Sereno & Leary (2019) "The Enigma of Being Yourself: A Critical Examination of the Concept of Authenticity" *Review of General Psychology*, 23 (1).
- Ladkin, D. & Spiller, C.(eds) (2013) *Authentic Leadership: Clashes, Convergences, and Coalescences*. Edward Elgar Publishing.
- Northouse, P. (2016) Leadership: Theory and Practice. Chapter 11 "Authentic Leadership". San Francisco: Sage.
- Price, T. (2000) "Explaining Ethical Failures in Leadership" in *Leadership & Organization Development Journal, 21 (4)*.
- Paulhus & Williams (2002) The Dark Triad of Personality: Narcissism, Machiavellianism and Psychopathy in *Journal of Research in Personality.*
- Shahzad, K. Raja, U, & S. Hashmi (2020) "Impact of Big Five personality traits on authentic leadership." *Leadership and Organizational Development Journal*.
- Thacker, K. (2016) *The Art of Authenticity: Tools to become an authentic leader and your best self*. New Jersey: John Wiley and Sons, Inc.
- Wren, J.T. (1995) *The Leader's Companion: Insights on Leadership Through the Ages*. Free Press.

Recommended:

- Arbinger Institute (2010) *Leadership and Self-Deception: getting out of the box*. San Francisco: Barrett-Koehler.

- Bennis, W. (1989) *On Becoming a Leader*. New York: Basic Books.

- Cron & Stabile, *The Road Back to You.* ch. 2 "Finding Your Type". Intervarsity Press Books.

- Heifetz, R. (1994) *Leadership Without Easy Answers.* Cambridge, MA: Harvard Business School.

4. Teaching methodology

This course will seek to balance high expectations with high support of you and your learning. Effective communication takes consistent practice. To better accomplish our goals we will:

- Frequently engage in individual exercises and critique in pairs and groups to help each other learn.
- Ask questions and engage in dialogue about the subject matter in class.
- Work in groups on case studies and problem-solving activities with reflection.
- Debate one another with civility in response to readings, class exercises, and current events.
- Give oral presentations in class and receive feedback from the professor as well as peers.

5. Course Schedule

Date	Class Agenda
Lesson 1: Feb. 12th	**Topic: Defining Leadership and the Dangers of Leading** **Description:** Our goals are to preview the themes of the class, discuss our theoretical framework and describe the course assignments and syllabus. **Reading:** ● This syllabus **Assignments/deadlines:** ● Bring questions about the syllabus to class
Lesson 2: Feb 19th	**Topic: Authentic Leadership Theory** **Description:** Corporate scandals, corruption in politics, and false claims of people in leadership roles seem to abound in the news. We can name more shameful failures to lead well than inspirational and exemplary ones. For the past decade or so, leadership scholars have articulated, studied and debated a model of authentic leadership based on the subfield of positive psychology—the study of human flourishing. We will discuss the components of authentic leadership theory and the context that makes it so challenging. **Reading due:** 1. Northouse, *Leadership Theory*, ch. 11 "Authentic Leadership" 2. Thacker, *The Art of Authenticity* ch. 1 "The Digital Era of Freedom and Fear" 3. Eurich, *Insight* ch. 1 "The Meta-skill of the 21st Century" 4. Watch Klarissa Thacker's TED Talk: "Why Authenticity Matters"

Lesson 3: Feb. 26th	**Topic: Self-Awareness: personality, self-monitoring and identity** **Description:** We will explore the role of personality in leading others, how personality is constructed and developed, and examine two major psychological constructs for personality. What do personality assessments reveal about us that could help us live more integrated lives? What is the role (and danger) of self-monitoring and charisma for building trust? Is self-monitoring the same as impression management and are there danger in it? **Reading due:** ● Eurich, Insight ch. 2 "The Anatomy of Self-Awareness" ● Watch Tasha Eurich's TED talk: "Increase your self-awareness with one simple fix" ● Thacker, The Art of Authenticity ch. 2 "Self-Awareness or is it Selves Awareness?" ● Shahzad, Raja & Hashmi, "Impact of Big Five personality traits on authentic leadership." *Leadership and Organizational Development Journal*. **Assignments/deadlines:** ● **Take the Insight Self-awareness Quiz** online at https://www.insight-book.com/Quiz and upload your results to NEO (emailed to you in a PDF) Note: This short quiz also requires you to send it to a friend that knows you well, so sure to make time for this. (Post your result on NEO- participation assignment) ● Take the Big Five Personality Assessment: https://openpsychometrics.org/tests/IPIP-BFFM/ and bring your results to class.
Lesson 4: March 4th	**Topic: Understanding yourself: Introduction to The Enneagram** **Description:** In this session we will deal with the question, "Does personality really capture who we are deep down?" We will use an ancient system called the Enneagram (Any-a-gram) with its 9 types to discuss personality as a defense mechanism, going beneath the "surface" to core motivational and patterns of thought that drive our behaviors and habits. Students will take the Enneagram assessment to identify their dominant type and explore the ways in which it has shown up in his or her experience and could impact the way in which they build trust with others. **Reading:** 1. Riso & Hudson, *The Wisdom of the Enneagram* ch. 3 "Essence and Personality" 2. Eurich, *Insight* ch. 3 "Blindspots" **Assignments Due:** ● Take the Riso-Hudson Enneagram Type Inventory (PDF on NEO) and record your dominant type (type number 1-9 or name of type) in discussion thread. Read more about each type, and the Enneagram itself, at: https://www.enneagraminstitute.com/type-descriptions

Lesson 5:
March
11th
	Topic: Balanced Processing
	Description: We will explore the second domain of authentic leadership called "balanced processing" in the literature, but we will think of it as the art of staying curious and checking your bias. Good leaders recognize their limitations and thus approach dilemmas in a more open way. Through case studies and interactive activities we will explore the practice of authenticity and the role bias plays in making decisions in teams.
	Reading:
	    1. Thacker, *The Art of Authenticity* ch. 6 "Balanced Processing and Collaborative Decision Making"
	    2. Brown, *Dare to Lead* "Introduction"
	Assignments/deadlines:
	    • **Self-Assessment Analysis due**

Lesson 6:
March
18th
	Topic: Relational Transparency
	Description: Authentic leaders are those that become more human to those within their sphere of influence and beyond. But for honest conversations to truly take place, leaders must reduce the interpersonal risk of disclosing personal views and information. How does one create the conditions in which people are more honest and transparent? How should followers pursue authenticity in relation to leaders?
	Reading:
	    1. Thacker, *The Art of Authenticity* ch. 7 "Relational Transparency and Honest Conversations"
	    2. Edmonson & Lei (2014) "Psychological Safety: The History, Renaissance, and Future of an Interpersonal Construct"
	Assignment due:
	    • **Midterm exam (take home, on NEO)**

March 25th - April 1st	**ENJOY YOUR SPRING BREAK!**

Lesson 7:
April 8th
	Topic: Internalized Moral Perspective
	Description: The fourth component of authentic leadership is the practice of behaving in concert with one's deepest values. This also requires humility and more sophisticated levels or moral and cognitive reasoning. We will discuss the inherent morality of a leader's stories through Kohlberg's model of moral development and Carol Gilligan's ethic of care. We will discuss examples as counter points to the dangers and ethics revealed in the Stanford Prison Experiment.
	Reading:
	    1. Thacker, *The Art of Authenticity* ch. 8 "Internalized Moral Perspective/An Active, Unique GPS System"
	    2. Prince, (in Wren's *The Leader's Companion)* "Moral Development in Individuals"
	    3. Johansson & Edwards, "Exploring caring leadership through a feminist ethic of care: The case of a sporty CEO." *Leadership*, 2021.
	Assignments/deadlines:

Lesson 8: April 15th	**Topic: Deconstructing Authentic Leadership** **Description:** Now that we have become familiar with the theory of authentic leadership, we need to delve into the debate about it. These readings will cast doubt on authentic leadership theory, but this will be very important for a fuller understanding of what it means to lead authentically. Leadership theory can too often fall into the trap of being "a love song to whiteness" or privileged male perspective and if we don't see this, we miss put on a fuller view of what it means to lead and follow well. We will explore Karl Jung's theory of individuation as a possible way to a fuller understanding of the concept of authenticity. **Reading due:** - Jongman-Sereno & Leary (2019) "The Enigma of Being Yourself: A Critical Examination of the Concept of Authenticity" Review of General Psychology, 23 (1). - Zander (2014) Viewpoint: An authentic jerk. Authentic Leadership can be bad leadership. In Ladkin & Spiller, *Authentic Leadership: Clashes, Convergences, Coalescences*. - Ladkin, Spiller & Craze (2018) The journey of individuation: A Jungian alternative to the theory and practice of leading authentically. *Leadership*. - Listen to WorkLife podcast with organizational psychologist, Adam Grant, Episode: "Authenticity is a double-edged sword" **Assignment Due:** Authentic Leadership Critique Due
Lesson 9: April 22nd	**Topic: Power, Status and Followership** **Description:** One of the main criticisms of authentic leadership theory is that it does not account for power differences. Power affects the way leaders and followers collaborate. The corrupting influence of power is the typical explanation for the moral failings of any high ranking official. Yet how and why does power corrupt? Does one lose authenticity in the pursuit/obtaining of status? We need to understand the "shadows" of inauthenticity and bad leadership to cast light on good leadership. **Reading:** 1. Price, "Explaining Ethical Failures in Leadership" in *Leadership & Organization Development Journal* 2. Taylor, "Authentic Leadership and the Status Trap" In Ladkin & Spiller, *Authentic Leadership: Clashes, Convergences, Coalescences.* 3. Useem, Power Causes Brain Damage. *The Atlantic* (2017). **Assignments/deadlines:** none

Lesson 10: April 29th	**Topic: Adversity, Emotional Intelligence and Self-Compassion** **Description:** We will discuss and critique Goleman and others' work on emotional intelligence as a key competency for leaders. We will reflect on the role that the human vulnerabilities of shame and fear play in leadership. Have we confused vulnerability with weakness? We will compile our findings about failure in the interviews conducted with mentors/role models. In leadership, failure is inevitable. What does psychology offer in terms of guidance on how to recover from failure? We will discuss the conditions under which a greater service of others results from perspective-taking and empathy during adversity. Research has shown that the key to personal growth and well-being in not self-criticism as many assume, but in the practice of self-compassion. Why is that? We will explore the components of self-compassion and apply research-based principles of personal growth. **Reading:** 1. Grant, A. "The Dark Side of Emotional Intelligence" article in *The Atlantic* 2. Brown, *Dare to Lead* section 2 "The Call to Courage" 3. Listen to the Happiness Lab podcast episode "How to Identify Your Negative Emotions" 4. Watch Kristin Neff's TED Talk on "The Space Between Self-Esteem and Self Compassion" Assignments Due: • Failed Leadership Paper due
Lesson 11: May 6th	**Topic: Being and Responsibility: Philosophical Roots of Authenticity** **Description:** Ancient philosophers such as Socrates spoke about the imperative of wisdom to "know thyself" and emphasized the good life as "caring for the soul." In the 20th Century, existentialist philosophers, like Jan Patočka (Czech)—a student of Edmund Husserl—and Gabriel Marcel (French), advanced an ontological ethics that rooted the self in relationships and concrete experience. Psychology is a much younger discipline than philosophy but the two have long been in conversation. We will explore another criticism of authentic leadership theory in serration of the psychology of authenticity from the concept's philosophical basis and week to restore it within the frame of the leader-follower relationship. This class lesson we will be joined by philosopher Dr. Zuzana Svobodova to explore the concept of the open soul, responsibility, and application to leadership ethics. **Reading:** • Svobodova, Z. (2020) Forms and Movements of Life: Existential and Metaphysical Responsibility in the work of Jan Patočka. *Forum Philosophicum*, 25. **Assignments due:** • Student Lesson Plan (draft for feedback)
Lesson 12: May 13th	**Topic: [Student-designed lesson]**

Lesson 13: May 20th	**Topic: Spiritual Leadership and Hope** **Description:** Spiritual leadership theory emerged at the same time as authentic leadership, both influenced heavily by positive psychology. In this session we will explore the weaknesses of positive psychology and pathways for fuller understanding of the core concept of hope. We build on the previous lesson and apply it more directly to leadership studies in order to construct and a more durable for today's complex problems. If leaders and followers are to live in hope they will have to draw on more than optimism in facing such existential threats as AI, climate change and other challenges. **Readings:** • Hayden, J. (2024) Leadership and the Ethics of Hope: Havel and Charter 77 Human Rights Movement in Czechoslovakia. *Leadership*. • Svobodová, Z. (2020) Overcoming Despair: Open Soul, Hope in Dialogue. Caritas e Veritas, 10. 176-183. **Assignments Due:** • Final Exam (take home, on NEO)

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Attendance and Class Participation	42	15%	3,5	1,2
Self-Assessment Analysis	10	15%	1,3	1,3
Failed Leadership Paper	20	20%	6	1,3
Exams (Midterm and Final)	20	20% *(10% each)*	1	2
Authentic Leadership Critique	25	15%	4,3	1,3
Student-designed Lesson	28	15%	1,2,3	1,2
TOTAL	**150**	**100%**		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Attendance and class participation (includes short reflections)

Attendance and participation include short assignments that go with the reading, putting cell phones away (not on the table), and being on-time for class. You participation grade will depend, in large part, on your active participation each class per the areas below.

For online students, class participation will be more challenging. You will need to show your active engagement during class each time. This means:
- Keeping your camera on during class
- Participating at least once for each class live, in <u>chat</u> on Teams, or raising your hand through Teams.
- Actively participating in group conversations and activities
- Asking thoughtful questions (through chat or during class)

The following are some general expectations for class participation that are inspired by the approach of Aristotle in finding the ideal mean of the virtue. An ideal—perhaps even virtuous—student will substantively improve the learning of the group by doing some or all of the following:

1. **Curiosity:** Ask questions that uncover confusion or contradiction, probe the depths of an idea, or appropriately apply concepts from the texts to the real world.
    o The excessive student will ask too many questions or frequently interrupt the flow of the conversation. An excessive student might dominate the conversation to take it in a direction that is more about personal interest than improving learning in the group.
    o The deficient student will not add to the group, will be reluctant to share his or her own confusion, questions, or insights. If the class were to be dominated by deficient students, then the class's learning would depend on the performance of the authority figures only, rather than on collective learning.

2. **Collaboration:** In small groups, the virtuous student would help the group learn by keeping on task, exploring new ideas, listening, and appropriately adding their own questions and insights.
    o The excessive student will dominate the small group with his or her own agenda, not listen deeply to the ideas of others, consider his or her own needs and not the needs of the group to learn collectively.
    o The deficient student will not actively participate, will allow others to take charge and lead the way, will not offer insights to further the learning of the group.

3. **Contribution:** The virtuous student would come to class not only having done the reading, but having given it thought. The virtuous student is willing to express confusion and questions and offer theories of explanation.
    o The excessive student might read the texts only to show off his or her learning. The excessive student might hijack the conversation by only wanting to discuss the reading that most spoke to him or her.
    o The deficient student would not have done the reading or have done it sparingly or without thoughtfulness. The deficient student would have trouble adding to the learning of the group because they have no knowledge of the shared texts.

- **Assignment 1: Authentic Leadership Critique**

  From its inception until now, both positive psychology's conception of authenticity and authentic leadership theory has had it's proponents and critics. Understanding the strengths and weaknesses of the theory helps us gain a fuller understanding of leading and following authentically. This assignment is meant to challenge students to think critically about the core terms and concepts of this course and get feedback on their understanding.

  Assessment breakdown

Assessed area	Percentage
Shows good reading comprehension and reference	25%
Synthesizes and compares understandings of authenticity and leadership	25%
Applies concept(s) using examples and original points of view	25%
Well organized and clearly written (grammar, syntax)	25%

- *Assignment 2:* **Failed Leadership Paper**

  Every good leader has stories of failure. One of the premises of this class is that we can learn a lot about leadership by examining cases where people failed to lead well. We can learn a lot about being our authentic selves by the times we weren't ourselves for whatever reasons. In this assignment, you will conduct an interview with a person who has been a leader in your life—a mentor, a coach, a teacher, a community member (but *not your parents*)—about a time, or times, they failed to lead, what the experience was like, and what they learned from it. In your paper, you will then discuss what the leadership failure was and analyze the interview by distilling the lessons that you learned from it. You might be surprised by the results and the experience of the interview itself will be authentically illuminating in terms of a person of influence in your life revealing something that they are not particularly proud of, but yet revealing the meaning that came from it.

  Assessment breakdown

Assessed area	Percentage
Describes successfully the key elements of the leadership failure	25%
Evidence of good interviewing, submission of questions	25%
Analyzes key failure and distills unique lessons from the interview relating to at least three (3) readings from class	25%
Well-organized and professional writing	25%

- *Assignment 3: Exams (Midterm and Final)*

  Keeping up with and reflecting on the readings is a critical aspect of this class. We will discuss and debate the readings during class time and students will be accountable to bring in questions and key insights from the readings that they want to discuss. The quizzes will usually cover multiple lessons and will be both multiple choice and short answer. Both will be on NEO, closed notes, and timed.

  Assessment breakdown

Assessed area	Percentage
Follows parameters set in the assignment in terms of length—is concise	25%
Applies key concepts from class to their personal evaluation and sense of their leadership strengths and weaknesses	25%
Provides practical steps and habits they can develop to integrate his or her philosophy	25%
Writes in a personally meaningful and compelling way	25%

- *Assignment 4: Self-Assessment Analysis*

  You will have several opportunities in this course to practice internal and external self-awareness by using various psychological tools, such as Myers-Briggs and the Enneagram, to understand yourself in a deeper and fuller way. You may even become more awake to a blindspot in your relations with others or in your orientation towards work and projects. This assignment is a specific way to distill these revelations into a narrative and plan related to the process of leadership and followership. You will demonstrate that you have reflected on the results of the assessments, citing specific examples as you make connections with your experience, and that you have sought outside help from others in that reflection.

  Assessment breakdown

Assessed area	Percentage
Draws from the assessments we have discussed in class and demonstrates an understanding of both their intent and limitations	25%
Demonstrates critical thinking and good analysis- connection to readings	25%
Provides examples of their results in action and past experience	25%
Shows a willingness to look at their own weaknesses and limitations that could impact good leadership	25%

- *Assignment 5: Student-designed lesson*

  In an effective learning community, professors learn from students and students can do much to teach their peers. This assignment is a leadership challenge to the whole class to organize, build and facilitate/teach one 2.5 hour class lesson. The only stipulation is that what you do with the lesson has to be *pedagogically relevant* to the subject(s) of this course. The lesson will have readings and an assignment attached to it for students to complete. What you do within those parameters will be up to you!

Assessment breakdown

Assessed area	Percentage
Students stay within basic parameters of the assignment	25%
Critical and creative thinking in lesson design and student involvement	25%
Meaningful connections and research conducted in preparation for the lesson	25%
Provides evidence of effort and engagement in the process of decision making, collaboration, and communication for a successful learning experience.	25%

1. **General Requirements and School Policies**

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams.
Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question".
All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, at AAU courses is default mandatory; however, it is not graded as such. (Grades may be impacted by missed assignments or lack of participation.) Still, students must attend at least two thirds of classes to complete the course. If they do not meet this condition and most of their absences are excused, they will be administratively withdrawn from the course. If they do not meet this condition and most of their absences are not excused, they will receive a grade of "FW" (Failure to Withdraw). Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. Each student may excuse up to two sick days per term without any supporting documentation; however, an Absence Excuse Request Form must still be submitted for these instances. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due

to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

Plagiarism

Plagiarism obscures the authorship of a work or the degree of its originality. Students are expected to create and submit works of which they are the author. Plagiarism can apply to all works of authorship – verbal, audiovisual, visual, computer programs, etc. Examples are:

- **Verbatim plagiarism**: verbatim use of another's work or part of it without proper acknowledgement of the source and designation as a verbatim quotation,
- **Paraphrasing plagiarism**: paraphrasing someone else's work or part of it without proper acknowledgement of the source,
- **Data plagiarism**: use of other people's data without proper acknowledgement of the source,
- **False quotation**: publishing a text that is not a verbatim quotation as a verbatim quotation,
- **Fictious citation**: quoting, paraphrasing, or referring to an incorrect or a non-existent work,

- **Inaccurate citation**: citing sources in such a way that they cannot be found and verified,
- **Ghostwriting**: commissioning work from others and passing it off as one's own,
- **Patchwriting**: using someone else's work or works (albeit with proper acknowledgement of sources and proper attribution) to such an extent that the output contains almost no original contribution,
- **Self-plagiarism**: unacknowledged reuse of one's own work (or part of it) that has been produced or submitted as part of another course of study or that has been published in the past,
- **Collaborative plagiarism**: delivering the result of collective collaboration as one's own individual output.

At minimum, plagiarism will result in a failing grade for the assignment and shall be reported to the student's Dean. A mitigating circumstance may be the case of novice students, and the benefit of the doubt may be given if it is reasonable to assume that the small-scale plagiarism was the result of ignorance rather than intent. An aggravating circumstance in plagiarism is an act intended to make the plagiarism more difficult to detect. Such conduct includes, for example, the additional modification of individual words or phrases, the creation of typos, the use of machine translation tools or the creation of synonymous text, etc. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Intentional or repeated plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

Use of Artificial Intelligence and Academic Tutoring Center

The use of artificial intelligence tools to search sources, to process, analyze and summarize data, and to provide suggestions or feedback in order to improve content, structure, or style, defined here as AI-assisted writing, is not in itself plagiarism. However, it is plagiarism if, as a result, it obscures the authorship of the work produced or the degree of its originality (see the examples above). AAU acknowledges prudent and honest use of AI-assisted writing, that is, the use of AI for orientation, consultation, and practice is allowed. For some courses and assignments, however, the use of AI is counterproductive to learning outcomes; therefore, the course syllabus may prohibit AI assistance. A work (text, image, video, sound, code, etc.) generated by artificial intelligence based on a mass of existing data, defined here as AI-generated work, is not considered a work of authorship. Therefore, if an AI-generated work (e.g. text) is part of the author's work, it must be marked as AI-generated. Otherwise, it obscures the authorship and/or the degree of originality, and thus constitutes plagiarism. Unless explicitly permitted by the instructor, submission of AI-generated work is prohibited. If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: http://atc.simplybook.me/sheduler/manage/event/1/.

Course accessibility and inclusion

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive.

Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

2. Grading Scale

Letter Grade	Percentage*	Description
A	95–100	**Excellent performance**. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A–	90–94	
B+	87–89	**Good performance**. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83–86	
B–	80–82	
C+	77–79	**Fair performance**. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73–76	
C–	70–72	
D+	65–69	**Poor**. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60–64	
F	0–59	**Fail**. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

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Date:19 November 2023

Approved by: Karen Grunow-Harsta
Date: 22 November 2023