

COURSE SYLLABUS



Leadership and the Self

Course code: PSY 275

Semester and year: Spring 2022

Day and time: Thursdays 14:45-17:30

Classroom: 3.13

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 competences 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. Students will use psychological assessments and tools to understand themselves and their leadership strengths and weaknesses.

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. Synthesize the relationship between an area of psychological inquiry (e.g. narcissism) in terms of its relationship to the leadership process;
4. Analyze their own personality and internal defense mechanisms that come into play when attempting to influence others toward a common pursuit;
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 NEO and at the links below in the schedule

Recommended:

- Bennis, W. (1989) *On Becoming a Leader*. New York: Basic Books.
- Brown, B. (2018) *Dare to Lead: Brave Work. Tough Conversations*. Whole Hearts. Ebury Publishing.
- 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.
- Thacker, K. (2016) *The Art of Authenticity: Tools to become an authentic leader and your best self*. New Jersey: John Wiley and Sons, Inc.

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. 10 th	Topic: Defining Leadership and the Self Description: Our goals are to preview the themes of the class, discuss our theoretical framework and describe the course assignments and syllabus. Reading: <ul style="list-style-type: none">• This syllabus Assignments/deadlines: <ul style="list-style-type: none">• Complete info and assessment form• Bring questions about the syllabus to class

<p>Lesson 2: Feb. 17th</p>	<p>Topic: The Elevating Nature of Leadership</p> <p>Description: Given the nature of humans and advanced societies, what kind of competencies and practices does one need to have to be a leader? Is morality essential to leadership? How is knowing the self relevant to good leadership? In addition, we will discuss the theory of authentic leadership which will frame much of the class going forward.</p> <p>Reading due:</p> <ol style="list-style-type: none"> 1. Heifetz, <i>Leadership Without Easy Answers</i> ch.1 “Values and Leadership” 2. Northouse, <i>Leadership Theory</i>, ch. 11 “Authentic Leadership” 3. Listen to (part 1) Adam Grant’s podcast interview with Indra Nooyi, former PepsiCo CEO: https://podcasts.apple.com/gb/podcast/taken-for-granted-indra-nooyi-wants-us-to-reimagine/id1346314086?i=1000539774996 4. Listen to (part 2) Adam Grant’s podcast interview with Indra Nooyi, former PepsiCo CEO: https://podcasts.apple.com/gb/podcast/taken-for-granted-indra-nooyi-says-its-time-for-leaders/id1346314086?i=1000540467431 <p>Assignment due:</p> <ul style="list-style-type: none"> • Pre-reflection assignment
<p>Lesson 3: Feb. 24th</p>	<p>Topic: Mastering the Context: Leading and following in an age of self-promotion, image, and globalization</p> <p>Description: Applying the triad of leadership—leaders, followers and context—we will discuss the defining characteristics of human nature and culture that present challenges to authentic leadership in the 21st century workplace and communities. Why is mastering, instead of surrendering, to our context important for effective leadership? We will look through the intersection of sociology and psychology for practical insights about how cultures and environments effect the human process of change.</p> <p>Reading due:</p> <ol style="list-style-type: none"> 1. Bennis, <i>On Becoming a Leader</i> ch. 2 “Understanding the Basics” 2. Thacker, <i>The Art of Authenticity</i> ch. 1 “The Digital Era of Freedom and Fear” 3. Watch David Brooks TED Talk “The Lies Our Culture Tells Us About What Matters—and a better way to live” 4. Eurich, <i>Insight</i> ch. 1 “The Meta-skill of the 21st Century” <p>Assignment Due:</p> <ul style="list-style-type: none"> • 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) • Reading Quiz #1 (lessons 2 &3)

SELF-AWARENESS AND BUILDING TRUST	
Lesson 4: March 3 rd	<p>Topic: Becoming yourself: personality, self-monitoring and truth</p> <p>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?</p> <p>Reading due:</p> <ol style="list-style-type: none"> 1. Bennis, <i>On Becoming a Leader</i> ch. 3 “Knowing Yourself” 2. Eurich, <i>Insight</i> ch. 2 “The Anatomy of Self-Awareness” 3. Watch Tasha Eurich’s TED talk: “Increase your self-awareness with one simple fix” 4. Thacker, <i>The Art of Authenticity</i> ch. 2 “Self-Awareness or is it Selves Awareness?” <p><i>Recommended:</i> Judge and Bono (2000) “Five Factor Model of Personality and Transformational Leadership”</p> <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • Take the Big Five Personality Assessment: https://openpsychometrics.org/tests/IPIP-BFFM/ and bring your results to class.
Lesson 5: March 10 th	<p>Topic: Motivations, instincts and personal blindspots (Introduction to The Enneagram)</p> <p>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.</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Riso & Hudson, <i>The Wisdom of the Enneagram</i> ch. 3 “Essence and Personality” 2. Cron & Stabile, <i>The Road Back to You</i> ch. 2 “Finding Your Type” 3. Eurich, <i>Insight</i> ch. 3 “Blindspots” <p>Assignments Due:</p> <ul style="list-style-type: none"> • Take the Riso-Hudson Enneagram Type Inventory (PDF on NEO) and record your dominant type (number 1-9 or name) in discussion thread • Dominant type reflection on NEO with your dominant type listed prior to class

	BALANCED PROCESSING AND COLLABORATIVE DECISION-MAKING
Lesson 6: March 17 th	<p>Topic: Balanced processing, openness and bias</p> <p>Description: We will explore the second domain of authenticity 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. One leader who was exemplary of this was Nelson Mandela. Through case studies and interactive activities we will explore the practice of authenticity and the role bias plays in making decisions in teams.</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Thacker, <i>The Art of Authenticity</i> ch. 6 “Balanced Processing and Collaborative Decision Making” 2. Brown, <i>Dare to Lead</i> “Introduction” 3. Nicholson (2017) “Mandela’s Lessons in Self-Leadership” in <i>Think</i> London Business School 4. Avolio & Reichard, “The Rise of Authentic Followership” from <i>The Art of Followership</i> by Riggio, Chaleff & Lipman-Blumen (eds) <p>Assignments/deadlines: none</p>
Lesson 7: March 24 th	<p>Topic: Self-deception and the dark side of leadership</p> <p>Description: One can know leadership in deeper way by getting well acquainted with what it is not. We need to understand the “shadows” of inauthenticity and bad leadership to cast light on good leadership. We will examine Lance Armstrong’s rise and fall in cycling, leading a team, and running an organization. We will discuss the dark side of personality—the characteristics that sabotage teams, groups and communities.</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Price, “Explaining Ethical Failures in Leadership” in <i>Leadership & Organization Development Journal</i> 2. Watch: Lance Armstrong interview with Mike Tirico 3. Paulhus & Williams (2002) “The Dark Triad of Personality: Narcissism, Machiavellianism and Psycopathy” in <i>Journal of Research in Personality</i> <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • Self-Assessment Analysis & Action Plan due
March 28 -April 1	Midterm Break
	RELATIONAL TRANSPARENCY AND CANDID COMMUNICATION

<p>Lesson 8: April 7th</p>	<p>Topic: Relational Transparency and psychological safety Description: Authentic leaders are those that become more human to those within their sphere of influence and beyond. In particular, we will discuss the corrupting influence of power and privilege through the life of Vaclav Havel and his efforts of resistance. 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:</p> <ol style="list-style-type: none"> 1. Vaclav Havel “Sonning Prize Speech”: http://old.hrad.cz/president/Havel/speeches/1991/2805_uk.html 2. Ignatieff (2015) “The Hero Europe Needed” in <i>The Atlantic</i> 3. Thacker, <i>The Art of Authenticity</i> ch. 7 “Relational Transparency and Honest Conversations” 4. Edmonson & Lei (2014) “Psychological Safety: The History, Renaissance, and Future of an Interpersonal Construct” <p>Assignment due:</p> <ul style="list-style-type: none"> • Failed Leadership Paper
<p>Lesson 9: April 14th</p>	<p>Topic: Emotions and Vulnerability in the Leadership Process Description: We will discuss and critique Goleman and others’ work on emotional intelligence as a key competency for leaders. In particular, we will reflect on the role that the human vulnerabilities of shame and fear play in leadership. Have we confused vulnerability with weakness? Reading:</p> <ol style="list-style-type: none"> 1. Brown, <i>Dare to Lead</i> section 2 “The Call to Courage” 2. Listen to the Happiness Lab podcast episode “How to Identify Your Negative Emotions” 3. Watch Adam Grant Interviews Daniel Coyle- “The three most important words a leader can say”: https://www.youtube.com/watch?v=KFk95hefF_Q 4. Grant, A. “The Dark Side of Emotional Intelligence” article in <i>The Atlantic</i> <p>Recommended: Sheldon, Dunning & Ames (2014) Emotionally Unskilled, Unaware, and Uninterested in Learning More: Reactions to Feedback About Deficits in Emotional Intelligence. <i>Journal of Applied Psychology</i>, 99 (1).</p> <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • Reading Quiz #2 (lessons 6-8)
<p>INTERNALIZED MORAL PERSPECTIVE AND LEADING CHANGE</p>	

<p>Lesson 10: April 21st</p>	<p>Topic: Integrity and Moral Development 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 of moral and cognitive reasoning. We will discuss the inherent morality of a leader’s stories through Kohlberg’s model of moral development and Gardner’s cognitive model of leadership. Our exemplary leader will be Eleanor Roosevelt, former U.S. first lady and humanitarian. We will discuss her example as a counter point to the dangers and ethics revealed in the Stanford Prison Experiment. Reading:</p> <ol style="list-style-type: none"> 1. Thacker, <i>The Art of Authenticity</i> ch. 8 “Internalized Moral Perspective/An Active, Unique GPS System” 2. Prince, (in Wren’s <i>The Leader’s Companion</i>) “Moral Development in Individuals” 3. Watch Eleanor Roosevelt and Marian Anderson: https://www.youtube.com/watch?v=OwQCRUtzBsU 4. Read about the Zimbardo’s 1971 Stanford Prison Experiment: https://www.prisonexp.org/
<p>Lesson 11: April 28th</p>	<p>Topic: Self-compassion and personal growth Description: Believe it or not, there is a solid and growing body of research on self-compassion and its benefits. This research has shown that the key to personal growth and well-being is 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:</p> <ol style="list-style-type: none"> 1. Warren, Smeets & Neff (2016) “Self-criticism and Self-compassion: Risk and Resilience” 2. Watch Kristin Neff’s TED Talk on “The Space Between Self-Esteem and Self Compassion” 3. Heath & Heath, <i>Switch: How to Change Things When Change is Hard</i> ch. 7 “Grow Your People” <p>Assignments Due:</p> <ul style="list-style-type: none"> • Reading Quiz #3 (lesson 9-11 readings)

Lesson 12: May 5 th	<p>Topic: Creating an Environment of Authenticity</p> <p>Description: We will move from personal growth, the journey to self-expression as a leader, to the ultimate goal of creating environments that make authenticity and integrity more likely. Leadership, in the end, is not just about a destination but about the orchestration of a process in which people live thrive in all the aspects of their lives. The personal challenge is the challenge of equipping others, mentoring, and designing good cultures.</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Bennis, <i>On Becoming a Leader</i> ch. 6 “Deploying Yourself: Strike Hard, Try Everything” 2. Eurich, <i>Insight</i> ch. 9 “How Leaders Build Self-aware Teams and Organizations” 3. Heifetz, <i>Leadership Without Easy Answers</i> ch. 11 “The Personal Challenge” <p>Optional: Turn in Research Paper Rough Draft or Outline for feedback</p>
Lesson 13: May 12 th	<p>Topic: Final Presentations</p> <p>Description: We will use the framework for authentic leadership and discussed how students can use it to continue to develop their capacity for self-aware leadership.</p> <p>Reading: None</p> <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • Research Paper • Research Paper Presentation
Lesson 14 (Final Exam week): May 19 th	<p>Topic: Presentations/ Bringing it all together</p> <p>Description: In addition to course evaluations, we will review student research presentations and application of key concepts. This will be an opportunity to practice giving feedback to others in a way that produces a roadmap to confidence and improvement.</p> <p>Assignment due:</p> <ul style="list-style-type: none"> • Research Paper Presentation

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	20%	3,5	1,2
Failed Leadership Case Study	20	15%	6	1,3
Reading Quizzes (3)	20	12%	1	2
Self-Assessment	30	13%	4,3	1,3

Analysis & Plan				
Research Paper and Presentation	43	40%	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 (like the pre-reflection assignment), putting cell phones away (not on the table), and being on-time for class. Your 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:

1. Keeping your camera on during class
2. Participating at least once for each class live, in chat on Teams, or raising your hand through Teams.
3. Actively participating in group conversations and activities
4. 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.
 - 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.
 - 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.
 - 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.

- 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.
- 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.
 - 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: Failed Leadership case study**

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. 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 2: Reading Quizzes (3)**

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 (they will not be cumulative) and will be both multiple choice and short answer.

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 3: Self-Assessment Analysis & Plan**

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. A crucial part of this self-reflection is that a large part of what we know of ourselves we learn through the eyes of others. You will use Eurich’s 7 Pillars of Insight, in which you will choose the four most salient, and compose a short autobiography up to the present. Then you will take these insights and devise a plan with specific goals and practices for personal growth using these insights. In the third section, you will compose and explain a question that lies at the heart of your leadership. This could be a question about your abilities, inconsistencies, strengths, or aspirations but it should be personal and meaningful.

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	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 4: Research Paper and Presentation**

Students will choose a psychological topic that we have not discussed in-depth (a list will be available in the longer assignment description) to compose a research paper relating the concept to the practice of leadership. The paper will be partly a literature review explaining the concept—its elements, relationship to outcomes like well-being or task accomplishment, and its development. Then, using the research findings, students will clarify the relationship between the concept and the practice of authentic leadership. Based on the paper, students will present their findings and synthesis to classmates for their consideration and application.

Assessment breakdown

Assessed area	Percentage
Demonstrates a good research process and evaluation of sources.	25%
Systematic and well-reasoned examination of literature relevant to their topic	25%
Displays critical thought and suggestions of the implications of the research for leadership practice	25%
Gives a creative, engaging and well thought through presentation.	25%

8. 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 available in the 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. It is strongly recommended that any email communication between students and instructors take place in NEO LMS.

Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: “COM101-1 Mid-term Exam. Question”.

All electronic submissions are carried out through NEO LMS. No substantial pieces of writing (especially take home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance is required. Students who are absent 35 percent of classes will be failed (or administratively withdrawn from the course if most absences are excused). Students might also be marked absent if they miss a significant part of a class (by arriving late or leaving early) as specified in the syllabus.

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), s/he must submit to the Dean of Students an Absence Excuse Request Form supplemented with documents providing reasons for the absence. The form and documents must be submitted within

one week of the absence. 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.

Assignments missed due to unexcused absences cannot be made up which may result in a decreased or failing grade as specified in the syllabus.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows for a make-up. 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 (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.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehavior the student will be expelled from the exam and the exam will be marked as failed.

Plagiarism and Academic Tutoring Center

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND–REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.

8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The “Aggregator” includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text’s original wording and/or structure.

As the minimum policy the types of plagiarism from 1 through 8 results in the failing grade from the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult their papers 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.

9. 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.

Prepared by: Joshua M. Hayden

Date: January 22, 2022

Approved by:

Date: