COURSE OUTLINE - INTERNATIONAL MARKETING (IBM 414)

Cal Poly, Pomona College of Business Administration

Dr. Kirkpatrick Winter 2015

Office Hours: 7:30–8:00 and 11:45–1:00 Tuesday/Thursday
Bldg. #164, Room 3082; Phone: (909) 869-2438; fax: (909) 869-3647
email: jkirkpatrick@cpp.edu
web site: www.cpp.edu/~jkirkpatrick

Cases: [http://highered.mcgraw-hill.com/sites/007352994x/student_view0/cases.html](http://highered.mcgraw-hill.com/sites/007352994x/student_view0/cases.html)

Prerequisite: IBM 301

<table>
<thead>
<tr>
<th>Text</th>
<th>Cases, Etc.</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. The Globalization of Markets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Protectionism vs. Int’l. Free Trade</td>
<td>Ch. 1, 2</td>
<td>1/6</td>
</tr>
<tr>
<td>C. Financial Risk Mgt. in Int’l Markets</td>
<td>pp. 544-47</td>
<td>Two cases (handouts)</td>
</tr>
</tbody>
</table>

| II. Environmental Variables in International Marketing | | |
| A. Geography, Culture, and History | Ch. 3-4 | (no class 1/15) | 1/20 |
| Ch. 19 | Case 2-1 | 1/22 |
| B. Business Customs and Practices | Ch. 5 | Case 2-3 | 1/27 |
| C. Political and Legal Environments | Ch. 6 | Case 2-6 | 1/29 |
| Ch. 7 | (draft I) | 1/29 |
| D. Economic Development | Ch. 9+p. 399 | Case (handout) | 2/3 |
| E. Multinational Market Groups | Ch. 10-11+pp. 542-44 | (Paper I due) | 2/5 |

**MIDTERM EXAM: Tuesday, Feb. 10, 10:00 - 11:40PM**

| III. The International Marketing Mix | | |
| A. Global Marketing Management | Ch. 12 | | 2/12 |
| B. Target Market Identification | Ch. 8 | Case 3-1 | 2/17 |
| C. Product Strategy | Ch. 13+pp. 194-200 | Case (handout) | 2/19 |
| Ch. 14 | Case 4-2 | 2/24 |
| D. Pricing Strategy | Ch. 18 | (draft II) | 2/26 |
| E. Promotion Strategy | Ch. 16 | | 3/3 |
| Ch. 17 | (Paper II due) | 3/5 |
| F. Distribution Strategy | Ch. 15+pp. 212-16 | Case 4-4 | 3/10 |
| G. International Negotiation | Ch. 19 | | 3/12 |

**FINAL EXAM: Thursday, March 19, 11:30AM – 1:30PM**
Course grades will be based on two exams, two papers, and eight cases. The midterm exam will be weighted 25%, the final 30%. The first paper will be weighted 15%, the second one 20%. The eight cases combined will be weighted the remaining 10%. Out of fairness to those who attend the exams on the assigned dates, make-ups will not be given; exams and exam dates should be considered a “death do us part” proposition. Late papers are subject to a one-third letter grade per class day penalty (i.e., an A- becomes a B+, a B+ becomes a B, etc.)--and both papers must be handed in to get a passing grade for the course. Late cases are subject to a one point per class day penalty.

Grades will be posted to Blackboard. See pages 12 and 13 of this syllabus for the grading scale and an example of how the grades are calculated. Note on the calculation page that the Total (column G) reduces the weight of the midterm to .24. This is because of a quirk in how Blackboard incorporates extra credit. Everyone, as a result, will be given one point of extra credit in that calculation, albeit not weighted much, then true extra credit can be added in and be calculated correctly. It works!

Note: when turning in papers and cases, the safest place to do so is in my hands. There is a drop box at the top of the stairs in building 164. Be sure my name is on whatever you are turning in. The items will be put in my mailbox. It also would be a good idea to send me an email to tell me when you have put anything in the box.

Required Papers

Two 2 to 2-1/2 page papers (plus exhibits, if any) are required for this course. The papers must be typed, one-and-one-half- or double-spaced with one-inch margins, minimum 10-point type. (Using Times New Roman font, 10-point type, you can easily put 1500 words in a 2-1/2 page, 1-1/2 spaced paper. Endnotes do not count in the 2-1/2 pages.) Each paper will go through draft and revision stages, plus you will submit the final copy to www.turnitin.com for a “plagiarism check.” (Actually, you should think of the two papers as one, broken into two parts.)

Your assignment is to choose a country, then research and write two papers that address the cultural and economic issues discussed in the Appendix of the text, “The Country Notebook—A Guide for Developing a Marketing Plan,” pp. 580-87. Ideally, the country you choose to research should be located on a different continent than the one you consider to be your “cultural home.” (I’m open to argument otherwise.) The following countries are off limits to all students: Canada, the United States, and Mexico.

Your papers should have the following headings (indicated in bold below) and should include information for each subheading. In such short papers as these, it is important to maintain correct proportions for each section. For example, “Brief History” is just that: brief. “Social Institutions” and “Living Conditions,” however, should be your two longest sections in the Cultural Analysis. Generally, it is better to have one sentence per subsection (or sub-subsection) than nothing at all. Numerical data may be displayed in exhibits attached at the end of the papers (but not photocopied pages from almanacs or abstracts—the data should be typed or otherwise put into easy-to-read presentation format). Exhibits do not count in the 2-1/2 pages. Page 14 of this syllabus shows the recommended format. See Blackboard for all 2-1/2 pages of the template.
First Paper

Cultural Analysis

Brief History

Geography
- Location
- Climate
- Topography

Social Institutions
- Family: nuclear, extended, parental roles, marriage and courtship, female/male roles
- Education: primary, secondary, higher, literacy rate
- Political system: structure, parties, stability, tax rates, local government
- Legal system: judiciary, code or common, intellectual property
- Social organizations: groups, social classes, clubs, races, ethnicity, subcultures
- Business customs and practices

Religion and Aesthetics
- Religion: doctrine and structures, degree to which accepted by people, prominent religions, membership, powerful/influential cults
- Aesthetics: visual arts, music, drama, ballet, performing arts, folklore and symbols

Living Conditions
- Diet and nutrition: meat vs. vegetables, typical meals, malnutrition rates, foods available
- Housing: types available, own or rent, one-family dwellings or live with other families
- Clothing: national dress, work clothing
- Recreation, sports, leisure: types available and in demand, % of income spent on
- Social security (pension)
- Health care

Language
- Official language
- Spoken vs. written
- Dialects
Second Paper

Economic Analysis

Population
Total, growth rate, live births, birthrate
Distribution of Population: age, gender, geographical areas, immigration rates and patterns, ethnic groups

Economic Statistics and Activity
Financial
GDP: total, rate of growth
Personal Income Per Capita
Average Family Income
Distribution of Wealth: income classes, population per class, distribution distortions
Inflation Rates
Transportation and Communication
Surface Transport: modes, availability, usage rates, ports
Communication Systems: types, availability, usage rates

Minerals and Resources
Principal Industries: % of GDP, ratio of private to public

Trade
International Trade Statistics: exports/imports dollars/trends, balance of payments/trends, exchange rates/single or multiple/current rate/trends
Trade Restrictions: embargoes, quotas, import taxes, tariffs, licensing, custom duties
Foreign Investment: opportunities, for which industries
Noncash Income Activities: countertrades/products and types of trades, foreign aid received

Labor
Labor Force: size, unemployment rates
Working Conditions: employer/employee relations, employee participation, salaries/benefits

Science and Technology
Current technology
Percentage of GDP invested in R & D
Technological skill level of labor force and general population

Channels of Distribution
Retailers: number, size, markups, cash vs. credit operation, large vs. small, chain stores
Wholesalers: number, size, markups, cash vs. credit
Import/Export agents
Warehousing
Penetration of urban and rural markets

Media
Availability
Costs (ad rates): TV, radio, print, other
Coverage (percent of population reached) of various media
Reach (circulation or audience size) of each medium and media category

These headings and subheadings have been taken from the Country Notebook guidelines, which you should study carefully for ideas about what to include in each section of your papers. It may help you to think of these papers as “executive summaries” because, in real life, a country notebook would be extremely detailed and periodically revised and supplemented. The purpose of this assignment is to give you a taste of what it would be like to study a different country and culture in some (limited) detail.

Concerning reference sources, first see pp. 244-47 in the text, then go to this web page http://libguides.library.csupomona.edu/cat.php?cid=29700&gid=3451 of the Cal Poly library. Check the many links
provided by the tireless business librarian Julie Shen. In addition, don’t forget to consult the on-line library catalog, http://www.csupomona.edu/~library/ for books and periodicals, as well as the various CD-ROM databases that our library carries. Don’t necessarily restrict your research to the Cal Poly library; there are many other fine libraries nearby to consult. And, of course, thoroughly search the Internet. Here is a page (case sensitive) of some 20 additional links to help you do your research:

http://www.csupomona.edu/~jkirkpatrick/IBM414/414Links.htm

Many of these links in the past have been quite helpful to students when they were researching their papers.

Reference notes should be used throughout your papers, with an appropriate research style (A Manual for Writers by Turabian is a good reference book, which is available in both the library and bookstore. Here is a quick guide: http://www.chicagomanualofstyle.org/tools_citationguide.html). The notes do not have to be listed at the foot of the page; they may be cited at the end of the paper as “Endnotes.” (When using footnotes or endnotes, a separate bibliography is not necessary.) This means using superscripted note numbers at the end of every significant piece of information, not just at the end of words or sentences that are in quotation marks; you may need three or more references per paragraph. The footnote or endnote (the citation), then, provides the reference information. Remember that the assumption behind reference notes is that anyone who picks up your paper should be able to go to the exact page you did to find the same information. (A listing of “Works Cited” without note numbers connecting the sources is not sufficient.)

Use the following formats for hard-copy sources (articles and books):

1 last name of author, first name, “article title in quotes,” Magazine Title Underscored or in Italics (not both) (date in parentheses), pp. xx-xx.
2 last name of author, first name, Book Title Underscored or in Italics, (city of publisher in parentheses followed by colon: publisher’s name, year of publication), pp. xx-xx.

For electronic citations, use the following format:


This is the basic format of a web page citation (the one you are most likely to use):


To cite a personal interview:

7 John Doe, Personal Interview, date.

Spelling, Grammar, and the University Writing Center. Spelling and grammar, of course, matter! Dictionaries and style guides now, of course, are online. Check dictionary.com and dailywritingtips.com as a start. By all means, please visit the Learning Resource Center (building 15, room 2921, 869-3502) if you feel like you need help with your writing, or visit the Center’s website http://www.csupomona.edu/~lrc/.

Plagiarism: The Cal Poly catalog states the following in connection with plagiarism. “Students are hereby informed that the university considers plagiarism a serious academic offense which subjects those engaging in the practice to severe disciplinary measures.” These measures include not just failure of the course in which the plagiarism occurs but expulsion from the university. The Merriam-Webster dictionary defines plagiarism as stealing and passing off as one's own the ideas or words of another, or the use of another’s production without crediting the source. See http://libguides.library.csupomona.edu/content.php?pid=202774&sid=1694329 for several links to sites discussing plagiarism. The Nuts and Bolts of College Writing (http://www.amazon.com/Nuts-Bolts-College-Writing/dp/0872205738) is an excellent guide to college writing of all types. See pp. 10-11 of the syllabus for the University Writing Centers discussion of plagiarism.
**Turnitin.com.** Because the most common form of plagiarism these days seems to be “cut and paste” from the Internet, part of your assignment is to submit your papers to http://www.turnitin.com, a company that bills itself as a “plagiarism prevention service”; it will check your papers against their database and many others, providing you an Originality Report with an Overall Similarity Index (a percentage) and a color scale ranging from blue (least similar) to red (most similar). If something is found, the similar (or identical) passage will be highlighted in your paper and you will be able to see where it came from on the Internet. Turnitin.com will also give you the percentage of similarity to that one source.

Try to think of this as a learning experience. I submit my own papers to the service and I have to admit that it is pleasing to get a “blue” back on the Overall Similarity Index. One of the flaky things the service does, though, is to highlight clauses and phrases of sentences (as it did on all of my papers). For example, on one of my papers it found the phrase “what we would like to achieve in the future” in a database on the Internet! Of course, this phrase could be found in thousands of papers without indicating plagiarism so if you get something like that back, you’ve done a great job.

Scores to worry about on the Similarity Index are 25% overall similarity and higher. If you get a yellow, orange, or red, you need to rework your paper. The cut and paste plagiarism mentioned above means, most often, that you have taken sentences or paragraphs from various sources without putting the material in quotation marks or citing the sources. Both must be present if the words you use are identical to what’s in the source. Paraphrasing is the better way to go (with sources referenced), but even a poor paraphrase can be called plagiarism. If you have any doubts, please see one of the tutors in the Writing Center.

**To submit a paper to turnitin.com:**

2. Enter Class ID: 9091320 and Enrollment Password: Winter2015 (case sensitive, no underscore). This will enroll you in International Marketing (W2015).
3. Login and click International Marketing (W2015). On the next page click Submit for either Cultural or Economic Analysis. (Do NOT click “Revision 1” or “Revision 2” at this time. These are for subsequent submissions, if you so desire.)
4. Enter name and submission (paper) title. Submit final copy of your paper by uploading or cut and paste. Submit.
5. The next page gives you a digital receipt, which will also be emailed to you. Or, you may print it.
6. Return to the Class Portfolio page for IBM 414 in 10-15 minutes to view your Originality Report. You need to print the similarity index score to hand in with your final copy. The easiest way to do this is to click Text-Only Report in the lower right corner of the document viewer. Then click the print icon in the upper right. Print only the first page with the score on it; I only need to see the score. (I can also access your score, but including your score when you handing everything in speeds up the grading.)
7. If you would like to improve your score, you may revise your paper further and resubmit under the heading “Revision 1.” And if you still don’t like the score, you may resubmit one more time under “Revision 2.”

The Similarity Index uses colors and a percentage (or number of matching words): blue (no matching words), green (one word to 24% matching text), yellow (25-49% matching text), orange (50-74% matching text), and red (75-100% matching text). Note: it’s very difficult to get a blue! This is, after all, a dumb computer that is checking your papers!!

**Note:** Plan time accordingly. It takes only a few minutes to get an Originality Report, but sometimes the system does get bogged down.

10. Make revisions and hand in with draft, peer review, and Originality Report for grading.

For more detail on how to use turnitin.com, click Support, then Help Center. Please take care that you submit papers to the correct assignment, i.e., cultural analysis papers to the cultural analysis assignment.
The following schedule applies to your two papers:

Thurs., Jan. 29 - typed draft of 1st paper due -- peer review in class, not graded
Thurs., Feb. 5 - final copy (plus draft, peer review, and Originality Report) of 1st paper due -- will be graded, weighted 15%.
Thurs., Feb. 26 - typed draft of 2nd paper due -- peer review in class, not graded
Wed., Mar. 4 - 11:59PM - recommended deadline for submitting final copy to turnitin.com.
Thurs., Mar. 5 - final copy (plus draft, peer review, and Originality Report) of 2nd paper due -- will be graded, weighted 20%

The peer reviews will work as follows: on the day your draft is due, you will be paired with another student. You will read each other’s draft and write comments and suggestions on a “peer review guide sheet” (to be handed out), but you will NOT criticize or evaluate. I’m the only one who evaluates your writing when your final copy is handed in. (Note: when you hand in final copy, you must also hand in your draft and the peer review guide sheet, along with the Originality Report from turnitin.com.) Peer review of drafts is extremely important in determining your grade. I stress this because failure to have a draft on draft day, or to provide a peer review, is not only unfair to the student with whom you are paired, but such failure will only result in a lower grade, if not an F. (The drafts, incidentally, will not be handed in on draft day--the purpose of draft day is to get feedback on your writing and thinking from someone other than me.) Your final copy must be typed.

Cases

Ten cases will be discussed in class. For eight of them, you will answer questions at the end of each case as indicated below and hand in for grading. (Most of the questions are at the end of each case.) The first two cases will be “for practice” only; nothing need be handed in for them. For the remaining eight cases, your answers to the questions should not exceed one page; they should be typed. The cases will be graded on the basis of ten points each and your final score for all eight will be weighted 10% of your final course average. Note that cases not handed out in class are available online at http://highered.mheducation.com/sites/007352994x/student_view0/cases.html.

<table>
<thead>
<tr>
<th>Case</th>
<th>Questions to Answer</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>---</td>
<td>Selling U.S. Ice Cream in Korea (handout)</td>
<td>1, 2, and 3 (not handed in or graded)</td>
</tr>
<tr>
<td>---</td>
<td>Who Goes to Saudi Arabia? (handout)</td>
<td>1, 2, and 3 (not handed in or graded)</td>
</tr>
<tr>
<td>2-1</td>
<td>The Not-so-Wonderful World of Eurodisney</td>
<td>1, 2, and 4 (all will be discussed in class)</td>
</tr>
<tr>
<td>2-3</td>
<td>Starnes-Brenner Machine Tool—Bribery</td>
<td>3, 5, and 7 (all will be discussed in class)</td>
</tr>
<tr>
<td>2-6</td>
<td>When Int’l Buyers and Sellers Disagree</td>
<td>1, 2, and 3</td>
</tr>
<tr>
<td>---</td>
<td>Marketing Sweet Corn to the French (handout)</td>
<td>Develop a brief marketing plan*</td>
</tr>
<tr>
<td>3-1</td>
<td>Int’l. Mktg. Research at the Mayo Clinic</td>
<td>1</td>
</tr>
<tr>
<td>---</td>
<td>Blair Water Purifiers India (handout)</td>
<td>**</td>
</tr>
<tr>
<td>4-2</td>
<td>Iberia Airlines Builds a BATNA</td>
<td>1, 2, and 3</td>
</tr>
<tr>
<td>4-4</td>
<td>National Office Machines</td>
<td>1, 2, and 5</td>
</tr>
</tbody>
</table>

* For this assignment, you are the marketing consultant; indicate briefly your recommendations for the following: marketing objectives, target market, and 4P’s.

** For Blair Water, answer these questions:
1. Compared to a developed country like the U.S. or Germany, what is different about marketing in a less developed country? What is the same?
2. Should Blair enter the Indian market? Why or why not?
3. If Blair were to enter the Indian market, which mode of entry should they use? Why?
Optional, Extra Credit - Marketing Plan

Due: the day of the final exam.

Amount of credit: up to 5.0 percentage points added to your final course average— one-half of a letter grade

Assignment: To complete the Country Notebook, as described in the Appendix of the text, a marketing plan is required. For extra credit, write a marketing plan to introduce one of the following products into the country you have studied in your first two papers. Your product should be either disposable diapers (such as Pampers or Huggies) or microwaveable frozen dinners (such as Michaelina’s Budget Gourmet or Stouffer’s). Assume that your company is a large multinational that is planning to enter several new countries, one of which is the one you have been studying. Assume also that the imported price of your product is about 70% of the US retail price, and that this price includes all import taxes, transportation charges, etc.; the price is the delivered price to two ports of entry.

In other words, you represent your parent company in this particular country; your job is to analyze the market and make a recommendation about the marketing of the product in the country. You should not be concerned with where the product is manufactured or how it will get to your country of interest. (Should your country have import restrictions against either of these two products, ignore the restrictions.)

The following items should be covered in your marketing plan and included in your paper as subheads (see pp. 584-87 for more detail):

- Market Audit and Competitive Analysis
  - Product Evaluation (as an innovation—see Ch. 13, specifically pp. 371-72)
- Market Audit
- Problems and Opportunities
- Marketing Plan
  - Marketing Objectives
  - Product Strategy
  - Pricing Strategy
  - Promotion Strategy
  - Distribution Strategy
- Marketing Budget

Your paper should be 4-5 pages in length. References, wherever appropriate, again, should be used. NOTE: your extra credit papers MUST be submitted to turnitin.com before handing in.

It is possible (but not likely), after your Market Audit and Competitive Analysis, that you will want to recommend against the introduction of either product into this country. In that case, you will not have a Marketing Plan or Marketing Budget section of the paper. In their places, however, you should give detailed reasoning why the product should not be introduced and resources would be better spent elsewhere.

--------------------------------------------------------------------------------------------------------------------------------------------

Professor Kirkpatrick received his BA degree in philosophy from the University of Denver and his MBA and PhD degrees in marketing from Baruch College of the City University of New York. He has worked as account executive for Public Relations Aids, Inc. in New York City and Smith-Hemmings-Gosden Direct Response Advertising in El Monte, CA; he has also worked as senior account executive for the Young and Rubicam Direct Marketing Group in Los Angeles. His publications have appeared in the Journal of Advertising, Marketing Theory: Philosophy of Science Perspectives, Developments in Marketing Science, Vol. IX, Managerial and Decision Economics, and The American Journal of Economics and Sociology. His book In Defense of Advertising: Arguments from Reason, Ethical Egoism, and Laissez-Faire Capitalism was published in 1994 by Quorum Books; in 1997, the work was translated into Portuguese and published in Brazil. His second book, Montessori, Dewey, and Capitalism: Educational Theory for a Free Market in Education was published in February 2008. Professor Kirkpatrick also publishes a blog at http://jerrykirkpatrick.blogspot.com/.
TEACHING METHOD

This is primarily a lecture course.

The purpose of formal education is to save you time— the time it would take you to learn marketing, finance, accounting, advertising, etc., on your own, by reading books and trying to find the right people to question. Lectures and the “3-Step Plan To In-Depth Learning” can save you that time.

The 3-Step Plan

The acquisition and retention of knowledge is not automatic. It requires concentrated effort. The 3-Step Plan To In-Depth Learning is designed to help you understand marketing principles at a level that exceeds what can be achieved through other methods.

Step 1 - Take Lecture Notes. A well-organized lecturer presents his subject in terms of essentials. The spoken word, by its nature, cannot present the detail of the written word. Hence, these “essentials” give you the necessary foundation and superstructure on which to base your subsequent learning. Lectures, in other words, emphasize and reinforce key points from your reading and add new material. Note-taking helps to integrate or blend together these key points and new material with your current knowledge. The act of note-taking, however, requires mental focus and comprehension—an active, integrating mind during the process of note-taking. This integration, in turn, leads to retention (as opposed to rote memory).

I want to emphasize the value of good note-taking. Recent educational research shows that “notes containing more ideas and more words are related to higher achievement.” In other words, take down as much as you can. This research also shows that students think the purpose of note-taking is to be brief, taking down only the key ideas they think they might otherwise forget. This is a mistake. One study showed that only 60% of the ideas the professors considered important were taken down in notes by the students. When I was a freshman, I used to stop taking notes as soon as the professor said “for example”—on the premise that I already had written down the principle and that the examples are “just” illustrations. But when it came time to study for the exam, I didn’t fully understand the principle—because I couldn’t remember the examples.

Step 2 - Read The Text. Of course. But also: a good lecturer can separate what’s important from what’s unimportant. But only the written word can give you the details that are necessary for a thorough understanding of a subject. The details of the written word are, so to speak, the brick and mortar (added to the “superstructure”) of knowledge—the meat and flesh that are added to the skeleton of the lecturer’s essentials. A hallmark of professionalism is attention to details, especially the details of the written word. (Besides, studies show that successful people—such as CEO’s, who read six times as much as as the average reader—are, indeed, heavy readers!)

Step 3 - Write Answers To Review Questions. The lecture contains material expressed in the words of the lecturer; the book contains material expressed in the words of its authors. With this step it is time for you to put the material into your own words. Two sets of essay-type review questions will be handed out during the course (one set about a week before each exam). Writing one- to two-paragraph answers to each of these questions, after thinking about the lecture notes and the book, will help tie many loose ends together and especially help you chew and digest the ideas. These answers to the review questions (assuming you have taken good lecture notes and have read the book) will also give you a solid set of study notes to use in preparation for the exams.

Conscientious practice of these three steps should give you in-depth knowledge and understanding. At the same time, it should keep rote memory to a minimum. It really depends on how you use your mind throughout the course.*

*Let me recommend a book that helped me a lot in graduate school: A Guide to Effective Study by Edwin A. Locke. This book discusses a wide range of study problems, including note-taking, coping with test-anxiety, how to study for multiple-choice exams, how to write essay exams, etc. There are other equally good study guides available in the bookstore.
What Is “Plagiarism”?  

Americans believe that ideas and written expressions of ideas can be owned. Thus, to use words and ideas without giving the author credit is to steal them. Americans also believe that writing is a visible, concrete demonstration of a writer’s knowledge, insight, and academic skill, and that to represent another person’s writing as your own is to misrepresent your own accomplishments. This is a type of fraud or deception. For these reasons, most universities have very specific policies about plagiarism. Cal Poly Pomona’s policy is typical:

Plagiarism is intentionally or knowingly presenting words, ideas or work of others as one’s own work. Plagiarism includes copying homework, copying lab reports, copying computer programs using a work or portion of a work written or created by another but not crediting the source, using one’s own work completed in a previous class for credit in another class without permission, paraphrasing another’s work without giving credit, and borrowing or using ideas without giving credit. (Catalog, Cal Poly Pomona, 2008-2009, p. 58).

Instances of suspected plagiarism are reported to the Office of Judicial Affairs. Generally, in the first instance, the student is put on probation for one year. In the second instance the student is suspended for at least two quarters, not just from Cal Poly Pomona, but from all CSU campuses, and his or her name is placed in a permanent file for Academic Dishonesty. The third instance ends the student’s career at Cal Poly Pomona (and any other campus in the CSU system). However, there are a number of different types and degrees of plagiarism.

Type I Plagiarism: Fraudulently Taking Credit for Someone Else’s Work

Action: A student puts his or her name on a paper that was written by someone else, and turns it in to the professor.

• Some students download a paper from the internet. Others buy a paper from a “research service.” Some get a paper from a friend who took the course before.
• These students are committing fraud.
• Academic fraud hurts everyone involved, including the other students in the course who didn’t plagiarize.
• It is easy for professors to catch internet plagiarism through search engines and anti-plagiarism services such as Turnitin.com.

Possible Result: If a student does this and gets caught, he or she will probably get an “F” for the paper or the course and will be reported to the Office of Judicial Affairs for investigation and disciplinary proceedings.

Type II Plagiarism: The “Pastiche”

Action: A student copies paragraphs from different sources and puts them together in one paper, creating a “pastiche.”

• A “pastiche” is a written composition made up of selections of other works.
• The internet makes it easy to assemble a pastiche by grabbing an electronic paragraph here and another paragraph there and pasting the whole collection of paragraphs together in a word processor.
• In many cases the styles clash and it is easy for a reader to detect that different writers wrote different paragraphs.
• Although the “writer” has done some searches, read some articles, and selected some material, such a paper is more like research notes than a research paper.
• Although quotation marks, block quotes, and accurate documentation will prevent accusations of plagiarism, to produce a good paper the writer needs to take the research process a step farther by synthesizing the material and paraphrasing much of it in his or her own words.
• It is easy for the professor to find the real sources of the different passages by using internet search engines.
Possible Result: If the sources are documented, the instructor may ask the student to rewrite the paper and resubmit it. Otherwise, the student may be sent to the Office of Judicial Affairs.

Type III Plagiarism: Insufficient Paraphrasing

Action: A student submits a paper that does not copy the original sources, but is very close to the sources in style and word choice.

- Some students copy the passage and then try to substitute new words in the same sentence structure. The result has the same grammatical structure as the original, with some of the words changed.
- Others will keep the same words, but reorganize the sentence structure, perhaps re-ordering the sentences at the same time.
- Neither of these approaches, same structure but different words, or same words but different structure, is sufficient to avoid plagiarism, but each is a step in the right direction.
- The best way to paraphrase material is to read it carefully, put it aside so you can’t look at it, and try to write down the ideas in your own words. If you can’t do that, you probably don’t really understand the ideas.

Possible Result: If the writer is trying to make these sorts of transformations and documents the sources, it is unlikely that the instructor will accuse him or her of plagiarism, although the instructor may suggest that the writer is too dependent on the sources for language and sentence structure.

Avoiding All Types of Plagiarism

Here are some key points for avoiding plagiarism:

- Start early so you have plenty of time to do the research and write the paper.
- Find out what documentation system your instructor wants and use it to inform your reader of the sources of all of your information. MLA and APA are the most common documentation styles. Documentation is the key to avoiding accusations of plagiarism.
- If an idea or fact is not common knowledge, it must be documented.
- Keep accurate notes on all sources of information, including internet sources.
- Use quotation marks around any passages that are in the exact words of the source.
- When you paraphrase a source, change both the sentence structure and the words.

If you follow these guidelines, you won’t have to worry about plagiarism. (Also, see Plagiarism Quiz: http://dsa.csupomona.edu/judicialaffairs/plagquiz.asp)
<table>
<thead>
<tr>
<th>Grades Scored Between</th>
<th>Will Equal</th>
<th>Grades Manually Entered as</th>
<th>Will Calculate as</th>
</tr>
</thead>
<tbody>
<tr>
<td>97.5 % and 100%</td>
<td>A+</td>
<td>A+</td>
<td>99 %</td>
</tr>
<tr>
<td>91.5 % and Less Than 97.5%</td>
<td>A</td>
<td>A</td>
<td>95 %</td>
</tr>
<tr>
<td>89.5 % and Less Than 91.5%</td>
<td>A-</td>
<td>A-</td>
<td>91 %</td>
</tr>
<tr>
<td>87.5 % and Less Than 89.5%</td>
<td>B+</td>
<td>B+</td>
<td>89 %</td>
</tr>
<tr>
<td>81.5 % and Less Than 87.5%</td>
<td>B</td>
<td>B</td>
<td>85 %</td>
</tr>
<tr>
<td>79.5 % and Less Than 81.5%</td>
<td>B-</td>
<td>B-</td>
<td>81 %</td>
</tr>
<tr>
<td>77.5 % and Less Than 79.5%</td>
<td>C+</td>
<td>C+</td>
<td>79 %</td>
</tr>
<tr>
<td>71.5 % and Less Than 77.5%</td>
<td>C</td>
<td>C</td>
<td>75 %</td>
</tr>
<tr>
<td>69.5 % and Less Than 71.5%</td>
<td>C-</td>
<td>C-</td>
<td>71 %</td>
</tr>
<tr>
<td>67.5 % and Less Than 69.5%</td>
<td>D+</td>
<td>D+</td>
<td>69 %</td>
</tr>
<tr>
<td>61.5 % and Less Than 67.5%</td>
<td>D</td>
<td>D</td>
<td>65 %</td>
</tr>
<tr>
<td>59.5 % and Less Than 61.5%</td>
<td>D-</td>
<td>D-</td>
<td>61 %</td>
</tr>
<tr>
<td>0 % and Less Than 59.5%</td>
<td>F</td>
<td>F</td>
<td>55 %</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td>Midterm</td>
<td>Final</td>
<td>1st Paper</td>
</tr>
<tr>
<td>75</td>
<td>85</td>
<td>85</td>
<td>91</td>
</tr>
</tbody>
</table>

Weighted Total = (A5*0.25)+(B5*0.3)+(C5*0.15)+(D5*0.2)+((I5+J5+K5+L5+M5+N5+O5+P5)/80)*100*0.1
Total = (A5*0.24)+(B5*0.3)+(C5*0.15)+(D5*0.2)+(F5/1*100*0.01)+(63/80*100*0.1)

Notes: grades for the two papers are recorded as letter grades that are then converted to a numerical score. The first paper was a B, so it converted to 85; the second paper was an A- and converted to 91. The letter grade equivalent will show in the Total column with the course grade shown in its column. I don’t think BroncoDirect allows me to record course grades of A+!! Sorry.
Cultural Analysis: United States

Brief History

Now is the time for all good men to come to the aid of their party.¹ Now is the time for all good men to come to the aid of their party.² Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party.³

Geography

Location. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. ⁴ Climate. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party.³ Topography. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party.⁶ Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party.⁷

Social Institutions

Family: Now is the time for all good men to come to the aid of their party.⁸ Now is the time for all good men to come to the aid of their party.⁹ Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party.¹⁰ Education: Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party.¹¹ Political System: Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party.¹² Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party. Now is the time for all good men to come to the aid of their party.¹³ Now is the time for all good men to come to the aid of their party.¹⁴ Now is the time for all good men to come to the aid of their party.¹⁴ Now is the time for all good men to come to the aid of their party.