LEARNING TO OBSERVE, EXPERIMENT, AND SURVEY

BACHELOR IN BEHAVIOR AND SOCIAL SCIENCES (BBSS)

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Degree course: FIRST
Semester: 1º
Category: COMPULSORY
Number of credits: 6.0
Language: English

PRE-REQUISITES: NONE

SUBJECT DESCRIPTION

Learning to Observe, Experiment and Survey is designed as an introductory-level course for those students with relatively little background knowledge of research methodology. In this course, students will learn about different types of research (e.g., experimental, correlational, case studies, surveys), as well as the various phases involved in the process of scientific inquiry. Students will also learn how to use data analysis software (SPSS) to conduct basic analyses in order to empirically test relationships between various real-world phenomena. Importantly, students will have the opportunity to not only participate in several different types of experiments (via workshops), but also conduct a small field study in order to apply concepts learned in class. Students will also gain an understanding of the ethical principles of conduct that form the basis of psychological research using human and non-human participants. Throughout the course, emphasis will be given to applying each concept to real-world situations in order to highlight the important contributions of empirical research across domains, including behavioral economics, digital marketing and communications, and emerging technologies.

OBJECTIVES AND SKILLS

The goal of this course is to introduce students to quantitative and qualitative methodology in order to provide them with the necessary tools for conducting basic empirical research. This course will enhance student's ability to think critically and scientifically about everyday issues and problems. Specifically, this course is designed to achieve the following objectives:

1. Develop the ability to think critically about research, including understanding how research methodology is used to answer basic scientific questions.

2. Learn how to evaluate the research process using classic quality standards from both a qualitative and quantitative perspective (reliability, validity, triangulation, etc.).

3. Conduct basic data analyses using SPSS, including identifying analytical methods for different types of research questions, as well as how to communicate the results.

4. Accurately communicate scientific research via PowerPoint in an engaging manner.

METHODOLOGY

This course will be taught using the new Liquid Learning methodology developed by IE. Liquid learning is a transformational approach to education that blends traditional teaching pedagogy with technology designed to enhance the learning experience for both student and professor. The Liquid Learning methodology combines three essential elements to facilitate a more dynamic and comprehensive learning experience: synchronous interactions, asynchronous interactions, and individual inquiry and discovery.

Synchronous Interaction reflects learning that happens live, in real-time. For example, attending classes (lectures, discussions, labs, studios) either in-person or virtually, working with classmates on team projects in a work-room or via a video-conference platform, or receiving help and feedback from professors either in-person or online.

Asynchronous Interaction and Individual Inquiry and Discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms. For example, debating topics in a digital forum, critiquing the work of classmates posted in a digital gallery, working on a proposal or project using a collaborative document-sharing platform, or receiving assistance to support learning via a messaging-based system.

Teaching Methodology	Weighting	Estimated Time to Prepare
Lectures	30%	45 hours
Discussions	10%	15 hours
Exercises	30%	45 hours
Group Work	20%	30 hours
Other Individual Studying	10%	15 hours
TOTAL	100%	150 hours

PROGRAM

The following program is tentative. Although we will attempt to cover all the listed topics, the pace of the class depends on group performance. *Unless otherwise noted, you are expected to complete all assigned readings BEFORE attending class.*

This course is divided into six modules, each of which contain five sessions. Each module includes sessions delivered via synchronous and asynchronous formats. Importantly, each session will be both lecture and activity-based to facilitate a more engaging environment designed to enhance learning and understanding of the course material. To ensure that students are maximally prepared for each session, a diverse set of background readings are provided. These materials include both current and classic research relevant to each topic, as well as readings taken from the course text.

Each module consists of two basic parts: The first part will focus on relevant theory to provide students with sufficient knowledge to understand the basic concepts and their relationships with one another. The second part will focus on the practical application of theory and concepts to real-world issues. This process will involve a variety of activities such as in-class discussions and debates, a group project/presentation, and several labs and workshops designed to allow students the opportunity to apply both theory and concepts to actual data, current events, as well as within their day-to-day lives.

Labs will focus on learning the relevant analytical strategies via SPSS statistical software for different research designs covered in the course; including how conduct, interpret, and write up results using proper APA format.

Workshops will focus on applying the concepts already discussed via an experiential approach that allows students the opportunity to solidify their understanding by participating in and/or conducting their own research.

This course is comprised of the following six topics:

1) **The Research Process:** This module will cover basic concepts related to conducting research, including: the goals, research question, documentation, participants, data, measurement, validity and reliability.

2) **Descriptive and Correlational Methodologies:** This module will focus on identifying and understanding similarities/differences between several basic research designs. Students will also learn how to use SPSS when examining descriptive and correlational data.

3) **Experimental Methodologies:** This module will unpack the key features of experiments, including: manipulation, randomization, control groups, and different factorial designs. Students will learn how to use SPSS to run t-tests and conduct two in-class experiments

4) **Experimental/Applied vs. Quasi Experimental Methodologies:** This module will provide an introduction to quasi-experimental and applied research. Students will also learn how to use SPSS to analyze data from between/within factorial designs.

5) **Qualitative Methodologies, Measurement and Ethics:** This module will introduce students to different types of qualitative research, including case studies, interviews, focus groups, and surveys. Students will also design and conduct a field study in small groups.

6) **Communicating Scientific Knowledge:** This module will focus on how to describe, share and report research using proper APA format. This topic will also discuss some of the key concepts regarding the philosophy of science.

MODULE 1: The Research Process

SESSION 1 – Synchronous: In class

Introduction to the Course

Topics Discussed in Class:

- Objectives, contents, schedule, evaluation system, testing, common sense

SESSION 2 – Synchronous: In class

Introduction to Research Methods: Part 1

Topics Discussed in Class:

- The role of common sense, how to think about ourselves and others
- Self-fulfilling prophecy, overconfidence effect, false consensus/uniqueness effect

Exercises:

- Small groups: How our evaluations of self/other are affected by preconceptions

Pre-Class Readings:

- Judgment under uncertainty: (*access via Blackboard*).

SESSION 3 – Asynchronous: Recorded lecture
Introduction to Research Methods: Part 2

Topics Discussed in Recorded Lecture:

- Fundamental attribution error, actor-observer effect

Exercises:

- Multiple choice quiz #1
- Small groups: Attributions of success/failure for self vs. others*
- Small groups: Assumptions of false-consensus/false-uniqueness*

Pre-Class Readings:

- From the fundamental attribution error to the truly FAE (*access via Blackboard*).

SESSION 4 – Synchronous: In class
Evaluating Information Scientifically: Part 1

Topics Discussed in Class:

- The scientific method, goals/types of research, hypotheses & theories

Exercises:

- Multiple choice quiz #2
- Small groups: Creating operational definitions via manipulating/measuring constructs

Pre-Class Readings:

- Chapter 1. Introduction to Scientific Thinking (pg. 3 – 19).
- Chapter 2. Generating Testable Ideas (pg. 27 – 34).

SESSION 5 – Asynchronous: Recorded lecture
Evaluating Information Scientifically: Part 2

Topics Discussed in Recorded Lecture:

- Science vs. pseudoscience, types of validity, replication, type I & II error

Exercises:

- Multiple choice quiz #3
- Small groups: Identifying traditional health treatments as science vs. pseudoscience*
- Individual (illustrative): Interactive illustration of Type I vs. Type II error

Pre-Class Readings:

- Chapter 1. Distinguishing Science from Pseudoscience (pg. 20 – 27).
- Chapter 4. Reliability and Validity of a Measurement (pg. 93 – 98).
- Chapter 4. Ethics in Focus: Replication as a Gauge for Fraud? (pg. 103).
- Chapter 14. Types of Error and Power (pg. 401 – 402).

MODULE 2: Descriptive and Correlational Methodologies

SESSION 6 – Synchronous: In class
Research Design and Operationalization

Topics Discussed in Class:

- Features/types of descriptive research designs, operationalization, sampling

Exercises:

- Multiple choice quiz #4
- Small groups: Observation and operationalization in a case study
- Small groups: Designing a short survey

Pre-Class Readings:

- Chapter 4. Identifying Scientific Variables (pg. 83 – 88).
- Chapter 5. Sampling from Populations (pg. 113 – 129).

SESSION 7 – Synchronous: In class
Descriptive and Correlational Designs

Topics Discussed in Class:

- Descriptive and correlational designs, causation, third variables, issues

Exercises:

- Multiple choice quiz #5
- Entire class: Three procedures to improve the causal validity of your study

Pre-Class Readings:

- Chapter 6. Choosing a Research Design (pg. 139 – 146).
- Chapter 8. Correlational Designs (pg. 217 – 227).

SESSION 8 – Asynchronous: Recorded lecture
Lab 1: *Introduction to SPSS*

Topics Discussed in Recorded Lecture:

- Measurement scales, missing data, recoding variables

Exercises:

- Individual practice: Enter data/create variables and identify/replace missing data

Pre-Class Readings:

- Chapter 4. Selecting a Measurement Procedure (pg. 99 – 102).
- Chapter 4. SPSS in Focus: Entering and Coding Data (pg. 103 – 112).

SESSION 9 – Synchronous: In class
Lab 2: SPSS – *Descriptives/Real-world applications*

Topics Discussed in Class:

- Descriptive statistics, z-scores, percentile ranks, real-world applications

Exercises:

- Individual: Creating/editing tables, charts, and figures using SPSS/Excel

Pre-Class Readings:

- Chapter 13. Descriptive Statistics: Why Summarize Data? (pg. 368 – 378).
- Chapter 13. SPSS in Focus: Central Tendency and Variability (pg. 379 – 380).

SESSION 10 – Asynchronous: Recorded lecture
Lab 3: SPSS – *Correlations/Real-world applications*

Topics Discussed in Recorded Lecture:

- Correlations, outliers, restricted range, effect size, real-world applications

Pre-Class Readings:

- Chapter 8. Correlational Designs (pg. 217 – 227).
- Chapter 8. SPSS in Focus: Correlation and Linear Regression (pg. 228 – 236).
- Chapter 14. Effect Size: How Big is an Effect in the Population? (pg. 412 – 415).

MODULE 3: Experimental Methodologies

SESSION 11 – Synchronous: In class
Introduction to Experimental Research

Topics Discussed in Class:

- Features of experimental studies, equal groups, issues, meta-analysis

Exercises:

- Multiple choice quiz #6
- Entire class: Identifying components of an experimental study
- Small groups: Creating an experiment: Identifying/manipulating/measuring IVs / DVs

Pre-Class Readings:

- Chapter 9. Single-Case Experimental Designs (pg. 256 – 272).

SESSION 12 – Asynchronous: Recorded lecture
Lab 4: SPSS – *T-tests/Real-world applications*

Topics Discussed in Recorded Lecture:

- T-tests, types and reporting, real-world applications

Exercises:

- Individual practice: Identify the correct t-test for each research question

Pre-Class Readings:

- Chapter 5. SPSS in Focus: New Populations One-Sample t-test (pg. 131 – 138).
- Chapter 10. SPSS in Focus: Two Independent-Samples t-test (pg. 286 – 288).
- Chapter 11. SPSS in Focus: Related-Samples t-test (pg. 319 – 322).

SESSION 13 – Synchronous: In class
Factorial Designs: Part 1

Topics Discussed in Class:

- Experimental research, manipulation, randomization, control groups, issues

Exercises:

- Multiple choice quiz #7
- Entire class: Naming factorial designs

Pre-Class Readings:

- Chapter 12. Factorial Experimental Designs (pg. 335 – 346).

SESSION 14 – Synchronous: In class
Factorial Designs: Part 2

Topics Discussed in Class:

- Identifying main effects, interactions, simple main effects, floor/ceiling effects

Exercises:

- Multiple choice quiz #8
- Small groups: Practice identifying main effects/interactions using real data

Pre-Class Readings:

- Chapter 12. Main Effects and Interactions (pg. 342 – 355).

SESSION 15 – Synchronous: In class
Workshop 1: SPSS – *Conducting Between/Within Experiments*

Exercises

- Participating in a between-participants & mixed design experiment (individual basis)

Pre-Class Readings:

- Chapter 10. Between-Subjects Experimental Designs (pg. 273 – 282).
- Chapter 10. Within-Subjects Experimental Designs (pg. 305 – 312).

MODULE 4: Experimental/Applied vs. Quasi-Experimental

SESSION 16 – Synchronous: In class
Lab 5: SPSS – *Factorial ANOVA data from Workshop 1*

Topics Discussed in Class:

- Factorial ANOVA using SPSS, analyzing experimental data from Workshop 1

Exercises:

- Small groups: Analyzing experimental data collected in Workshop 1

Pre-Class Readings:

- Chapter 10. General Instructions for Conducting a Factorial ANOVA (pg. 356 – 364).

SESSION 17 – Asynchronous: Recorded lecture
Lab 6: SPSS – *Mixed design data from Workshop 1*

Topics Discussed in Recorded Lecture:

- Mixed design ANOVA using SPSS, analyzing experimental data from Workshop 1

Pre-Class Readings:

- Chapter 11. Comparing Between-Subjects/Within-Subjects Designs (pg. 328 – 334).

SESSION 18 – Synchronous: In class
Introduction to Quasi-Experimental Designs

Topics Discussed in Class:

- Quasi-experimental research, pre/post-test designs, interrupted time-series, issues

Exercises:

- Multiple choice quiz #9
- Small groups: Design a quasi-experiment and test its effectiveness

Pre-Class Readings:

- Chapter 11. Quasi-Experimental Designs (pg. 240 – 250).

SESSION 19 – Synchronous: In class
Introduction to Applied Research

Topics Discussed in Class:

- Applied research, pre/post-tests

Exercises:

- Multiple choice quiz #10
- Small groups: Identifying costs/benefits and ethical implications of applied research

Pre-Class Readings:

- Quasi-Experimental Designs and Applied Research (*access via Blackboard*)

SESSION 20 – Asynchronous *Midterm Exam*

MODULE 5: Qualitative Methodologies, Measurement, and Ethics

SESSION 21 – Synchronous: In class
Introduction to Qualitative Designs: Part 1

Topics Discussed in Class:

- Qualitative research, case studies, interviews

Exercises:

- Multiple choice quiz #11
- Small groups: Interview development; choosing a type, population, and questions

Pre-Class Readings:

- Writing interview protocol and conducting interviews: Tips for students new to the field of qualitative research (*access via Blackboard*)

SESSION 22 – Asynchronous: Recorded lecture
Qualitative Designs: Part 2

Topics Discussed in Recorded Lecture:

- Focus groups, data analyses, issues

Exercises:

- Small groups: Choose a topic, identify moderator, conduct focus group (6–8 people)*

Pre-Class Readings:

- Focus groups and surveys as complementary research methods: A case example (*access via Blackboard*)

SESSION 23 – Synchronous: In class
Workshop 2: *Observational Field Study*

Exercises:

- Applied qualitative methods (Conducting field research/gathering data)

Pre-Class Readings:

- Revisiting field experimentation: Field notes for the future (*access via Blackboard*)

SESSION 24 – Synchronous: In class
Psychological Measures: Types and Uses

Topics Discussed in Class:

- Indirect vs. direct self-report, behavioral/physiological measures

Pre-Class Readings:

- Should we trust web-based studies? (access *via Blackboard*)

SESSION 25 – Asynchronous: Recorded lecture
Research Ethics: Human/Animal Participants

Topics Discussed in Recorded Lecture:

- Ethical research, human/animal participants/research ethics boards

Exercises:

- Small groups: Do animals have rights? Read part 1 & 2 and submit group feedback*

Pre-Class Readings:

- Chapter 3. Research Ethics (pg. 53 – 80).
- Ethics of CIA and military contracting by psychiatrists/psychologists (*via Blackboard*)
- Scientific rewards and conflicts of ethical choices in human research (via Blackboard)

MODULE 6: Communicating Scientific Knowledge

SESSION 26 – Asynchronous: Recorded lecture/Group work
Writing the Research Report and Analyzing an Issue (Group Project)

Topics Discussed in Recorded Lecture:

- Structured writing, formatting, title page, references, citing, plagiarism
- Group project (take home assignment)

Pre-Class Readings:

- Chapter 15. Communicating Research: Preparing Manuscripts, Posters, and Talks (pg. 425 – 433; 447 – 454).
- Chapter 15. APA-Style Writing, Sample Manuscript, and Posters (pg. 455 – 503).

SESSIONS 27/28/29 – Synchronous: In class
Group Project/Presentations: Must submit via Turnitin on presentation date

- Discussion, Evaluation, and Feedback

Take Home Assignment:
Each student must choose five presentations (from total #) and provide peer feedback on each presentation (submit to me via email) using the following three questions:

1. What are several things that the group did well?
2. What are some opportunities for growth/improvement?
3. What did you learn from this presentation and how can it be applied?

SESSION 30 – Asynchronous *Final Exam*

BIBLIOGRAPHY

REQUIRED:
Privitera, G. J. (2020). *Research methods for the behavioral sciences*. (3rd Ed.). Sage Publications. ISBN-13: 978-1544309811

OPTIONAL (SPANISH VERSIONS):
León, O. G., & Montero, I. (2015). *Métodos de investigación en psicología y educación* (4th Ed.). McGraw-Hill Interamericana de España. ISBN-13: 978-8448608385

Domínguez, J. F. M., Casal, C. H., Jiménez, A. G., & Stewart, E. G. (2008). *Método, teoría e investigación en psicología social*. Pearson Educación. ISBN-13: 978-8420542263

RECOMMENDED READING:
Assigned readings will be provided in-class on a rolling basis. The Professor will provide access to the necessary materials *via Blackboard* at least one class in advance.

EVALUATION CRITERIA

A variety of teaching and learning strategies will be used in this course. You will be assigned a grade based on your demonstrated knowledge on in-class quizzes, a group project/presentation, a midterm and final exam, and your participation in various class activities and discussions.

Participation in Activities/Discussions & Lab/Workshop Attendance (15%)
Active participation in class activities, discussions, labs, and workshops is an especially important aspect in this course because our focus will be on understanding how the concepts discussed in class can be applied in real-world contexts. Attendance at labs (6), workshops (2), and completion of the "small group" exercises (5) assigned during Asynchronous classes (Sessions 3, 5, 22, 25; indicated by an asterisk *) will form the basis of your participation grade. *Specifically, 1% will be deducted for each missed lab, workshop or small group exercise unless official documentation (e.g., from a medical doctor, counsellor) of illness or other extenuating circumstances is provided to the professor within 24 hours of the missed lab / workshop / small group exercise.*

Short Quizzes (10%)
Over the course of the semester, you will be given 11 in-class quizzes. These quizzes are intended to evaluate your understanding of the material discussed in the prior class. Each quiz will consist of 10 multiple choice questions. 10 quizzes will count toward your final grade, at 1% per quiz. You have the option of either not writing one quiz or dropping the quiz with the lowest grade if all 11 quizzes are written.

Midterm Exam (25%)
The midterm exam will only include material from the PowerPoint slides. The exam format will include multiple choice, short answer and long answer questions.

Group Project / Presentation (25%)
In groups of 2-3 people, you will be tasked with critically analyzing an issue that requires applying the knowledge you have learned in this course. As a group, you will need to discuss the issue, analyze the problems, and then propose evidence-based recommendations that will be communicated via a 15-minute PowerPoint presentation (plus 2 – 3 minutes for questions). *A detailed description of the project/presentation requirements can be found in the "Group Project Info" folder on Blackboard. Must be submitted via Turnitin by TBD.*

Final Exam (25%)
The final exam will only include material from the PowerPoint slides covered in class after the midterm exam. The exam format will include multiple choice, short answer and long answer questions. In order to pass the course, a minimum grade of 3.5 is required on the final exam. If your grade on the final exam is lower than 3.5, you will fail the course, even if your weighted average (computed using the table above) exceeds 5.0.

Late Assignments/Presentation:
Will be penalized **2% per 24-hour period**, starting on the day they are due. Only in cases of emergency or illness can changes be made to due dates of assignments or projects. ALL such arrangements are the full responsibility of the student and must be made PRIOR to the due date. Failure to confirm any changes to the due date with the professor ***prior to the due date*** will result in a grade of zero.

Criteria	Percent	Comments	Due Date
Participation/Lab Attendance	15%	Lab Attendance & Engagement	N/A
MC Quizzes	10%	10 x 1%	N/A
Midterm Exam	25%	Asynchronous	TBD
Group Project / Presentation	25%	Submit via Turnitin	TBD
Final Exam	25%	Asynchronous	TBD

PROFESSOR BIO

Joshua Guyer holds a PhD in Social Psychology from Queen's University (Kingston, Canada), for which he was awarded the Canadian Psychological Association Certificate of Academic Excellence for best dissertation research. Dr. Guyer previously taught at the Royal Military College of Canada (Kingston, Canada), after which he completed his postdoctoral research at the Universidad Autonoma de Madrid. Dr. Guyer also teaches at Saint Louis University (Madrid campus), has been an invited guest lecturer at numerous international universities, and is a regular speaker at various conferences.

His primary areas of interest investigate the psychological mechanisms by which different qualities of voice that reflect speaker confidence (e.g., speech rate, intonation, pitch), as well as different emotional qualities of voice (e.g., fear, excitement, boredom, contentment) influence the success of persuasive communications. Additional research interests focus on various aspects involved in social influence, such as scarcity, authority, and stealing thunder. His research has been published in internationally recognized journals, including the *Journal of Experimental Social Psychology*, *Personality and Social Psychology Bulletin*, the *Journal of Nonverbal Behavior, and the Journal of Sports Psychology*. For more information, please visit his academic website: www.socialpsychologicalresearch.com.

WHEN QUESTIONS ARISE OUT OF CLASS:

Email:
If you have a question(s) that was not answered in class, you are welcome to ask your question(s) via email. I can be reached at: jguyer@faculty.ie.edu. Although I will make every effort to respond to your question(s) as quickly and thoroughly as possible, please recognize that I may not be available when you send an email. Thus, please allow me up to 48 hours to respond before sending a follow-up email.

Office Hours:
If your question cannot be properly answered via email and/or you would prefer to meet in person, please make an appointment to meet *either via ZOOM or on the university campus* during my scheduled office hours. Office hours will be determined at the beginning of the semester and posted on Campus Online.

OTHER INFORMATION:

As per University Policy:
Each student has 4 chances to pass any given course distributed in two consecutive academic years (regular period and July period).

It is mandatory to attend 100% of the classes. Students who do not attend 70% of each class will lose their 1st and 2nd chance and go directly to the 3rd (i.e., they must enroll again the next academic year).

Grading for retakes will be subject to the following rules:

1. Those students who failed the subject in the first regular period will have to do a retake in July (except those not complying with attendance rules who are banned from this possibility).
2. Dates and location of the July retakes will be posted in advance and will not be changed. Please take this into consideration when planning your summer.
3. The maximum grade that a student may obtain on the 2nd exam is 8 out of 10. Those students in the 3rd call will be required to attend 50% of the classes. If issues arise due to schedule overlap, a different option will be discussed with the professor in order to pass the course

Attendance:

Attendance at all scheduled classes is mandatory and essential for success in the course. If you miss class for any reason, you are responsible for getting notes from classmates. Under most circumstances, students who miss a class in which a presentation, mid-term, or final exam is held will not be granted an exception or given an opportunity to do a make-up assignment or exam. However, if illness or other circumstances prevent you from adhering to the due dates stated in this syllabus, an exception may be granted at the discretion of the professor. *In all cases, the student must provide official documentation (e.g., from a medical doctor, counsellor) to the professor within 24 hours of the missed due date.*

Special Attention Students:

To request academic accommodations due to special attention needs, please contact Jessica Tollette via email at: Jessica.Tollette@ie.edu

Student Privacy Statement:

At times, students may disclose personal information through class discussions. It is expected that all members of the class will respect the privacy of their classmates. This means that the information disclosed in the class will not be repeated or discussed with other students outside of the course.

Decisions about Grades:

Decisions about grades are made very carefully and are final at the end of the course. If you have questions regarding a certain grade or you would like to receive personal feedback, you must request a meeting with me to discuss grades on specific assignments *before* the last class of the course. Any disputes regarding grades must be resolved *before* the final exam. “Extra credit” or makeup assignments will only be allowed under extenuating circumstances at the sole discretion of the course professor.

ACADEMIC INTEGRITY

Unless you are specifically instructed to work with other students in a group, all of your assignments, papers, projects, presentations, and any work I assign must reflect your own work and thinking.

What is academic integrity? When you do the right thing even though no one is watching. The core values of integrity, both academic and otherwise include: *honesty, fairness, respect, responsibility, and trust*. Academic Integrity requires that all students within Instituto de Empresa (IE) act in accordance with these values in the conduct of their academic work, and that they follow the rules and regulations concerning the accepted conduct, practices and procedures of academic research and writing. Academic Integrity violations are defined as Cheating, Plagiarism or other violations of academic ethics.

Cheating and plagiarism are very serious offenses governed by the IE student code of conduct. Any student found cheating or plagiarizing on any assignment or component of this course will at a minimum receive a “0” on the affected assignment. Moreover, the student will also be referred to the University Judicial System for further action. Additional penalties could include a note on your transcript, failing the class, or expulsion from the university.

It is important to note that, while the list below is comprehensive, it should not be considered exhaustive.

Cheating includes:

a. An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.
b. Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.
c. Tampering with official documents, including electronic records.
d. Impersonating a student on exercises, quizzes, exams, etc., including unauthorized access to any electronic course management tool or program (e.g. Black Board) using other's login/password.

Plagiarism includes:

a. Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.
b. Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal changes in wording, or where the sentences are similar, but in a different order).
c. You don't have to commit "word for word" copying to plagiarize – you can also plagiarize if you turn in something that is "thought for thought" the same as someone else.

Other violations of academic ethics include:

a. Not acknowledging that your work or any part thereof has been submitted for credit elsewhere.
b. Misleading or false statements regarding work completed.
c. Knowingly aiding or abetting anyone in committing any form of an Academic Integrity violation.

CODE OF CONDUCT IN CLASS

1. **Be on time:** Students arriving more than 10 minutes late will be marked as "Absent". Only students that provide written notification to the professor in advance) that they will be late for a specific session (and the professor confirms receipt of this information) *may* be granted an exception at the discretion of the professor.

2. **Respect your classmates.** Classroom discussion is an important part of the learning process. Therefore, it is vital to maintain a classroom environment that is respectful and free of discrimination and/or recrimination from peers. Please keep in mind that at times, students may disclose personal information through class discussions. It is expected that all members of the class will respect the privacy of their classmates. However, please remember that class is NOT a protected, confidential environment, and the professor cannot guarantee that other students/peers will maintain your confidential information should you choose to share it.

3. **If applicable, bring your name card and strictly follow the seating chart.** It helps faculty members and fellow students learn your names.

4. **Do not leave the room during the lecture:** Students are not allowed to leave the room during lectures (unless specifically permitted by the course professor). If a student leaves the room during lectures without receiving permission from the professor, he/she will not be allowed to re-enter and, therefore, will be marked as "Absent".

   Only students that notify the course professor that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

5. **Do not engage in side-conversation.** As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side-conversations are not allowed. If you have a question, raise your hand and ask it. It you do not want to ask it during the lecture, feel free to approach your teacher after class. If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as "Absent".

6. **Use your laptop for course-related purposes only.** The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is not permitted. That is, the student will be asked to leave the room and thus will be marked as “Absent”.

7. **No cellular phones:** IE University implements a “Phone-free Classroom” policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

8. **Escalation policy: 1/3/5.** Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as “Absent.” IE University implements an “escalation policy”: The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.