



# Northeastern University

## College of Professional Studies

## Course Syllabus for CMN 6110

### Course Information

**Course Title** Group Dynamics and Interpersonal Conflict: Meeting Management

**Course Number CMN 6110 (CRN 90968)**

Summer Term 6 weeks: 7/12/2021 – 8/21/2021

3 Credit Hours

Online Format *Canvas Login URL:* <https://canvas.northeastern.edu/>

### Instructor Information

Deborah Colameta email: [d.colameta@northeastern.edu](mailto:d.colameta@northeastern.edu)

Northeastern University  
*Online*



Certified E-Learning Instructor

**Office Hours** Students can expect to receive an email response within 24-48 hours, especially during the business week.

### Second Point of Contact

*In the event that some concern about the course arises and is not addressed within two business days, please contact: Dr. Carl Zangerl- c.zangerl@northeastern.edu*

*If for any reason you wish to express a concern about anything that may impact your success in a course, first speak directly with your Instructor. If you need additional support, please contact your Academic Advisor.*

### Course Materials

**Text:** The Secrets of Facilitation: The SMART Guide to Getting Results with Groups, New and Revised, by Michael Wilkinson, Jossey-Bass, 2012, ISBN 9781118206133

*\*Using a Kindle version is allowed, but there are a few page discrepancies compared to the traditional textbook. Kindle users will be responsible for finding the corresponding location of certain topics.*

APA format is expected throughout this course.

**Headset:** We will be using the video conferencing tools during the course. Access to a webcam is ideal. A headset or microphone/speakers are required to participate in group meetings. Headsets can be purchased from online vendors such as Amazon and more.



## **Technical Requirements**

Courses are available on Northeastern University's Canvas at the following link:

<http://canvas.northeastern.edu>. Canvas Technical support and resources including 24/7 phone (1-833-450-3937), and chat can be found on the help icon in Canvas. Northeastern Technical support can be accessed at 617-373-4357 (xHELP) or [help@northeastern.edu](mailto:help@northeastern.edu).

Each student is responsible for his or her access to the internet for purposes of this course and for research. Internet access is a required component of this course and will not be accepted as an excuse for missed work. If you know that you will be traveling, then make sure you plan accordingly.

*Note regarding e-mail/voicemail:* If you e-mail, please include your name and class title. Please allow up to 48 hours for an email reply. If you leave a voicemail, please remember to include your name, class title, and phone number.

## **24/7 Canvas Technical Help**

For immediate technical support for Canvas, call 1-833-450-3937. You can chat and report an issue to Canvas technical support right from within Canvas through the Help icon located in the Canvas global navigation.

myNortheastern, e-mail, and basic technical support

Visit the [Information Technology Services \(ITS\) Support Portal](#)

Email: [help@northeastern.edu](mailto:help@northeastern.edu)

ITS Customer Service Desk: 617-373-4357 (help)

## **Course Prerequisites**

Locate the course listing online at [the CPS course listings page](#) to find course prerequisites and other requirements to enroll in the course.

## **Course Description**

This course examines common problems with organization meetings and intervention techniques that can be employed to reduce the tensions associated with such interaction. Discusses methods used for evaluating individual members in meeting contexts. A central part of the course involves participation in and evaluation of meeting interaction.

## **Program Student Learning Outcomes (SLOs)**

Please read more about the SLO's in the program assessment area:

<https://cps.northeastern.edu/additional-resources/student-learning-outcomes>

## **SAIL Baseline Mapping**

<i>Enter 5 for Central, 4 for Significant, 3 for Moderate, 2 for Minimal, 1 for Potential, or 0 for None</i>					<i>Enter 1 for Passive Engagement, 2 for Active Engagement, or 3 for Generative Engagement</i>
Social Consciousness & Commitment	Global Mindset	Intellectual Agility	Personal & Professional Effectiveness	Well-Being	Level of Engagement
4	5	4	5	5	3

Refer to SAIL website <https://sail.northeastern.edu/about/>

## **Course Outcomes**

Student learning outcomes are statements indicating the measurable outcomes of the course from the learner's perspective. They describe the intended purpose of learning: the end results of the learning experience at the course level which should be aligned with the program competencies, program level outcomes, and program map recorded in the College AQA process. These statements answer the question "What should the students be able to do by the end of the course?"

Based on satisfactory participation, a student should be able to achieve these Course Outcomes:

1. Demonstrate awareness of the role meetings and group dynamics play in organizational communication and performance.
2. Demonstrate an understanding of key facilitation principles and techniques, including:
  - Key steps in preparing for a meeting
  - Questioning techniques
  - Starting techniques
  - Focusing techniques
  - Recording techniques
  - Process techniques, including brainstorming, information gathering, and consensus building
3. Identify areas of strength and weakness in meeting practices by understanding the relationship between meeting dynamics and organizational culture using a 'meeting culture' assessment tool.
4. Evaluate the effectiveness of meetings using a Meeting Evaluation tool.
5. Develop facilitation guides, which incorporate facilitation best practices and apply to several different meeting purposes and scenarios.
6. Facilitate virtual and face-to-face meetings using course concepts and techniques and based on class practice sessions.

## **Expectations**

- Workload
  - One (1) academic credit requires 50 minutes a week of classroom or faculty instruction and about two hours of out of class student work for a 15-week course; 100 minutes a week of classroom or direct faculty instruction and about 3.5 hours of out of class student work for a 7.5-week course.
  - For a three-credit course, students should expect 2.5 hours a week of classroom or faculty instruction and a minimum of 5 hours of out of class student work for a 15-

week course; 5 hours of classroom or direct faculty instruction and a minimum of 10 hours of out of class student work for a 7.5-week course.

- APA citations is expected for all submissions.

### **Attendance Policy/Communication Online**

In the Assignments folder/link, click on the appropriate assignment for descriptive details and to submit your work. Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on My Grades in the Tools module from the Northeastern University Online Campus tab. Additional guidance on assignment submission is posted in the class.

Since this is an online class, it is very important that you are accessible by the email address associated with your Canvas profile. You should receive a welcome email from me sometime during the first day of class. If you do not receive a copy of the welcome announcement by the end of the first day, **please check your email settings**.

### **Policy on Late Work/Submission of Work**

Each assignment is due by 11.59pm ET of the date indicated. There is no credit for late Discussion Board submissions. There are no make-up dates or extensions for the assignments, except for documented personal emergencies or special permission granted by the instructor, **requested in writing at least two days prior** to the assignment due date. In such cases when special permission is granted, late assignments will receive at least a full letter grade level deduction for each day late. No late submissions or extensions are possible during the last week of the class.

### **Course Methodology**

This is an interactive, online course, employing a mixture of reading, discussion board participation, written assignments, and practical application.

Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate via online Discussion Board and follow up to other students' posts as directed.
5. Complete and submit all assignments by the due dates.

### **Assignments designed to help students achieve learning outcomes:**

The course includes a mix of written assignments, discussion board forums, and online assessments (quizzes/test), and facilitation practice.

Students will design and facilitate a meeting in order to translate course concepts and techniques into facilitation experience. Regardless of a student's experience with meeting facilitation and participation, these practice sessions are a good opportunity to test facilitation and meeting interaction techniques.

To facilitate interaction, students are expected to review the online postings on a regular basis even after they have posted their own minimum required postings. Please treat your classmates and the instructors with the utmost respect. Inappropriate posts will be removed immediately. The instructor reserves the right to penalize students for repeated violations of the participation policy (and/or Academic Integrity Policy) within a course. In the discussion board and in class, high quality contributions advance the class discussions and do not simply summarize the material that was assigned. Quality contributions take into account not only the instructor's questions but also yourclassmates' contributions. Please be mindful that the Discussion Board is a space for academic exchanges. As a result, students are accountable for using proper and exacting punctuation, spelling, and grammar. In addition, you may be required to reference all outside sourcesin correct citation format. It is crucial that all participants maintain a high regard for proper decorum in the Discussion Board.

## Grading

### Graduate Programs Final Grading Scale

95-100%	A	87-89.9%	B+	77-79.9%	C+	69.9% or below	F
		84-86.9%	B	74-76.9%	C		
90-94.9%	A-	80-83.9%	B-	70-73.9%	C-		

### Grade Breakdown:

The course grade will be derived from the following coursework, with the final course grade based on 100 points:

- Case Study Analysis – **25%** (or 25 points)
- Participation via discussion boards – **20%** total (or 20 points)
- Online Assessments – **20%** total (or 20 points)
  - Quizzes (“open book”; 2 points each quiz x 4 quizzes = 8 points or 8% final grade)
  - Test (“open book”; 12 points or 12% final grade)
- Practical Application: Virtual Practice Meeting Sessions: **35%** total (or 35 points)
  - Virtual Practice Meeting Facilitation Guide – 10%
  - Virtual Practice Meeting Evaluation Paper – 25%

### 25% Case Study Analysis

The case study method is used by most of the instructors in the Organizational Communication curriculum at Northeastern. For an excellent introduction to the case method, review John Hammond's “Learning by the Case Method” article which will be made available within the course readings.

This case study analysis will require students to assess the group dynamics of an organization or team and recommend steps to improve meeting effectiveness. Details will be shared in the course materials.

## **20% Participation via Discussion Boards**

### **Discussion Boards**

At the start of each course week, there will be a primary Discussion Board question posted on Canvas. This will enable students to explore course concepts and relate their own meeting experiences to course topics. By Wednesday night at 11.59 pm ET of each course week, students will be expected to answer the initial question posted, including relevant examples from the readings and personal business experience in their response. By Friday night by 11.59pm ET of the course week, students will be expected to give meaningful comments to the DB posts of at least two of their fellow students.

To facilitate interaction, students are expected to review the online postings on a regular basis even after they have posted their own minimum required postings. Please treat your classmates and the instructors with the utmost respect. Inappropriate posts will be removed immediately. The instructor reserves the right to penalize students for repeated violations of the participation policy (and/or Academic Integrity Policy) within a course. In the discussion board and in class, high quality contributions advance the class discussions and do not simply summarize the material that was assigned. Quality contributions take into account not only the instructor's questions but also yourclassmates' contributions. Please be mindful that the Discussion Board is a space for academic exchanges. As a result, students are accountable for using proper and exacting punctuation, spelling, and grammar. In addition, you may be required to reference all outside sourcesin correct citation format. It is crucial that all participants maintain a high regard for proper decorum in the Discussion Board.

The overall evaluation criteria and writing quality rubrics (see below) apply to Discussion Boards. Each Discussion Board assignment has its own grading rubric. Excellent discussion board posts have the following characteristics:

- Students offer insightful, relevant comments that reflect a thoughtful consideration of the discussion topic.
- Students help clarify or build on other students' ideas where the assignment calls for interaction.
- Where students agree or disagree with another student's ideas, points-of-view are stated clearly and respectfully.
- Students reference pertinent course materials in their posts.
- **THERE IS NO CREDIT FOR LATE POSTS.**

## **20% Online Assessments**

Assessments will help ensure that students are absorbing the course lessons. Due **Saturday** night of the assigned week, all assessments are “Open Book” format with short answer, multiple choice and fill-in-the-blank.

*\*\* Students may not collaborate with each other in any way when completing assessments.*

- 4 Quizzes
  - Will cover the given week’s material
  - 30 minute time limit to complete at the convenience of the student during the week assigned
  - Each quiz worth 2 points x 4 quizzes = 8 points or 8% final grade
- 1 Test
  - Will cover spectrum of the material covered in the course
  - 120 minute time limit to complete at the convenience of the student during the week assigned
  - 12 points total or 12% final grade

## **35% Practical Application: Virtual Practice Meetings**

During the 5th and 6th weeks of the course, students will facilitate virtual practice meetings. Students often report that this experience is one of the most valuable exercises of the course. We will use the Helix case study as our hypothetical organization. The class will be formed into teams with a designated Group Page on NU Online. Each member of the team will be assigned a meeting scenario for which he or she will prepare a Facilitation Guide (10% of final grade). After practice meetings are conducted, students will submit a detailed evaluation of these meetings, including a reflection on the process. (25% of final grade) Details will be shared in the course materials.

We will be using the Canvas video conferencing tools so students will need to become comfortable with its functionality.

Team members will schedule mutually-convenient times for 30-40 minute meetings. Technical and logistical details are provided in Course Material.

## **Course Schedule / Topical Outline**

\*For updated details about readings, lectures, assignments, etc. plus links to assigned materials, students should regularly consult the weekly course material folder within the online course.

This table is meant as a general outline of course topics and assignments:

Week	Starts	Ends	Topic	Assignment*
1	7/12	7/18	Laying the groundwork for effective meetings	<p><b>Reading/Viewing*:</b> Lecture Watch/study Harvard's online APA Tutorial (50+ minutes) Wilkinson text: Introduction, chapters 1 &amp; 3 Assigned articles posted in reading folder <i>Most weeks, additional articles will be posted in the Reading folder in Course Material.</i></p> <p><b>Assignments*:</b> Discussion Board (DB); Quiz 1; Work on Case Study Analysis</p>
2	7/19	7/25	Implementing the elements of effective meetings	<p><b>Reading/Viewing*:</b> Lecture Wilkinson text: chapters 2,4,5,6,11 Assigned articles posted in reading folder</p> <p><b>Assignments*:</b> Quiz 2; <b>Case Study Analysis due Saturday 7/24 by 11.59pm ET (25% of course grade)</b></p>
3	7/26	8/1	Employing process techniques to engage meeting participants	<p><b>Reading/Viewing*:</b> Lecture Wilkinson text: chapters 7,8,10,12 Assigned articles posted in reading folder</p> <p><b>Assignments*:</b> DB; Quiz 3; <b>Schedule Practice Meetings with team to occur between Monday 8/9 and Wednesday 8/18.</b></p>
4	8/2	8/8	Managing group dysfunction and virtual meetings	<p><b>Reading/Viewing*:</b> Lecture Wilkinson text: chapters 9,13, 15 Assigned articles posted in reading folder</p> <p><b>Assignments*:</b> Quiz 4; <b>Facilitation Guide due Saturday 8/7 by 11.59pm ET (10% of course grade)</b></p>
5	8/9	8/15	Employing brainstorming and information gathering processes in facilitated practice sessions	<p><b>Reading/Viewing*:</b> Lecture Review Course Materials for Final Test Assigned articles posted in reading folder</p> <p><b>Assignments*:</b> DB; Conduct Practice Meetings; <b>Final Test due Saturday 8/14 by 11.59pm ET (12% of course grade)</b></p>
6	8/16	8/21	Facilitating resolution of Level 1 and Level 2 disagreements in facilitated practice sessions	<p><b>Reading/Viewing*:</b> Lecture, Review Wilkinson Assigned articles posted in reading folder</p> <p><b>Assignments*:</b> Practice Meetings conclude; <b>Practice Meetings Evaluation due Saturday 8/21 by 11.59pm ET (25% of course grade)</b></p>

## **Evaluation Standards- Rubrics, Grading Scale and Evaluation Criteria**

Most assignments in this course have a specific grading rubric attached so that students can understand how an item is evaluated. In the Master's in Corporate and Organizational Communication program, grades represent an important form of feedback to students. At the graduate level, our expectation is that student work will demonstrate a basic understanding of course concepts and address all the requirements of an assignment – this is the meaning of a 'B/B+' grade. To achieve a grade in the 'A' range, the work must thoroughly address aspects of the assignment and exceed the requirements of the assignment. See below the brief descriptions of what the letter grades mean.

<b>Grading</b>	<b>What It Means</b>
<b>A (95-100)</b>	Outstanding, insightful work. Goes beyond requirements of the task to develop a response, which is thoughtful, reflective, considers alternative views and makes connections among ideas and information from different sources or from different aspects of the course. Well researched and documented (if research is part of assignment). Displays creativity and originality.
<b>A- (90-94)</b>	Very good work. Purposefully and logically developed. Thoroughly addresses all aspects of the task. Synthesis of details and concepts from various sources or topics shows evidence of sound understanding and thoughtful examination. Research information appropriately cited (if research is part of assignment).
<b>B+ (87-89)</b>	Good work. Generally clear, accurate and relevant. Adequately addresses all requirements of the task. Demonstrates understanding of course concepts, with evidence of some thoughtful examination and reflection. Development is generally logical, facts generally correct. Tends to focus on one interpretation.
<b>B (84-86)</b>	Satisfactory work. Shows basic understanding of concepts with minimal evidence of reflection or thoughtful analysis. Complies with the basic requirements, relies on limited sources of information, little integration of concepts.
<b>B- (80-83)</b>	Minimally satisfactory work. Shows some understanding of concepts with little reflection or analysis. Barely meets basic requirements of assignment.
<b>C+ (77-79)</b> <b>C (74-76)</b> <b>C- (70-73)</b>	Unsatisfactory work. Fails to address the topic in a meaningful way. May be extremely brief, inaccurate, illogical or undeveloped.

**\*\*Please note-** I do not "round up" final grades to the next highest grade level, nor do I scale grades in this graduate level course. For example, a student earning an 86.6 after the final assignment will receive an 86 as the final grade (B). To calculate your grade as the course progresses, please refer to the Weighted Total column in the grades section of Canvas.

CPS does not award grades below a C- for graduate level courses.

## Writing Quality

Organizational communication is a writing-intensive discipline. Success as a communicator depends in large measure on the ability to craft persuasive messages in a variety of genres. Therefore, students taking courses in the Master's in Corporate and Organizational Communication program must demonstrate the ability to write with clarity, coherence, proper grammar and mechanics, and accurate documentation of sources.

Even the most experienced, accomplished writers seek ways to polish their skills. This is why the College of Professional Studies offers students a variety of ways, on-ground at the Boston campus or online with Smarthinking, to seek feedback from writing specialists. We encourage students to take advantage of this feedback on writing assignments on a regular basis.

The Writing Quality Rubric below is used to evaluate writing proficiency in all writing assignments and discussion boards.

<b>Writing Quality Rubric</b>
<p><b>'A'-level writing quality.</b></p> <p>The writing conveys sophistication and originality in ideas and in approach to the assignments. The writing responds successfully to the assignments and communicates effectively to the intended audience. The reasoning and logic in the papers shows substance and depth. Writing shows a skillful integration of sources to support the writer's ideas. Writing maintains a clear and consistent focus.</p> <p>The writing is well organized and the overall organization supports the main focus of each paper. More specifically, each paragraph contains one idea that is developed with details, examples, reasons, or evidence, and each paragraph demonstrates a clear relationship to the next paragraph.</p> <p>Writing shows an elegant sense of style and a clear command of the grammar, punctuation, and spelling of standard written English; i.e., there are no errors or patterns of errors.</p>
<p><b>'B'-level writing quality</b></p> <p>The writing conveys originality in ideas and in approach to the assignments. The writing responds adequately to the assignments and communicates to the intended audience. The reasoning and logic in the papers is adequate. Writing shows an adequate use of sources to support the writer's ideas. Writing maintains a consistent focus.</p> <p>The writing is generally well organized and the overall organization supports the main focus of each paper. More specifically, most paragraphs contain one idea that is developed with details, examples, reasons, or evidence, and most paragraphs demonstrate a relationship to the next paragraph.</p> <p>Writing shows an adequate sense of style and a clear command of the grammar, punctuation, and spelling of standard written English; <b><i>there is no more than one pattern of errors that confuses meaning.</i></b></p> <p><b>Grade deductions of 1-2 points will be applied.</b></p>

### **'C'-level writing quality**

The writing needs to respond more completely and consistently to the assignments or responds incompletely or inconsistently to the assignments. The reasoning in the papers needs depth and substance, or the reasoning in the papers is severely flawed, and contains many unsupported generalizations.

Writing needs to use sources more effectively and thoroughly to support the writer's ideas, or shows an ineffective use of sources to support the writer's ideas. Writing needs a more unified and developed focus, or fails to develop a focus.

Writing needs to be organized more effectively or is not organized. More specifically, paragraphs contain one or more than one idea that is not developed with details, examples, reasons, or evidence, and there is a lack of transitions from one paragraph to the next.

Lastly, the writing shows little or no command of the style or grammar, punctuation and spelling of standard written English and contains multiple errors and patterns of errors. The patterns of errors confuse meaning.

**Grade deductions of 3-10 points will be applied.**

NOTE: Instructors in the Master's in Corporate and Organizational Communication use APA Formatting and Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/> Academic Integrity Guidelines should be applied in instances of careless or intentional documentation errors and plagiarism.

It is expected that students' written work be clear, comprehensible, and competently produced. The following resources are available to our students who need help to improve their writing skills:

- **Smarthinking** – this allows students to submit written material in any subject and have it reviewed by an e-instructor within a 24-hour window (in most cases).
- **Writing Center** on Northeastern Campus – contact the center to schedule an appointment.
- **The Purdue Online Writing Lab** (<http://owl.english.purdue.edu/owl/>) is a valuable source of information about grammar, sentence structure, and general writing skills.

### **End-of-Course Evaluation Surveys**

Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at <https://neu.evaluationkit.com>. Your survey responses are **completely anonymous and confidential**. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your HuskyMail account notifying you when surveys are available.

### **Academic Integrity**

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their

educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

Go to <http://www.northeastern.edu/osccr/academic-integrity-policy/> to access the full academic integrity policy.

CPS expects independent and original work. Dishonesty and/or carelessness violates fundamental values of an intellectual and professional community and will be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) as a violation of the Academic Integrity Policy. To safeguard the integrity of assignments and programs, your course may use systems such as TurnItIn, which checks written work, and Examity, an online exam proctoring system. Work that contains academic integrity violations (AIV) will be graded on a case by case basis. Work displaying AIV may earn a failing grade, a zero, or even result in the instructor assigning the student a failing grade for the class. Students may not withdraw from a class to avoid the grade penalty for serious academic integrity violations.

The following is a broad overview, but not an all-encompassing definition, of what constitutes a violation of academic integrity.

**Cheating:** The University defines cheating as using or attempting to use unauthorized materials, information, or study aids in any academic exercise. When completing any academic assignment, a student shall rely on his or her own mastery of the subject.

Examples include, but are not limited to:

- Unauthorized use of aids such as but not limited to notes, text, the Internet, cell phones, etc. to complete any academic assignment.
- Copying from another student's academic work.
- Unauthorized communication during an examination.
- Handing in the same paper for more than one course without explicit permission from the instructor(s).
- Intentionally viewing a test before it is administered.
- Storing notes in a portable electronic device for use during an examination.

**Fabrication:** The University defines fabrication as falsification, misrepresentation, or invention of any information, data, or citation in an academic exercise.

Examples include, but are not limited to:

- Inventing data, facts, or sources for an academic assignment.
- Altering the results of a lab experiment or survey.
- Citing a source in a bibliography that was not used.
- Stating an opinion as a scientifically proven fact.

**Plagiarism:** The University defines plagiarism as using as one's own the words, ideas, data, code, or other original academic material of another without providing proper citation or attribution. Plagiarism can apply to any assignment, either final or drafted copies, and it can occur either accidentally or deliberately. Claiming that one has "forgotten" to document ideas or material taken from another source does not exempt one from plagiarizing.

The following sources require citation:

- Word-for-word quotations from a source, including another student's work.
- Paraphrasing (using the ideas of others in your own words).
- Unusual or controversial facts not widely recognized.
- Audio, video, digital, or live exchanges of ideas, dialogue, or information.

Students unclear as to whether or not a source requires citation should speak with their professor.

**Unauthorized Collaboration:** The University defines unauthorized collaboration as instances when students submit individual academic works that are substantially similar to one another. While several students may have the same source material, any analysis, interpretation, or reporting of data required by an assignment must be each individual's independent work unless the instructor has explicitly granted permission for group work.

Examples include, but are not limited to:

- Submitting work that closely matches that of another student, even when the work is to be original to the student handing in the assignment.
- Sharing a take-home examination, case write-up, lab report, or any other assignment with a peer without express permission from the instructor.

**Participation in Academically Dishonest Activities:** The University defines participation in academically dishonest activities as any action taken by a student with the intention of gaining an unfair advantage over other students.

Examples include, but are not limited to:

- Misrepresenting oneself or one's circumstances to an instructor.

- Stealing an examination.
- Purchasing a pre-written paper.
- Selling, loaning, or otherwise distributing materials intended for the purpose of cheating, plagiarism, or other academically dishonest acts.
- Destroying, altering, stealing, or forging another student's work, library materials, laboratory materials, academic records, course syllabi, or examination/course grades.
- Intentionally missing an examination or assignment deadline to gain an unfair advantage.
- Forging information or signatures on official University documents.

**Facilitating Academic Dishonesty:** The University defines facilitating academic dishonesty as intentionally or knowingly helping or contributing to the violation of any provision of this policy.

Examples include, but are not limited to:

- Doing academic work for another student.
- Making available previously used academic work for another individual who intends to resubmit the work for credit.

**Obligation to Uphold Academic Integrity:** All members of the Northeastern University community have a role in upholding the Academic Integrity Policy. Any member of the community who witnesses a violation of this policy should report it to the appropriate faculty member or the Office of Student Conduct & Conflict Resolution (OSCCR).

### **Documentation Guidelines**

The Master's in Corporate and Organizational Communication program requires the use of APA guidelines for citing sources. Why is proper citation important? It signals that every student is an active and informed participant in the College's academic community. It enables instructors to understand how sources are used to support perspectives and conclusions and it forms the basis for ethical communication practices that are expected in a professional career in communications or any other field.

For these reasons, students are responsible for learning how to use proper APA citation methods. To do so, students can review APA guidelines on the Purdue Online Writing Lab website, or make an appointment with the International Tutoring Center or the Writing Center on the Northeastern campus. Students are encouraged to review this excellent interactive tutorial developed by the Harvard Graduate School of Education, with a focus on modules 2, 3, and 4. (updated links available within class)

Failure to use APA guidelines to document sources will result in grade deductions. For careless citation errors, the **maximum** possible grade a student can earn on that particular assignment (or section of an assignment) is 70% of the total possible points. For instances of plagiarism and other types of violations of academic integrity such as unauthorized collaboration with another student or submitting work from a prior course, the **maximum** possible grade a student can earn on that particular assignment is 50%, as well as possible referral to the Office of Student Conduct and Conflict Resolution.

For additional information or for answers to frequently asked questions, please visit:

<https://cps.northeastern.edu/academic-resources/academic-integrity>

You may also email [CPS-AcademicIntegrity@northeastern.edu](mailto:CPS-AcademicIntegrity@northeastern.edu).

### **College of Professional Studies Policies and Procedures**

For comprehensive information, please download the Student Handbook also available on the [Student Resources](#) page of the Northeastern University College of Professional Studies website.

### **Student Accommodations**

The College of Professional Studies is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). To ensure access to this class, and program, please contact The Disability Resource Center (<http://www.northeastern.edu/drc/>) to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical or lab settings. Accommodations are not provided retroactively so students are encouraged to register with the Disability Resource Center (DRC) as soon as they begin their program. The College of Professional Studies encourages students to access all resources available through the DRC for consistent support.

### **Library Services**

The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals.

For more information, visit <http://library.northeastern.edu/>.

### **Catalog**

The College of Professional Studies Undergraduate Catalog is a reference/resource with information about curricula, resources, and academic and student policies.

For more information, visit <http://www.cps.neu.edu/student-resources/>.

### **Diversity and Inclusion**

Northeastern University and the Office of Institutional Diversity and Inclusion (OIDI) is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice.

Please visit <http://www.northeastern.edu/oidi/> for complete information on Diversity and Inclusion

### **TITLE IX**

*Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.*

Northeastern's **Title IX Policy** prohibits sex and gender-based discrimination, including sexual harassment, sexual assault, sexual exploitation, relationship or domestic violence, and stalking. The Title IX Policy refers to sex and gender-based discrimination as "Prohibited Offenses." The Title IX Policy applies to the entire Northeastern community, including students, faculty and staff of all gender identities.

Allegations of Prohibited Offenses can be reported to the Title IX Coordinator within **The Office for University Equity and Compliance** at: titleix@northeastern.edu and/or through **the Northeastern University Police Department (NUPD)** by phone: for an Emergency 617.373.3333; for Non-Emergency 617.373.2121. Reporting to NUPD does **NOT** commit the victim/affected party to future legal action.

Faculty members are considered "responsible employees" at Northeastern University, meaning they are required to report all reports of and information about alleged Prohibited Offenses to the Office for University Equity and Compliance.

If you or someone you know has experienced a Prohibited Offense, **confidential** support and guidance can be found through **ViSION Resoure Center** (VRC) staff (<http://www.northeastern.edu/vision/visionresourcecenter/>), University Health and Counseling Services (UHCS) staff (<http://www.northeastern.edu/uhs/>) and the **Center for Spiritual Dialogue and Service** (CSDS) **clergy members** (<http://www.northeastern.edu/spirituallife/>). Employees within the VRC, UHCS, and CSDS are not required to report allegations of Prohibited Offenses to the Office for University Equity and Compliance.

In case of an emergency, please call 911 OR NUPD'S Emergency line: 617-373-3333.

Please visit [www.northeastern.edu/titleix](http://www.northeastern.edu/titleix) for a complete list of reporting options and **resources, both on- and off-campus.**

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