



## **GIS Academic Honesty Policy**

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# GIS Academic Honesty Policy

## 1. Mission Statement

GIS's mission is to provide authentic international education to foster an enthusiasm to explore and the security to pursue individual goals. As a growth-oriented school, we aim to cultivate highly skilled and responsible global citizens rooted in our local community.

## 2. Academic Honesty Philosophy

At GIS, we recognise that inquiry based teaching and learning often requires students to construct and synthesize information obtained from multiple sources, including using information technology. By requiring students to acknowledge their sources fairly, the school helps them "*act with integrity and honesty*"<sup>1</sup>. IB students who are principled understand these sources represent the intellectual work of others.

Parents, students and teachers have a joint role in helping students demonstrate academic honesty.

(a) Parents can actively support their child's approach by:

- **offering to proof-read work, checking that references/ materials are acknowledged.** This kind of support shows your children you are interested in their education. But if they don't want your help, respect that choice.
- **recognising that the assignment/ task is ultimately your child's responsibility.** Very occasionally parents 'help' by doing assignments for their child. Students placed in this situation are being asked to participate in a lie. Like all great life events, becoming educated is a personal journey.
- **praising the effort** your child makes, not the results.

(b) Students are responsible for:

understanding the basic meaning of academic honesty, especially with respect to authenticity and intellectual property<sup>2</sup>. An authentic piece of work is one that is based on the student's individual and original ideas with the ideas and work of others (including the work of peers in collaborative projects) fully acknowledged. Academic dishonesty is unacceptable.

Academic honesty malpractice is behaviour that results in the student gaining an unfair advantage. This includes:

- **plagiarism**, defined as the representation of the ideas of work of another person as the student's own,
- **collusion**, defined as allowing one student's work to be copied or submitted for assessment by another student,
- **duplication of work**, defined as the presentation of the same work for different assessment components,
- **copying** the work of another student,
- **fabricating** data for an assignment,
- **paraphrasing** another person's work without acknowledging the source,
- Any other behaviour that gains an unfair advantage for a student

(c) Teachers are responsible for ensuring students,

- understand what constitutes academic honesty and an authentic piece of work,
- understand what constitutes malpractice, particularly plagiarism and collusion,
- receive age-appropriate guidance on the skills of academic writing and acknowledging sources,
- know the consequences of being found guilty of malpractice.

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<sup>1</sup> Page 3, *Academic honesty in the IB educational context*

<sup>2</sup> See Attachments A, B

Plagiarism by students is not always a deliberate attempt to present the ideas or work of another person as their own. It is often the case that students are not aware of how or when to acknowledge sources.

- All ideas and work of other persons, regardless of the source, must be acknowledged.
- Web sites on the Internet, CD-Rom, e-mail messages, and any other electronic media must be treated in the same way as books and journals.
- The sources of all photographs, maps, illustrations, computer programs, data graphs, audio-visual and similar material must be acknowledged if they are not the student's own work.
- Passages that are quoted verbatim must be enclosed within quotation marks and references provided.

It is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all students' work accepted or submitted for assessment is the authentic work of each student. This includes all work for summative assessment. Teachers are also expected to support the school's policy on good academic practice and provide students with advice whenever necessary.

Teachers should help students by structuring assignments to avoid generalized "reports" involving little more than information gathering. Instead, teachers should give specific guidelines that encourage students to develop their own ideas through problem solving, comparison, precise hypothesis, analysis and the like. When setting tasks in which students are expected to work collaboratively, each student should be able to identify their own contribution to the task and acknowledge the work of peers. Helpful strategies include assigning roles, colour coding individual students in groups or using visual thinking approaches like jigsaw.

When reading students' work teachers must be vigilant for obvious changes in a student's style of writing. Equally significant is a style that seems too mature, too error free and perhaps more characteristic of an experienced academic than a secondary school student. It is therefore the subject teachers who are in the best position to identify work that may not be the authentic work of a student. If suspicious, the teacher may quiz the student on the content to determine whether the work is in fact that of the student.

(d) The Librarian is responsible for

- promoting academic honesty within the school
- acting as a liaison for both teachers and students to provide ethical guidance regarding citations and common formats promoted by the school (MLA)
- ensure current publications regarding ethical use of information are available to teachers and students (IB, MLA, etc.)

### 3. Strategies for age-appropriate acknowledgement of sources.

The school-wide referencing style at GIS is MLA.

#### PYP

Academic honesty is one of the ways in which GIS fosters the development of the PYP attitudes of independence, respect and integrity. Furthermore, the IB learner profile emphasizes the importance of being principled in our actions. GIS PYP staff play a crucial role in introducing students to the of academic honesty by promoting appropriate actions and explaining what is inappropriate.

What does an academically honest student do?

We will...	We won't...
<ul style="list-style-type: none"> <li>• Use our own ideas and words.</li> <li>• Inform the reader of where, when and who we got our information from.</li> <li>• Be open-minded to the ideas of others.</li> <li>• Be knowledgeable in creating our own sentences.</li> <li>• Have a good reputation as learners because we cite the works of others.</li> <li>• Be creative in using our own words.</li> <li>• Remind other people to be academically honest.</li> <li>• Be creative in the way we show our information.</li> <li>• Write a bibliography to show where our information came from.</li> </ul>	<ul style="list-style-type: none"> <li>• Use other people's words and ideas and say they are our own.</li> <li>• Copy information from the internet without saying where we got it.</li> <li>• Only use our own ideas when we are researching or in a group.</li> <li>• Take credit for other people's words or creations.</li> <li>• Ignore people who are not being academically honest (we will do something about it).</li> <li>• Copy the methods of others without acknowledging it.</li> <li>• Present something as fact if we are unsure of the source.</li> </ul>

### MYP

Referencing is staged through the years of the MYP as shown below. Students are offered multiple opportunities to develop and improve their skills in some formative and all summative writing tasks.

Year in MYP	Referencing details required
1 – Grade 6	List of works cited, url in a consistent format Images / diagrams to include url
2 – Grade 7	List of works cited in MLA format and alphabetical order, including url. Images / diagrams in MLA format Introduce citation generating tools e.g. Easybib.com; Word
3 - Grade 8	List of works cited in MLA format and alphabetical order, including url. Images / diagrams in MLA format In-text citation in MLA format Continue using citation generating tools e.g. Easybib.com; Word
4 – Grade 9 5 - Grade 10	List of works cited in MLA format and alphabetical order, including url. Images / diagrams in MLA format In-text citation in MLA format Quality of sources used (no Wikipedia for quotations) Continue using citation generating tools e.g. Easybib.com; Word
In addition, for PP	Reflection on how the sources are used

With the development of the Internet and corresponding increase in its use, the abuse of electronic media is now prevalent within the academic community. Aside from the immense number of legitimate web sites, there are an increasing number of sites that actively encourage students to plagiarise and even purchase essays. Little can be done to prevent the emergence of these sites, but the Internet can also be used to detect the source of passages that have been plagiarised.

There are several free web services for detecting plagiarism from the Internet, for example, [plagiarisma.net](http://plagiarisma.net), <http://techsavvyscience.blogspot.com/2013/03/plagiarism-tracker.html>, <http://www.easybib.com/> and [http://www.paperrater.com/plagiarism\\_checker](http://www.paperrater.com/plagiarism_checker).

#### 4. Consequences

Plagiarism and collusion will be viewed by the school as serious academic offences. The student is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. However, possible consequences for plagiarism depend on a student's background, age and level of awareness (previous teaching), severity of the incident, intent or non-intent, and other factors.

If suspected of a breach of academic honesty, the student may

- (a) have a parent, peer or another teacher present in any discussion of a problem or incident, particularly if the consequences are especially heavy,
- (b) be allowed the opportunity to revise and resubmit the work where this is practicable,
- (c) be assessed only on that part of the task that can be shown to be their authentic work,
- (d) lose their MYP Certificate. This will occur if plagiarism is detected in work submitted for external certification (for example, the Personal Project, and other MYP subjects that may be requested as part of BQC).

If suspected of collusion, students involved may

- (a) be interviewed about the conditions in which the task was completed. A parent, peer or another teacher may be present particularly if the consequences are especially heavy,
- (b) be allowed the opportunity to revise and resubmit the work where this is practicable,
- (c) be assessed only on that part of the task that can be shown to be each student's own, authentic work,
- (d) lose their MYP Certificate. This will occur if collusion is detected in work submitted for external certification (for example, the Personal Project, and other MYP subjects that may be requested as part of BQC).

#### 5. References to Other Documents

This Academic Honesty Policy should be read in conjunction with:

- a. GIS Assessment Policy
- b. GIS Homework Policy

#### 6. Policy Review

The GIS Assessment Policy will be reviewed every three years in June with input from all faculty.

#### 7. Implementation and Evaluation

Implemented and evaluated by all GIS teachers and staff.

8. References:

Academic honesty in the IB educational context <http://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf> August 2014

The IB programme continuum of international education Effective citing and referencing (2014), page 14

9. Attachments

Attachment A: PYP Student agreement

Attachment B: MYP Student Agreement

Attachment C: Documentation checklist

Attachment D: MLA referencing guide for students



## GIS Academic Honesty PYP

### Student Agreement

By signing this agreement, I am showing that I understand the meaning of 'academic honesty'.

***Plagiarism** is the presentation by a student of work which has in fact been copied in whole or in part from another other source (eg: published books, periodical, or the web) without due acknowledgement.*

I, \_\_\_\_\_ agree that:

The work I will submit for assessment at GIS is my own effort

I will not cut-and paste information from others without appropriate use or quotation marks and listing this in a bibliography.

I will not include words from other student's work without permission.

I will acknowledge the ideas and suggestions of others.

Signed: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_  
(Student)

#### Adult acknowledgement

I have discussed this policy with my child.

\_\_\_\_\_ Date: \_\_\_\_\_  
(Parent)



**GIS Academic Honesty MYP**  
**Student Agreement**



**By signing this agreement I am acknowledging that I understand the meaning of 'academic honesty' and am familiar with school procedures that apply to detect and deal with malpractice.**

I, \_\_\_\_\_ agree that:

The work I will submit for assessment at Gjøvikregionen International School (GIS) is my own effort.

The ideas I present are my own individual and original ideas, and the ideas and work of others are fully acknowledged.

It is my responsibility to ask for help and support whenever I am not sure if my work meets the required standards of academic honesty at GIS.

The following are unacceptable study practices at GIS and other respectable educational institutions:

- **Plagiarism**, which is representing the ideas or work of another person as my own.
- **Collusion**, which is allowing a student to copy the work of another student for assessment.
- **Duplication of work**, where the same assignment is being submitted for assessment for different subjects.
- **Fabricating data** for an assignment.
- **Paraphrasing** another person's work without acknowledging the source.
- Any other behaviour that gains an unfair advantage for a student.

Signed: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_  
(Student)

**Adult acknowledgement**

I have discussed this policy with my child.

\_\_\_\_\_  
(Parent) Date: \_\_\_\_\_

## Documentation Checklist<sup>3</sup>

Before submitting an assignment for assessment, use the checklist below to ensure your work meets the required standards of academic honesty at GIS.

<b>Documentation Checklist</b>	
When you have used an author's exact words, have you put "quotation marks" around the quotation <b>and</b> named (cited) the original writer?  (If you indent your quotation(s), quotation marks are not needed, but the author must still be cited; have you cited your indented quotations?)	
When you put someone else's thoughts and ideas in your own words, have you still named (cited) the original author(s)?	
When you use someone else's words or work, is it clear where such use starts—and where it finishes?	
Have you included full references for all borrowed images, tables, graphs, maps, and so on?	
Print material: Have you included the page number(s) of print material you have used (especially important with exact quotations)?	
Internet material: Have you included both the date on which the material was posted <b>and</b> the date of your last visit to the web page or site?	
For each citation in the text, is there a full reference in your list of references (works cited/ bibliography) at the end?  Is the citation a direct link to the first word(s) of the reference?	
For each reference in the list of references (works cited/bibliography) at the end, is there a citation in the text?  Do(es) the first word(s) of the reference link directly to the citation as used?	
Is your list of references (works cited/bibliography) in alphabetical order, with the last name of the author first?	

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<sup>3</sup> Page 14, The IB programme continuum of international education Effective citing and referencing (2014)



## Quick guide to MLA referencing

**We demonstrate we are principled when we acknowledge our sources of information.**

There are many internationally recognized referencing formats. The format we use at GIS is Modern Language Association (MLA). Its introduction is a staged process.

Year in MYP	Referencing details expected
1 - Grade 6	List of works cited, url in a consistent format Images / diagrams to include url
2 - Grade 7	List of works cited in MLA format and alphabetical order, including url. Images / diagrams in MLA format Introduce citation generating tools e.g. Easybib.com; Word
3 - Grade 8	List of works cited in MLA format and alphabetical order, including url. Images / diagrams in MLA format In-text citation in MLA format Continue using citation generation generating tools e.g. Easybib.com; Word
4 - Grade 9 5 - Grade 10	List of works cited in MLA format and alphabetical order, including url. Images / diagrams in MLA format In-text citation in MLA format Quality of sources used (no Wikipedia for quotations) Continue using citation generation generating tools e.g. Easybib.com; Word
In addition, for the Personal Project	Reflection on how the sources are used

**The guide lists example formats of typical sources used by MYP students. For more detailed guidance, please consult**

- University websites, e.g. <https://www.library.cornell.edu/research/citation> or
- EasyBib <http://www.easybib.com/guides/citation-guides/mla-format/>.

**Remember: Always record where you found your information *as you are conducting your research and taking notes* – it will be too difficult to go back and do it afterwards.**

**A Reference list should be placed at the end of your assignment.**

It should include sources that have been directly quoted or referred to as well as all the resources that you used. Do not group references by type.

Follow these rules:

- It should be arranged in **alphabetical order** by **surnames of authors or editors**.
- If a resource has **no author or editor**, it should be placed in the list alphabetically by its **title**.
- Use **punctuation** as shown in the examples below.
- Use **lower case** in titles except for the first word, names of places and people.

How to format different types of references using MLA	
<b>Books</b>	<p><b>Single author</b></p> <p>Martin, Emily. <i>The Woman in the Body: A Cultural Analysis of Reproduction</i>. Boston: Beacon Press, 1992.</p> <p><b>Multiple authors</b></p> <p>Grossberg, Lawrence, Cary Nelson, and Paula A. Treichler, eds. <i>Cultural Studies</i>. New York: Routledge, 1992.</p> <p>Hall, Stuart, et al. <i>Policing the Crisis</i>. Basingstoke: Macmillan, 1979.</p> <p style="color: red;">A typical bibliography entry for a book has three parts: the author, title, and publication information (this last includes place of publication, publisher, and date of publication).</p>
<b>Encyclopedia articles</b>	<p>"Mealworm." <i>Encyclopedia Britannica</i>. 1987 ed.</p> <p>Garvey, Lawrence. "El Paso, Illinois." <i>Encyclopedia Americana</i>. 1982.</p> <p style="color: red;">Author first. If there is no explicit author, then give the title first, enclosed in quotation marks. If the encyclopedia arranges its articles alphabetically, volume and page numbers may be omitted. If the encyclopedia is very familiar and frequently appears in new additions, only the edition and the year of publication.</p>
<b>Interviews</b>	<p><b>Personal Interview</b></p> <p>Nelson, Cary. Personal interview. 15 Sept. 1987.</p> <p style="color: red;">Begin with the name of the person interviewed, last name first. Then write "Personal interview," followed by the date of the interview.</p>

	<p><b>Published Interview</b></p> <p>Villalobos, Joaquin. Interview. <i>Mother Jones</i>. July 1992: 8-10.</p> <p>Name the person interviewed, followed by the word "Interview" and the name of the publication in which the interview appeared. If the interview has a title, include it, in quotation marks, after the interviewee's name and do not include the word "Interview."</p> <p><b>Radio or Television Interview</b></p> <p>Rico, Jose. Interview. Afternoon Edition. WILL PublicRadio. Urbana, IL. 23 Sept. 1992.</p> <p>Name the person interviewed, followed by the word "Interview." Then give the program's title, underlined, and identifying information about the broadcast. A description of other parts of this entry can be found in the listing under Television and Radio Programs.</p>
<p><b>Journal</b></p>	<p>Magistrale, Tony. "Wild Child: Jim Morrison's Poetic Journeys." <i>Journal of Popular Culture</i> 26.3 (Winter 1992): 133-44.</p> <p>Author's last name, Author's first name. "Article Title." Journal Title Volume Number (Date): page numbers.</p>
<p><b>Magazines</b></p>	<p>Jones, Mick. "My Life with the Stones." <i>Time</i> 14 Nov. 1989: 1-20.</p> <p>Author's last name, Author's first name. "Article Title." Magazine Title Date: page numbers. Volume numbers are not listed for magazines. The article title is placed in quotation marks.</p>
<p><b>Newspaper articles</b></p>	<p>Perez-Pena, Richard. "CUNY and California Curbs: Parallels in Approach." <i>New York Times</i> 13 May 1998</p> <p>Gorman, James, and Christopher Whitworth. "What Ducks Hear Underwater." <i>The New York Times</i>, The New York Times, 28 Aug. 2018, <a href="http://www.nytimes.com/video/science/100000006042011/what-ducks-hear-underwater.html">www.nytimes.com/video/science/100000006042011/what-ducks-hear-underwater.html</a>.</p>
<p><b>Videos or films</b></p>	<p><u>Winnie the Pooh and the Honey Tree</u>. Dir. Al Smith. With Winnie the Pooh and Piglet. Walt Disney Home Video, 1985.</p> <p>Begin with the title, which should be underlined, followed by the director's name. Then, include any additional information that you find relevant, such as the names of lead actors. End with the distributor and year, separated by a comma.</p>

<b>Websites</b>	Staff, EasyBib. "The Free Automatic Bibliography Composer." <i>EasyBib</i> , Chegg, 1 Jan. 2018, <a href="http://www.easybib.com/">www.easybib.com/</a> .
<b>YouTube</b>	henders007. "Newtons Cradle." <i>YouTube</i> , YouTube, 3 Mar. 2012, <a href="http://www.youtube.com/watch?v=ijkG1hw8TcQ">www.youtube.com/watch?v=ijkG1hw8TcQ</a> .

**In-text References** are used for acknowledging ideas you have used, quotes, or images.

<b>How to format different types of in-text references using MLA</b>	
<b>Basic Format</b>	<p>e.g., One author claims that "no one is concerned with this issue" (Jones 45).</p> <p>The basic format for MLA in-text citation is as follows: (Author's Last Name_Page Number)</p> <p>e.g., "Howard Jones argues that 'no one is concerned with this issue'" (45).</p> <p>If the author's last name appears in the citation, then only a page number is required.</p>
<b>Multiple Authors</b>	<p>e.g., (Cortez and Jones 56)</p> <p>e.g., (Cortez et al. 378)</p> <p>Multiple authors are cited in a similar way, although both names are included, and joined by the word "and". For more than three authors, use the first author's last name, followed by the abbreviation "et al."</p>
<b>No Author Available</b>	<p>e.g., ("Thirty Reasons" 26)</p> <p>If no author is available, use a short form of the title (the shortest form that will allow you to recognize the work properly). For instance, if you were working with an article called "Thirty Reasons to Spay Your Pet," you might use the above.</p>