



ISTANBUL  
**INTERNATIONAL**  
COMMUNITY  
SCHOOL

Academic Honesty Policy

# ACADEMIC HONESTY POLICY

Last updated June 2014

# IICS Academic Honesty Policy

## Mission Statement

Through its challenging curriculum and strong staff-student relationships, IICS provides a caring environment that inspires each student to excel and to be inquisitive, creative, compassionate, balanced and internationally-minded.

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# Introduction

This policy aims to deepen understanding of and clarify the expectations of students, staff and parents with regard to academic integrity. It defines academic integrity and also key terms such as plagiarism, collusion, fabrication and cheating. The policy details expectations of students, staff and parents, outlines best practices for those groups and outlines procedures to follow when students have been found to be dishonest. The supporting brochures are a way for the policy to be communicated clearly to students. Secondary students will sign an agreement which will be scanned and added to their records in the student management system. The aim of this agreement is to have the students understand they have made a commitment to actively learn with academic integrity.

## **IICS Academic Honesty Policy philosophy:**

The staff and students of Istanbul International Community School (IICS) are encouraged to be active participants in our learning community and to understand that they contribute to their own learning and to the learning of others. We see the goal of learning to be able to understand key concepts deeply and as a result to create and share original ideas and content. In doing so they are trusted to acknowledge those who contribute to their learning, to complete all course work independently, acknowledge collaboration, accurately report results and to be honest during examinations and assessments.

The IICS school vision is to be an exceptional, forward-thinking international school community in every respect and it is in keeping with this statement that the policy has been developed.

Our students are participants in the International Baccalaureate (IB) programmes at PYP, MYP and DP levels and we seek to assist them in developing the (IB) learner profile attributes and attitudes. The learner attribute of **Principled** describes the learners as people who will — “act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.” (International Baccalaureate 5).

Academic Integrity therefore is honest, responsible scholarship. This involves students

- creating and expressing their own ideas in course work
- acknowledging all sources of information
- completing assignments independently or acknowledging collaboration
- accurately reporting results when conducting their own research or with respect to labs
- honesty during examinations and about attendance (“What is academic integrity?”).

Furthermore in citing works students show that they value honesty, integrity, originality and intellectual property rights. They help their audience to learn more about the subject. They provide a solid foundation on which to build their original work and it helps their audience separate fact from

opinion (Jones, n.p.).

IB programme standards and practices (2010) require schools to show that “teaching and learning prioritises the understanding and practice of academic honesty (p.4). Students are not guilty of plagiarism when they try to acknowledge the work of others but fail to do so accurately or fully (Gallar, Haas and Foresta, 2). It is our responsibility to ensure that our students are taught how to cite, that they are given enough time to complete research and give adequate assistance to understand and complete course work (“Defining and avoiding plagiarism”). There is a growing body of research showing the correlation between the teaching of academic integrity as a value and the skills to support it leads to significant decrease in the incidence of plagiarism. IICS as an exceptional, forward-thinking school has committed to supporting students as they develop these values and skills through best practice and modelling of academic integrity.

When a student deliberately acts with academic dishonesty the staff at IICS will take action in order to protect its reputation and that of the IB qualifications we are accredited to facilitate. Each contravention requires effective management as dishonesty threatens the value of our IB accreditation and failure to deal with dishonesty would threaten IB standards (Carroll 2). Academic dishonesty is when a student tries to gain an unfair advantage over others through plagiarism, collusion, fabrication or cheating (all terms are defined below). All such incidents are treated seriously as outlined in the policy and procedures below. We want our students to understand and value the importance of their own reputation as a person with integrity and that we as a school must value and protect that reputation as well.

Parental involvement with the development of their child’s values is fundamental to the student’s character development and should not be isolated to involvement if the student has acted dishonestly. There can be intense pressure on families because of increasing competitiveness to gain entry to tertiary colleges and universities. IICS acknowledges a positive home and school partnership as essential to a child’s success as a learner. Parents must be encouraged to see themselves as active participants in this policy through reading it, discussing it with their child and teachers. They have access to Managebac in the secondary school so they can see coursework deadlines and teacher feedback.

# Section 1: Academic Honesty Standards and Best Practices

## 1. 1. The whole school community academic integrity standards and best practices.

The Academic Integrity policy will be part of the school orientation for staff and students.

The Academic Integrity policy will be accessible on the school website.

Where appropriate school communications include clearly referenced acknowledgement of source materials.

## 1. 2 Primary School students academic integrity standards and best practices.

The standard method of bibliography and citation is MLA.

- **Preschool - Grade 1:** Students indicate the source of their information by using pictures, stamps, or symbols (e.g. a human source could be a mouth, a computer symbol could be an Internet source, a field trip symbol could be a bus). Teachers model this when using information in their classroom, using the same symbols.
- **Grade 2 and 3:** Student indicates where the information came from by naming the source. For person - name and position held - e.g Dr Andrew Murleigh, Doctor at City Clinic. For book - title and author. For website - url and name. For field trip - date and venue.
- **Grade 4 - 6:** Students are shown how to find the bibliographic details required for citation of books and websites. Students in grades 4 and 5 will practice creating "Works Cited" pages. By grade 6 students will be able to produce a correctly formatted "Works Cited" page referencing books, websites, personal interviews, and emails.

### Research Tips

When searching for information and or images online keep track of websites

When interviewing people, remember to record the date, the person's name

Students are encouraged to save work as they go or save in more than one place so that their work is not lost accidentally and so that they have time to complete work.

### Consequences for infraction of the Academic Integrity Policy

For primary students, incorrect or incomplete citation does not constitute malpractice. Instead, such cases are an opportunity for further learning about correct practices.

### 1.3 Secondary School students academic honesty standards and best practices

The standard method of bibliography and citation is MLA.

- **Grade 7 - 10:** Students are shown how to use in-text citation and other methods of appropriate source acknowledgement. Building on continuous training through grades 7 to 9, grade 10 students will comfortably produce correctly formatted in-text citations and "Works Cited" pages. Teachers will model citation of information where appropriate in their lessons using the same methods.
- **Grade 11 - 12:** Students are expected to correctly use in-text citation and other methods of appropriate acknowledgement when using sources of information. Teachers will use exemplars of scholarly research citation for the students to analyse. Teachers will model attribution of information where appropriate in their lessons using the same methods.

Reflect on time management skills (Often students who leave completing work until the last minute are tempted to copy and paste rather than to summarise and synthesise information)

Draw up a daily research schedule that notes the steps in the research process including brainstorm topic, narrow down question, write research proposal, complete annotated bibliography, draft outline, write First Draft that integrates resources (paraphrase, direct quote, statistics, figures). Seek teacher and/or librarian assistance.

When finding information and or images for any task, keep track of the websites and books you have been using.

Review critical reading, summarising and note-taking strategies. Seek teacher and/or librarian assistance.

Review integrating sources and integrate sources correctly according to MLA guidelines (direct quote, paraphrase). Balance your voice and the ideas taken from sources.

Read model papers provided by your teacher and note how citation methods are used. View examples of the product required in the subject being studied (film, portfolio, journal, powerpoints, blogs) and note the citation methods.

Seek guidance from your teacher as to how much of the assignment is collaborative. This ensures that collusion is not an issue in the assignment. (Both these terms are defined below).

Familiarize yourself with the definition of plagiarism (see definitions section of this policy) as well as strategies to avoid it

Proofread and edit paper/Ask students or teachers to review your work.

Put your paper through Turn-it-in to measure the accuracy of your citations

[http://turnitin.com/en\\_us/products/originalitycheck](http://turnitin.com/en_us/products/originalitycheck)

When in doubt, cite.

#### **1. 4. Teaching staff academic honesty standards and best practices**

At the start of each year there will be an articulation of when and where the students will be taught citation skill and the principles of Academic Integrity. This articulation will be completed by the PYP coordinator and the HOD's in the secondary school.

Model the type of academic practices we expect from students (cite where our sources come from, cite information during discussion to sources, identify bias, add a works cited list to your presentations, papers)

Walk students through each step of the research process making sure to define terms and outline what is expected at every step including what you expect with collaboration, citation and research sources.

Create a Resource Evaluation document that requires students to identify the source and reflect on its Origin, Purpose, Value, and Limitation

Collect examples of good academic work where citations are used correctly. Share these as examples with your students.

Teach students how to paraphrase and summarise. Teach them how, when and why to cite. Do not assume your students are being taught these skills somewhere else. They need your help to understand your requirements. The Teacher Librarian is available to teach and assess these skills and strategies with you.

Provide academic writing activities for students that require them to use direct quotes, indirect quotes, and paraphrase. The following websites are full of resources to make this possible

<http://owl.english.purdue.edu/exercises/>

<https://owl.english.purdue.edu/owl/resource/747/01/>

Provide timely and thorough feedback on student work. This will help identify what areas of student writing and research need improvement.

Expect citations and attributions for all types of work, including posters, presentations, websites, blogs, and debates, as well as traditional essays.

Schedule individual writing meetings with students during class time (perhaps develop a carousel lesson where students work on writing and rotate through for individual consultations with the

teacher).

Encourage students to value the unique nature of their own thoughts as well as the ideas of others - give credit where credit is due.

Share samples of your own work with students that highlight and reinforce the strategies and practices we are requiring students adopt.

Design assessment schedules which give credit for note-taking, summarising and attribution.

When your students are taking a summative assessment stay in the room and stay vigilant, especially around use of cellphones or bathroom breaks.

Wherever possible, schedule grade-wide summative assessments at the same time, particularly if it is a subject where the students can benefit from knowing the questions ahead of time.

### **1.5 Parents academic honesty standards and best practices**

Discuss your child's assignments and workload with them. Encourage them to manage their time effectively.

Help and encourage students with school work, but never do it for them

Notify teachers regarding concerns about academic dishonesty

Read, understand and abide by the IICS academic integrity policy.

## Section 2: Consequences for malpractice

As a general guideline incorrect or incomplete citation does not constitute malpractice. Instead in such cases there is an opportunity for further learning about correct practices.

### 2.1 Whole school

Staff will hold one another to the highest standards of Academic Integrity and share responsibility for upholding the reputation of the school.

### 2.2 Primary School consequences for malpractice

Students in grade 6 and below are developing their understanding of values.

In cases where students are suspected of cheating, plagiarism or collusion the teacher will take a copy of the work and discuss it directly with the student. If the student continues to behave with dishonesty the teacher will report the event during a class profile meeting. The copy will be kept on record along with a brief description of the event. At the end of the year the teacher and primary principal will decide whether to archive the report with the student profile notes.

In cases of repetition of malpractice the teacher and the Primary Principal will keep records to add to the student profile, inform other teachers and if considered appropriate meet with the student and parents.

### 2.3 Secondary School consequences for malpractice

Secondary students have a greater understanding of right and wrong and will therefore be held to account in the following ways:

Student caught in unintentional plagiarism (either print or electronic):

When to apply these steps:

When the student has been instructed to conduct research and has been instructed to complete citations as part of the assignment.

- Note the parts of the work plagiarised this could be in a variety of forms. Have a meeting with the student, explain why citation is needed and show them how to correctly cite the information.
- Email the student's parents about the incident, the purpose of the meeting, and the actions being taken by the teacher. Copy the Vice Principal on the email
- It is possible to arrange for the student to see the teacher librarian or learning support teacher to arrange for a time to complete an academic integrity workshop.
- Add a note about the incident to the student management system.
- Arrange with the student a suitable consequence such as resubmission of the assignment, only marking the parts that are the student's original work.

Student caught in intentional plagiarism, collusion, fabrication or cheating.

When to apply these steps:

When the student has been instructed to conduct research and has been instructed to complete citations as part of the assignment.

When the student is caught copying work from or allowing work to be copied by fellow students.

When the student has had someone else complete the work.

When the student has made up results or fabricated other elements of the assignment.

- Note the parts of the work in question this could be in a variety of forms. If possible keep a copy of the work to attach to the Plagiarism report
- Call the student to meet with you, and with the student present, fill in the Academic Integrity Malpractice Report (see appendix 1) outlining what has occurred. Sign the report and have the student sign the report. Explain to the student that the report and the copy of the work will be kept by the Principal of the school.
- Email the student's parents about the plagiarism, the purpose of the meeting, and the actions being taken by the teacher.
- Hand the report to principal. The principal will contact the parents to alert them to the situation. The principal will meet with the student and if necessary the parents.
- A formal warning will be given to the student from the principal outlining consequences of any further intentional plagiarism. Consequences are outlined below.

Student caught in repeated intentional plagiarism, collusion, fabrication or cheating.

When to apply these steps:

When the student has been instructed to conduct research and has been instructed to complete citations as part of the assignment.

When the student is caught copying work from or allowing work to be copied by fellow students.

When the student has had someone else complete the work.

When the student has made up results or fabricated other elements of the assignment.

- Note the parts of the work in question this could be in a variety of forms. If possible keep a copy of the work to attach to the Plagiarism report
- Call the student to meet with you, and with the student present, fill in the Academic Integrity Malpractice Report (see appendix 1) outlining what has occurred. Sign the report and have the student sign the report. Explain to the student that the report and the copy of the work will be kept by the Principal of the school.
- Hand the report to Principal. The administrators for each programme PYP, MYP and DP will be notified. The principal will contact the parents and ask them to come to school for a meeting. The student's parents will be invited in to discuss with the student the seriousness of the particular malpractice in evidence
- The student will have a penalty such as - no marks will be awarded for the assessment, have to repeat the course, withdraw from the course, withdrawal from the Diploma Programme, suspension or expulsion.
- The student will be given specific workshops which relate to the incident to complete either on their own or with supervision

### **2.3 Parental or other party involvement**

Where there is a suspicion that parents or another party, such as a tutor, have been assisting their child with academic dishonesty the Principal will be informed and will meet with the parents. The parents will be informed of the seriousness of this and a record of the meeting shall be kept with the student profile. If the situation continues the student will have to repeat the work, complete a different assignment, be withdrawn from the course, withdrawal from the Diploma Programme, suspended or in cases of continued malpractice be expelled from the school.

## Section 3: Resources to support students and staff: (Should this be an appendix?)

- [Easybib](#) This is a citation generator. It also provides online guides as to how to accurately complete in-text citations. [www.easybib.com](http://www.easybib.com)
- [Destiny](#) Our school library catalogue. Students can use this to assist with works cited lists. <https://iics.follettdestiny.com>
- [Grammarly](#) This is a grammar checking website for essays and written work. It will also give an assessment showing percentage of borrowed text that may require citations. We have it in trial form at the moment.
- [Turnitin](#) - This is used for Secondary students to check accuracy of citations.
- [Noodletools](#) - Our school has a subscription to this electronic tool. It provides a complete guide for extended research tasks. It allows for planned collaboration and teacher and peer feedback on the entire process of the assignment. [www.noodletools.com](http://www.noodletools.com)
- OWL at Purdue <https://owl.english.purdue.edu/owl/resource/747/01/>
- Google Apps (including Google Documents) - allows for research on the web while working on a document and sharing the document with collaborators
- *MLA made easy: citation basics for beginners* by Marilyn Heath - This ebook is available on Destiny with unlimited borrowing.
- The Citation Centre in the library - This has hard copy handouts with examples of works cited lists, how to create a works cited list, a basic guide to in-text citations and links, usernames and passwords to the databases and ebook libraries IICS subscribes to.
- The Teacher Librarian is able to work with individuals, groups and whole classes on any skills needed - note taking, summarising, locating information and accurately citing information. Learning support and the guidance department offer individual assistance and whole class workshops.
- [Common Sense Media](#) - Useful lesson plans for staff for a variety of issues from plagiarism to identifying trustworthy websites. [www.common sense media.com](http://www.common sense media.com)
- Diigo page [Academic Integrity @ IICS](#) - has resources, articles, examples from other schools. <https://groups.diigo.com/group/academic-honesty-iics>
- Online workshops to help understand the processes - Many have been included so teachers and students can decide on the appropriate one at the appropriate level  
There are self-paced online tutorials for students covering many of the aspects in Best Practice above. These tutorials are listed below and are more relevant for Secondary students.

### [The Academic Integrity Tutorial](#)

*The Academic Integrity Tutorial* is designed to help students learn about issues of academic integrity. It explores plagiarism and related matters with case examples and positive strategies students can use to improve their academic efforts and avoid committing an academic offense as outlined in York's [Senate Policy on Academic Honesty](#). This tutorial takes about 30-40 minutes to complete.

The *Academic Integrity Tutorial* is designed for York University students, however, information in this tutorial is applicable for all subject and research areas and any level of study.

### [George Brown Library Learning Commons tutorial](#)

This cartoon and printable version covers Plagiarism, Citing Sources, Quoting vs. Paraphrasing, etc.

### [Northern Illinois University Online Tutorial on Academic Integrity](#)

This tutorial is intended for self-paced learning by students. It provides useful information on Academic Dishonesty - Definition and Types, Causes for Academic Dishonesty, Consequences of Academic Dishonesty, Cheating, Fabrication, Falsification and Sabotage, Plagiarism and Protecting Yourself. As it is designed for students at Northern Illinois University the information on Consequences of course will not apply.

### [University of California, San Diego Academic Integrity and You](#)

This tutorial covers: Consequences of Cheating, Defining Academic Misconduct, Integrity Violation, Learning Opportunities, Myths About Cheating and Plagiarism. As it is designed for students at University of California, San Diego some of the information will not apply.

### [Purdue Online Writing Lab Purdue OWL](#)

This tutorial covers strategies for all of the Best Practices outlined above for IICS students including; Fair Use, Documenting Electronic Sources, Paraphrasing Exercises, Avoiding Plagiarism.

### [Learning Lab Study Skills RMIT University Melbourne](#)

This is an online tutorial to develop note-taking skills.

### [University of Minnesota Critical Reading Strategies](#)

This is a PDF with useful strategies for reading information in books and on websites.

## **IICS workshops available to support students put these in the AI folder**

- **In text citations and using MLA**
- **Good theft** MYP workshop on the values of citation and attribution offered during extended homeroom
- **Outside the box** Grade 10 workshop to support students with their Personal Project selecting the sources and evaluating information
- **Creating good research questions** Grade 11 workshop to support students working on Extended Essay. Followed up by project management workshop looking at note taking and keeping track of re

## Section 4: Definitions of important terms

**Academic Integrity** is honest and responsible scholarship. Students are expected to submit original work and give credit to other peoples' ideas. Maintaining academic integrity involves:

Creating and expressing own ideas in course work;

Acknowledging all sources of information;

Completing assignments independently or acknowledging collaboration;

Accurately reporting results when conducting research or with respect to labs;

Honesty during examinations. (What is Academic Integrity?)

**Acknowledgement** a statement which lists the people who contributed to the student's work and an explanation of how they helped. For example: Thank you to my brother who showed me how to use i-movie. The can be used to show the members of a group who worked on the assignment together.

**Attribution/citing:** "Citation" and "Attribution" are often used as synonyms, but they mean two different things.

Citation is a scholarly practice for tracking the ideological underpinnings of a work, usually referencing sources like published books, articles, government documents, primary sources, etc.

Attribution is about crediting a copyright holder according to the terms of a copyright license, usually crediting artistic works like music, fiction, video, and photography. (Cite and Attribute Your Sources)

**Authenticity:** 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 fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate's own language, expression and ideas.

Where the ideas or work of another person are represented within a candidate's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged. (*Academic Honesty 2*)

**Bibliography:** A document at the end of a paper or project which lists all the sources consulted. referred to as "Works Cited" in MLA (What is Academic Integrity?)

**Collaboration:** Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. According to Gerlach, "Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves (Gerlach, 1994). It is through the talk that learning occurs." (What Is Collaborative Learning?)

**Collusion:** supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another (*Academic Honesty 3*)

Any student who knowingly or intentionally helps another student perform any of the above acts of cheating, dishonest conduct or plagiarism is subject to discipline for academic dishonesty. (Academic Honesty Policies and Procedures)

**Common knowledge:** Information most people know and is not disputed. This information does not require attribution or citation. (What is Academic Integrity?)

**Copyright:** A "copyright" is actually a "bundle of rights" that the creator of a work is entitled to control if the work is "an original work of authorship fixed in a tangible medium of expression." This means that in order to be entitled to copyright protection, the work has to be something you created (and didn't copy from another work) and set down in some physical form, like in writing, on videotape, in a sound recording, in a computer program or on a computer screen. The "bundle of rights" that are included in copyright are the right to: (1) distribute the work, (2) reproduce (or make copies of) the work, (3) display the work (for example, a painting that you want to allow a museum to publicly display), (4) perform the work, and (5) create Derivative Works based upon the original work. Note that there is an exception to the general rule that the creator of the work owns the copyright in the work - see Work-for-Hire. (Copyright Kids)

**Creative commons:** This is a nonprofit organization that enables the sharing and use of creativity and knowledge through free legal tools. These are free, easy-to-use copyright licenses which provide a simple, standardized way to give the public permission to share and use your creative work — on conditions of your choice. CC licenses let you easily change your copyright terms from the default of "all rights reserved" to "some rights reserved."

Creative Commons licenses are not an alternative to copyright. They work alongside copyright and enable you to modify your copyright terms to best suit your needs. They've collaborated with intellectual property experts around the world to ensure that their licenses work globally. (Creative Commons)

**Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements (*Academic Honesty 3*)

**Fabrication:** when someone creates a false reason for an extension or other special reason or need for extra consideration, when false data or examples are included in lab reports or data analysis, citing information not from the source credited in the citations pages.

**Fair use:** a legal doctrine that portions of copyrighted materials may be used without permission of the copyright owner provided the use is fair and reasonable, does not substantially impair the value of the materials, and does not curtail the profits reasonably expected by the owner. (Merriam-Webster)

**Intellectual property:** a person's original ideas of work or creation usually protected by Copyright Law. (What is Academic Integrity?)

**Intentional:** a determination to act in a certain way (Merriam-Webster)

**MLA (modern language association):** A method used to document sources. MLA style for documentation is widely used in the humanities, especially in writing on language and literature. Generally simpler and more concise than other styles, MLA style features brief parenthetical citations in the text keyed to an alphabetical list of works cited that appears at the end of the work. (MLA)

**Paraphrase:** A restatement of a passage giving the meaning in another way. (What is Academic Integrity?)

**Plagiarism:** Plagiarism is defined as the representation of the ideas or work of another person as the student's own. (*Academic Honesty 19*)

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Tips for Promoting Academic Honesty)

Plagiarism is intellectual theft. It means use of the intellectual creations of another without proper attribution. Plagiarism may take two main forms, which are clearly related:

1. To steal or pass off as one's own the ideas or words, images or other creative works of another, and
2. To use a creative production without crediting the source, even if only minimal information is available to identify it for citation.

Credit must be given for every direct quotation, for paraphrasing or summarizing a work (in whole, in part, in one's own words) and for information that is not common knowledge. (Academic Honesty Policies and Procedures)

Plagiarism means using someone else's work without giving them credit.

### **How do I know when to give credit?**

In your writing, you must give credit whenever you use information that you found in a source, unless it is common knowledge (see below). Always give your source for:

- Quotations (exact words)
- Paraphrased information
- Summarized information
- Facts that are not common knowledge
- Ideas, including opinions and thoughts about what particular facts mean
- Maps, charts, graphs, data, and other visual or statistical information

(Plagiarism What Is and What Is Not Plagiarism).

**Patchwork plagiarism:** when a student picks from several sources to make a statement and acknowledges none of them. Basically, patching a statement together from multiple sources like a quilt.

**Auto plagiarism:** when writers plagiarize themselves, or when they use their own previous writing but do not cite it.

**Summarize:** Covering the main points succinctly (Merriam-Webster)

A shortened version of a text that highlights its key points. If you paraphrase or summarize someone else's ideas, you must still document your source. (About.com)

**Unintentional:** Without deliberate intent. Accidental. Without purpose.

**Verbatim:** in the exact words : word for word (Merriam-Webster)

## Section 5: Policy creation statement and review date

The policy was created by a working group of teachers including: Amanda Bond, Librarian; Brenda St George, Guidance; Dana Abizaid, History and Humanities teacher; Jennifer Dabinett, grade 5 teacher.

We began the process in April 2013 and completed several drafts inviting feedback from teachers, students and parents.

We were guided by the IB document Academic Honesty. We created a Diigo Group "Academic Integrity @ IICS" <https://groups.diigo.com/group/academic-honesty-iics> to share information, articles and workshops we discovered. We spent some time researching information, looking at other Academic Honesty policies and articles about Academic Honesty.

We decided to name the policy "Integrity" rather than Honesty as Integrity is an IB Learner Attitude.

Policy adopted:

Policy review date: It is recommended that this policy be reviewed one year after implementation.

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## Appendix -

### IBO Academic Honesty - [Regulations regarding Malpractice.](#)

#### Student Academic Integrity Agreement

##### School masthead

##### Academic Integrity Commitment

As a student at Istanbul International Community School I commit to working to the highest levels of academic integrity at all times. I will acknowledge the contribution of others to my learning. I will endeavour to build my own reputation as a trustworthy student, show the authority of my work based on the reputation of others and assist other students in their own research through works cited pages.

I understand that academic dishonesty involves copying the work of others, presenting other people's ideas as if they are my own, changing data or information to suit my purpose, cheating or helping another student to do these things. Our school guards its reputation as an exceptional school and there will be consequences for academic dishonesty which may include being withdrawn from the course, suspension or expulsion from the school community.

I have read and understand the IICS brochure and policy on Academic Integrity. I understand that in signing this document I have made a commitment to act with honesty and integrity.

Signed

Date

Parent signature

Homeroom teacher signature

**Academic Integrity Malpractice report form**

**School masthead**

**Academic Integrity malpractice report**

**Date:**

**Student name:**

**Homeroom:**

**Teacher name:**

**Course:**

**Description of assignment:**

**Description of the incident:**

**Copy of student's work:**

**Student signature:**

**Teacher signature:**

### **Brochure/Folder for Secondary students**

This includes:

- an overview of the policy as it relates to secondary students.
- examples of correct citation for books and websites
- the actual policy
- the Academic Integrity Commitment form.

### **Brochure for Primary students**

This includes

- an overview of the policy as it relates to primary students
- examples of correct citation for books, websites and people
- We invite primary teachers to include academic integrity as one of their class essential agreements rather than have primary students sign an agreement.