

The International Baccalaureate Diploma Program

Academic Honesty Policy

St. Edmund Preparatory High School



Adopted: April, 2014

Modified: March 2017

The IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable - They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled - They 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.

Open-minded - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

St. Edmund Preparatory High School Mission Statement

Saint Edmund Preparatory High School is a Roman Catholic college preparatory school for young men and women. Our Mission is to instill the Gospel values in our students so as to empower them to become confident, self-disciplined, active participants in society. We educate according to the needs of each student and challenge each of them to achieve academic excellence through practical learning experiences.

Academic Honesty

The principles of the International Baccalaureate Programme are manifestly reflected in the Mission Statement of St. Edmund Preparatory High School. As an IB World School, St. Edmund Prep's policies promoting Academic Honesty are an integral part of its philosophy and are in line with the principles set forth in the IB Publication, Academic Honesty: Guidance for Schools.

The purpose of this policy is to educate and instruct students as to what constitutes the proper and acceptable conduct of a Saint Edmund Prep student in regard to their academics. To that end St. Edmund Prep seeks to:

- Promote good academic practices
- Foster a school culture that encourages academic honesty
- Enable students to understand the difference between acceptable and unacceptable behavior as it relates to their academic studies
- Assist students in understanding the different forms of academic dishonesty
- Assist students in understanding that the use of someone else's ideas without proper acknowledgment constitutes "intellectual theft"
- Encourage students to seek out the advice of their teachers, supervisors, counselors and parents when executing school assessed assignments
- Ensure that students understand the penalties which will be imposed should they be guilty of acting in a less than honest manner

Forms of Academic Malpractice

Cheating

Cheating is very broadly defined at St. Edmund Prep because honesty is required of all teachers and students in order for each student to achieve academic success. Cheating is defined as either giving or receiving information on an exam or class assignment or homework. Talking during an exam can be assumed to be for the purposes of cheating since it is not possible for the teacher to know the content of the conversation. A student should always assume that every assignment, lab report, take-home test, etc. is to be completed individually, without consultation, unless specific direction is given by the teacher permitting students to assist one another. Students who are struggling to master an assignment should seek the advice of the teacher.

Plagiarism

To plagiarize is to take the ideas or writing from another and to offer them as one's own without giving credit to the original source. Students, who do *not use* the appropriate *citation and references* when using the ideas of another, commit plagiarism. Plagiarism is cheating and will be dealt with in the same way as is stated in the student handbook. The "ideas of another" refers to any written thought or idea from the Internet, an essay, book, poem, story, research piece, etc. that did not originate with the individual submitting the work. Students should understand that:

- Writing/Typing word for word the ideas of another without using appropriate citations and references is plagiarism. This includes "cutting and pasting" from an internet source.
- Paraphrasing/Summarizing the ideas of another without using the appropriate citation and references is plagiarism.
- Using any material from the Internet as one's own ideas without incorporating appropriate citation and references is plagiarism

Collaboration/Collusion

Collaboration involves working with another student or students on an assignment. In many cases collaboration is not only acceptable and encouraged. The sharing of opinions, knowledge and ideas with other students is an integral part of the learning process. Nevertheless, the final product must represent the ideas of each individual student and must be presented in his or her own words. In the instance of authorized group work, all members of a group must share equally in the work. A student who has contributed nothing to a project or assignment which is submitted as "group work" and receives credit for the work of another student or students is guilty of collusion, not collaboration.

Collusion involves supporting the academically dishonest behavior of another student. Examples of collusion include but are not limited to:

- Giving of homework to be copied by another student
- Allowing another student to copy an essay, research paper, or any other written assignment
- Imparting testing information to another student, such as test questions and/or answers
- Failing to inform a teacher or supervisor of another student's academic dishonesty

Duplication of work

Duplication of work involves the presentation of the same work for different assessment. This is considered a form of plagiarism and is therefore constitutes malpractice.

Other forms of Malpractice

The following behaviors also constitute malpractice:

- Taking and/or using unauthorized materials into an exam room including textbooks, notebooks, not cards, "cheat sheets," etc.
- Misbehaving during an exam thereby causing a disruption which may distract another student
- Failing to comply with the directions of the invigilator, proctor, or any other member of the school staff responsible for administering an exam
- Giving or receiving answer during an exam
- Copying the work of another student with or without his/her knowledge
- Falsifying data on a research paper, lab assignment, or any other such assignment
- Falsifying one's CAS record
- Presenting the creative work of another student as one's own, such as a drawing, painting, sculpture or any other work of art.
- Using or concealing an unauthorized calculator
- Using or concealing any unauthorized electronic device such as a mobile phone
- Impersonating another candidate
- Stealing examination papers
- Disclosing the content of an examination with someone outside the immediate community with a 24 hour period following an examination

Consequences of Academic Malpractice

Any student caught cheating in any form during the marking period will receive a zero for the assignment. A meeting will be requested between the Assistant Principal and the student's parents, at which time additional penalties may be assessed at the discretion of the Assistant Principal. The school reserves the right to fail any student caught cheating a second time.

Regarding the instance of malpractice on IB assessments, if a confirmed malpractice incident involves any work submitted for an IB Certificate or towards an IB Diploma (including but not

limited to the Extended Essay, Theory of Knowledge (TOK) Essay, Creativity, Action, and Service (CAS) log, internal and external assessments, or IB exams) the work in question will not be submitted to IB. This will result in no Certificate and/or IB Diploma being awarded.

IB Diploma Candidates should understand that the IB randomly checks candidates' work for plagiarism using various methods of identification. A student who has been found guilty of malpractice by the IB will be subject to any penalties initiated by the IB in addition to whatever penalties are imposed by the school.

Policy Regarding Electronic Devices

Possession of any type of electronic device is prohibited during the administration of all midterm and final exams (school, regents, AP and IB.) Therefore, all electronic devices will be collected and stored by the proctor during the administration of such exams. Any student with an electronic device in their possession (seen, using, or simply noticed in their pocket) will receive a zero. There are no exceptions to this policy. Additionally, the student and parent will be required to meet with the Assistant Principal.

Responsibilities of School Staff

The IB Coordinator shall:

- Provide all IB teachers and staff members with a copy of the Saint Edmund Prep Academic Honesty Policy and ensure that they have read it and understand it and agree to comply with it.
- Provide all IB students (Diploma Candidates, Anticipated Candidates and Certificate Candidates) with a copy of the Saint Edmund Prep Academic Honesty Policy and ensure that they have read it and understand it and agree to comply with it.
- Communicate the expectation of academic honesty to IB staff and students on a regular basis.

Teachers shall:

- Ensure that students are aware of what constitutes academic malpractice and explain how and why it undermines the learning process
- Ensure that students are aware of the consequences of academic malpractice
- Ensure that students are instructed in the proper methods of citation, paraphrasing, creating a bibliography
- Ensure that students understand how to use the words and ideas of others to appropriately support their oral and written communications
- Be vigilant in identifying and preventing academic malpractice
- Structure assignments and tests so as to minimize the opportunities for academic malpractice.

Responsibilities of the Student

Students shall:

- Agree not to engage in any of the forms of malpractice as outlined in this Academic Honesty Policy
- Work collaboratively only in appropriate circumstances and ensure that the amount of work they perform on the project is commensurate with other students in the group
- Ensure that they learn and practice acceptable methods of source citations including sources derived from the Internet
- Ask for advice and guidance from a teacher or supervisor when in doubt about the proper method of citing sources
- Submit work that is authentic and represents their own thoughts and ideas
- Inform a teacher or staff member when and if they become aware that another student or students have demonstrated academic malpractice.

Examples of Proper Citation

A **source** is what you turn to for information about your topic. They generally fall under print sources, non-print sources, and electronic sources. A source can include any of the following:

- a book
- a magazine or newspaper article
- a scholarly journal article
- a film, television show, or radio program
- a web site
- a personal interview

A **print source** can be a periodical or a non-periodical. A periodical is a publication that is issued periodically, such as any of the following:

- a newspaper (The Boston Globe);
- a magazine (Newsweek);
- a journal (Journal of Naturopathic Medicine).

A non-periodical most often refers to a book.

A **non-print source** can include, but is not limited to, any of the following:

- a television or radio program
- a film
- a personal interview
- a class lecture
- a recording

An **electronic source** can refer to a source found on the Internet, such as a personal or professional web site.

When you bring research (quotations, paraphrases, facts, statistics, etc.) into your paper, you

must give credit to the source and its author(s). Giving credit to a source is also called **citing a source**. You do this with in-text or parenthetical citations. They are called parenthetical citations because the bibliographic information goes inside parentheses. The following sources must be cited:

- Quotations: Someone else’s exact words, enclosed in quotation marks.
- The ideas, opinions, and theories of someone else—even if you restate them in your own words in a paraphrase or summary.
- Facts and statistics—unless they are common knowledge and are accessible in many sources.

Quoting

When you quote, you borrow an author’s exact words. Use a quotation when...

- the wording is so memorable or expresses a point so well that you cannot improve or shorten it without weakening it;
- when the author is a respected authority whose opinion supports your own ideas;
- when an author challenges or disagrees profoundly with others in the field.

Paraphrasing

Paraphrasing is putting material (including major and minor points) into your own words and sentence structure. You can paraphrase a theory, an idea, the results of a study, or a passage in an original source, as long as you use your own words to describe it. A paraphrase is often the same length as the original, but it is in your own words.

Summarizing

Summaries are often less detailed than paraphrases. In a summary, you provide your reader with the gist of the most important sources you find in your own words. Summaries give readers basic information and are always in your own words. When you include a summary in your paper, introduce the author’s name and/or the work.

How to Cite a Source

Use in-text citations in the body of your paper when you quote, paraphrase, summarize, or use other borrowed material. Citations should be as concise as possible, while still giving readers enough information to find the full bibliographic information on the “Works Cited” page.

An in-text citation looks like this: (Smith 165)

If there are two authors, give both last names: (Jones and Nichols 18)

If there is no author, give the first word of the title: (“Recent” 23)

If there is no page number, give the paragraph number: (McKnight par. 10)

Creating a “Works Cited” Page

A “Works Cited” page contains the full bibliographic information to which you have been referring in the body of your paper. The “Work Cited” page is...

- the last page of your paper

- double-spaced
- alphabetized

The following is an example of a “Works Cited” page. (On the left is the name of the kind of source; this is only to help you in the presentation and does not appear on your “Works Cited” page.)

	Works Cited
Work from an anthology with a translator	<p>Allende, Isabel. “An Act of Vengeance.” Trans. E.D. Carter, Jr.</p> <p style="text-align: center;"><u>Literature and Its Writers</u>. Eds. Ann Charters and Samuel Charters. Boston: Bedford/St. Martin’s, 2001. 66-71.</p>
On-line professional site	<p><u>Center for Reformation and Renaissance Studies</u>. Ed. Laura E. Hunt and William Barek. May 1998. U of Toronto. 11 May 1999</p> <p><http://citd.scar/index.html>.</p>
Anon. article in a magazine	<p>“The Decade of the Spy.” <u>Newsweek</u> 7 Mar. 1994: 26-27.</p>
Article in a journal that pages issues separately	<p>Hallin, Daniel C. “Sound Bite News: Television Coverage of Elections, 1968-1988.” <u>Journal of Communication</u> 49.2 (1992): 5-24.</p>
Book with two authors	<p>Lakoff, George, and Mark Johnson. <u>Metaphors We Live By</u>. Chicago: U of Chicago P, 1980.</p>

Article in a newspaper

Navarro, Mireya. "Bricks, Mortar, and Coalition Building." New York Times 13 July 2001: A1+.

Journal article with continuous pagination (from a database)

Russo, Michelle Cash. "Recovering from Bibliographic Instruction Blahs." RQ: Research Quarterly 32 (1992): 178-83. Infotrac: Magazine Index Plus. CD-Rom. Information Access. Dec. 1993.

Book with one author

Sidel, Ruth. On Her Own: Growing Up in the Shadow of the American Dream. New York: Penguin, 1990.

On-line professional site with author

Spanoudis, Steve. Poet's Corner. 2 Feb. 1998. 4 Feb. 1998
<<http://www.geocities.com/~spanoudi/poems>>.

Interview

Zacharias, Peter. Personal Interview. 23 Nov. 2001.

Policy Review

Policies will be reviewed annually by the Academic Leadership and a voluntary committee of teachers.

SIGNATURE SHEET

After both student and parent have read the IB Academic Honesty Policy thoroughly, please sign the form and **return it within a week** to the IB Coordinator.

We have read the IB Academic Honesty Policy and fully understand all the rules and regulations of St. Edmund Preparatory High School contained therein and the consequences involved for violation of these rules:

(Student Name)

(Date)

(Student Signature)

(Homeroom)

(Parent Signature)