Shiloh IB Cluster Academic Honesty Policy

Rationale

The Shiloh IB Cluster (Shiloh Middle & High) is committed to the academic, social and ethical development of each member of our learning community. "Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling, and taught skills."[1]

All stakeholders have an obligation to promote the learner profile characteristic of being principled. According to the IB Learner Profile, people who are principled "act with integrity and honesty with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere."[2]

For students, academic honesty is strengthened when they:
- make the effort to learn academic writing, research and citation skills
- seek clarification when unsure, including in situations where they may be using the work of other IB students inappropriately, leading to collusion
- use guidance on referencing techniques: Consistency and traceability are important in assessing how students use the agreed citation system, whereas conformity with the minutiae of rules on formatting citations and bibliographies is not, especially at DP level; however, it is often helpful to inform writers that inconsistency in citation practices might lead readers to wonder if the work is the result of cut-and-paste
- construction—software to keep track of and record sources often helps.
- use time-management and self-management strategies to avoid procrastination which is often referred to by learners as explanation for their plagiarism.

The guidelines set forth in this policy promote the values of academic integrity among students, parents, faculty, and administration. The policy:
- defines and provides example of types of academic misconduct (collusion vs. collaboration)
- provides examples of conventions used for citation
- outlines the consequence of participating in such endeavors

Definitions

Academic Misconduct – plagiarism, collusion, and/or cheating or other academic infraction
Authentic Authorship – authorship arising from one's own ideas
Cheating - acting dishonestly or unfairly in order to gain an advantage
Collaboration – working together on a common aim with shared information that open and cooperative and does not allow for ones work to be copied for assessment purposes
Collusion – supporting malpractice by another candidate, as in allowing one's own work to be copied or submitted for assessment by another
Duplication of Work – the presentation of the same work for different assessment components and/or IB requirements
Intellectual Property – material that results from any original, creative thought that one has

Malpractice – includes any behavior that gains an unfair advantage for a candidate that affects the results of another candidate

Paraphrasing – the rewording of a text to give meaning

Plagiarism – the representation of the ideas or work of another person as the candidate's own

Summarizing – a concise restating of a body of work

Citation

As stated in MYP: From Principles to Practice, "the minimum information required…for identifying sources includes the name of the author, date of publication, title of source, and page numbers as applicable."

The Shiloh IB Cluster Diploma Program (DP) classes will use one of the following standard formats of citation including, but not limited to, MLA, APA, and Gateway. All Middle Years Program (MYP) classes will utilize the MLA format.

Listed below are examples and website to assist with MLA's citation and formatting:
- Citation Machine http://citationmachines.net/
- Easy Bib http://www.easybib.com/
- Purdue English https://owl.english.purdue.edu/owl/section/2/
- Bibme http://www.bibme.rog/

**Appendix A of the Shiloh IB Cluster Academic Honesty Policy includes examples of MLA in text citations and works cited pages.

Collaboration and Collusion

Legitimate collaboration is cooperative work with individual responsibilities and group accountability. Students must follow teacher guidelines regarding independent and group work.

Examples of unacceptable collusion include but are not limited to:
- Forging documents
- Taking an online assessment or assignment under another student's identity
- Obtaining test or quiz materials for an assessment without the instructor's knowledge
- Inappropriate use of graphing calculators, programmable watches, smart phones, wearable technology and other computer or electronic devices
- Sharing student work that should be individually/independently produced
- Discussing information about a quiz or test with students who have not completed the assessment
- Obtaining/giving answers from/to another student during a test with or without the student's knowledge
- Failing to follow teacher guidelines regarding collaboration on assignments or projects
- Failing to complete all work independently unless expressly instructed otherwise

Consequences of Participating in Academic Misconduct

Per Gwinnett County Public School (GCPS) policy, consequences for academic misconduct will result in either an academic penalty OR disciplinary action but not both. Infractions of this policy will be handled on an individual basis including consultation with, but not limited to, students, parents/guardians, teachers, counselors, and/or administration.

Responsibilities

1. Read and be familiar with IBO's Academic Policy and Shiloh's IB Cluster Academic Honesty Policy.
2. Provide students with explicit requirements and directions.
3. Structure conditions during testing to alleviate the possibility of cheating and strictly adhere to all testing proctor guidelines and protocols.
4. Specify the types of collaboration that are allowable and those that are not allowed.
5. Teach and review correct use of documentation when assigning work.
6. Review citation process.
7. Review the Academic Honesty Policy often with students, particularly before major assignments and tests.
8. Communicate regularly with parents about academic honesty regulations.
9. Communicate with the IB Coordinator(s) if cheating is expected.

Administrators will:

1. Read and be familiar with IBO's Academic Policy and Shiloh's IB Cluster Academic Honesty Policy.
2. Assure that all faculty, students and parents have knowledge of the Shiloh IB Cluster Academic Honesty Policy.
3. Create a cluster-wide environment that encourages a consistent culture of adherence to the Academic Honesty Policy.
4. Encourage and support teachers in enforcing the Academic Honesty Policy.
5. Maintain cumulative records of reported violations.
6. Facilitate Academic Honesty Policy conference when appropriate.
7. Enforce appropriate disciplinary actions based on GCPS policy.

Media/Technology Personnel will:
1. Provide ongoing collaborate with teachers to teach ethical use of intellectual property and computer applications, including the use of music, images, and video within presentations.
2. Distribute GCPS Media Citation Guide

Students will:

1. Read and be familiar with the Shiloh IB Cluster Academic Honesty Policy.
2. Practice academic honesty in all assignments, projects, assessments, homework, and all other items produced at Shiloh.

3. Avoid situations that might contribute to cheating, plagiarizing, lying, and stealing.
4. Avoid giving or receiving unauthorized assistance on all school assignments, including but not limited to the use of collusion to produce and submit assignments.
5. Document borrowed materials by citing sources using an approved format.
6. Avoid plagiarizing by:
    a. Using quotation marks for statements taken from others.
    b. Acknowledging information, ideas, or patterns of thought borrowed from any source.
    c. Consulting faculty about any questionable situations.
    d. Using the software "Turn It In" to detect accidental plagiarism.
7. Meet teachers' checkpoint deadlines.
8. Ensure that all smart technologies are utilized only when allowed by an instructor and are not used in an unauthorized manner.
9. Report any violations of the Academic Honesty Policy.

Families will:

1. Read and be familiar with the Shiloh IB Cluster Academic Honesty Policy.
2. Talk to students about the importance of academic integrity.

Consequences of Academic Dishonesty

Students suspected of academic malpractice will be investigated, and if found guilty will be subject to any or all of the following consequences:
- A grade of 0 on the assignment/test
- Notification of the parents
- Disciplinary referral to the grade level administrator/counselor
- Loss of eligibility for the IB Diploma, IB Certificate, or IBCC Certificate
- In school or out of school suspension
- Notification of advisors of Shiloh's extra-curricular sponsors
- Negative references for college applications and scholarships

Process for Review of Policy

A committee will be formed consisting of key stakeholders from all Shiloh IB Cluster schools to evaluate the Academic Honesty Policy annually. During this annual evaluation the policy will be reviewed for needed updates and revisions, as well as to assess the effectiveness of the implementation and to ensure the policy is communicated throughout the Shiloh IB Cluster schools.

Linked Documents
1. International Baccalaureate Organization. (2009). Academic Honesty. Cardiff, Wales.
2. International Baccalaureate Organization. (2013). Learner Profile. Cardiff, Wales.
3. International Baccalaureate Organization. (2014). MYP: From Principles into Practice. Cardiff, Wales.
4. Academic Honesty in the Diploma Programme
5. Gwinnett County Public Schools Media Citation Guide
6. Gwinnett County Public Schools 2015-2016 Student/Parent Handbook Middle/High School. Suwanee, GA

Revised: April 1, 2024

7. Hunterdon Central Regional HS Instructional Media Center Citation Information. Revised August 4, 2009
8. http://www.hcrhs.k12.nj.us/data/files/gallery/ContentGallery/Citations09FULL8409Easybibve.pdf
9. *The Purdue OWL Family of Sites*. The Writing Lab and OWL at Purdue and Purdue U, 2008. Web. 23 Apr. 2008.

APPENDIX A

MLA guidelines require the Works Cited page to be arranged **alphabetically** by the author's last name (or title, if no author) and **doubled-spaced**. For organizational purposes and to save paper, those guidelines are NOT reflected here.

Books	Dawes, Tim, Jr. *Tech Time*. Flemington: Central Press, 1997. Print.	*one author*
	Deed, Patricia, and Marc Southern. *Software Basics*. New York: May Press, 2002. Print.	*two authors*
	Dew, John, et al. *Myths Revisited*. New York: The Viking Press, 1992. Print.	*three or more authors*
	The College Dictionary. Springfield: G. & C. Merriam Co., 1976. Print.	*no author*
	Baker, Ray Stannard. "Ignorance is the Real Enemy." *Ordinary Americans*. Ed. Linda R. Monk. Alexandria: Close Up Publishing, 1994. 150-1. Print.	*work in anthology, reference, or collection (editor)*
	Johnson, Diane. Introduction. *Frankenstein*. By Mary Shelley. 3rd ed. New York: Bantam Books, 1991. vii-xix. Print.	*introduction, preface, foreword, afterword*
E-books	Hawthorne, Nathaniel. *The Scarlet Letter*. Boston, 1890. *Google Book Search*. Web. 7 July, 2009.	*e-book*
Ency./Dict.	"Japan." *World Book Online*. World Book, 1999. Web. 2 Aug. 2008.	*online*
	Dundes, Alan. "Myth: Myths of the Beginning and of the End." *Encyclopaedia Britannica*. 15th ed. 1970. Print.	*print*
Electronic Databases (*including* Periodicals)	Golombok, Susan, and Robyn Fivush. "Gender Is Determined Biologically and Socially." *Opposing Viewpoints: Human Sexuality*. Ed. Brenda Stalcup. San Diego: Greenhaven Press, 1995. *Opposing Viewpoints Resource Center*. Web. 18 Aug. 2008. **Note:** *For sources originally from a book series, the editor and publisher are included, as shown in this example.*	***Opposing Viewpoints***
	Lincoln, Joanne, et al. "Hidden Atlanta: The City Behind the Trees." *American Libraries* 33 (June 2002): 94. *eLibrary Curriculum*. Web. 19 Sept. 2008.	***eLibrary Curriculum** (Proquest)*
	"The Beastie Boys." *Newsmakers 1999* 1 (1999). *Biography Resource Center*. Web. 19 Sept. 2008.	***Biography Resource Center** (Gale)*
	Jones, Tom. "Romance." *American Essays*. Ed. Bob Smith. 2nd ed. Vol. 3. New York: Random House, 1998. *Literary Reference Center*. Web. 12 Aug. 2008.	***Literary Reference Center** (Galileo)*
	Leibrock, Rachel. "Teens Herald the Death of E-mail." *Sacramento Bee* 13 July 2008. *SIRS Knowledge Source*. Web. 22 Sept. 2008.	***SIRS Knowledge Source***
	Winsor, Mary. "Biology." *History of Modern Science and Mathematics*. Ed. Brian Baigrie. New York: Charles Scribner's Sons, 2002. *Science Resource Center*. Web. 19 Sept. 2008.	***Science Resource Center** (Gale)*
Print Periodical	Quinn, Christopher. "Homeless Shelter Another Victim of Poor Economy." *The Atlanta Journal-Constitution* 17 Aug. 2009, A1+. Print. **Note:** *The "+" sign is used to denote the story continues on other pages.*	*newspaper*
	Massaro, Thomas. "A Welfare Primer." *American Heritage* June 1996: 16-19. Print.	*magazine*
Websites	"Shakespeare's Life." *Folger Shakespeare Library*. Folger Institute, 2009. Web. 16 July 2008.	*website with sponsoring agency*
	Sherman, Amy. "All about Chutney." *Cooking with Amy: A Food Blog*. Cooking with Amy, 30 Mar. 2005. Web. 12 Sept. 2008.	*website/blog*
	Online Collection. Career Cruising. Nau-ti Technologies, 2001. Web. 9 Sept. 2008.	*website*

Sample MLA Citation Formats

Underwood, Carrie. "Last Name." *Carnival Ride*. Arista, 2007. CD.	*sound recording*
United States. Dept. of Labor. *Child Labor Laws*. Washington: GPO, 1997. Print.	*government pub.*
Wheeler, Dora. *Fairy in Irises*. 1888. The Metropolitan Museum of Art. *Works of Art Collection Database*. Web. 4 Aug. 2008.	*image found online (art or photo)*
Victor, Scott, perf. "HC Devils." *Hunterdon Central Chronicles*. iTunes, 5 May 2008. Digital file.	*digital file (mp3, jpg, pdf)*
Roberts, John, host. "$675K Fine for Music Downloads." *CNN.com*. Cable News Network, 4 Aug. 2009. Web. 5 Aug. 2009.	*video clip online*
Wasserman, Eric. Personal interview. 18 Sept. 2008.	*interview*
West, Adam. "Re: Bats at Night." Message to John Doe. 18 Nov. 2006. E-mail.	*personal e-mail*
Woods, Jim. "Dream Questionnaire." Collins Hill High School: Suwanee, GA. 2009.	*survey*
West Side Story. Dir. Robert Wise and Jerome Robbins. 1961. MGM Home Entertainment, 2003. DVD.	*movie*

This document is modified from Hunterdon Central Regional HS Instructional Media Center http://central.hcrhs.k12.nj.us/imc/.

**All citations must be alphabetical and double-spaced. Here is a breakdown of some of the citation formats:

MLA Parenthetical Citation Formats

The following are examples of parenthetical citation formats. For more detailed information, consult the MLA Handbook (7th edition) or try the MLA Formatting Guide at the Owl at Perdue's website http://owl.english.purdue.edu/owl/resource/747/02/.

Please note: When using online resources, page numbers are omitted from the parenthetical citation.

When you omit the author's name in your sentence:
> One researcher has found that dreams move backward in time as the night progresses (Dement 71).

When you mention the author's name in your sentence:
> Freud states that "a dream is the fulfillment of a wish" (154).

When you use a *Website* and mention the author's name, *OMIT* the page number:
> Smith states that "we are all individuals, similar but different."

When you cite more than one work by the same author:
One current theory emphasizes the principle that dreams express "profound aspects of personality" (Foulkes, *Sleep* 184). But
investigation shows that young children's dreams are "rather simple and unemotional" (Foulkes, *Dreams* 78).

When the work has two or three authors:
Psychologists hold that no two children are alike (Gesell and Smith 68).

When the work has more than three authors:
(Rosenberg et al. 14)

When the work has no author, begin with the word by which the title is alphabetized in the Works Cited. If the title is long, it is
acceptable to shorten it:
Random testing for use of steroids by athletes is facing strong opposition by owners of several of these teams ("Steroids" 22).

When you quote or paraphrase a quotation from a book or article that appeared somewhere else:
Bacon observed that "it is hardly possible at once to admire an author and to go beyond him" (qtd. in Guibroy 113).

When you are citing several sources for a single passage:
There are negative implications to computerizing commercial art (Parker 2; "Art Nonsense" 43).

When you cite a character in a literary work:
> Chai explains, "I reached out and smoothed out the frown lines on his forehead" (Pan 105).

When you cite a long quotation (four lines or more) that is set off from the *text* *(Note that the quote is indented by one inch, **double spaced**, and without quotation marks)***:**

> No one is really certain about the origins of the term "Dust Bowl":

H.L. Mencken in a footnote to the first supplement (1945) to his monumental *The American Language* traces the term...to an Associated Press dispatch sent by staff writer Robert Geiger on April 15, 1935.

(French 3)

When you paraphrase a whole passage or several passages, begin your citation with the author's or article's name and end it with the page number:

According to Brown, every time you read an essay, you are preparing to write one. Therefore, you should pay careful attention to content and form (9).

When quoting from a website, use author (same format as print citation) or, if no author, title.

To identify the source of a quotation, paraphrase, or summary, place the author's last name in parentheses after the cited material (Harnack and Kleppinger).

This document is modified from Hunterdon Central Regional HS Instructional Media Center http://central.hcrhs.k12.nj.us/imc/ and The Owl at Purdue's MLA Citation Guide at http://owl.english.purdue.edu/owl/resource/747/02/.

Book – One Author

Author - last name, first | Title | Place of Publication | Publisher | Copyright Date

Dawes, Tim, Jr. *Tech Time*. Flemington: Central Press, 1997. Print. | Format

Video from a Website

Title of Website | Date of Posting

Roberts, John, host. "$675K Fine for Music Downloads." *CNN.com*. Cable News Network, 4 Aug. 2009. Web. 5 Aug. 2009.

Name of Author/Host, etc. | Title of Work | Publisher or Sponsor | Format | Date of Access

Periodical – in Print

Author or Authors | Title of Article | Title of Magazine | Publication Date | Page #'s

Massaro, Thomas. "A Welfare Primer." *American Heritage* June 1996: 16-19. Print. | Format

Subscription Database Periodical

Author of Article, if any | Title of Article | Title of Original Source and Volume #, if any | Original Publication Date | Original Page #s | Database Name

Lincoln, Joanne, et al. "Hidden Atlanta: The City Behind the Trees." *American Libraries* 33 (June 2002): 94. *eLibrary Curriculum*.

Web. 19 Sept. 2008.

Format | Date of Access

Website

Author of Article/Section | Title of Article/Section | Title of Website | Creator/ Publisher of entire Website | Last Updated / Copyright

Sherman, Amy. "All about Chutney." *Cooking with Amy: A Food Blog*. Cooking with Amy, 30 Mar. 2005. Web. 12 Sept. 2008.

Format | Date of Access

Notes:
- For citations with *multiple authors*, follow the formats used for books.
- **Abbreviations** are **required** for missing information in **web citations.**
  - Use n.p. if no publisher or sponsor is given.
  - Use n.d. when no publication date is given.
  - Use n. pag. if no page numbers are given (for a work on the Web that also has print publication data)
- **Missing a format?** Try the 2009 MLA Formatting and Style Guide online at the Owl Lab at Perdue's website: http://owl.english.purdue.edu/owl/resource/747/01/ or the 7th edition of the MLA Handbook located in the Media Center.

This document is modified from Hunterdon Central Regional HS Instructional Media Center http://central.hcrhs.k12.nj.us/imc/ and The Owl at Purdue's MLA Citation Guide at http://owl.english.purdue.edu/owl/resource/747/02/.

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