

Pueblo East High School Academic Honesty Policy

Philosophy of Academic Honesty

According to the Academic Honesty Guide for the Diploma Program (Updated July 2011), “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” (p. 2). Additionally, according to *From Principals to Practice: The Middle Years Programme, 2008*, “Academic honesty can be demonstrated through the dynamic relationship between personal, social and technical skills” (p. 101).

Pueblo East High School promotes actions of integrity in all of students’ academic and daily life endeavors. Academic honesty is believed to be everyone’s responsibility, and the East High staff takes this responsibility seriously to ensure that all students are educated in actions that promote academic honesty. In applying attributes of the learner profile to academic honesty, students at East High School acknowledge usage of the following: being principled in their actions, being a thinker when synthesizing sources and acknowledging the ideas of others, being balanced in their usage of time in order to complete tasks thoroughly, being reflective, and being an effective communicator utilizing academic honesty.

Purpose of this Document

The purpose of this document is to do the following:

- define plagiarism, collusion and the duplication of work
- provide examples of what constitutes academic dishonesty, intellectual property, negligence, plagiarism, the duplication of work and authentic authorship as well as guidance on the distinction between legitimate collaboration and unacceptable collusion
- give examples of conventions for citing and acknowledging original authorship
- explain roles of students, teachers, and school in academic honesty
- inform students of consequences when students are suspected and found guilty of malpractice
- connect actions to Learner Profile qualities

Definitions of Malpractice

All Pueblo East High School students in all grades and courses need to understand what constitutes malpractice. According to the *General Regulations: the Diploma Program*, the IB Organization defines malpractice as behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components (p. 10).

Malpractice includes the following:

- a. Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate’s own.
- b. Collusion: this is defined as supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another.
- c. Duplication of work: this is defined as the presentation of the same work for different assessment components and/or IB diploma requirements.
- d. Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example taking unauthorized material into an examination, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination).

Components of Academic Honesty and Academic Dishonesty Explained

In order to avoid malfeasance within the areas of academic dishonesty, negligence, plagiarism, collusion, cheating, the duplication of work, the concept of intellectual property must be understood.

The World Intellectual Property Organization has defined intellectual property as follows: “Intellectual property (IP) refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce. IP is protected in law by, for example, patents, copyright and trademarks, which enable people to earn recognition or financial benefit from what they invent or create. By striking the right balance between the interests of innovators and the wider public interest, the IP system aims to foster an environment in which creativity and innovation can flourish” (Accessed, December 10, 2013).

It is unethical and unacceptable for a student to engage in any of the following actions:

- submit an essay written in whole or part by another student as if it were his own
- download an essay from the internet, then quote or paraphrase from it, in whole or in part, without acknowledging the original source or obtaining permission to use it
- restate a phrase verbatim (word for word) from another writer without acknowledging the source
- paraphrase part of another writer’s work without acknowledging the source with a citation, footnote or endnote
- reproduce the substance of another writer’s ideas without acknowledging the source
- cheat on tests or quizzes through the use of hidden notes, viewing another student’s paper, revealing the answers on his own paper to another student, through verbal communication, sign language, or other means of storing and communicating information, including electronic devices, recording devices, mobile phones, headsets and laptops
- copy another student’s homework and submit the work as if it were his own
- have another person, for example a tutor or parent, do parts or all of his assignment

Additionally, the internet has provided an avenue for obtaining a wealth of information; however, students should understand that information taken from websites need acknowledgement. All websites from where information is obtained should be documented, including the uniform (or universal) resource locator (URL) and the date when each website was accessed. Listing the search engine that was used to find the website is not acceptable and does not, in the view of the final award committee, constitute a form of acknowledgment. This expectation includes citing the copying of maps, photographs, illustrations, data, graphs, and so on. For example, to cut and paste a graph from a website without acknowledging its source constitutes plagiarism. CDROMs, DVDs, music downloads, peer-to-peer/P2P file sharing, email messages, and any other electronic media must be treated in the same way as the internet, books and journals. Cheating comes in many different forms and the list above is not exhaustive (Diploma Program: Academic Honesty, p. 3).

Group Work and Cheating

Collaboration may be loosely defined as working together on a common aim with shared information, which is an open and cooperative behavior that does not result in “allowing one’s work to be copied or submitted for assessment by another” as defined in the Regulations (Diploma Program: Academic Honesty, p.2)

Section, 2.5 of the *Diploma Program: Academic Honesty* explains that for most assessment components candidates are expected to work independently but with support from their subject teacher (or supervisor in the case of extended essays). However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for some internal assessment. Nevertheless, the final work must be produced independently, despite the fact that it may be based on the same or similar data as other candidates in the group. This means that the abstract, introduction, content and conclusion/summary of a piece of work must be written in each candidate’s own words and cannot therefore be the same as another candidate’s. For example, if two or more candidates have exactly the same introduction to an assignment, this act will be interpreted as collusion (or plagiarism), and not collaboration (p. 4).

Section 1.5 of the *Diploma Program: Academic Honesty* explains that an authentic piece of work is one that is based on the candidate’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 (p. 2).

Artistic Work

Within the area of the arts, the observation of form and its resemblance to nature, or to another artist's work, is a skill to be nurtured. Obviously, candidates may be influenced by the work of other artists and writers, whose works may inspire the candidates' own creativity. These influences must be acknowledged and documented. The imitation of another artist's work may be acceptable in contexts that are well defined by the teacher, but candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice (*Diploma Program: Academic Honesty*, p. 2).

Academic Negligence

"Academic negligence" occurs when students are careless when recording sources, or displaying a careless disregard for the origin of material within their work. The internet has made a significant contribution to academic negligence, making it all too easy to cut and paste material into a piece of work in electronic format. Negligence is not a valid excuse for plagiarism (*Diploma Program: Academic Honesty*, p. 11).

Section 2.4 of the *Diploma Program: Academic Honesty* explains that many candidates are not aware of when or how to acknowledge sources. It is essential that candidates are taught this important academic skill. For example, a candidate may copy one or two sentences from a book, journal or website without showing it as a quotation, but indicating its source in a footnote or the bibliography. Although each case requires a separate judgment, in general such cases are the result of negligence or a lack of awareness on the part of the candidate and do not warrant an allegation of malpractice. These cases may attract the penalty applied to an academic infringement, and not malpractice. For example, if there is some attempt by the candidate to acknowledge the source in the bibliography or in a footnote, the final award committee may designate a case of this type an academic infringement and not malpractice. The judgment as to whether "academic infringement" is the appropriate decision will be partly based on the quantity of text (or other media) that has been copied by the candidate (p. 4).

The **presentation of the same work for different assessment components** and/or diploma requirements is a duplication of work and therefore constitutes malpractice. For example, if a candidate submits the same or a very similar piece of work for history internal assessment and for an extended essay in history, this would be viewed as malpractice. However, it is perfectly acceptable for a candidate to study one aspect of a topic for internal assessment and another aspect of the same topic for an extended essay (*Diploma Program: Academic Honesty*, p. 4).

Additionally, section 2.7 of the *Diploma Program: Academic Honesty Guide* explains that the fabrication of data is a further example of malpractice. If a candidate **makes up false data for a table, survey or other such requirement**, this will be interpreted as an attempt to gain an unfair advantage in an assessment component. Consequently, the final award committee will find the candidate guilty of malpractice. Using authentic data is a matter of academic honesty (p. 4).

Furthermore, students must be aware that copying a passage of text, **translating this passage into another language**, then using the translated text in their work without acknowledging its source still constitutes plagiarism (*Diploma Program: Academic Honesty Guide*, p. 5). If done correctly, paraphrasing is a legitimate way to use a source. However, because paraphrasing uses the ideas of another person, it is still necessary to acknowledge the source (*Diploma Program: Academic Honesty Guide*, p. 10).

School and Teacher Responsibility

Students at East High School will explicitly be taught how to acknowledge their sources of information. Specific instruction on the concept of academic honesty occurs in all courses at Pueblo East High School to differing degrees; however, in the following courses, students are specifically taught the processes involved in documenting and citing sources.

- Language and Literature Courses
- Individuals and Societies Courses
- Visual and Performing Arts Courses
- Computer Application Courses

Throughout these courses students engage in personal skills, social skills, and technical skills connected to information literacy. Additionally, Pueblo East High teachers work with librarians from Pueblo Library District and Colorado State University of Pueblo to aid in our students' understanding and usage of information. Students in the IB World Course attend training at CSUP in the usage of JSTOR, which is a growing digital library of more than 2,000 academic journals, nearly 20,000 books, and two million primary source objects. JSTOR exposes secondary school students to peer-reviewed scholarly research for the first time. It also helps teachers enrich their classrooms with key scholarly literature, and gives a resource of more than 2,000 academic journals and 20,000 scholarly books. Students working on projects such as the Personal Project or Extended Essays utilize this resource. Teachers encourage students to take advantage of the nearby university library as well public library resources.

Students at Pueblo East High are encouraged to use an online citation generator as an aid in achieving full and consistent documentation of sources used. On the Personal Project Webpage and the Extended Essay Webpage, online citation generators such as citation machine and easybib are listed. In 10th grade, students are also taught how to use the Citation Feature in Microsoft Word.

Additionally, Pueblo East High School has adopted the Modern Language Associate (MLA) formatting process school-wide, so students will apply a consistent method of documenting sources. Students are taught that other citation formats exist; however, to allow for consistency, all courses will require MLA citation of sources. Also, a school wide utilization of the Purdue Online Writing Lab (OWL) Website is occurring. The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material and provides these resources as a free service of the Writing Lab at Purdue. Students, members of the community, and users worldwide will find information to assist with many writing projects. Teachers and trainers may use this material for in-class and out-of-class instruction.

Plagiarism Detection and Prevention

Random checks for plagiarism will occur. A number of methods for determining if plagiarism has occurred may include the following:

- Searching for the occurrence of specific sentences or unusual phrases contained within a suspect assignment using Internet search engines
- Searching Library full text databases for text taken directly from a journal article
- Searching research papers available for purchase via "paper mills"
- Checking students work using plagiarism detection software, such as Turn-it-in. Turn-it-in allows students to review their work and provides teachers and students with a tool for checking the integrity of work submitted.

Any work submitted by a student may be checked for plagiarism, including through an electronic system and be held in the database for future matching purposes and protection of his work against copying by others. Teachers will review the school's academic honesty policy with students. Diploma Candidates will sign an Academic Honesty Declaration for

each of their courses. This declaration will highlight important aspects of the policy but also addresses that each student has reviewed the entire policy.

Student Responsibilities

Students have the responsibility to apply the attributes of the Learner Profile when utilizing academic honesty. The importance of academic honesty lies in everyone's acknowledgement and application of this knowledge. Students are expected to take responsibility for their own actions and the consequences that accompany them. Specifically, Diploma Candidates will sign an Academic Honesty Declaration in each of their Diploma Courses. This declaration highlights important aspects of the policy and also addresses that each student has reviewed the entire policy.

Consequences of Malpractice

Pueblo East High School encourages the usage of honesty, and the IB recognizes that academic honesty is influenced by factors that include peer pressure, culture, parental expectations, role modelling and taught skills. Within this policy, several examples of malpractice have been defined. The school expects students to act in a principled way and honor approaches to academic honesty.

Malpractice is considered a very serious offense. Depending on the severity of the incident, any instance of malpractice results in an automatic zero for the assignment, and parents will be contacted. Administrators will be made aware of the incident. The teacher has the discretion whether or not to provide an alternative assignment or assessment and actions of malpractice may even result in additional disciplinary action depending on the circumstances, which could include being removed from the IB Program. More than one offense may result in a referral with recommendation for removal of course, suspension, or possible enrollment withdrawal.

According to the Diploma Program General Regulations (March 2011), Article 28 explains the applicable procedure for malpractice in which "the school's Diploma Programme coordinator must inform the IB Organization if he or she identifies any malpractice (for example, plagiarism) in relation to a candidate's work after the candidate has signed the cover sheet to the effect that it is his or her own work and constitutes the final version of that work. In such cases, or when an examiner or the IB Organization suspects malpractice, the school will be required to conduct an investigation and provide the IB Organization with relevant documentation concerning the case. If questions arise about the authenticity of a candidate's work before the cover sheet has been signed, that is, before the work has reached its final stage, the situation must be resolved within the school" (p. 10). The following articles explain the process when a Diploma Candidate has been suspected of malpractice:

28.2 Candidates suspected of malpractice will be invited, through the school's Diploma Programme coordinator, to present a written explanation or defense.

28.3 Cases of suspected of malpractice will be presented to the final award committee, or a sub-committee of the final award committee. After reviewing all evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it or ask for further investigations to be made.

28.4 If the final award committee deems evidence of malpractice insufficient, the allegation will be dismissed and a grade will be awarded in the normal way.

28.5 If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. No IB diploma will be awarded to the candidate, but a certificate will be awarded for other subject(s) in which no malpractice has occurred. The candidate will normally be permitted to register for future examination sessions, which may include the session that follows six months later if the relevant registration deadlines are met.

28.6 If a case of malpractice is very serious, the final award committee is entitled to decide that the candidate will not be permitted to register for any future examination session.

28.7 If the candidate has already been found guilty of malpractice in a previous session, this will normally lead to disqualification from participation in any future examination session.

28.8 An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established.

(Diploma Program General Regulations, p. 10-11)

Communication and Review of Academic Honesty Policy

Parents, students, and staff can access our IB policies on our school's website. As a staff, we will review our academic policy annually prior to the start of each new school year. Policy revisions will be facilitated through the academic honesty policy committee.

It is important that students receive explicit teaching of academic honesty skills as part of the ATL programme, receive an age-appropriate copy of the policy, and are made aware that the coordinator and teachers are available to offer further advice and guidance. Additionally, parental awareness and cooperation is an important factor in encouraging academic honesty.

Works Cited

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