

Academic Honesty Policy – American International School of Brazzaville Introduction

At the American International School of Brazzaville, we are *committed to academic honesty and will continually strive to ensure that students, their families and staff understand what responsibilities this commitment embraces. The purpose of this policy is to outline what academic honesty means and the school's procedural responses to instances of academic dishonesty.*

The spirit of this policy is aligned with the school's commitment to providing learning opportunities for students. As such, teachers should use their discretion when implementing this policy and reserve its use for significant infringements. Minor instances should be regarded as 'teachable moments' and teachers should feel free to exercise their professional judgment in dealing with minor and/or unintentional instances of academic honesty infringements.

Mission statement

The American International School of Brazzaville is committed to developing the intellect and character of globally -minded citizens through a rigorous and challenging curriculum.

Vision statement

A learning community of distinction, inspiring students to achieve academic potential, making positive contributions to society and progressing as respectful, informed, and prepared global citizens.

Teaching and Learning Philosophy Statement

What we believe

At the American International School of Brazzaville, we see academic honesty as: 'a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work.' (IBO, *Academic Integrity* (October 2019), page 3).

It is our responsibility to teach our school community what we mean by academic honesty.

A. We believe that all students:

- should be provided with an equal opportunity to maintain fairness
- ii. should be honest in presenting their school work to maintain

trust and credibility

- should complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities.
- can gain knowledge and understanding from the ideas of other people, understanding these ideas need to be acknowledged to develop respect for others
- should understand that their teachers value their learning and ideas
- should present their ideas in their own words
- should feel empowered to report any academic misconduct viii. should abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites.
- should abstain from giving undue assistance to peers in the completion of their work.
- should show a responsible use of the internet and associated social media platforms.
- should understand that working in groups can be a powerful learning experience, and what they present to their teacher is their own individual work, expressed in their own words
- should understand the benefits of properly conducted research and respect for the creative efforts of others
- should be given the opportunity to understand what academic –integrity is and how to uphold the school’s academic integrity expectations

B. We believe that all teachers:

- i. should model good practice in academic integrity.
- ii. should provide clear guidelines for tasks to ensure that students understand the requirements of a task.
- iii. should scaffold larger tasks, with opportunities to submit interim work or with checks, to help students maintain their own ‘voice’ in completing these tasks
- iv. should promote the benefits of properly conducted research and respect for the creative efforts of others
- v. should design learning tasks that require thinking skills and that encourage authenticity and creativity.
- vi. should use anti-plagiarism tools as teaching instruments in raising awareness of academic honesty
- vii. should make clear the expectations of academic honesty, such as in-text references and bibliographies

C. We believe that all parents and legal guardians

- I. should understand the school policy and the IB policy on academic integrity and support their children’s understanding of such policies.
- II. should understand the school’s procedures that safeguard the authenticity of their children’s work
- III. should support their children in planning a manageable workload so that they

- can allocate time effectively
- IV. should understand what constitutes student academic misconduct and its consequences
- V. should understand what constitutes school maladministration and its consequences
- VI. should report any potential cases of misconduct or school maladministration to the academic leadership of the school and/or the IB
- VII. should abstain from giving or obtaining assistance in the completion of work to their children

Program framework

The policy is pertinent to the following IB standards / practices

Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)

Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)

Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)

Lifelong learners 4.3: The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)

Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)

- International Baccalaureate Standards and Practices (October 2018, March 2019)

Definitions of terminology used to describe academic misconduct

The IB Organization defines student academic misconduct as deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happen before, during or after the completion of the assessment or examination, paper-based or on-screen.

Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

a. plagiarism—this is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. * Note that plagiarism includes the submission of work that has been completed, or largely produced by, another person, such as a personal tutor, regardless of whether that person's consent is given.

b. collusion—this is defined as supporting academic misconduct by

another candidate, for example, as in allowing one's work to be copied or submitted for assessment by another

c. misconduct during an IB on-screen examination (for example, taking unauthorized material into an examination, behavior that disrupts the examination or distracts other candidates, communicating with another candidate)

d. any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a community service record, disclosure of information to and receipt of information from candidates about the content of an on-screen examination within 24 hours after the examination).

- (IBO, *General regulations: Middle Years Programme* (April 2014), pages 10-11)

Convention for referencing

The principles of academic honesty described in this policy apply equally to all members of the community. However, it is recognized that different conventions for referencing may be preferred by different language cultures; as such, in subjects where English is not the primary language of instruction, the most commonly recognized form of referencing and bibliographical apparatus for that language culture may be used.

In those subjects where English is the language of instruction, referencing and bibliographic apparatus will conform to the MLA (Modern Language Association) form.

PYP

In the PYP, we see students' understanding of academic integrity as a learning process. Teachers and students work together to develop and maintain a clear sense of the practices that support academic integrity (e.g., age-appropriate expectations regarding references, citations, quotations and paraphrasing). In all grades, the learner profile and attitudes serve as a foundation for developing students' respect for researching and communicating ideas in an academically honest manner.

Clear criteria and expectations for academic integrity are explicitly taught and modeled throughout students' time in the PYP. Should a question of academic integrity arise, the teacher and student(s) will identify the academically dishonest behavior and clarify the appropriate behavior. Parents may be contacted so as to further support a student's understanding and practice of academic integrity.

MYP

Protocol and procedures for academic honesty and integrity in the IB Middle Years Program

Process

1. All MYP students will receive guidance and instruction on academic integrity by their subject teachers. Subject teachers are also responsible for providing guidance on academic integrity and the correct use of referencing standards in their subject.
2. All work to be assessed, for either internal or external grade award, should be checked for academic honesty.

Where technically feasible, all work submitted for assessment should be checked using a plagiarism detection system. Turnitin.com is used and is fully integrated with the Managebac platform.

3. All internal and external examinations should be carried out in accordance with the IB regulations.

Procedures in case of suspected academic misconduct

Minor infringements:

These might include inaccurate, imprecise, or erroneous use of citation and referencing apparatus; paraphrasing without attribution; other matters which could be regarded as unintentional or due to incomplete understanding of the academic integrity guidelines.

In most cases, minor infringements will be dealt with immediately by the teacher. The student should be interviewed and the minor infringements identified and explained. The student should be required to re-submit the work in the shortest possible time, but without penalty.

Major infringements:

These may include intentional and/or repeated inaccurate or insufficient referencing, plagiarism, collusion, misconduct during internal and external examinations.

In the case of a major infringement of academic integrity, an investigation should be conducted by the relevant staff.

- The student will be invited to a preliminary interview, to establish their point of view and level of understanding of the suspected or detected misconduct. The relevant teacher will interview the student concerned, possibly in the presence of the MYP Coordinator. The student's responses should be recorded (either

in writing or through audio recording).

- Where infringement is certain:
 - If the work has been submitted as a draft version, the work will not be accepted for further feedback or guidance until the student has corrected the work such that it meets the requirements for academic integrity. Corrections should be required by the teacher in the shortest reasonable time.
 - In cases of collusion, it may be appropriate to require the student to complete (re-do) the work under controlled conditions.

 - If the work has been submitted for a final deadline, the work will be awarded an internal grade of zero.
 - In case of external or internal examinations, no grade for the subject or the component will be awarded.

- If questions arise about the authenticity of a student's subject work for moderation, the student will be required to re-submit original work in the shortest possible time. Under these circumstances, it may be appropriate to require the student to complete (re-do) the work under controlled conditions. Whatever work is produced under those conditions will count as the best and final submission from the student.

- Repeated infringements on the same task or across multiple tasks will be referred to as an infringement of the student expectations and sanctions applied accordingly. Sanctions may be applied up to and including permanent exclusion from the school.

- If the IB notifies a school that a student is suspected of academic misconduct and that the IB intends to initiate an investigation, the student can be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. If a student is withdrawn from the subject under investigation no mark for that subject may contribute to the award of a grade in a future examination session. (IBO, *Academic Integrity* (October 2019), page 25).

- If no grade is issued for an assessment (or completion of community service) that contributes to a candidate's MYP Certificate, no certificate will be awarded to the candidate. The MYP Record of Achievement or, in the case of an on-screen examination, MYP Course Results will be awarded for other assessments in which no academic misconduct has occurred. Except in cases of serious or repeat misconduct, the candidate will be permitted to register for future examination sessions. - (IBO, *General regulations: Middle Years Programme* (April 2014), page 11)

MLA Citation examples –

1. Online Journal article

Reference structure –

Article Author's Last Name, First name. "Title of Article." *Title of Journal*, vol. number, issue no., date published, page range. *Title of Website*, DOI or URL.

Example –

Ioannidou, Elena. "Greek in Enclave Communities: Language Maintenance of the Varieties of Cypriot Romeika in Cyprus and Cretan Greek in Cunda, Turkey." *Mediterranean Language Review*, vol. 26, 2019, pp. 157-186. *JSTOR*, www.jstor.org/stable/10.13173/medilangrevi.26.2019.0157.

In-text structure:

Online Journal Article Author's Last Name...(page number)

Example –

Ioannidou...(164).

OR

(Online Journal Article's Last Name page number)

Example –

(Ioannidou 164)

2. Print Book

Reference structure –

Author's Last Name, First Name. *Book Title*. Publisher, Year published.

Example

Baron, Dennis. *What's Your Pronoun? Beyond He & She*. Liveright,

2020. In-text structure:

Author's Last Name...(page number)

Example – Baron... (82).

OR

(Author's Last Name page number).

Example – (Baron 82).

3. Online Video

Reference structure –

“Title of the Online Video.” *Title of Website*, uploaded by Username, date uploaded, URL.

Example –

“Jimmy and Kevin Hart Ride a Roller Coaster.” *YouTube*, uploaded by The Tonight Show Starring Jimmy Fallon, 18 June 2014, www.youtube.com/watch?v=OPdbdjctx2I.

In-text structure:

“Title of Online Video”...(time stamp)

Example - “Jimmy and Kevin Hart Ride a Roller Coaster” ... (00.02.17) After the first in-text reference, it’s acceptable to shorten the title when referencing again

“Jimmy and Kevin Hart”...(00.03.11)

4. Online Image

Reference structure –

Artist’s Last Name, First Name. “Title of Artwork or Image.” *Title of Website*, date published (if available), URL.

Example –

Chapman, Cyrus Tucker. “Miss Jeannette Rankin, of Montana, Speaking from the Balcony of the National American Woman Suffrage Association, Monday, April 2, 1917.” *Library of Congress*, www.loc.gov/item/mnwp000156/.

In-text structure:

Online Image Artist’s Last Name

Example –

Chapman...

OR

(Online Image Artist’s Last Name)

Example –

(Chapman)

5. Website

Reference structure –

Author’s Last Name, First Name. “Title of Web Page.” *Title of Website*, Website publisher (if different from website name), date published, URL.

Example –

Sabat, Yaika. “Puerto Rican Writers, Poets, and Essayists.” *BookRiot*, Riot New Media Group, 22 Nov. 2017, bookriot.com/puerto-rican-writers/.

In-text structure:

Web Page Author’s Last Name...

Example –

Sabat...

OR

(Web Page Author's Last Name)

Example –

(Sabat)

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