



**Louise R Johnson Middle School**

**School of International Studies**

## **Academic Honesty Policy**



### **Philosophy**

Academic honesty, according to the International Baccalaureate Programme, is a set of values that promotes personal integrity and good practice in learning and assessment. The core values of all IB programs are expressed in a set of learning outcomes known as the IB Learner Profile. An expectation at Louise R. Johnson Middle School is for all students and staff to practice and exemplify the attributes of the IB Learner Profile. These attributes outline the essence of all IB programmes and are infused throughout all subject groups in our curriculum. The ideals of academic honesty are included in, but not limited to, the Learner Profile attributes of being knowledgeable, principled, and communicators. Academic honesty is viewed and taught through these attributes.

It is recognized by both IB and Louise R. Johnson Middle School that academic honesty is influenced by factors that include peer pressure, culture, parental expectations, role modeling, and taught skills. Academic honesty can be demonstrated through the dynamic relationship between personal, social, and technical skills. Our faculty strives to instill honesty in all students as well teach our students how to use all forms of resources adequately, including information and communication technology (ICT). Academic honesty at Louise R. Johnson Middle School is considered the responsibility of all teachers and students in the MYP.

*Adapted from Principles into Practice 2008, pages 101-102*

### **Purpose**

It is a requirement that every IB World School offering the MYP promote academic honesty. Academic honesty is a value that we feel supports the core of our mission at Louise R. Johnson Middle School to inspire students to achieve academic excellence, embrace global diversity, and become lifelong learners.

Academic honesty in the IB is a principle informed by the attributes of the IB learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity and engender respect for others and the integrity of their work. Upholding academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

As stated in the IB learner profile, all members of the IB community must strive to be “principled”, acting with “integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere”. MYP students must demonstrate academic honesty and avoid any form of academic misconduct.

*From Principles into Practice 2014, Page 38*

## **Responsibilities**

**Students:** All students are expected to strive to uphold all traits found in the learner profile including those directly linked to academic honesty. All students are expected to know and understand the concepts of academic honesty and academic misconduct or dishonesty. All students are responsible for accurately documenting service action hours, completing their own work independently, taking credit for only those portions of group work they completed, and citing all resources appropriately.

**Teachers:** All teachers will provide opportunities for students to practice and to learn how to use other people's work in support of their own, assist students with the awareness of misconduct, and reinforce our academic honesty procedures including appropriate MLA citation. Language and Literature teachers will provide direct instruction on the use of MLA citation. All teachers will report academic misconduct as required by this policy.

**School:** The school will maintain fairness and consistency when applying this policy including: disciplinary actions related to academic misconduct, maintain records of academic misconduct, provide a copy of this policy to all stakeholders via the school website, provide a safe environment, provide professional development for teachers, promote parent awareness, and assist student learning.

**Parents:** Read this academic honesty policy, help students understand the concepts of academic honesty, assist students with assignments ensuring that their work remains their own, encourage students to plan ahead when studying for an assessment, assist students with paraphrasing and quoting sources for assignments or papers, assist students with proper citation in MLA format, encourage students to ask questions about citation or other concepts of academic honesty, assist students in understanding how to work in groups and only take credit for their portion of group assignment, and support consequences for academic misconduct

## **Support**

We value honesty in all academic and service action endeavors. Our teachers work with students to develop a shared understanding of how academic honesty is achieved. Students will receive instruction in note taking, paraphrasing, research and referencing skills, MLA citations, the use of our media center and the Internet, and the terminology related to academic dishonesty (plagiarism, collusion, misrepresentation, falsification, and cheating). These items are viewed and taught in an environment that allows students to make and learn from their mistakes through the approaches to learning skills and the Learner Profile in our units of study in all subject groups.

## Definitions

The IB defines academic misconduct as behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components.

Academic misconduct includes:

- Plagiarism—the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- Collusion—supporting academic misconduct by another student, as in allowing one’s work to be copied or submitted for assessment by another
- Duplication of work—the presentation of the same work for different assessment components
- Any other behavior that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections)

*From Principles into Practice 2014, page 94*

## Guidance

Academic honesty is...

- Completing your own work
- Correctly acknowledging the contributions of each member of a team
- Using MLA citations appropriately
- Using paraphrasing appropriately
- Creating a bibliography for your work
- Encouraging others to participate in honest behavior

Academic honesty is not...

- Copying another student's work
- Having another student or your parent complete your work
- Copying another student's answers on a test
- Using “cheat sheets”, “crib sheets” or any other form of unauthorized notes on a test
- Completing work for another student
- Copying and pasting from websites, articles, books, or any resource and presenting the material as your own original work

Through approaches to learning (ATL) in IB programs, students develop skills that have relevance across the curriculum and help them “learn how to learn”. The ATL skills are as follows:

- Communication
- Social: Collaboration
- Self Management: Organization, Affective, Reflection
- Research: Information Literacy, Media Literacy
- Thinking: Critical Thinking, Creativity Thinking, Transfer

Academic honesty is taught in our courses through the learner profile and approaches to learning. Below are the learning expectations for our students in each of the approaches to learning skill categories.

ATL Skill	Learning Expectations
Communication	Exchanging thoughts, messages and information effectively through interaction <ul style="list-style-type: none"> <li>• Use appropriate forms of writing for different purposes and audiences</li> <li>• Participate in, and contribute to, digital social media networks</li> <li>• Collaborate with peers and experts using a variety of digital environments and media</li> <li>• Share ideas with multiple audiences using a variety of digital environments and media</li> </ul>
	Reading, writing and using language to gather and communicate information <ul style="list-style-type: none"> <li>• Paraphrase accurately and concisely</li> <li>• Use a variety of organizers for academic writing tasks</li> <li>• Find information for disciplinary and interdisciplinary inquiries, using a variety of media</li> <li>• Organize and depict information logically</li> <li>• Structure information in summaries, essays and reports</li> </ul>
Collaboration	Working effectively with others <ul style="list-style-type: none"> <li>• Delegate and share responsibility for decision-making</li> <li>• Help others to succeed</li> <li>• Take responsibility for one’s own actions</li> <li>• Manage and resolve conflict, and work collaboratively in teams</li> </ul>
Organization	Managing time and tasks effectively <ul style="list-style-type: none"> <li>• Keep an organized and logical system of information files/notebooks</li> <li>• Use appropriate strategies for organizing complex information</li> </ul>
Affective	Managing state of mind (Mindfulness, Perseverance, Emotional management, Self-motivation, Resilience) <ul style="list-style-type: none"> <li>• Practice focus and concentration</li> <li>• Demonstrate persistence and perseverance</li> <li>• Practice “bouncing back” after adversity, mistakes and failures</li> </ul>
Reflection	(Re)considering the process of learning <ul style="list-style-type: none"> <li>• Consider ethical, cultural and environmental implications</li> </ul>
	Choosing and using ATL skills <ul style="list-style-type: none"> <li>• Develop new skills, techniques and strategies for effective learning</li> </ul>
Information Literacy	Finding, interpreting, judging and creating information <ul style="list-style-type: none"> <li>• Collect, record and verify data</li> <li>• Access information to be informed and inform others</li> <li>• Make connections between various sources of information</li> <li>• Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information</li> <li>• Use memory techniques to develop long-term memory</li> <li>• Present information in a variety of formats and platforms</li> <li>• Collect and analyze data to identify solutions and make informed decisions</li> <li>• Process data and report results</li> <li>• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand and use technology systems</li> <li>• Use critical-literacy skills to analyze and interpret media communications</li> <li>• Understand and implement intellectual property rights</li> <li>• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions</li> <li>• Identify primary and secondary sources</li> </ul>
Media Literacy	<p>Interacting with media to use and create ideas and information</p> <ul style="list-style-type: none"> <li>• Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)</li> <li>• Demonstrate awareness of media interpretations of events and ideas (including digital social media)</li> <li>• Make informed choices about personal viewing experiences</li> <li>• Understand the impact of media representations and modes of presentation</li> <li>• Seek a range of perspectives from multiple and varied sources</li> <li>• Communicate information and ideas effectively to multiple audiences using a variety of media and formats</li> <li>• Compare, contrast and draw connections among (multi)media resources</li> </ul>
Critical Thinking	<p>Analyzing and evaluating issues and ideas</p> <ul style="list-style-type: none"> <li>• Formulate factual, topical, conceptual and debatable questions</li> <li>• Consider ideas from multiple perspectives</li> </ul>
Creative Thinking	<p>Generating novel ideas and considering new perspectives</p> <ul style="list-style-type: none"> <li>• Apply existing knowledge to generate new ideas, products or processes</li> <li>• Create original works and ideas; use existing works and ideas in new ways</li> </ul>
Transfer	<p>Using skills and knowledge in multiple contexts</p> <ul style="list-style-type: none"> <li>• Apply skills and knowledge in unfamiliar situations</li> <li>• Inquire in different contexts to gain a different perspective</li> <li>• Compare conceptual understanding across multiple subject groups and disciplines</li> <li>• Make connections between subject groups and disciplines</li> <li>• Combine knowledge, understanding and skills to create products or solutions</li> <li>• Transfer current knowledge to learning of new technologies</li> </ul>

*From Principles into Practice 2014, pages 20, 97-104*

## Frequently Asked Questions

- Are academic dishonesty and academic misconduct the same thing?  
Yes. Plagiarism, collusion, misrepresentation, falsification, and cheating are unacceptable behaviors for students in the Louise R. Johnson Middle School MYP and are considered to be academic dishonesty or misconduct.
- What is intellectual property?  
A work or invention that is the result of creativity, such as a manuscript or a design, to which one has rights and for which one may apply for a patent, copyright, trademark, etc. Detailed information on intellectual property can be found in the document located on our website, *Intellectual Property Policy*
- What is authentic authorship?  
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, written or oral, completed by a student for assessment must wholly and authentically use that student's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged. (International Baccalaureate Organization, 2007)
- What is the difference between legitimate collaboration and unacceptable collusion?  
Students are to be encouraged to collaborate with each other, to work effectively as a team, but also to know the difference between collaboration and unacceptable collusion. Examples of collusion are giving another student an assignment to copy, completing an assignment for another student, or working with another student on an individual assignment then turning in one version of the assignment as two original assignments. The following websites provide guidance for teachers and students on the differences between legitimate collaboration and collusion and plagiarism.  
<https://uhra.herts.ac.uk/dspace/bitstream/2299/2583/1/902907.pdf>  
<http://newman.baruch.cuny.edu/help/plagiarism/default.htm>
- How do I cite my sources?  
Students should use the MLA format to cite sources. Language and Literature teachers can answer specific questions and provide instruction in the use of MLA. Helpful website for MLA are:  
<https://owl.english.purdue.edu/owl/section/2/>  
<http://citationmachine.net>
- Where can I learn more about citing and referencing?  
Detailed information on citation in the IB MYP can be found in the document located on our website, *Effective Citing and Referencing*

## **Honor Code**

All potential candidates and the parents/guardians of potential candidates for the Louise R. Johnson Middle School MYP Program must acknowledge that they have read, understood, and agree to uphold the honor code below. This acknowledgement is done via signatures acquired during the application process.

*It is the expectation of the International Baccalaureate Organization that all work presented is the students' own work. No plagiarism, collusion, misrepresentation of work, or falsification of service action hours is allowed. It is, therefore, the policy of our school that any student guilty of presenting another student's work as his or her own, plagiarism, cheating in any manner on class work or tests, or falsifying service action hours will be brought before the MYP Coordinator with the evidence. In addition to losing credit for the assignment, the student may face possible disciplinary action. Repeated cheating can result in removal from the program and from the school.*

### **Consequences of Academic Misconduct**

*Reporting, Recording, Monitoring, and Rights*

Plagiarism, collusion, misrepresentation, falsification, and cheating are unacceptable behaviors for students in the Louise R. Johnson Middle School MYP program. Academic dishonesty is treated as a very serious matter and may result in disciplinary actions or removal from our school. It is the policy of our school that any student guilty of presenting another student's work as his or her own, plagiarism, cheating in any manner on class work or tests, or falsifying service action hours will be brought before the MYP Coordinator with the evidence. In addition to losing credit for the assignment, the student may face possible disciplinary action. Repeated cheating can result in removal from the program and from the school. Records of these incidents are kept in the student discipline file. Students have the right to present evidence in their defense including the identification of classmates or teachers that could be called to write a statement regarding the matter in question.

### **Policy Review**

The International Baccalaureate leadership team at Johnson Middle School regular reviews this academic honesty policy. Any changes or modifications that are made must then be brought up for discussion and agreement with the entire school community.