

# AMERICAN CREATIVITY ACADEMY ACADEMIC HONESTY POLICY

## Academic Honesty Policy

### **RATIONALE**

The American Creativity Academy is a private school that delivers a standards-based American curriculum within an environment in which Islamic values are respected and practiced. The school is dedicated to preparing students for university success.

To this end, an academic honesty policy is in place to ensure that all work submitted by students is their own work, and if they have relied upon the work of another, they have dutifully recognized that person's effort by appropriately citing it. By doing so, we are displaying appropriate behavior for a college setting, living the Islamic values of honesty and sincerity, and embodying the learner profile attributes of being principled and caring.

### **ROLES AND RESPONSIBILITIES**

From top down, all parties involved in a student's education have roles and responsibilities to ensure that student work produced is their own authentic production.

#### **i. The School**

The school must ensure that all teachers and students:

- a. Understand what constitutes academic honesty
- b. Understand what constitutes malpractice
- c. Receive guidance on the skills of academic writing and acknowledging sources
- d. Know the consequences of being found guilty of malpractice.

#### **ii. The Teacher**

- a. Provide each student with a copy of the Academic Honesty Policy.
- b. Teach proper methods to cite other's work and inform students of the various ways academic misconduct can occur.
- c. Inform students of the procedures to take place in the event academic misconduct is suspected.
- d. Provide opportunities for students to learn how to use the work of others in an appropriate way.

#### **iii. The Student**

- a. To read and understand the Academic Honesty Policy.
- b. To produce authentic work and to appropriately cite when other's work have been used in support of their own.
- c. To seek the assistance of their teacher in cases when uncertain about academic honesty.

**iv. The Parent**

- a. To read and understand the Academic Honesty Policy.
- b. Monitor the progress of coursework or homework that their child may be completing.
- c. Understand and support the consequences that may follow because of academic misconduct.

**TEACHING ACADEMIC HONESTY**

**Academics Honesty Seminar**

At the beginning of the year, the IB department is to provide a seminar to all students regarding academic honesty. The seminar will take place in the form of skits that teach students the various situations in which academic honesty may be compromised, the appropriate way to handle the situation, and consequences for academic misconduct. The academic honesty policy will be distributed to students at this seminar.

**Teaching Referencing**

Throughout the year, the IB English department will ensure that students are proficient in the various methods and techniques of citation.

**ACADEMIC MISCONDUCT**

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

It generally falls into three categories:

1. Plagiarism
2. Collusion
3. Duplication of Work
4. General Misconduct

## EXAMPLES OF ACADEMIC MISCONDUCT

### Plagiarism

#### *Adapted from Georgetown University's Honor Council*

One of the most common types of academic misconduct is plagiarism. Plagiarism occurs when another person's ideas are taken to be one's own. This can be done deliberately or accidentally. Below are some examples:

#### Word-for-word plagiarism

##### Example 1

This book has been written against a background of both reckless optimism and reckless despair. It holds that Progress and Doom are two sides of the same medal; that both are articles of superstition, not of faith. Interestingly enough, Arendt avoids much of the debates found in some of the less philosophical literature about totalitarianism.

#### THE ORIGINAL PASSAGE

**This book has been written against a background of both reckless optimism and reckless despair. It holds that Progress and Doom are two sides of the same medal; that both are articles of superstition, not of faith.** It was written out of the conviction that it should be possible to discover the hidden mechanics by which all traditional elements of our political and spiritual world were dissolved into a conglomeration where everything seems to have lost specific value, and has become unrecognizable for human comprehension, unusable for human purpose. Hannah Arendt, *The Origins of Totalitarianism* (New York: Harcourt Brace Jovanovich, Inc., 1973 ed.), p.vii, Preface to the First Edition.

When material is taken directly from a source (book, website, journal, etc.), the writer must provide some type of citation to give credit to the author.

#### Footnote without Quotation Marks

##### Example 1

This book has been written against a background of both reckless optimism and reckless despair. It holds that Progress and Doom are two sides of the same medal; that both are articles of superstition, not of faith.<sup>1</sup> Interestingly enough, Arendt avoids much of the debates found in some of the less philosophical literature about totalitarianism.

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When material is quoted word for word, there must not only be a footnote, but also quotation marks (or be indented) to indicate what exactly has been borrowed from the author. A correct method can be seen below:

As Hannah Arendt explains, her book was “written against a backdrop of both reckless optimism and reckless despair.”<sup>1</sup> The book “holds that Progress and Doom are two sides of the same medal . . .”<sup>2</sup>

### Paraphrasing

Hannah Arendt’s book, *The Origins of Totalitarianism*, was written in the light of both excessive hope and excessive pessimism. Her thesis is that both Advancement and Ruin are merely different sides of the same coin. Her book was produced out of a belief that one can understand the method in which the more conventional aspects of politics and philosophy were mixed together so that they lose their distinctiveness and become worthless for human uses.

In the above case, the author’s exact words are author’s ideas. Thus, a footnote must be used.

#### THE ORIGINAL PASSAGE

**This book has been written against a background of both reckless optimism and reckless despair. It holds that Progress and Doom are two sides of the same medal; that both are articles of superstition, not of faith. It was written out of the conviction that it should be possible to discover the hidden mechanics by which all traditional elements of our political and spiritual world were dissolved into a conglomeration where everything seems to have lost specific value, and has become unrecognizable for human comprehension, unusable for human purpose.** Hannah Arendt, *The Origins of Totalitarianism* (New York: Harcourt Brace Jovanovich, Inc., 1973 ed.), p.vii, Preface to the First Edition.

### The Mosaic (mixing the author’s original phrases in one’s work)

The first edition of *The Origins of Totalitarianism* was written in 1950. Soon after the Second World War, this was a time of both **reckless optimism and reckless despair**. During this time, Dr. Arendt argues, **the traditional elements of the political and spiritual world were dissolved into a conglomeration where everything seems to have lost specific value**. In particular, the separation between the State and Society seems to have been destroyed. In this book, she seeks to disclose the **hidden mechanics** by which this transformation occurred.

#### THE ORIGINAL PASSAGE

This book has been written against a background of both **reckless optimism and reckless despair**. It holds that Progress and Doom are two sides of the same medal; that both are articles of superstition, not of faith. It was written out of the conviction that it should be possible to discover the **hidden mechanics** by which all **traditional elements of our political and spiritual world were dissolved into a conglomeration where everything seems to have lost specific value**, and has become unrecognizable for human comprehension, unusable for human purpose. Hannah Arendt, *The Origins of Totalitarianism* (New York: Harcourt Brace Jovanovich, Inc., 1973 ed.), p.vii, Preface to the First Edition.

Several of the author’s key phrases are mixed in the student’s words. Thus the author should be given credit by means of a footnote.

## **Collusion**

Collusion is defined as supporting the academic misconduct of another student. Examples include:

1. Letting your friend at another school use one of your IB assessments as their own.
2. Emailing your lab report to another student so they can use your ideas, data, etc.
3. Sending a photograph of the test you wrote in 1<sup>st</sup> period to students that will write it in 5<sup>th</sup> period.

## **Duplication of Work**

Duplication of work occurs when you submit the same piece of work for different assessment components. Examples include:

1. Submitting your Internal Assessment (IA) for your Extended Essay (EE).
2. Using your Group IV Project for your science IA.
3. Submitting your practice Written Task for the actual English Written Task.

## **General Misconduct**

General Misconduct covers other areas of academic malpractice. For example:

1. Falsifying your CAS records.
2. Cheating during an examination.
3. Disruptive behavior during an examination.

## Scenarios

Below are various examples of questionable situations and the correct course of action. You can use these to test yourself and guide you throughout your time in the IB program.

*These scenarios have been taken from IB's resource: Academic honesty in the IB educational context*

Diploma Programme		
<b>Approaches to teaching and learning</b>	Self-management, social, communication, thinking and research skills	
<b>Activity</b>	Culminating project	Group work
<b>DP assessment task</b>	English A Extended essay	Psychology Internal assessment
<b>Scenario</b>	<p>A DP student is writing his English A extended essay. He has a scheduled meeting with his supervisor on Monday, where he is meant to submit a draft. Having missed his last meeting because he was off school ill, he is behind schedule and submits a draft consisting mainly of quotes hastily chosen from internet sites.</p> <p>The supervisor reminds the DP student of the importance of formulating his own ideas on the topic and a plan for the essay before consulting other sources. Without this preparation, the extended essay risks being simply a collection of other people's ideas on the topic, which increases the temptation for the student to pass off others' ideas as his own.</p>	<p>A DP student has been working in a group on her psychology internal assessment. A domineering member of the group is putting pressure on the student to write the reports of the experimental study for everyone in the group. The student being pressurized understands this is inappropriate but wants to be popular with the group.</p> <p>The teacher notices the group is being dominated by one member and has a quiet talk with the student, reminding her that, although the data collection was done as a group, each member must write up an individual report. The teacher offers support in communicating this message back to the group.</p>

Diploma Programme		
Approaches to teaching and learning	Self-management, social, communication, thinking and research skills	
Activity	Oral presentation	Creative work
DP assessment task	TOK presentation	Visual arts Studio work
Scenario	<p>A DP student is planning his TOK presentation. In researching the presentation he uses a variety of sources, including books, websites and newspaper articles. He is not sure how to reference these sources in an oral presentation, or even if he needs to do so since it is not a written task. He asks his teacher for advice.</p> <p>The teacher advises the student that it is just as crucial to acknowledge sources in an oral presentation as it is in any other piece of work. The teacher suggests several ways in which the student may wish to do this, including verbal or written acknowledgments throughout the presentation, or with a bibliography on the last slide of the PowerPoint®.</p>	<p>A visual arts student is trying to work out if it is acceptable to do a variation on a famous painting as one of her pieces. She is not sure if that would be considered “copying”. She asks her visual arts teacher for advice.</p> <p>The teacher advises the student that this is acceptable, as it is common practice for artists to be inspired by, or to adapt, other artists’ ideas. However, the teacher emphasizes that she must explicitly acknowledge the original painting. The teacher suggests titling the piece, “After ...”, so that it is very clearly attributed.</p>



## PROCEDURES REGARDING ACADEMIC MISCONDUCT

### Reporting, Recording, and Monitoring Academic Misconduct

Each IB teacher has an electronic file folder for his or her course. This folder contains a section for incidents of academic misconduct. When they occur, the teacher is to fill out a brief report on the incident and the appropriate action to be taken. It should then be uploaded to class' electronic folder. An email is then sent to the IB and Assistant IB Coordinator to inform them of the submission. This electronic folder will remain active throughout the duration of the course and will be the central place for repositing all incidents of academic misconduct. It is to be examined periodically by the IB or Assistant IB Coordinator to highlight trends or problem students.

### The Rights of the Student

1. All students are assumed innocent until proven otherwise by a preponderance of the evidence.
2. The student has the right to have a peer, teacher or parent present in any discussion for any offence greater than Level 1.
3. The student has the right to seek an appeal from the school principal for any decision made by the tribunal.

### Table of Consequences for Academic Misconduct

	<b>Offence</b>	<b>Procedure</b>	<b>Consequence</b>
<b>Level 1</b>	<ul style="list-style-type: none"><li>• Copying homework</li><li>• Looking at someone else's homework</li><li>• Allowing another student to look at homework</li><li>• Not properly quoting information</li><li>• Not citing sources of information/research</li><li>• Working as a group on assignments that should be completed individually</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Teacher conducts investigation and determines the consequence, if any.</li><li>• Teacher uploads an electronic comment.</li><li>• Teacher informs IB and Assistant IB Coordinator by way of email</li></ul>	A verbal warning and / or an opportunity for rewrite, with a maximum mark of 80%.
<b>Level 2</b>	<ul style="list-style-type: none"><li>• Continual repetition of level 1 offences in the same academic year.</li><li>• Submitting work completed by somebody else.</li></ul>	<ul style="list-style-type: none"><li>• Teacher conducts investigation and determines the consequence.</li></ul>	A student will be given a zero for the assignment or test in question and parents will be notified.

	<ul style="list-style-type: none"> <li>Using unauthorized aids on a test.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uploads an electronic comment.</li> <li>Teacher informs IB and Assistant IB Coordinator by way of email</li> </ul>	
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Systematic academic misconduct on tests in multiple classes.</li> <li>Taking notes into an end-of-year exam.</li> <li>Plagiarizing on an assignment to be submitted to the IB.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher informs IB and Assistant IB Coordinator by way of email.</li> <li>IB or Assistant IB Coordinator is to form a tribunal consisting of the IB or Assistant IB Coordinator, the student's teacher(s) and parents.</li> <li>Teacher uploads an electronic comment outlining the incident and result of tribunal.</li> </ul>	The exact penalty of such an action will be determine by a tribunal, with consequences ranging from a rewrite and diminished ACA grade to an IB grade of "F" and a zero for the ACA grade.
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Cheating on an IB exam</li> <li>Stealing examination papers, set in school or IB papers</li> <li>Altering grades on the school system</li> </ul>	<ul style="list-style-type: none"> <li>Teacher informs IB and Assistant IB Coordinator by way of email.</li> <li>IB or Assistant IB Coordinator is to form a tribunal consisting of the IB or Assistant IB Coordinator, the student's teacher(s) and parents.</li> <li>Teacher uploads an electronic comment outlining the incident and result of tribunal.</li> </ul>	In the case of IB exams, the IBO will be informed, and in all cases, the student will receive a zero with the possibility of suspension.

## **ACADEMIC HONESTY POLICY REVIEW**

This policy shall be reviewed yearly by a committee comprising the IB and Assistant IB Coordinator in addition to various members of the school community.

## Works Cited

1. Academic honesty in the IB educational context. (2014, August). Retrieved March, 2019, from <http://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>
2. IB School Leadership. (n.d.). Retrieved from <https://www.thinkib.net/leadership/page/21458/academic-honesty-policy>
3. Ten Examples of Plagiarism. (n.d.). Retrieved from <https://honorcouncil.georgetown.edu/system/what-is-plagiarism/x>