# The Magellan International School

## Title of Policy:

**Academic Honesty**

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<td>Deborah Dudney</td>
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[The Magellan International School logo]

[World School IB logo]

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Academic Honesty Policy

“International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions and we need to help students navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected? This is essentially what academic honesty is: making knowledge, understanding and thinking transparent.”

Academic Honesty in an IB Educational Context, 2014, P.1

Aims of the MIS academic honesty policy

1. To guide students in acknowledging, through citations and referencing, the intellectual property of others.
2. To develop understanding that we must not take credit for the work which is done by others.
3. To ensure that students do not gain an unfair advantage by being academically dishonest.
4. To demonstrate our understanding of the learner profile attributes of being principled, balanced and inquirers.

Academic Honesty – PYP

The Learner Profile and the attitudes are the basis for the development of academic integrity in our students.

- Students take responsibility for their own work.
- Students work individually unless otherwise instructed.
- Students recognize the difference between individual work and group work.
- Students give credit to other people working in the group.
- Students do not copy other people’s work.
- Students reference sources according to agreed-upon (age-appropriate) bibliographic formats for each grade.
- Students use information technology and library resources responsibly.
Academic dishonesty - PYP

Academic dishonesty may be defined as passing off other people’s work or ideas as one’s own, this requires constant correction and advice from the teacher. There is no academic consequence until 4th grade and then in 5th Grade where students will sign a contract at the beginning of the year for their PYP final exhibition.

Consequences for deliberate plagiarism in 5th grade

a. First incident
   • Students have the opportunity to correct the error
   • The teacher will lead a reflection session with the student
   • IB coordinator will be informed
   • Parents will be informed

b. Second incident
   • No opportunity to correct error
   • IB coordinator to be informed and lead a reflection session
   • Parents to be invited into school
   • Student signs a formal letter of commitment about future conduct.

c. Third incident
   • Suspension from school for a time to be decided by the head of school

Consequences for Collusion/Misconduct during assessments

a. First incident
   • A reflection of behavior to be completed, guided by the teacher
   • Parents will be informed
   • IB coordinator will be informed

b. Second incident
   • A reflection on behavior to be completed, guided by the IB Coordinator
   • Parents will be invited into school
   • Student will sign a letter of commitment about future conduct

c. Third incident
   • Suspension from school for a time to be decided by the head of school
Academic Honesty in MYP

The MYP strives to create principled, balanced learners per the IB Learner Profile through a focus on intercultural awareness, communication, and holistic learning. Due to these areas of focus in the MYP, students will often be working in collaboration with their peers and using sources from experts all over the world to develop their understanding of statement of inquiry. Therefore, we expect students to meet the following expectations:

• Students take responsibility for their own work.

• Students work individually unless otherwise instructed.

• Students recognize the difference between individual work and group work.

• Students give credit to other people working in the group.

• Students do not copy other people’s work.

• Students reference sources according to agreed-upon (age-appropriate) bibliographic formats for each grade.

• Students use information technology and library resources responsibly.

• Students are expected to work together, to recognize and encourage contributions of others in the group.

• Students are expected to know that the purpose of an assessment, summative or formative, is to show what they know, understand, and can do and must provide their own work.

• Each group member takes responsibility for his or her roles/tasks and ensures that the other members of the group understand the task and their responsibilities.

• When a product is required from a group, the product should reflect each member’s contribution.

• Each student’s work should be explicitly acknowledged.

• Each student is capable of reflecting on his or her participation and the participation of the other members of the group.

• Students are able to reflect on the group’s processing and communication.

• Students will always appropriately give credit to any outside research used to inform their product.

The school will use the APA convention for citing and bibliography.

(https://www.library.cornell.edu/research/citation/apa)
Academic dishonesty

Academic dishonesty may be defined as passing off other people’s work or ideas as one’s own. It includes many behaviors including plagiarism, collusion and misconduct during assessment tasks.

Inadvertent plagiarism – this requires constant correction and advice from the teacher. There is no academic consequence.

All essays and projects will be submitted through a plagiarism checker in Middle School.

Consequences for deliberate plagiarism

a. First incident
   • The work will not receive a grade.
   • The IB coordinator to be informed and give the student a guidance session on what academic honesty is and how it can be put into practice.
   • Students will be given a different task that covers the same assessment criteria.
   • Parents to be informed.

b. Second incident
   • The work will not receive a grade.
   • The IB coordinator will be informed.
   • Parents will be invited into school
   • Student signs a formal letter of commitment about future conduct.

c. Third incident
   • Suspension from school for a time to be decided by the head of school.

Consequences for collusion/misconduct

a. First incident.
   • The work will not receive a grade.
   • The IB coordinator will be informed and lead a reflection session.
   • Parents informed

b. Second incident.
   • The work will not receive a grade
   • The IB coordinator will be informed and lead a second reflection session.
   • The parents will be invited into school
   • Student to sign a letter of commitment about future conduct

c. Third incident
   • Suspension from school for a time to be decided by the head of school
Interventions

The school offers the following guidance:

Beginning of the school year: the MYP coordinator leads a workshop that defines academic honesty and dishonesty. Students read the academic honesty policy and sign that they have understood it.

Throughout the year: subject teachers liaise with the librarian to re-iterate citing and bibliography expectations every time research is undertaken. Grades are given for this in the appropriate objective assessment strand.

This academic honesty policy will be reviewed in line with the policy review cycle outlined on the front page.

Bibliography

*From Principles Into Practice* IB 2014

*Academic Honesty in an IB Educational Context,* 2014

*Effective citing and referencing IB,* 2014

*Academic Honesty Policy.* Minnesota International Middle School. www.mninternationalsschool.org, Retrieved 5th November 2014

Appendix – Examples of APA citations

APA Reference List or Bibliography

• Order: Entries should be arranged in alphabetical order by authors’ last names.
• Authors: If more than one author write out the last name and initials of them all, in alphabetical order.
• Titles: Capitalize only the first word of the title or subtitle, and any proper names that are part of the title.
• Pagination: Use the abbreviation p. for pages of any source.
• Italics: Use italics for the titles of books and journals
• You must include the publisher, year and place of publication.

Books

Examples:

One author:


Two authors:


No authors:


Web sites

Include the url (internet address), author, title and date published when available. In include the date you visited the site if there is no publication date.

Example:

Audio - Visual Sources (eg Movies, TV documentaries)

Cite name and functions of primary contributors (eg director, producer) date, title, medium (in brackets), location, name of distributor.

Examples:

Gilbert, B (Producer), & Higgins, C (Director) (1980) *Nine To Five* (Motion Picture)
United States: Twentieth Century Fox


2. In text citations

If you take information directly from a source without changing it you must use quotation marks, and give the title, author and date of text in the paragraph.

Example:

“Quoted words”

from theory on bounded rationality (Simon, 1945)

If you summarize or paraphrase an author’s work you must also cite it.

Example

As argued (or stated, or described) in Cumberland (1977, P. 226)...........