

Frazier International Magnet School
Chicago Public Schools
Middle Years Programme
International Baccalaureate
(Candidate School)



Academic Honesty Policy
2017-2018

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I. The Rationale

As an IB school our goal is to produce independent life-long **PRINCIPLED** learners who have internalized and therefore embody the attributes of the learner profile. It is our hope that the students of Frazier International will always be curious, willing to learn and eager to share their knowledge with others. It is also our hope that the students of Frazier International will always take responsibility for their actions and in doing so that they will evolve into skilled thinkers and effective communicators who uphold the standards of our academic honesty.

The purpose of our academic honest policy is to make sure that all students adhere to a high level of integrity and discipline when it relates to the authorship of documents, reports, and projects as students of our middle years program. It is our hope that by creating a cohesive document in collaboration with teachers and administration that we will produce a policy that is clear, fair, and embraceable by all. It is also our hope that this document will serve as a guide for how to honor intellectual integrity as a learner within the community of learners referred to as our middle years programme and beyond.

II. Definitions of Misconduct

As a member of an International Baccalaureate school it is our hope that all will value the principle of integrity, honesty, and display a sincere willingness to respect the intellectual property of others, just as we expect the students of Frazier International Magnet School to respect the physical property of our learning environment and the personal property of others. We also realize that the ideals that form the basis of academic honesty, in some cases, must be explicitly addressed and reflected upon in order that all will fully understand its contents. With that in mind, we also understand that it is only fair that a policy that upholds the merits of academic honesty defines those acts or actions that would violate the principles of such a document. It is our hope that we will achieve this goal with the words that follow.

Malpractice

IB defines malpractice as behavior that results in, or may result in, the student or another student gaining an unfair advantage in one or more assessment components. In keeping with the IB Organization definition of intellectual malpractice we see **the following as examples of misconduct that fall under the broader heading of malpractice: plagiarism and collusion.**

Plagiarism

The ideas of others are reflected upon, analyzed, evaluated, synthesized and shared. We believe that it is the study of the ideas of others that help to develop the ability to bring to the surface the potential of great ideas that lie within each of us. In no way do we want to stifle the exploration of the ideas of others whether those ideas appear in the form of a song, a poem, a speech, a novel, a commentary, or perhaps a video. However, what we do want to encourage an understanding that Individuals own their ideas.

Therefore, we see plagiarism as a form of malpractice that should be admonished but, more importantly, understood in depth. The IBO defines plagiarism as “the presenting of idea or work of another person as one’s own.” We see this statement as a platform for educating our students on differences between interpreting and copying, between synthesizing and taking on the words or thoughts as your own.

Examples of plagiarism includes but is not limited to:

- The intentional or unintentional failure to cite book references when used as a resource
- The intentional or unintentional failure to cite website references when used as a resource
- The intentional attempt to submit the work (be it art work, homework, projects, classwork) of others in whole or in part as your own
- Submitting data such as lab results that was not derived from one’s own effort but the efforts as others as your own
- Using sentences or paragraphs in whole or in part and failing to credit such text to the author and owner of that intellectual property

Collusion

The idea of collaborative learning is an ideal that is embraced and encouraged and stands as one of the pinnacles of philosophy and practices of the International Baccalaureate Organization and its world schools. At Frazier International we also embrace this structure. As an IB school we value the collaborative work across the MYP curriculum. *** As we define collaboration as the mutually agreed upon sharing of ideas and the sharing of tasks among a group of students for a common purpose; we recognize that with legitimate collaboration there is an interdependence between peers that result in a level of understanding and mastery that in some cases cannot be achieved when working in isolation. Because of this, we hold collaboration in high regards.

While we understand that with legitimate collaboration it there is an interdependence between partners focused on a singular task. It is also understood that all members of a group contribute their ideas towards an agreed upon problem or task in equal and agreed upon ways. In addition, in an effective collaborative engagement all members receive credit for their contribution through an agreed upon acknowledgement format. That format may include the simple writing of all group members’ names on a sheet of paper or a verbal acknowledgment that individuals other than yourself took in the creation of the final product at hand. **However, when collaboration violates the above mentioned, academic honesty is questionable.** IB defines collusion as an intentional or willing attempt to falsely allow others to receive credit for ideas or completion of a task that you have created or performed.

In accordance, we deem it a violation of our academic policy if:

- A student allows someone to submit a homework assignment that you completed in whole or in part as their own
- A student allows someone to submit a class assignment that you completed in whole or in part as their own

Subject-specific Examples of Misconduct

Examples of academic honesty across the subjects of MYP include but are not excluded to:

In Art

- Tracing or not producing original work
- Having another student complete assignment
- Taking credit for someone's else work
- Coping from another student, author, artist, or book

In Language Acquisition

- Using a computer translator to complete homework assignments
- Submitting someone else's work as your own

In Design

- Receiving credit for an original design that has already patented and copyrighted
- Submitting a design that was produced by another student
- Inappropriate use of technology by visiting authorized sites, using technology to defame, insult, or in any display behavior that does not reflect the characteristics of principled learner.

In Language and Literature

- Using resources (such as a dictionary or thesaurus) on a class assignment or assessment that are not allowed
- A failure to cite sources for text that has been copied from a book, website, or other form of text

In Individuals and Societies

- Copying sentences or paragraphs from a hardcopy or electronic text and using and presenting as one's own
- A failure to cite sources for text that has been copied from a book, website, or other form of text

In Science

- Creating data that was manufactured rather than authentically gathered
- A failure to cite sources for text that has been copied from a book, website, or other form of text

In Mathematics

- Seeking an unfair advantage through the inappropriate use of a calculator on an summative or formative assessment
- Inappropriate use of calculator includes using such a device when explicitly told not to do so
- A failure to cite sources for text that has been copied from a book, website, or other form of text

In Physical Health and Education

- Submitting the written report of a classmate as your own
- Allowing a classwork to submit your work as their own
- Cheating in the form of colluding with classmates to lower the standards for physical activity (i.e., saying that a partner completed 25 sit ups when he or she only completed 10 repetitions)

III. Roles and Responsibilities

Student Responsibility

We believe our students should:

- ❖ Be independent learners who are knowledgeable and principled
- ❖ Only submit original work
- ❖ Be life-long learners who are always willing to help others through mutually beneficial collaborative efforts
- ❖ Be open-minded and willing to learn from others but yet careful to give credit to others when we honor their talents and gifts by properly citing their ideas, creations, and words.
- ❖ Familiarize themselves with the academic honesty policy revisit its contents on an annual basis
- ❖ Demonstrate the qualities of a balanced learner who manages his or her time wisely
- ❖ Ask teachers for clarification about citing sources appropriately when in doubt

Teacher Responsibility

Each member of the MYP team will:

- ❖ Make sure that he or she is well-versed in the contents of the policy and committed to making sure that its contents are followed to the highest degree.
- ❖ Model and provide examples of proper citations
- ❖ Make sure that the academic honesty policy is revisited regularly
- ❖ Make sure that the ideals of being principled are reflected upon across the eight subject areas
- ❖ Make sure that the agreed upon policy is enforced consistently across the eight MYP subject areas.
- ❖ Inform students on an ongoing basis about its contents and application within the subject groups.
- ❖ Share the academic honesty policy with parents

Responsibility of Administrative Team

It is the duty of the administrative team to:

- ❖ Make sure that in cases where the policies of the academic honesty policy are violated, penalties are enforced.
- ❖ Be consistent and fair in making sure that all violations of the policy are addressed objectively.
- ❖ Ensure that parents have access to the academic policy
- ❖ Monitor the placement of academic honesty policy reminders throughout the building
- ❖ Ensure that policy is reviewed and revised on an annual basis

IV. Citing Sources

All teachers in the MYP will share in educating students on how to properly cite the intellectual property of others. The school librarian will also serve as additional support for students on seeking out reliable sources and subsequently incorporating proper citations in conjunction with the creation of work cited pages. Using the APA style as our standard, we will use the following forms to cite and acknowledge original authorship. Here are some examples:

How to cite the author of a book on work cited page:

Last name, first name, middle initial (Year published) Title. City, state: publisher

Example: Son, J. (2003) Finding my hat. New York, NY: Orchard Books.

How to cite a newspaper article retrieved from a website on a work cited page:

Authors last name, Authors first and middle initial. (Year Published, Month and day published). Title of newspaper article. Publication name. URL

Example: Williams, M.K. (2015, June 3). Are you ready for summer?. Chicago Sun-Times. . Retrieved from www.chicagosuntimes.com

How to cite the author of a book within the text:

Author (year)

Example: According to Williams (2014) the earthquake was the greatest natural disaster every recorded.

V. Disciplinary Action for Academic Dishonesty:

It is our hope that all will adhere to academic honesty. However, in those cases where academic honesty is violated consequences have been established. While we acknowledge that academic dishonesty may take on different forms, we believe that no form of dishonesty is less offensive than another. As a result, we will address all forms of malpractice in a similar way.

In the case of plagiarism:

First offense:

- No initial credit will be given for the assignment
- Resubmitted work will be accepted within three days of the detection of the violation (if not resubmitted the assignment will be given a zero)
- Partial credit for the assignment will be given if work is resubmitted within allotted time
- Parents will be notified of the offense
- Offense will be noted in Verify

Second offense:

- No initial credit will be given for the assignment.
- Students must submit a reflective essay on academic honesty
- Failure to submit a reflective essay will convert to a one day detention
- Parents conference will be requested by teacher
- Offense will be noted in Verify

Third offense:

- Administrative action will be recommended
- Administrative action may include an escalation to a misconduct
- A parent conference will be requested by administration

In the case of collusion:**First offense:**

- No credit will be given for assignment
- Student will have to complete a similar assignment within two days of the offense
- Student will receive a warning

Second offense:

- No credit will be given for the assignment
- Students must submit a reflective essay on the difference between collaboration and collusion
- Failure to submit a reflective essay will convert to a two-day reflection
- Parents will be notified of the offence

Third offense:

- Grade of zero on assignment
- Work cannot be resubmitted
- One-day detention
- Parents will be notified of the offence
- A parent conference will be requested

Bibliography

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: APA.

American Psychological Association. (2005). *Concise rules of APA style*. Washington, DC: APA.