



Rockridge Secondary Academic Honesty Policy

It is our goal to guide our students to be principled - so that they “act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of people everywhere. They take responsibility for their own actions and their consequences.”¹ Learning how to demonstrate academic honesty is one way to facilitate this goal. This academic honesty policy outlines our approach.

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¹ International Baccalaureate. Learner Profile. “Principled.” <http://bit.ly/IBOlearnerprofile>.

Philosophy of Academic Honesty

We believe that, especially as information and original works are increasingly readily available for download and reuse, our students must be confident in using others' works and ideas in a way which credits and honours the intellectual property of others. Academic honesty will ensure collaborative work is carried out with the academic respect it deserves. The practices of academic honesty are not intuitive and can be quite technical. Therefore, we have a responsibility to guide our students in learning these skills and practices.

Defining the terms²

- **Academic honesty / academic integrity:** the production of authentic, original pieces of work.
- **Academic misconduct:** Academic misconduct includes, but is not limited to, cheating of any sort, assisting someone else to cheat, plagiarising, handing in another student's work as your own, copying and/or allowing someone to copy work for evaluation, and handing in material downloaded from the Internet.
- **Authentic Authorship:** the author named in the submitted assessment task is the creator of the work.
- **Plagiarism:** the representation of the ideas or work of another person as your own.¹ This can include words, ideas and pictures. Sources used either for direct quotation or for paraphrasing must be fully acknowledged. Regardless of whether or not plagiarism is intentional, it still constitutes malpractice.
- **Collusion:** allowing one's work to be copied or submitted for assessment by another.¹ This could involve letting another student copy your work or providing them with material to submit for assessment. This is in contrast to **collaboration**, where students work cooperatively and share information with the consent of their teacher.
- **Duplication of work:** the presentation of the same work for different assessment components and/or requirements.
- **Intellectual Property (IP):** refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce. Under copyright law, authors, artists and other creators hold the exclusive right to use or authorize others to use the works on agreed terms.
- **Legitimate Collaboration:** approved collaboration by two or more students in the production and submission of assessment tasks, with the goal of optimizing learning outcomes
- **Self Plagiarism:** Submitting an assignment that is the same as or substantially similar to one's own previously submitted work(s) without authorization of the teacher.
- **Other examples of malpractice:** any other behaviour that gains an unfair advantage for a student or that affects the results of another student (for example, taking unauthorized material into an examination room, misconduct during an examination).

² MYP: From Principles into Practice (2015). page 38. Accessed on December 15, 2017:
<https://2014edl664.files.wordpress.com/2014/10/myp-principles-into-practice-assessment.pdf>

Roles and Responsibilities

1. **Admin** – The school administration will document incidents of misconduct, communicating to other staff as necessary and becoming involved with supporting students as necessary.
2. **Librarian** – Teacher librarians will facilitate teachers around the framework for academic honesty which relies heavily on skills necessary for information literacy (see Framework for Academic Honesty below). All supporting documents will be put on the library website for the ease and use of the school community.
3. **Teachers** – When appropriate, teachers will teach students the importance of academic honesty and remind students of the school policy. When appropriate, in conjunction with the librarian(s), teachers will teach students how to take notes, create outlines, save drafts, keep track of citations and create their own work – (see the Framework for Academic Honesty below). Teachers recognize that “special care might be needed for learners joining the MYP from other educational settings where expectations might differ.”³ Teachers will also offer task-specific clarification of assessment requirements when necessary.⁴
4. **Students** – Students will write original work, ask questions when they aren’t sure how to create original work, and cite sources correctly. For any research-based product, regardless of format, students “must include a Works Consulted/Works Cited piece for visual, multimedia, audio, digital, and text documentation ... The issue is not the product; rather, the issue is appropriate documentation for all forms of media.”⁵
5. **Parents** – will be advised to read the policy and support their children at home by monitoring their homework, assignments and computer use. Parents will be made aware (via the school website and parent bulletins when appropriate) of the consequences and will support the school’s Academic Honesty Policy.

The Learner Profile and Academic Honesty

Academic Honesty is a core value of the Rockridge community as it is central to engaging in independent, creative thought and self-expression. Academic honesty is also a key component of Approaches to Learning and the IB Learner Profile. Rockridge endeavours to create a culture of honesty and integrity in our community, both academically and in how we develop as individuals.⁶ We strive to be:

- *Principled* – to act with integrity and honesty and take responsibility for our own actions
- *Inquirers* – to acquire the skills necessary to conduct inquiry and research and show independence in learning
- *Open-minded* – to seek and evaluate a range of points of view
- *Thinkers* – to exercise initiative in applying thinking skills critically and creatively
- *Communicators* – to understand and express ideas confidently and creatively

³ Carroll, J. (October, 2012) “Academic honest in the IB: an IB position paper.” 4.

⁴ Carroll, J. (October, 2012) “Academic honest in the IB: an IB position paper.” 5.

⁵ *Guiding Students from Cheating and Plagiarism to Honesty and Integrity*. J. Valenza and C.H. Rohrback. 125.

⁶ Adapted from Stratford Hall’s Academic Honesty Policy. 2012.

Resources to promote academic honesty

Framework for Achieving Academic Honesty

The framework was created by Rockridge teachers as facilitated by our Teacher Librarian. Within the time frame **suggested** below, students will have learned the following skills. The sequence for introducing skills which support achieving academic integrity is noted below under each grade level. It is expected that students will work toward mastery of these skills in the years following their introduction.

Grade 8 (Year 3) Outcomes

- Understand what constitutes plagiarism and how to avoid it
- Locate information using the library catalogue and selected database
- Practice effective note taking skills from print and digital sources
- Track sources manually in pre-formatted table
- Identify criteria to evaluate credibility and authority of electronic sources
- Use basic footnoting to track sources within notes and reports
- Read URLs to evaluate sources critically
- Identify perspectives in articles
- Find evidence to support a position

Grade 9 (Year 4) Outcomes

- Create a Noodletools Account, track text sources and create properly formatted bibliographies
- Identify what constitutes plagiarism and how to avoid it
- Introduce how to integrate quotations and paraphrased information into text
- Understand fair use of online images, cite and create credit lines for images
- Track text and images sources
- Introduction to in-text citations (MLA) and NoodleTools (<https://www.noodletools.com/>) features
- Locate relevant news articles through site-specific features
- Practice reading and note-taking skills
- Write an evidence-based paragraph using outside sources

Grade 10 (Year 5) Outcomes

- Use footnotes and in line citations
- Develop independent inquiry questions
- Select a variety of sources for an independent project
- Distinguish the difference between a bibliography and a Works Cited
- Create annotated bibliographies
- Locate primary, secondary, and tertiary sources in database searches
- Integrate quotations and paraphrased information into text
- Use a library pathfinder to determine the best resources required in an independent research project

Grade 11/12 Outcomes

- Include in-text citations within a speech
- Understand the process of peer review and how to locate scholarly journal articles
- Search copyright-friendly materials
- Use advanced Google searching techniques
- Discuss accuracy and reliability of Wikipedia articles
- How to cite statistics
- Continue to locate and utilize a variety of sources in databases

Suggested Use of Citations

Staff and students are provided with access and grade-appropriate training to [Noodle Tools](#), a web-based tool for note-taking, outlining, citation, document archiving/annotation, and collaborative research and writing. It promotes ethical research by teaching students to evaluate and analyse sources, to paraphrase, and to share working bibliographies and notes with teachers for feedback.

Create new citation

Where is it?

Database Website Print or in-hand Viewed/heard live File, app, e-book Other

What is it?

Blog	Reference Source	Conference Proceedings
Electronic Mailing List	Religious Work	Dissertation or Thesis
E-Mail	Report (Technical/Research)	Historical Work in an Archive
Microblog (Tweet, Status Update)	Reprinted Article	Letter or Memo
Newsgroup	Advertisement or Commercial	Review
Software	Audio Clip (Online)	Unpublished Paper or Data
Web Forum (Message Board)	Audio Podcast	Court Case
Web Page	Cartoon or Comic Strip	Government Publication
Wiki	Chart, Table, Infographic (Born Digital)	State Bill or Resolution
Conference Proceedings	Film or Video Recording	State Committee Hearing/Testimony
Journal	Map or Chart (Born Digital)	State Report or Document
Magazine	Map or Chart, Published or in an Archive	State Statute
Newsletter	Musical Score or Libretto	U.S. Bill or Resolution
Newspaper	Photo or Illustration	U.S. Committee Hearing/Testimony
Reprinted Article	Photo or Image (Born Digital)	U.S. Congressional Debate
Anthology/Collection	Radio Program	U.S. Constitution
Bible	Sound Recording (CD, Record, etc.)	U.S. Executive Order/Proclamation
Book	Television Program	U.S. Patent
Conference Proceedings	Video Clip (Online)	U.S. Report or Document
Pamphlet or Brochure	Video Podcast	U.S. Rule or Regulation
Press Release	Work of Visual Art	

Electronic/Online Nonperiodicals Unpublished
Periodicals Audio, Video, Images Legal and Government Sources

Additional Recommended Resources

- Information Now: A Graphic Guide to Student Research (Upson, Hall, and Cannon)
- Research Strategies: Finding Your Way Through the Information Fog (Badke)
- The Canadian Writer's Handbook (Oxford University Press)
- Guiding Students from Cheating and Plagiarism to Honesty and Integrity: Strategies for Change (Lathrop and Foss)
- Purdue Online Writing Lab (<https://owl.english.purdue.edu/owl/section/2/>)

Protocol for Academic Misconduct

The school may impose the following consequences for any incident of academic misconduct:

- The student may receive a mark of zero for the assignment or test in question and may receive an “N” (Novice) on the ATL rubric for Research or Self Management {grade 8-10} or an “N” (Needs Improvement) work habit for the term [grade 11-12].
- A telephone call or email will be made, or an interim report will be sent home, by the teacher explaining the circumstances of the academic misconduct.
- If enrolled in grade 12, the student may not be eligible for any school scholarships.

A letter may be sent home to the parents explaining the infraction and the consequences mentioned above. It should be understood that a second incident of academic misconduct could result in a suspension to the Office of the Superintendent. Furthermore, any reference letters requested by the student would likely need to include a comment regarding the academic misconduct.

If a student is not sure about an assignment, he/she should check with the teacher before submitting it for marking.

Academic Honesty Policy Alignment

Rockridge’s Academic Honesty philosophy and policy align with our values and policies as outlined below. In all of these policies and positions, the student is central.

... to our mission statement

Part of our mission statement is to nurture “responsible and creative global citizens.”⁷ Part of being responsible is understanding how to use information in respectful and honourable ways.

...to our Special Needs Policy

Our Academic Honesty Policy aligns with our Inclusion and Special Education Policy in that we teach students to use a variety of strategies and resources to best suit their learning needs. For instance, if students require more visual structure, they learn how to use note-taking graphic organizers for their research and learning. If students process better with oral note-taking, they are able to do so with technology or they will be offered the opportunity to use a scribe. The Academic Honesty Policy is essentially about the process of acquiring and processing information: as our Framework identifies various structures and scaffolds the skills necessary to maintain one’s academic honesty, the policy thoughtfully supports the requirements of those with special needs.

...to our Admissions Policy

Our Academic Honesty Policy aligns with our Admissions policy in our recognition that that we recognize the need to teach students about the practice of academic honesty. As our students come from international school systems which recognize different practices, we recognize that students may enter our school at various points in understanding of this practice.

⁷ Rockridge Agenda. (2018-2019) “Mission Statement.” 2.

...to our Language Policy

Our Academic Honesty Policy aligns with our Language Policy in that it supports learning the language of academic communities in the practice of crediting one another's ideas and words and creating original work.

...to our Assessment Policy

Our Academic Honesty Policy aligns with our Assessment policy because we recognize the importance of offering direct instruction on the practices of academic honesty. With direct instruction comes formative and summative assessments – and always clear and task specific criteria. We will work to blend our Framework for Academic Honesty into the IB Criterion to ensure our criteria are specific and helpful for learning as they can be.

Policy Review Protocol

The Rockridge Academic Honesty Policy is a working document. We will review the framework each year to ensure that the skills we have identified reflect an awareness of the impact of new technologies on information seeking, knowledge building, and creativity. Since the needs of our student population are not static, this policy will be reviewed and revised as needed each Fall through the Curriculum Coordinators in consultation with departments, students, and the parent community via the School Planning Council.

Communication of the Academic Honesty Policy

The Rockridge Academic Honesty Policy will be listed with the other school policies on our public website. An abridged version will be published in our student handbook/agenda.

All students review the Rockridge Academic Honesty Policy and receive information relevant to their grade level. Students are regularly reminded of the rules for proper conduct during tests and exams