

Australian International School



Academic Honesty Policy 2019-20

School's Mission Statement

AUSIS is committed to recognizing and developing the individual student, while providing opportunities to achieve a well-rounded education. To this end, AusIS aims:

- To ensure quality educational experiences.
- To foster creativity in individuals.
- To nurture the talents of each child.
- To provide an enriching co-curricular environment with a strong focus on sports in the middle and upper school.
- To encourage exposure to a variety of cultures.
- To create a continuous wealth of knowledge.
- To offer a caring learning environment.
- To support the development of sound social values.

IB's Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Our Vision

“Excellence in Education”

Our Motto

“Together We Achieve”

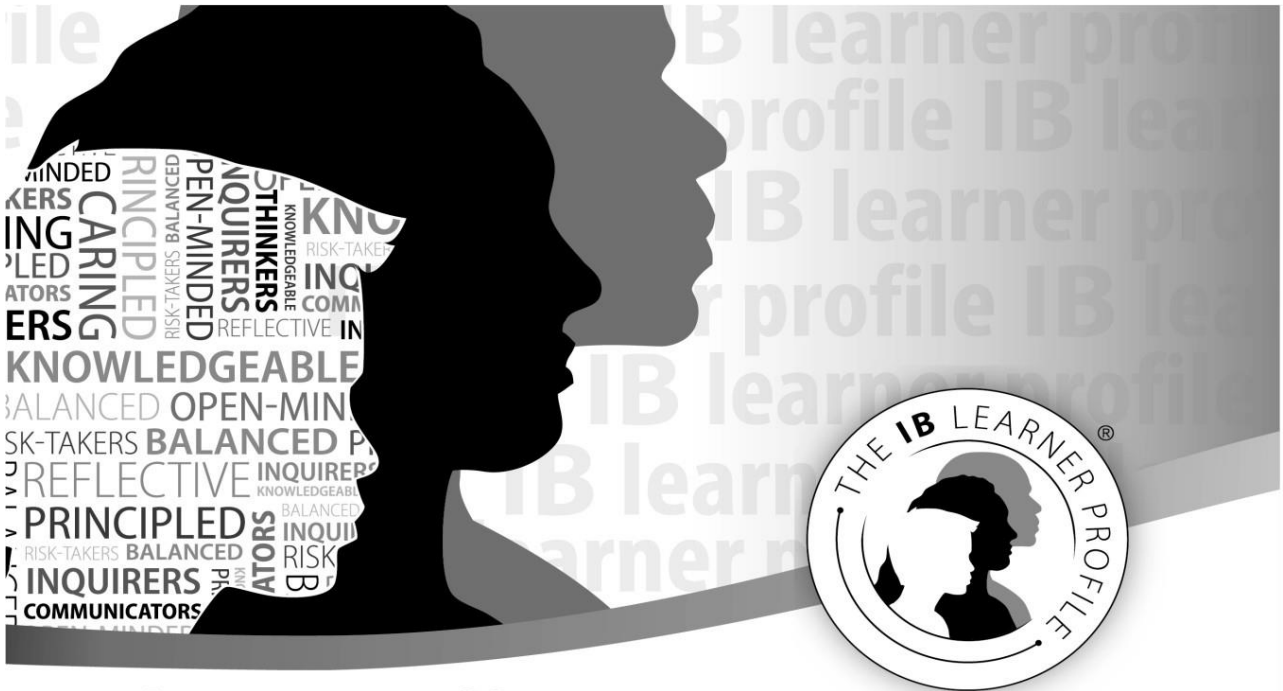
Academic Honesty Policy

Preface:

This policy is developed by a steering committee that includes members from the senior leadership team, the PYP, MYP, DP and WACE faculty. It is shared with the students and parents and their feedback will be taken into account to modify it. This policy is subject to review and we plan to include students and parents representatives in the review committee. The policy will be reviewed in August, 2021.

Academic Honesty Policy Steering Committee Members:

Abu Ferdous	IS Teacher-MYP & Business Management-DP
ASM Mustafa Kamal Khan	Principal
Ershad Serajee	WACE Coordinator
Farhana Mofiz	Assistant DP Coordinator
Indrani Das	Head of IS-MYP & ESS Teacher-DP
Jahanara Begum	Assistant PYP Coordinator
Md. Saifuddin Molla	MYP & DP Librarian
Michael Baroi	Vice Principal Academic
Nure Safa	Head of Science & Teacher-MYP
Ponny Chacko	DP Coordinator
Rijwana Ameen Chowdhury	MYP Coordinator
Taslima Khatoun	PYP Coordinator



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Introduction

Our teaching learning practice involves development of the 10 attributes i.e. inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective which make the IB learner profile. Especially the attribute principled means “We act with integrity and honesty, with a strong sense of fairness, and justice, and with the respect of dignity and rights of people everywhere. We take responsibility of our actions and their consequences”(*Academic honesty in the IB educational context* 2-5). Professional development for the teachers is organized so that they can model good practices for the students. The following terms and regulations are informed and discussed within the school community of teachers, students and parents to set clear expectations for academic honesty. Parents' sessions are also kept to go over different ways they can support their children back home.

Some Terms to Clarify the Scope and Standard for Academic Honesty

According to IB(*Academic Integrity* 3-4):

Definition of Academic Integrity:

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

Definition of Intellectual Property:

A work produced with creativity, intelligence which has exclusive right e.g. copyright, patent etc.

Definition of Legitimate Collaboration:

Collaboration is considered to be legitimate when teacher instructs or allows students to work cooperatively in pairs or groups in order to complete a task. Task specific clarification for summative/formative assessments or instruction paper for completing class work or homework/verbal instruction will explicitly permit collaboration.

Definition of Unacceptable Collusion:

Collusion means to submit someone else's work or idea as his/her own or allow someone else to copy his/her work.

Definition of School Maladministration:

The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

Definition of An Academic Infringement

The IB recognises that work submitted by candidates for assessment may contravene the standard academic practice of clearly acknowledging all ideas and words of other persons. In cases where this is not deemed by the Final Award Committee as a deliberate attempt by a candidate to gain an unfair advantage, this will be designated as an academic infringement and not malpractice. If the final award committee decides that an academic infringement has occurred, no marks will be awarded for the component or part(s) of the component. The candidate will still be eligible for a grade in the subject or diploma requirement concerned. The Principal and Vice Principal will be notified that this action has been taken. The case will not be recorded as malpractice.

Academic Misconduct as Defined by IBO:

When a student tries to gain an unfair advantage for a work which he/she hasn't produced or involves in activities which cause academic harm to some other student is considered as academic misconduct.

- a. plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- b. collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another
- c. duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements.

- d. misrepresentation: false reporting of results (as in scientific experimentation, surveys, etc.)
- e. misconduct during an IB on-screen examination/any other internal examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, communicating with another candidate)
- f. any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a community service record, disclosure of information to and receipt of information from candidates about the content of an onscreen examination within 24 hours after the examination via any form of communication/media). (*General Regulations: Middle Years Programme 12*).

Our Commitment to Uphold Academic Integrity/Honesty

As an IB world school, AusIS is committed to create a culture of academic integrity/honesty in collaboration with all the members of the school community-staff, students and parents.

Responsibilities of the Pedagogical/Senior Leadership Team

Our senior leadership team comprising of Principal, Vice Principal, Programme Coordinators and Subject Heads ensure that all the staff who are involved in the delivery of IB(PYP, MYP & DP) programmes, including teachers, teaching assistants(PYP), ATL and Service Coordinators(MYP), counsellors, librarians and laboratory assistants, receive adequate training on producing legitimate, authentic and honest scholarly work.

Programme Coordinators Develop the Culture of Academic Honesty

They:

- make the policy available on the school's website
- organize meetings with teachers, students and their parents or legal guardians to explain the academic integrity policy and respond to any questions that may arise
- ensure fair and consistent implementation of policies
- ensure compliance of IB regulations for conducting examinations and keeping IB materials confidential
- ensure the academic integrity policy is made available to the teachers, students and parents and legal guardians and they understand the expectations
- reports suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB
- supervise all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.
- ensure maintaining record of cases related to academic misconduct/infringement using candidate and/Coordinator and/invigilator and/staff and/teacher statement form(appendices A, B, C, D, E).

Teachers Support Students to Develop Knowledge and Skills for Maintaining Academic

Integrity/Honesty

They:

- make sure that students are able to locate the school's academic integrity and honesty policy

- put the topic into context and explains why plagiarism is a problem and the value of honest scholarly work
- explain that transgressions to the school's academic integrity policy will not be tolerated and explain the consequences
- use assessment tools such as tests, projects, assignments, essays, reports and quizzes as instruments to reinforce the topic of academic integrity
- plan a manageable workload so students can allocate time effectively to produce work according to IB's expectations
- consider incentives for tasks that meet the requirements in regards to referencing and not just penalties for failing to do this
- dedicate time to teach the method of referencing and bibliography using MLA 8(appendices G & H)
- give schedule to submit drafts of tasks where applicable
- share different forms of plagiarism through planned tasks
- inform and explain how the tasks will be cross-referenced with the internet for academic honesty
- devise a plan to check final pieces of assessment work of multiple students for collusion
- address academic misconduct of students in alignment with the school's policy and support IB's investigations with record
- address school maladministration and IB's investigations
- provide relevant and interesting tasks to students which will give opportunity to research, reference and learn as they complete the assignments
- become role models by giving others credit for their work every day in teaching

- teach ATL skills(research-information and media literacy)
- ensure the students understand the rules of taking written, oral, activity based and on-screen examinations

Ways Students can Avoid Committing Plagiarism

Students use a checklist to ensure academic honesty/integrity(appendix I)

- read and understand their school's academic integrity and honesty policy
- use research planners to document and keep track of content gathered from research
- all sources consulted should be noted which includes books, articles, magazines, photographs, CD-ROMs, internet sites, e-mails, graphs, any audio-visual material, and interviews
- include author, title, date of publication, and publisher
- put in-text citations and footnotes with page numbers where these exist in the original source
- sources should be acknowledged as they are being used
- do not leave referencing until the conclusion of writing because items are then easily overlooked
- plan timeline for completing tasks so that the quality of work isn't compromised as a result of lack of time
- ask for assistance from teachers, librarian or tutor when they are in doubt about referencing correctly

- cite sources by making clear which words, ideas, images and works are from others, including maps, charts, musical compositions, films, computer source codes and any other material
- give credit for copied, adapted, paraphrased and translated materials from others
- make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the MLA 8 referencing style
- report acts of student academic misconduct teachers and/or programme coordinators using academic misconduct/infringement forms(appendix A)
- report acts of school maladministration to teachers and/or programme coordinators using misconduct/infringement forms(appendix A)
- refrain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre- written essay banks or file sharing websites
- refrain from giving undue assistance to peers in the completion of their work
- act responsibly with the use of the internet and social media platforms
- do not carry unauthorized materials into the examination room
- follow invigilator's instructions during exams

Parents can Support their Children to Maintain Academic Honesty

Parents and legal guardians of IB students are expected to support their children in maintaining academic integrity as follows:

- understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children

- support their children’s understanding of IB policies, procedures and subject guidelines
- understand school internal policies and procedures that safeguard the authenticity of their children’s work
- support their children in planning a manageable workload so they can allocate time effectively
- understand what constitutes student academic misconduct and its consequences
- understand what constitutes school maladministration and its consequences
- report any potential cases of student misconduct or school maladministration to the school’s authority and/directorate and/or the IB
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- refrain from providing or receiving assistance in the completion of work to their children.

Primary Years Programme

In PYP, development of learner profile and the attitudes contribute to instill an understanding of academic integrity in our students. 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(*Academic honesty in the IB educational context 8-11*).

PYP students:

- know the difference between individual work and group work

- know that they have to give credit to other people in group work
- know how to work independently and responsibly
- understand that it is wrong to copy other's work
- use IT and library resources properly

Middle Years Programme and Diploma Programme

Procedures for dealing with academic dishonesty/infringement by the students

Students found involved in academic dishonesty in *coursework* or *examinations* will face the following consequences:

Cases related to coursework:

Consequences for plagiarism/collusion/infringement in classwork, homework and formative assessments:

First incident

- teacher informs the Programme Coordinator who then guides the students to understand the importance of academic honesty and on ways to put into practice
- student writes a reflection lead by the Programme Coordinator and/teacher
- students will be given a different task that covers the same assessment criteria
- parents will be informed

Second incident

- teacher informs the Programme Coordinator
- parents will be informed
- student signs a formal letter of commitment about future conduct
- student writes a 2nd reflection lead by the Programme Coordinator and/teacher

Third incident

- student may be suspended from school at the discretion of teacher, Programme Coordinator, Vice Principal and Principal

Cases Related to Examinations:

AusIS follows all instructions as detailed in “The conduct of IB Middle Years Programme on-screen examinations” and “The conduct of IB Diploma Programme examinations” (Diploma Programme Assessment procedures 2020).

During Internal Examination/Assessment(summative assessment,1st and 2nd semester examination):

When plagiarized content is found in internal assessments:

- work is marked as ‘F’(MYP)
- invigilator confiscate the item/resource along with the exam paper when a student is found in possession of unauthorized materials during examination; the exam paper is

returned to the student after 15 minutes to resume the assessment followed by an investigation and consequence as mentioned below

- if a student is found to assist peer(s) in any means during examinations, then exam paper will be taken away from both involved in academic dishonesty(one who was providing undue support and one who was copying) and returned after 15 mins followed by investigation and consequence as mentioned below
- invigilator/teacher informs the Programme Coordinator at the end of the examination who then carries out an investigation(appendix F-*Academic Integrity* 31) by taking statements from the invigilator/teacher, student and referring to any relevant document(appendices B, C, D & E)
- Programme coordinator asks the student to reflect on the misconduct in writing and orally
- written record gets filed in student's record
- depending upon the findings, the Programme Coordinator makes a suggestion of possible consequence to the Vice Principal and Principal. Finally the Principal decides on the outcome of the case which may result in suspension of the student or any other action which may seem fit under the circumstances
- parents are informed through e-mail and/meeting

During External Examination:

According to IB(*Academic honesty in the IB educational context 14-19; MYP Assessment Procedure 12-17; Diploma Assessment Procedure 23-29*) when plagiarized content is found

in external assessments e.g. DP- extended essay, or theory of knowledge essay, MYP-Personal Project(applicable after MYP authorization):

- AusIS doesn't submit work to IB or award a mark of zero; non-submission is considered for the task instead
- a resubmission is allowed if only applicable/permissible in terms of time and/instruction for the specific task and/subject by IB
- Programme Coordinator immediately informs IB at the identification of academic misconduct after work is submitted to IB
- Programme Coordinator informs IB about any breach of regulations(possession of unauthorized material/taking assistance from other students) within 24 hours of the examination; however the student in question will be allowed to continue with examination if it doesn't disrupt others taking the examination.
- the examination paper is submitted as usual to IB
- school supports IB with all relevant evidence if the candidate is suspected of academic misconduct; failure to do so from the school's end will result in no grade to be awarded to the student
- AusIS may withdraw student from the session during an investigation by IB on academic misconduct
- sub-committee comprising of IB staff, AusIS representatives, principal examiners, or any combination of these persons will review all the statements and evidences to decide whether to dismiss or penalize the student/candidate

- penalty may involve no grade being awarded(result of other assessments where no misconduct has taken place will be awarded) i.e. no certificate(if the assessment contributes to IB certificate) and/prohibiting the student from registration in future examination
- other than serious cases, a candidate may be permitted to register for examination after six months if the registration deadline is met
- in the case of an MYP Certificate Candidate(MYP students at AusIS will not sit for external examination as we are still a candidate school; we will send MYP 5-Year 10's Personal Project for external moderation after authorization and at the discretion of school management we plan to coordinate MYP optional e-assessment in the future), if the session in which the academic misconduct has been established is the candidate's third examination session towards achieving the award of the MYP Certificate, no further IB examination sessions will be permitted
- evidence of misconduct if established by IB Organization may subject to withdrawal
- of IB certificate after distribution
- parents are informed through e-mail and/meeting

Prevention of Academic Dishonesty

AusIS, in line with IB recommendations and practice, may submit random or selected pieces of work to external bodies for verification and evaluation of sources. Students should be able to submit electronic copies of any work to either the teacher or the relevant curriculum coordinator for such verification at any time. We recommend that students keep

all rough notes and drafts that they produce in preparing work for submission to teachers or examiners in order to be able to defend themselves against charges of malpractice.

Checking for Plagiarism

In MYP, the teachers make use of plagiarism checker for essays and projects. Personal Project of MYP Year 5 is checked using “turnitin.com”. In the Diploma Programme, turnitin.com is used as a useful tool for electronically collecting work that will be submitted to Diploma examiners. All Extended Essays and ToK Essays will be submitted this way, and subject teachers will tell students if they want any particular piece of work to be submitted through turnitin.com. We encourage students to use the draft submission facility prior to the deadline. This will identify all their quotations, with their sources.

Students Should be Aware that

- Examination boards regularly check the internet for academic material. The IB has taken legal action against those who use or distribute this material.
- AusIS maintains an account with turnitin.com, a service recommended by the IB, which permits a rapid and thorough check on the sources of all written work submitted by students.
- It is within the power of the school’s Director to disqualify/withdraw students who have been academically dishonest. This power will be exercised if there is good reason.
- The school’s university counsellor will verify the authenticity of all college/university essays and other college/university application documents. The university counsellor may

withdraw the school's support for any college/university applicant who has been academically dishonest.

- The school will allow any student accused of malpractice the opportunity to explain, to the examining board, his/her actions.
- The IB is a very demanding programme and students who are unable to behave properly often disrupt the work of others. Students who disturb classes or work spaces, and therefore fail to respect the right of others to learn, have no place in the programme. Students should remember that the IB regulations state that only students in 'good standing' with the school are allowed to sit for IB examinations.

At the start of the programme, students and their parents are required to sign a statement indicating that they have read and understood the AusIS Academic Honesty Policy.

Standard Style for Citation, Referencing

Teachers teach them how to paraphrase, summarize and quote using MLA 8 format. Students are expected to acknowledge the source of data, works of art, computer programs, photographs, diagrams, illustrations, maps etc in citation and referencing.

Conclusion

As such at AusIS, teachers inform: the students about the significance of acknowledging and protecting intellectual property; teach necessary skills i.e. self-management, social, communication, thinking and research(information literacy and media literacy) which constitute ATL to maintain academic honesty; expect upholding academic honesty at



all times. Teacher explains and checks the use of process journal regularly to promote academic honesty. Any students' work i.e. creative, independent work(subject specific as well as interdisciplinary study), PYP exhibition, MYP community (group work) or personal project (culminating project), DP-TOK will have to ensure meeting the academic honesty standard set by IB (*Academic honesty in the IB educational context* 15). The supervisors support the MYP students in maintaining academic honesty while they work on their Community Project and Personal Project in year 4 and 5 of the programme.

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“MYP Projects Academic Honesty Form”. *IB Programme Resource Centre*, https://resources.ibo.org/data/m_0_mypxx_form-nc_1612_2_e.pdf. Accessed April 22, 2020

Appendix A Candidate Statement

Candidate statement

Candidate(s) name	
Session number(s)	
Subject/Level/Component	

Please provide a statement addressing the concerns relating to academic misconduct:

I confirm to the best of my knowledge, the information provided above is true.

Name: _____

Date: _____

Appendix B Coordinator Statement

Coordinator statement

Candidate(s) name	
Session number(s)	
Subject/Level/Component	

Briefly explain the guidance given to all IB candidates in terms of academic honesty. How is this information/guidance made available to candidates?

Please provide a statement addressing the concerns relating to academic misconduct involving the candidate(s):

I confirm that, to the best of my knowledge, the information provided above is correct and true.

Name	
Date	

Appendix C Invigilator Statement

Invigilator statement

Candidate(s) name	
Session number(s)	
Subject/Level/Component	

Was the candidate in possession of unauthorized materials during the examination?
For example, written notes, electronic devices such as mobile/cell phones or unauthorized calculators, etc.

Yes No

At what stage of the examination was the unauthorized material discovered?
For example, during the reading time, within the first 30 minutes of the examination, etc.

In the case of electronic devices, is there evidence that the candidate accessed relevant information via online/stored sources during the examination?

Yes No

Please provide a statement addressing the concerns relating to academic misconduct involving this candidate(s), and include your observations:

I confirm that, to the best of my knowledge, the information provided above is correct and true.

Name	
Date	

Appendix D School Staff Statement

School staff statement

(suspected maladministration)

Name	
Email address	
Phone number	
IB World school code	

Did the investigation follow due process?
 Yes No

Were you informed about the allegation?
 Yes No

Were you informed about the IB's investigation procedure?
 Yes No

Were you informed of the possible consequences if maladministration is confirmed on your part?
 Yes No

I confirm that, to the best of my knowledge, the information provided above is correct and true.

Name	
Date	

Appendix E Teacher Statement

Teacher statement

Candidate(s) name	
Session number(s)	
Subject/Level/Component	

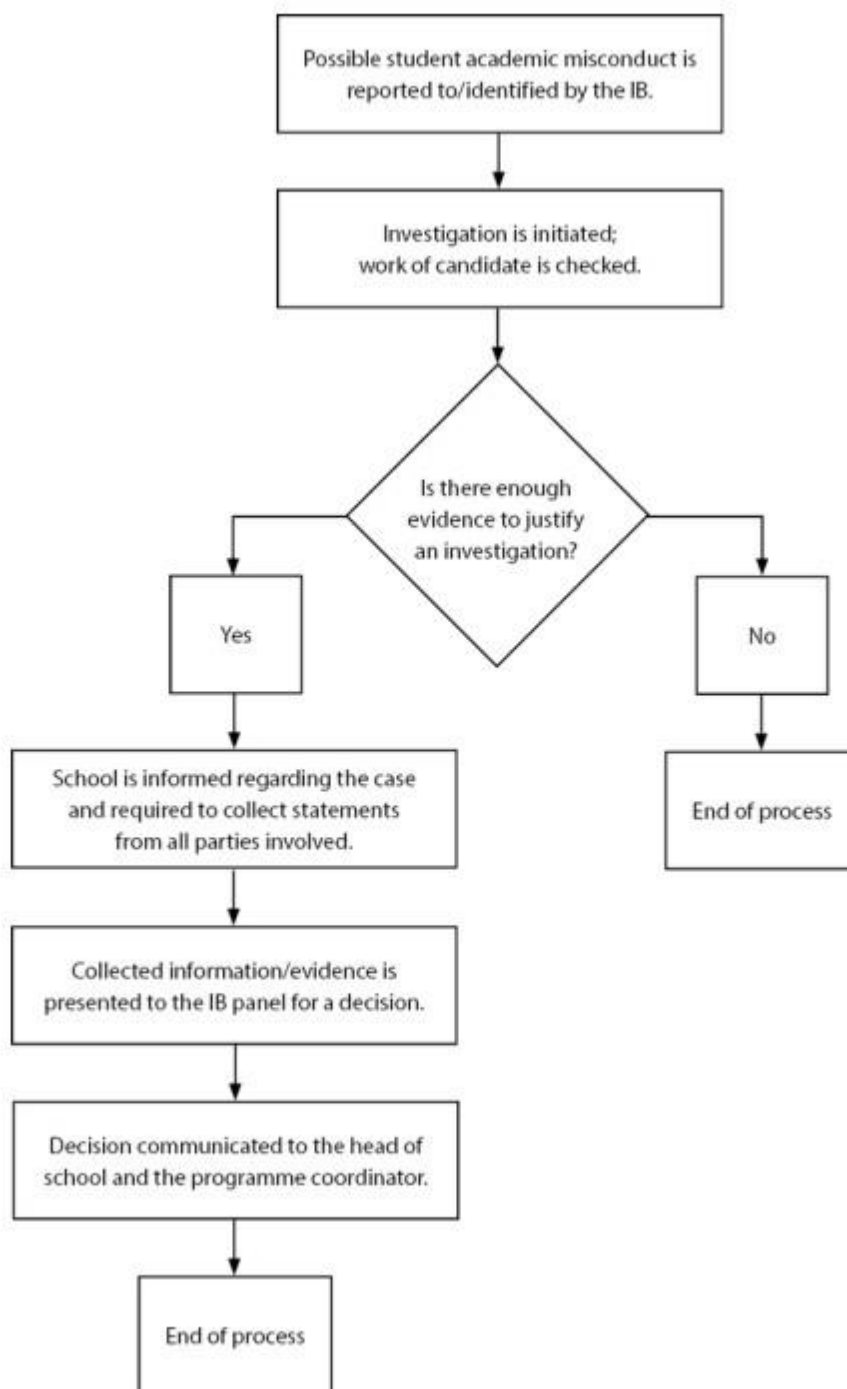
As a subject area teacher/supervisor, what guidance do you provide to candidates with reference to academic honesty? What procedures do you adopt to verify that, to the best of your knowledge, a candidate's work is authentic?

Please provide a statement addressing the concerns relating to academic misconduct involving the candidate(s):

I confirm that, to the best of my knowledge, the information provided above is correct and true.

Name	
Date	

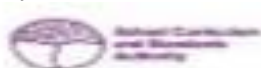
Appendix F Investigation Flowchart of Student Academic Dishonesty



Appendix G Formatting Page

MLA (Modern Language Association) Style General Guidelines

- Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
- Double-space the text of your paper, and use a legible font (e.g. Times New Roman).
- Whatever font you choose, MLA recommends that the regular and italics type styles contrast enough that they are recognizable one from another. The font size should be 12 pt.
- Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor).
- Set the margins of your document to 1 inch on all sides.
- Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key as opposed to pushing the Space Bar five times.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow your instructor's guidelines.)
- Use italics throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis.
- If you have any endnotes, include them on a separate page before your Works Cited page. Entitle the section Notes (centered, unformatted).



Formatting the First Page of Your Paper

- Do not make a title page for your paper unless specifically requested.
- In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text.
- Double space again and center the title. Do not underline, italicize, or place your title in quotation marks; write the title in Title Case (standard capitalization), not in all capital letters.
- Use quotation marks and/or italics when referring to other works in your title, just as you would in your text: *Fear and Loathing in Las Vegas* as *Morality Play*; *Human Weariness* in "After Apple Picking"
- Double space between the title and the first line of the text.
- Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin. (Note: Your instructor or other readers may ask that you omit last name/page number header on your first page. Always follow instructor guidelines.)

Catlin 1

Beth Carlin

Professor Elaine Bassett

English 106

3 August 2009

Andrew Carnegie: The Father of Middle-Class America

For decades Americans couldn't help but love the red-headed, fun-loving Little Orphan Annie. The image of the little girl moving so quickly from poverty to wealth provided hope for the poor in the 1930s, and her story continues to be a dream of what the future just might hold. The rags-to-riches phenomenon is the heart of the American Dream. And few other people have embodied this phenomenon as much as Andrew Carnegie did in the late 1800s and early 1900s. His example and industry caused him to become the father of middle-class America.

Andrew Carnegie can be looked to as an ideal example of a poor immigrant making his way up to become leader of the capitalist world. Carnegie was born into a poor working-class family in Scotland. According to the PBS documentary "The Richest Man in the World: Andrew Carnegie," the Industrial Revolution was difficult on Carnegie's father, causing him to lose his weaving business. The Carnegie family was much opposed to the idea of a privileged class, who gained their wealth simply by inheritance ("Richest"). This type of upbringing played a large factor in Andrew Carnegie's destiny. In order to appease his mother's desire for material benefits, and perhaps in an effort to heal his father's wounds, Carnegie rejected poverty and cleaved to prosperity.

Carnegie's character was ideal for gaining wealth. His mother taught him to "look after the pennies, and the pounds will take care of themselves;" he later turned this proverb into "watch the costs, and the profits take care of themselves" ("Richest"). Such thrift was integral to his future success. He also believed that "all is well since all goes better" ("Richest"). His theory

The First Page of an MLA Paper

Section Headings

Writers sometimes use Section Headings to improve a document's readability. These sections may include individual chapters or other named parts of a book or essay.

Essays

MLA recommends that when you divide an essay into sections that you number those sections with an arabic number and a period followed by a space and the section name.

Works Cited List

Tips for Writing the Works Cited List

This is a list of all the sources you have used to research your paper.

1. The list of works cited appears on a separate page at the end of the essay. It is titled (centred, no quotation marks, no underline): Works Cited
2. The list is arranged alphabetically by the author's last name, or, if there is no author, by the first word in the title. When arranging the list ignore, but do not omit, "The", "An" or "A" at the beginning of the title.
3. After the first line each entry is indented ½ inch or 5 spaces. This is called a hanging indent.
4. Each entry presents information in a specific order: the author's name, the title, the publication information.
5. Double-space the entire list, both between and within entries.
6. If a book does not give the publisher, or the date of publication, then give what information you might know in square brackets [].
7. Each citation in a works cited lists ends with a period.

8. Citations must appear both in the text of your paper (in-text citations) and in the works cited list at the end of your paper.
9. With a few exceptions, the punctuation for citations in the works cited list is restricted to commas and periods and follows a format. Periods are used after the author, after the title of the source, and at the end of the information for each container. Commas are used in the author's name and between elements within each container.

General format for any citation-print/electronic

Editor, author, or compiler name (if available). *Name of Site*. Version number, Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available), URL, DOI or permalink. Date of access (if applicable).

Author. Title. Title of container (self contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs URL or DOI), Date of access.

Citing an Entire Web Site

The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U, 2008, owl.english.purdue.edu/owl. Accessed 23 Apr. 2008.

Felluga, Dino. *Guide to Literary and Critical Theory*. Purdue U, 28 Nov. 2003, www.cla.purdue.edu/english/theory/. Accessed 10 May 2006.

Citing an individual page on a Web site

List the author, page or article being referenced.

Lundman, Susan. "How to Make Vegetarian Chili." *eHow*,
www.ehow.com/how_10727_make-vegetarian-chili.html. Accessed 6 July 2015.

An Image (Including a Painting, Sculpture, or Photograph)

The artist's name, the work of art italicized, the date of creation, the institution and city where the work is housed. Follow this initial entry with the name of the Website in italics, and the date of access.

Goya, Francisco. *The Family of Charles IV*. 1800. Museo Nacional del Prado, Madrid.
Museo Nacional del Prado, www.museodelprado.es/en/the-collection/art-work/the-family-of-carlos-iv/f47898fc-aa1c-48f6-a779-71759e417e74. Accessed 22 May 2006.

Klee, Paul. *Twittering Machine*. 1922. Museum of Modern Art, New York. *The Artchive*, www.artchive.com/artchive/K/klee/twittering_machine.jpg.html. Accessed May 2006.

Citing work on the web

The name of the artist, the title of the work, and then follow the citation format for a website.

If the work is posted via a username, use that username for the author.

Adams, Clifton R. "People Relax Beside a Swimming Pool at a Country Estate Near Phoenix, Arizona, 1928." *Found*, National Geographic Creative, 2 June 2016, natgeofound.tumblr.com/.

E-mail (including E-mail Interviews)

author of the message, the subject line in quotation marks. State to whom the message was sent with the phrase, "Received by" and the recipient's name. Include the date the message was sent. Use standard capitalization.

Kunka, Andrew. "Re: Modernist Literature." Received by John Watts, 15 Nov. 2000. Neyhart, David. "Re: Online Tutoring." Received by Joe Barbato, 1 Dec. 2016.

A YouTube Video

Video and audio sources need to be documented using the same basic guidelines for citing print sources in MLA style. Include as much descriptive information as necessary to help readers understand the type and nature of the source you are citing. If the author's name is the same as the uploader, only cite the author once. If the author is different from the uploader, cite the author's name before the title.

McGonigal, Jane. "Gaming and Productivity." *YouTube*, uploaded by Big Think, 3 July 2012, www.youtube.com/watch?v=mkdzy9bWW3E.

In-Text Citation For: Quoting, Paraphrasing and Summarising

Print Source-In-Text Citation are as Follows:

1. Author

In-text citation is done by an introductory and/or parenthetical citation providing the last name of the author and page number for example:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

In-Text Citations for Print Sources with Known Author

For print sources like books, magazines, scholarly journal articles, and newspapers:

the last name of the author and page number

Human beings have been described by Kenneth Burke as "symbol-using animals" (3). Human beings have been described as "symbol-using animals" (Burke 3).

In-Text Citations for Print Sources with No Known Author

A shortened title of the work(such as an article) / italicize it if it's a longer work

(e.g. plays, books, television shows, entire Web sites)

We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . ." ("Impact of Global Warming").

Citing a Work by Multiple Authors

For a source with two authors, list the author's last names in the text or in the parenthetical citation:

Best and Marcus argue that one should read a text for what it says on its surface, rather than looking for some hidden meaning (9).

The authors claim that surface reading looks at what is “evident, perceptible, apprehensible in texts” (Best and Marcus 9).

Citing a Work by 3 or More Authors

For a source with three or more authors, list only the first author’s last name, and replace the additional names with et al.

According to Franck et al., “Current agricultural policies in the U.S. are contributing to the poor health of Americans” (327).

Citing Non-Print or Sources From the Internet

author name, article name, website name, film name.

Time-Based Media Sources

When creating in-text citations for media that has a runtime, such as a movie or podcast, include the range of hours, minutes and seconds you plan to reference (00:02:15-00:02:35).

Websites to use by the students to create references & bibliography

www.bibme.org and www.easybib.com

Appendix H MYP Expectations For Academic Honesty Research: Information Literacy Skills

- Understand and implement intellectual property rights
- Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions
- Identify primary and secondary sources

	MYP 1	MYP 3	MYP 5/DP/WACE
Citation skills	create MLA8 citations for books, articles and websites	create MLA8 citations for a wide variety of resources, including but not limited to books, articles, websites, photographs, films, interviews, experiments and investigations, using footnote & endnote	create MLA8 citations for a wide variety of resources, including but not limited to books, articles, websites, photographs, films, interviews, experiments and investigations, using footnote & endnote
Bibliographical skills	compile their citations in order to construct a bibliography for books, articles and websites with one author	compile their citations in order to construct a bibliography for books, articles, websites, photographs, films, interviews, experiments, investigations etc. for works with one author, multiple authors and no-known authors	compile their citations in order to construct a bibliography for books, articles, websites, photographs, films, interviews, experiments, investigations etc. for works with one author, multiple authors and no-known authors
Avoiding plagiarism	define plagiarism and understand why we don't copy other people's ideas without giving them credit	avoid plagiarism using checker and teacher guidance regarding citation strategies for ensuring originality	avoiding plagiarism, understanding academic honesty and the consequences of breaching academic honesty, re-edit.
Source types	engage in guided interactive activities designed to distinguish between primary and secondary sources. Define and identify primary and secondary sources.	students will be able to define and identify primary and secondary sources and decide which of these two types of source is most helpful in different learning scenarios	define and identify primary and secondary sources and will be able to explain why each type of source is valuable and will be able demonstrate how primary and secondary sources are different between disciplines

Appendix I Checklist for Academic Honesty

When you have used an author's exact words, have you put "quotation marks" around the quotation and named (cited) the original writer?	
(If you indent your quotation(s), quotation marks are not needed, but the author must still be cited; have you cited your indented quotations?)	
When you put someone else's thoughts and ideas in your own words, have you still named (cited) the original author(s)?	
When you use someone else's words or work, is it clear where such use starts—and where it finishes?	
Have you included full references for all borrowed images, tables, graphs, maps, and so on?	
Print material: Have you included the page number(s) of print material you have used (especially important with exact quotations)?	
Internet material: Have you included both the date on which the material was posted and the date of your last visit to the web page or site?	
Internet material: Have you included the URL or the DOI?	
For each citation in the text, is there a full reference in your list of references (works cited/ bibliography) at the end?	
Is the citation a direct link to the first word(s) of the reference?	
For each reference in the list of references (works cited/bibliography) at the end, is there a citation in the text?	
Do(es) the first word(s) of the reference link directly to the citation as used?	
Is your list of references(works cites/bibliography) in alphabetical order, with the last name of the author first?	

Appendix J-MYP Personal Project Academic Honesty Form

MYP projects academic honesty form

MYP Community project/MYP Personal project

(Delete as appropriate)

Student name										
Student number										
School name										
School number										
Supervisor name										
<p>Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.</p> <p>Supervisor: You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.</p>										
	Date	Main points discussed	Signature/initials							
Meeting 1			Student: Supervisor: 							
Meeting 2			Student: Supervisor: 							

Meeting 3			Student:
			Supervisor:
Supervisor comment 			
Student declaration I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials). Supervisor declaration I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.			
Student's signature			Date
Supervisor's signature			Date