

# Baltimore International Academy West



## ACADEMIC HONESTY POLICY

*Home of Rising Diplomats and Global Leaders*

# BALTIMORE INTERNATIONAL ACADEMY WEST

## Academic Honesty Policy

### Philosophy/Purpose

At Baltimore International Academy West, we believe that academic honesty is integral to all learning. We are committed to promoting the attributes of the Learner Profile with our students, and in particular, the Learner Profile of being Principled. The nature of instruction and learning in the IB requires students to research numerous reference materials; it is imperative that they understand the need for academic honesty and how it promotes personal integrity. All students will receive instruction on this policy and will be expected to follow its guidelines.

### Academic Misconduct

BIA WEST identifies a variety of actions that constitute misconduct:

- **Plagiarism:** using sources of work as your own without giving credit or citing your sources
- **Misconduct during an examination:**
  - Allowing someone to copy your answers
  - Copying someone's answers
  - Possessing and using unauthorized materials during exams
- **Duplication of Work:** using one project/assignment and submitting it for more than one assessment without getting preapproval
- **Collusion:** Allowing another to copy your work and submit it as his/her own; copying another student's work and submitting it as your own

**BIA WEST has a process of consequences for Academic Misconduct:**

- **First Offense** – students receive an explanation of their academic misconduct and additional instruction of what they should do in the future

- **Second Offense** – teacher will annotate offense in students’ record and contact parents to apprise them of a second offense of academic misconduct; teacher will provide additional instruction of correct procedures for academic honesty
- **Third Offense** – teacher will contact parents and
  - Seek their support to reinforce expectations of academic honesty (PYP)
  - inform them and students that the academic misconduct has affected their grade (MYP)
    - Misconduct on an examination 3 times results in a failing grade for the test (MYP) 4 times for PYP students
    - Misconduct of collusion 3 times results in a failing grade for the assignment (MYP) 4 times for PYP students
    - Misconduct of plagiarism 3 times results in a reduced letter grade and more instruction on the proper process (MYP) 4 times for PYP students, with additional instruction; 4<sup>th</sup> offense results in a failing grade for the assignment (MYP) 5 times for PYP students, with additional instruction
    - Misconduct of duplicating work 3 times results in a reduced letter grade and more instruction and clarification of expectations (MYP) 4 times for PYP students; 4<sup>th</sup> offense results in a failing grade for the assignment (MYP) 5 times for PYP students
- Students who believe they received unfair consequences for academic misconduct may appeal the teachers’ decisions to the school Administration; the Administration will review the information on a case-by-case basis and make the final decision

## Student Responsibilities

Students are expected to follow the academic honesty guidelines for:

- **Individual Work:** students are responsible for doing their own work

- **Classwork** – they can get help, if needed, from the teacher or a student whom the teacher designates to assist
  - **Projects** – they should conduct their own research; parents can provide guidance but they should not conduct the research for the students or put their project boards together for them once students are in the first grade and higher
  - **Homework** – they must finish their own homework. Homework is part of their learning process, and they will not benefit if a parent or sibling does the work for the student. Family may help the student with guided questions or examples, but the student must complete the homework him/herself
- **Group Work:** when students work in groups, they have academic responsibilities
    - **Participation** – they are expected to participate and contribute to the group so that they can meet the objectives of their task
      - Students should present their own ideas during the creative collaboration process
      - Students should complete their portion of group work that has been agreed upon by the group
  - **Citing sources:** students are expected to give credit for ideas and words that they borrowed from another source
    - **Citing Sources** – to give credit to a source for information or ideas that the student used, the student must list:
      - The name of the publication (book, magazine, website)
      - The name of the author (book, magazine article)
      - The page number of the publication where the student got a quote or idea from
      - The date of the publication (book, magazine)
      - The name of the website and where on the site the information is located as well as the full website address
    - **Direct quotes** - when students use quotes from a book, magazine, or website, they must put quotation marks around the quote cite the source. This information can be placed in parenthesis after the quote for PYP students, and in footnotes for MYP students.
    - **Paraphrasing** – when students use information from a website, book or magazine, but ***put the information in their own words***, it is called

paraphrasing. Students must still cite the source of their information. This information can be placed in parenthesis after the quote for PYP students, and in footnotes for MYP students.

- **Bibliography** – when students conduct research projects, they should include Bibliographies of the sources that they used in their research. (MYP students) The format for the bibliography includes:
  - Authors' names
  - Dates of the publications
  - Titles of the publications/articles
  - Full web addresses of the articles (if websites were used)
- **Visual Aids** – when students use photos, illustration, diagrams, maps and other visual aids from the internet or other sources, they must credit the source. They can identify the source in parenthesis next to the visual aid's title
- Students should ask their teachers if they are not sure about the right things to do regarding academic honesty
- Examples of how to cite sources are found in Appendix A

## Teacher Responsibilities

Teachers are expected to assist students with understanding and practicing academic honesty:

- Teach Academic Honesty
  - Explain why academic honesty is so important and how it reinforces the Learner Profile and PYP Attitudes
  - Ensure that Academic Honesty is incorporated into the Essential Agreement that classes create at the beginning of each school year
  - Define the different types of academic misconduct
  - Identify the consequences for academic misconduct
  - Instruct students in the processes of citing sources; consistently model the process in the classroom
  - Provide students with examples (age appropriate) of how and when to credit sources
  - Provide students the opportunities for practicing citing sources in the classroom

- Enforce the Academic Honesty Policy by reinforcing:
  - The definitions of academic misconduct to students
  - The processes for citing sources
  - Examples of citing sources
  - Consequences for academic misconduct

## School Responsibilities

The school is expected to ensure that all stakeholders are aware of the Academic Honesty Policy:

- Disseminate the policy to all parents and give an overview during parent meetings
- Provide teachers with copies of the policy and professional development to help them teach and enforce the policy with students
- Ensure that students have a safe environment for appeals of academic misconduct and that they know the Administration is fair and consistent in its decisions
- Provide adequate Professional Development on the for teachers to ensure and reinforce their understanding of how to teach and enforce the policy and to support students' rights when there are incidents of misconduct

## Parent Responsibilities

Parents are expected to reinforce and support the guidelines of the Academic Honesty Policy:

**Homework** – parents should help children by ensuring they complete the homework. Parents may also help by explaining how to solve one or two of the problems in the homework; they can also give their children examples. However, parents ***should not complete the homework for their children***. Homework is a reinforcement of the academic work done in the classroom and is a part of the learning process; children need to complete homework and if they have some wrong answers, they will learn how to correct them in class.

**Projects** - parents are encouraged to work with their children on projects; they can provide guidance on how to research information, paraphrase or summarize information and cite the sources of information and visuals (photos, diagrams, etc.). Parents with younger students (Kindergarten to 2<sup>nd</sup> grades) will provide more help to their children; helping them read, understand and select the information they will use for their projects. However, parents should work with their children and not complete the projects for their children; the projects are also a part of the learning process and reinforce the topics the students are studying in class.

## On-Going Review

This policy will be reviewed annually during the BIA Inc. Summer Academy stakeholders, to include Board of Directors, Schools' Administrators, Grade Team Coordinators and Parent Teacher Organization officers. Updates will be made based on changes in Federal, State, District School legislation or changes in schools' climate, processes, or procedures.

# ACADEMIC HONESTY POLICY



## APPENDIX A

**Examples of Good/Poor Referencing  
and Good/Poor Academic Behaviors**



# BALTIMORE INTERNATIONAL ACADEMY WEST

## Academic Honesty Policy

### Examples

#### Good Practices

Below are some examples of students who demonstrated good academic behaviors:

**Homework** - Elena was having problems with her math homework. She was not sure about how to do the two-digit subtraction correctly. She asked her big brother John to help her. John starts to solve the math problems and write down the answers; Elena stops him. She tells him she will not learn how to do it correctly if he does the work for her, and that her class' Essential Agreement said that everyone would complete their own homework and not let someone do it for them. She asks him to explain how to solve a problem and then check her work after she solves a problem on her own, without help.

**Projects** – Ray was working on a project about water pollution. He “googled” a question about polluted lakes and got a list of many websites that had that type of information. Many of these sites had the exact type of information he needed. He read articles on the sites and took notes. He wrote down the web addresses of the different websites whose information he used. Then he asked his big sister, Jeanne to print some photos for him. He asked her how to find the names of the photographers so he could give them credit when he used their photos in his project. Jeanne told him it wasn't important who took the photos and not to worry about it. But Ray knew his teacher told him he had to give credit for his sources, so when he could not find a photographer's name, he cited the website address where he got the photo.

**Classwork** – John was working on writing a complete sentence in French, using one of his spelling words. He was sure how to use the word correctly, so he raised his hand to ask the teacher for help. Alex asked John what the problem was and when John told him, Alex said he could copy his sentence using that spelling word. John

told Alex “no thank you, I have to know how to do this myself” and waited to get help from the teacher.

**Group Work** – Beatrice, Samar, Vilmarie and Airry were collaborating on a group project in their class. They decided on an essential agreement for the group’s conduct. It stated that everyone in the group was important and gave each member a job; Beatrice was the leader, Samar made sure that the group stayed on the subject and did not talk about other things, Airry made notes of the team’s ideas and Vilmarie made sure that everyone followed the rules that the group had agreed upon when they began working together. All four of them had ideas and took turns giving their ideas and then they talked about each idea as a group; when they made decisions about how they would do something for the project, they voted. Everyone was assigned a task to complete for the project (which Airry wrote down) and the group decided on a date when they had to be finished.

## Poor Practices

Below are some examples of students who demonstrated poor academic behaviors:

**Misconduct during an Examination** - Students had a vocabulary test in 3<sup>rd</sup> grade English Language Arts. Jeanne did not study for the test; she spent too much time on her Facebook page and before she knew it, it was time for bed. On the day of the test, she asked John to sit next to her so that she could see his test paper when she needed help. John did not want to do it, but Jeanne reminded him that they were friends and friends should help each other. Jeanne knew that John always studied his spelling words, so anything she copied from him would be a correct answer.

**Duplication of Work** - Ray finished a research paper about the American Revolution for his Social Studies class. He was very proud of it and expected a good grade. Two weeks later, his English Language Arts teacher informed his class that they would read and write about the American Revolution for the next quarter. At the end of the quarter, the students had to submit a research paper about the American Revolution. Ray decided to submit a copy of the paper he created for his Social Studies class as his paper for his English Language Arts class. He was pretty sure the

teachers would not know that he wrote one paper for two grades; after all, writing two papers was too much work. He wanted to play soccer after school, not spend all of his time researching information for another paper.


**Group Work** - Alex was in a group that had to complete a project for the PYP Exhibition. Their topic was The Effects of Pollution on Ocean Life. At their first meeting, the group assigned different parts of the project to each group member. They also set a date for when each person had to bring their work, so they could decide on how to put everything together. Alex was supposed to research the effects of pollution on coral reefs. He was also supposed to provide photos of his topic and a list of the sources he used to get his information. But Alex liked video games more than getting good grades. He did not complete his assignment, and when the day came to share his work with the group, he told them he was unable to do his assignment because his computer broke and the printer too. He knew that the group wanted a good grade and that they would end up researching the effects of pollution on coral reefs for him. When they submitted the project for a grade, he insisted that he helped as much as he could and his name should be listed on the project.

**Collusion** – Elena had a new baby sister. There was a lot of activity in her home because of the new baby, so Elena did not complete her Science assignment. She did not want to receive a failing grade for the assignment, so she asked Jeanne if she could copy her Science assignment so she would have something to turn in. Jeanne let her copy her assignment since they were best friends. Elena usually completed her own work. She decided that if the teacher found out that she copied someone else's work, it should not count against her this one time.

**Plagiarism** – John had an IB project he had to complete. His project was on items we use today that originated in Ancient Civilizations. He found many websites that had the type of information he needed. However, he did not want to take the time to paraphrase or summarize the information, it took too much time. So he copied and pasted the information and photos and then printed them and pasted them on his project board. He did not add a bibliography to his project, so he did not give credit to the websites he used.

## Baltimore International Academy

### Examples of Citing Sources

Source	How Student used Source	How to Cite the Source
<p>With honor comes more scrutiny of Michael Phelps</p> <p><a href="#">USA TODAY SPORTS</a> by Christine Brennan</p>  <p>© Rob Schumacher, USA TODAY Sports</p> <p><b>RIO DE JANEIRO</b> — The selection of Michael Phelps to be the United States' flag bearer in Friday's Olympic opening ceremony is a testimony to great triumph and hopeful redemption.</p> <p>Phelps, who at 31 is competing in his fifth consecutive Summer Games, is the most decorated Olympian of all time with 22 medals, 18 of them gold. That, alone, makes him a fitting choice to lead in the U.S. team.</p> <p>"All that glitters is not gold: Often have you heard that told: Many a man his life has sold</p>	<p><b>Used a Photo</b></p> <p><b>Paraphrased/Summarized Information:</b></p> <p>Michael Phelps was picked to carry the U.S. flag in the opening ceremonies in Rio. Getting picked acknowledged his many accomplishments.</p>	<p><b>Photo</b> – Rob Schumacher, USA TODAY Sports, <a href="http://www.msn.com">http://www.msn.com</a></p> <p><b>Paraphrasing/Summarizing</b> – Christine Brennan, <i>With Honor comes more Scrutiny of Michael Phelps</i>, August 3, 2016, USA TODAY Sports, <a href="http://www.msn.com">http://www.msn.com</a></p> <p><b>Explanation of the Cited Sources:</b></p> <p><b>Article's author:</b> Christine Brennan  <b>Article's Title:</b> With Honor come more Scrutiny of Michael Phelps  <b>Article's date:</b> August 3, 2016  <b>Article's location:</b> USA Today Sports, <a href="http://www.msn.com">http://www.msn.com</a></p> <p><b>Photographer:</b> Rob Schumacher  <b>Location of photo:</b> USA Today Sports, <a href="http://www.msn.com">http://www.msn.com</a></p> <p>This information will go into a Bibliography, at the end of the research paper, that lists all the sources the has student used.</p>
<p>"All that glitters is not gold: Often have you heard that told: Many a man his life has sold</p>	<p><b>Used a Direct Quote:</b></p> <p>Even though using fertilizer on your lawn helps create a beautiful lawn, it is</p>	<p><b>Direct Quote for PYP students</b>– use this method</p> <p>"all that glitters is not gold" (William Shakespeare, the Merchant of Venice, <a href="http://www.goodreads.com/quotes">http://www.goodreads.com/quotes</a>)</p>

<p>But my outside to behold:  Gilded bombs do worms enfold  Had you been as wise as bold,  Your in limbs, in judgment old,  Your answer had not been Inscold'd  Fare you well: your suit is cold: ' Cold, Indeed,  and labour lost: Then, farewell, heat and  welcome, frost!''</p> <p><u>William Shakespeare, The Merchant of Venice</u></p>	<p>Important to remember that "all that glitters is not gold."<sup>1</sup> Many fertilizers have chemicals that are harmful to the environment and will cause contamination to our water supplies through the process of run-off when it rains.</p>	<p><b>Direct Quote for MYP students—</b> use this method</p> <p>"all that glitters is not gold."<sup>1</sup></p> <p>The "1" after the quote indicates a footnote, at the bottom of the page, that has the same number. It will look like this:</p> <p><sup>1</sup>William Shakespeare, <i>The Merchant of Venice</i>, <a href="http://www.goodreads.com/quotes">http://www.goodreads.com/quotes</a></p>
<p><b>Create a Bibliography</b></p> <p>All students, PYP and MYP, will create a bibliography of the sources they used for their research projects and papers. Students will list all the sources they used in the bibliography. Only direct quotes require a footnote (MYP) or cited source in parenthesis after the quote (PYP). Below is an example of a bibliography and how it will look:</p> <p><b>BIBLIOGRAPHY</b></p> <p>Rob Schumacher, USA TODAY Sports, photo, <a href="http://www.msn.com">http://www.msn.com</a></p> <p>Christine Brennan, <i>With Honor comes more Scrutiny of Michael Phelps</i>, August 3, 2016, USA TODAY Sports, <a href="http://www.msn.com">http://www.msn.com</a></p> <p>Lydia Campbell, <i>Keeping It Green for Everyone</i>, June 28, 2016, <a href="https://cleanliving.com">https://cleanliving.com</a></p>		

# ACADEMIC HONESTY POLICY



## APPENDIX B Bibliography

## **IB Publications:**

Academic Honesty in the IB Educational Context, August 2014

MYP: From Principles into Practice, September 2014

## **Internet Sources:**

<https://explorable.com/how-to-write-footnotes>

<https://www.plagiarism.org/citingsources>

Rob Schumacher, USA TODAY Sports, photo, <http://www.msn.com>

Christine Brennan, *With Honor comes more Scrutiny of Michael Phelps*, August 3, 2016, USA TODAY Sports, <http://www.msn.com>

Lydia Campbell, *Keeping it Green for Everyone*, June 28, 2016, <https://cleanliving.com>

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## ACADEMIC HONESTY POLICY

**Thank you for participating in the introduction/review of the BIA WEST Academic Honesty Policy. Adherence to these policies will prepare you for high school, college and life.**

**Thank You,**

**Jeanne Cobb, IB Coordinator**

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**Please sign the acknowledgement below:**

**I, \_\_\_\_\_ have had the Academic Policy**  
*(Print your name)*

**explained to me by my teacher. I understand the policy and any questions I had were answered. I will follow the guidelines of the policy and I have additional questions, I will discuss them with my teacher for clarification.**

**Signed: \_\_\_\_\_**  
*(Sign your name)*

**Date: \_\_\_\_\_**  
*(Today's date)*