



## Mission Viejo High School International Baccalaureate Diploma Courses Agreement of Guidelines for Academic Honesty

### 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:

<p><b>INQUIRERS</b> 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.</p>	<p><b>OPEN-MINDED</b> 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.</p>
<p><b>KNOWLEDGEABLE</b> 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.</p>	<p><b>CARING</b> 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.</p>
<p><b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p><b>RISK-TAKERS</b> 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.</p>
<p><b>COMMUNICATORS</b> 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.</p>	<p><b>BALANCED</b> 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.</p>
<p><b>PRINCIPLED</b> 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.</p>	<p><b>REFLECTIVE</b> 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.</p>

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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Per the International Baccalaureate:

“As young adults preparing for university studies or entry into the workforce, Diploma Programme students both enjoy the freedom and bear the responsibility of studying a course that emphasizes independence and self-reliance. DP students are, appropriately, less dependent than their PYP and MYP counterparts on the steady intervention of teachers and parents checking to make sure that lessons are understood and assignments are completed on time. On the other hand, DP students experience a set of emotional pressures—the pressure to perform on summative assessments, the stress of the university admission process and time pressures—exerted by a system that can be seen to reward the individual’s end result over the work (individual or collective) required to get there . . . Thus, teaching and learning in the DP must develop the positive behaviours that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically.

In their academic work, DP students develop research skills and study habits that are needed to demonstrate academic honesty in more formal ways than would be appropriate to expect of younger learners. DP students investigate and evaluate the usefulness of a greater variety of resources and incorporate and reference them within oral and written presentations of increasingly complex formats. This level of rigour can present a challenge to students who certainly know right from wrong, but who may not possess the organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty. All IB students understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach promoted in all IB programmes; yet, in the DP, this requires the explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others—note making, in-text citation and the preparation of a bibliography, to name but a few examples (Carroll 2012: 5–6).” (“Academic Honesty” 16)

## **Academic Misconduct**

**Definition: Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information.**

## **How to Avoid Plagiarism**

The following set of guidelines comes from:

*Writing Tutorial Services*, Indiana University, Bloomington, IN  
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

## **How Can Students Avoid Plagiarism?**

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge
- quotations of another person's actual spoken or written words
- paraphrase of another person's spoken or written words.

### **How to Recognize Unacceptable and Acceptable Paraphrases**

Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is **plagiarism**:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

### **What makes this passage plagiarism?**

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

**If you do either or both of these things, you are plagiarizing.**

**NOTE:** This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

**Here's an ACCEPTABLE paraphrase:**

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

### **Why is this passage acceptable?**

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original uses her own words.
- lets her reader know the source of her information.

### **Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:**

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into industrial laborers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these hubs "which became the centers of production as well as of commerce and trade" (Williams 1).

### **Why is this passage acceptable?**

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be **PLAGIARIZING**. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism **EVEN IF THE WRITER CITES IN HER OWN TEXT THE SOURCE OF THE PHRASES OR SENTENCES SHE HAS QUOTED.**

### **Plagiarism and the World Wide Web**

The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or quote from a WWW site, she must cite that source.

If a writer wants to use visual information from a WWW site, many of the same rules apply. Copying visual information or graphics from a WWW site (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from WWW sites; for example, if a student is constructing a web page as a class project, and copies graphics or visual information from other sites, she must also provide information about the source of this information. In this case, it might be a good idea to obtain permission from the WWW site's owner before using the graphics.

## Strategies for Avoiding Plagiarism

1. Put in **quotations** everything that comes directly from the text especially when taking notes.

2. **Paraphrase**, but be sure you are not just rearranging or replacing a few words.

Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. **Check your paraphrase** against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

## Terms You Need to Know (or What is Common Knowledge?)

**Common knowledge:** facts that can be found in numerous places and are likely to be known by a lot of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. **You do not need to document this fact.**

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According to the American Family Leave Coalition's new book, *Family Issues and Congress*, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an *interpretation*; **consequently, you need to cite your source.**

**Quotation:** using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association's style:

Example: According to Peter S. Pritchard in *USA Today*, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

**Paraphrase:** using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

According to the IB Handbook of Policies and Procedures, "Each candidate must be in good standing at the school at the time of examinations...Students are expected to

acknowledge fully and in detail the work, thoughts or ideas of another person if incorporated in work submitted for assessment and to ensure that their own work is never given to another candidate, either in the form of hard copy or by electronic means, knowing that it might be submitted for assessment as the work of that other candidate. It is a breach of IB regulations for a student to give or receive confidential information about IB examinations. Violations lead to disqualification.”

In order to maintain the integrity of the IB Program, the following guidelines will be understood by all students in IB courses during the 11<sup>th</sup> and 12<sup>th</sup> grade:

1. Mission Viejo High School defines cheating as “the actual giving or receiving of any unauthorized aid, answers, or assistance on any form of any academic work or exam.” Cheating includes looking at another student’s paper, taking credit for work that is not your own, talking or using an electronic device during an exam. It also includes using technological means to acquire assistance or provide assistance. Helping another student cheat on an exam, homework, or other assignment is also a violation of the Ethics Policy if it has been made clear by the instructor that students are to work on their own and not collaborate.
2. “Plagiarism is the act of using another person’s ideas or expressions in your writing without acknowledging the source.” Plagiarism is a violation of MVHS’s ethics policy. If you submit work that has been written or revised– in part or in whole – by another person, you are committing plagiarism. If you use an idea or image from a book, movie, speech, magazine, documentary, teacher’s lecture, journal, electronic source (which includes the Internet, blogs, Youtube, Tumblr, Instagram), etc. and then represent it as your original thought – even if it is expressed in your own words – then you have committed plagiarism.
3. Plagiarism on the Extended Essay will result in the following consequences:
  - ❖ Plagiarism will result in a Zero for the assignment and a failed diploma.
  - ❖ If your supervisor or Turnitin.com discovers evidence of plagiarism the essay will not be submitted for assessment. The essay will be given a mark of N which is a failing condition of the IB diploma.
  - ❖ If the examiner discovers evidence of plagiarism the essay will be given a mark of N which is a failing condition of the IB diploma.

## **Misconduct on International Baccalaureate Internal or External Assessments**

IB will notify the coordinator of any alleged misconduct for internally moderated or externally assessed assignments. In addition, the coordinator will notify IB of suspected breaches of regulations if misconduct occurs during internal/external assessments or exams. Candidates, teachers, and the IB Coordinator are required to write statements explaining the alleged misconduct. The final judgment on the alleged misconduct is determined by an IB Ethics Board. Any Extended Essay, written paper, or assessment found to be plagiarized by MVHS faculty will not be sent to the International Baccalaureate Office for scoring, thus disqualifying the student from earning the full Diploma. They will however, be able to receive Certificates in any other IB class that they successfully complete. The student will not be qualified to wear the gold robe at graduation

A student who violates the Ethics Policy when submitting or taking an **International Baccalaureate internally or externally assessed** oral assignment, lab, or written paper will receive the following consequences per board policy AR 5131.9.

1. Administrator will assign off-campus suspension not to exceed five days
2. Administrator will contact parent/guardian
3. Student will be removed from the IB program
4. Student will receive no academic recognition at award events and will be removed from participation in the celebratory, promotion, and graduation ceremonies throughout the duration of the consequence. (The student will also forfeit the gold robe at graduation.)
5. Student will be ineligible and/or lose eligibility in all academic organizations (NHS, CSF, etc.) in compliance with the by-laws of the organization.
6. Student will be ineligible and/or removed from any elected or appointed leadership position.
7. Student may be recommended for other disciplinary action as deemed appropriate.

## **Misconduct on MVHS in-class assignments and exams (11<sup>th</sup> and 12<sup>th</sup> grade):**

### I. First Offense:

1. Teacher notifies school administration prior to contacting parent with details of offense and explains consequences including Academic Honesty Contract.
2. Automatic zero (0 ) on the test/assignment
3. Parent conference and contract is signed.
4. Document placed in student discipline file
5. Student given a "U" in citizenship for the semester
6. Student placed on contract in all classes for the remainder of the school year. Notification of probationary status communicated to student's current teachers.
7. Student will forfeit the privilege of wearing the IB gold robe at graduation.

II. Second Offense (The second offense by the student during the period of time on contract)

1. Teacher notifies school administration prior to contracting parent with details of offense and explains consequences including Academic Honesty Contract.
2. Automatic zero (0) on the test/assignment; "U" in citizenship and work habits in the class in which the second offense occurred.
3. Student may be suspended off campus not to exceed 3 days.
4. Student remains on contract for all remaining classes for the rest of the school year.
5. Parent conference
6. Student removed from any and all elected or appointed leadership positions for the rest of the year.
7. Student will receive no academic recognition, including valedictorian or salutatorian status at awards events or graduation ceremony.
8. Students will be disqualified from the IB Program and will not be permitted to wear the gold robe at graduation; universities and colleges may be notified of course changes.

III, Third Offense (The third offense by the student during the period of time on contract)

1. Teacher notifies school administration prior to contracting parent with details of offense and explains consequences including Academic Honesty Contract.
2. Student assigned an "F" in the class where the violation occurred.
3. Student may be suspended up to 5 days.
4. Student will lose privileges for the remainder of the semester in which the infraction occurred and one additional semester.

For classroom infractions (not those external or internal assessments sent to the IB) The accused student must file a written appeal within ten working days from the date of the infraction. Students who wish to appeal these penalties may do so to the local site Academic Committee which will be composed of three members: two teachers and an administrator. A student committee member, selected by the school site administration, may be added at the accused student's request. The student committee member will serve in the capacity of an advisor.

## Works Cited

“Academic Honesty in the IB Educational Context: The IB Programme Continuum of International Education Academic Honesty in the IB Educational Context.”

International Baccalaureate Organization (UK) Ltd. Cardiff, 2014

“Plagiarism.” *Writing Tutorial Services*, Indiana University, Bloomington, IN. 6 Sept.

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