ISSH Whole School Academic Honesty Policy

ISSH Mission Statement

The International School of Schaffhausen provides quality education in a warm and caring environment according to the philosophy and standards of the International Baccalaureate Organization (IB).

We are an internationally minded community who develop responsible global citizens

- by inspiring students to recognize, pursue, achieve and increase their potential
- by providing a rigourous and challenging curriculum
- by promoting active, life-long learning and the attributes of the IB Learner Profile
- by applying a holistic and balanced approach to all areas of school life
- by encouraging responsibility for self, others and the environment
- We know that every student is unique and that

"EACH MIND HAS ITS OWN METHOD" - (Ralph Waldo Emerson)

IB 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.

ISSH LANGUAGE PHILOSOPHY

At ISSH, we expect our community to act responsibly, with integrity and in a principled manner. When completing and presenting work, learners are required to do so in an academically honest way, explicitly acknowledging sources of information drawn upon. We believe that the concept of academic honesty is applicable to learners of all ages and transcends all disciplines. Central to the development of academically honest practices is a culture of honesty, whereby learners understand the importance of academic honesty in their role as responsible, global citizens.

PRIMARY SCHOOL

Committed to nurturing principled, responsible citizens of the world, we believe it is vital that students understand and exemplify what it is to be academically honest. In its simplest sense, academic honesty requires students to acknowledge sources of information used and ideas garnered from others. At ISSH, students are exposed to the concept of academic honesty, in an age appropriate manner, from the Early Years onwards. A collective understanding of honesty is developed and skills, such as note taking and synthesising information, explicitly taught and practised to support students in becoming academically honest. It is our aim that developing these skills, in tandem with the principled and reflective attributes of the learner profile and the attitude of integrity, will lead to life-long academically honest behaviour.

Students' Responsibilities

At ISSH, students should:

- Make sure that they understand the concept of academic honesty and its place within ISSH.
- Understand the link between academic honesty, the learner profile and attitudes.
- Be able to give examples of what academic honesty looks like at their grade level.
- Be able to explain why academic honesty is important.
- Take personal responsibility for their own academic honesty. This applies to classwork and homework.
- Understand that they are able to use and build upon the ideas of others, however, they should give due
credit to the original author or creator.

- Understand that they are able to use the words of others in their own written work but should always
summarise their peers' words or re-express them in their own way. Failing this, students should cite their peers' names and give due credit to the original author.

The academically honest Grade 1 - Grade 3 student:

DOES	DOES NOT
• Acknowledge help from parents, older students and friends. • Look at and read books and print material in order to learn new information. • Summarize key understandings from audio-visual material. • Communicate new knowledge in his/her own words. • Begin to assimilate knowledge from several sources into independent ideas and understandings. • Understand copying as cheating. • With teacher guidance, begin to use key words to take notes from written or visual materials. • Begin to work collaboratively in groups to share information gathering and presentation with contribution from all group members	• Present parent or other persons' work as his or her own (the importance of this is explained to parents). • Copy whole sentences from a book or print material onto his or her own paper. • Copy classwork from another student. • Pass off another student's work as his or her own when working in groups.

The academically honest Grade 4 - Grade 5 student:

DOES	DOES NOT
• Acknowledge help from parents, older students and friends, and group members. • Read from several sources, including print sources, in order to gather information.	• Presentotherpersons'workashiso rherown (the seriousness of plagiarism is explained). • Copy phrases or sentences from any source into his or her own work.

• Take notes in his/her own words, using key words and paraphrasing skills.	• Copy class work from another student without permission (as in during group or pair work).
• Begin to use first person sources and interviews in information gathering.	• Pass off another student's work as his or her own when working in groups.
• Summarize understandings from audio-visual material in his or her own words.	• Copy another student's homework or allow another student to copy his/her homework without permission.
• Write reports and summaries of information in his/her own words, with a developing style of academic language.	• Copy from notes or others on tests.
• Acknowledge sources in a bibliography.	• Present material that is not true, or fictitious, as fact.
• Is able to assimilate knowledge from several	
• sources into independent ideas and understandings.	
• Understand plagiarism as cheating.	
• Understand that downloading or copying from electronic sources without permission is cheating. Work collaboratively in groups and contributes by sharing information and presenting understandings.	

Adapted from Skagerak International School

Teachers' Responsibilities

At ISSH, teachers discuss the concept of academic honesty with students from the earliest grades. In order to ensure that students understand why there is a need for academic honesty and to develop those skills which support students in using academically honest behaviours, teachers should:

- Share a child-friendly and age-appropriate definition of academic honesty with students.
- Share the grade-level expectations for academic honesty with students and parents.

- Through the attributes of the learner profile and the attitudes, encourage students to be principled.
- Be a model by showing academic honesty in their own work.
- Emphasize the ethical use of information as students engage in the inquiry process.
- Use The Big 6 research skills (Grades 3 - 5) and the Super 3 (Transition to Grade 2) as a tool to help students carry out and record research in a methodical and academically honest manner.
- Explicitly teach skills such as highlighting and summarising the key information in a text, paraphrasing etc. to help develop academically honest behaviours.
- Demonstrate and practise the use of citations, ensuring understanding of what is required and how to record the necessary information.
- Remind students and parents to acknowledge help from home
- Ensure students understand the consequences if they are not academically honest.
- Deal with academic dishonesty according to the consequences outlined in the policy.
- Be guided by the ISSH expectations and age appropriate practices pertaining to academic honesty (See "Implementation of Policy" for details pertaining to referencing and expectations at ISSH).

Parents' Responsibilities

Viewed as partners in their child's learning, parents at ISSH should:

- Be made aware of the ISSH expectations and guidelines for academic honesty.
- Help their child behave in an academically honest manner in both their school and personal lives.
- Model the practice of academic honesty with their words and actions.
- Support their child to be principled by reminding them to reference and cite information/ideas from other authors/sources when completing homework assignments.
- Recognise instances of dishonesty as teachable moments.
- Help their child to access resources for personal inquiries.
- Encourage their child to ask for help, when necessary, instead of copying others.
- Ensure their child understands what constitutes academic honesty and, in turn, academic dishonesty.
- Read and understand the General Regulations for the PYP.

Consequences

In the Primary School, consequences for academic dishonesty follow the same guidelines as other behaviour infringements. Any initial instances of dishonesty should be treated as teachable moments. Repeated instances will subsequently be addressed according to the procedure detailed below.

Step	Behaviour	Consequence	Parent Involvement
Pre Sep	Beginning a new school year each class will create common agreements with regards to behaviour. The 1st Step is used once you feel that the acceptable level of behaviour has not been followed, classroom consequences have been used and the desired change in behaviour has not occurred.		
Step 1	Received classroom consequence and no change in behaviour	Time out in partner teacher's classroom (Dependant on age and circumstances). Completion of a reflection on behaviour (as detailed above)	The behaviour reflection sheet may be sent home for the parents to sign if the teacher feels they should be made aware of the behaviour.
Step 2	Continued offence or misbehaviour.	Visit to Section Principal	At this point the class teacher should inform the parents of misbehaviour in consultation with the Section Principal.
Step 3	Continued misbehaviour	Visit to Section Principal	Section Principal will contact parents and discuss disciplinary action.

Source: Primary Parent Handbook 2015 - 2016

Implementation of Policy - Expectations at ISSH

What academic honesty looks like at ISSH

3 - 5 years old				
Culminating project	**Group work**	**Presentation**	**Creative work**	**Independent work**
● Not copying.	● Fair sharing of resources. ● Not damaging others work. ● Acknowledging team members' contributions. ● Sharing ownership of resources.	● Giving original answers. ● Avoiding repetition.	● Not copying people's ideas. ● Orally acknowledging inspiration.	● N/A

5 - 7 years old				
Culminating project	**Group work**	**Presentation**	**Creative work**	**Independent work**
● Acknowledging sources of inspiration, orally and in writing (as applicable) when creating own works.	● Defining roles in a group task. ● Recognising each participant's voice in a group task and acknowledging it.	● Orally summarizing information in own words. ● Explaining where their sources of information	● Citing artists who have inspired work.	● Crediting sources of information orally and in writing (as applicable) .

7 - 9 years old				
Culminating project	**Group work**	**Presentation**	**Creative work**	**Independent work**
● Students are honest when self-reflecting, giving credit for ideas that were not their own. ● Acknowledging sources of inspiration, orally and in writing (as applicable) when creating own works.	● Acknowledging a peer's ideas and sharing ideas without copying. Instead, they should aim to extend someone else's work.	● Using the Internet with honesty. Students should strive to rephrase or interpret the information in their own words. If they choose to cite information verbatim, credit must be given to the original author.	● Students are encouraged to create their own work from scratch or based on a model that they have seen. Credit should be given for direct use of ideas/inspiration.	● Crediting sources of information drawn on when completing tasks set.

9 - 11 years old

Culminating project	Group work	Presentation	Creative work	Independent work
● Acknowledging, in a consistent and methodical manner, sources of information drawn on. ● Giving credit for images used that were not produced by the student. ● Considering multiple perspectives when researching with the aim of obtainiing a balanced view of an issue.	● Extrapolating key information in a text and putting this into their own words. ● Students are encouraged to undertake their fair share of work, and not to take credit for someone else's ideas.	● Synthesising and subsequently summarizing information in their own words. ● Indicating, through the use of references, where the students have found their information.	● Responding to the artwork of others adding their own ideas. ● Modelling their work on an example text, using the acquired skills as a model for their own work. ● Credit should be given for direct use of ideas/inspiration.	● Consistently citiing references for where they find information. ● UsingtheBig6asa means to research effectively. ● Giving credit for the use of quotations from books and the internet which support or reinforce their own ideas, arguments and points of view. ● Creating bibliographies/reference sections with which to record sources used.

Referencing Guidelines at ISSH
(Based on MLA referencing guidelines)

	Early Years & Transition	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Books	Students verbally acknowledge sources of information from books	Students verbally cite sources of information, e.g. My mother told me, television programme, book etc.	● Name of author. ● Title of book (italicized). Example: Neil Ardley. *The Science Book of Magnets.*	● Author's full name (last name first) separated by a comma. ● Title of book (italicized). Example: Ardley, Neil. *The Science Book of Magnets.*	● Author's full name (last name first) separated by a comma. ● Title of book, italicized. ● Date published. Example: Ardley, Neil. *The Science Book of Magnets. 1999.*	● Author's full name (last name first) separated by a comma. ● Title of book (italicized) ● City of publication. ● Publisher. ● Date of publication. Example: Ardley, Neil. *The Science Book of Magnets.* London: Bantam Press, 1999.
Web	Students should verbally acknowledge sources of information from the Internet.	Name of website (verbal)	Name of website (written)	● Title of article ● Name of website (Enc. Britannica)	● Title of article ● Name of website ● Date of visit	● Author (if known) ● Title of article ● Name of website ● Date of visit
Images/ Film	Students should verbally acknowledge sources of	Cite source of image (verbal) e.g. Google	Cite source of image (written) e.g. Google	Cite source of image and record URL.	Cite source of image and record URL.	If already cited on a website, use the website from where the

	information from the web .	images.	images.			picture is taken - citation is written as a website.

SECONDARY SCHOOL

The International School of Schaffhausen is committed to promoting academic honesty among students. The aim of our ISSH Academic Honesty Policy is to build community awareness of the importance of academic honesty as well as to ensure that all stakeholders are aware of the interpretation, and consequences, of academic misconduct. In supporting the development of Internationally-minded citizens, the ISSH Academic Honesty Policy seeks to encourage responsibility for self, the pursuit and achievement of potential, as well as active learning.

Students are guided on academic honesty during homeroom and subject-specific lessons. This includes the school's use of plagarism-detecting software (Turnitin), the student handbook and the MLA guide to support this, with a view to fostering integrity in our students. Our school uses MLA format and specific guidance is found on our library website. The school librarian is taking the lead in developing sessions on academic conduct as part of the homeroom curriculum. The Librarian is available during most lesson times for students when needing extra support in this area. Academic honesty is inherently taught and practiced in the individual subject areas. As a school authorised by the International Baccalaureate, we fully subscribe to the IB's philosophy as described in *Acedemic Honesty brochure* (available on library website) and in the *H andbook of procedures for the Middle Years Programme: Assessment 2016 ,* as well as in the *Academic Honesty DP document (updated July 2011).* These documents are available to staff, students and parents. It is every student's responsibility to abide by the rules and seek clarification if needed.

In MYP classes, the teacher is responsible for employing measures to ensure academic honesty. It may be the case that for summative assessments, the student is only allowed to work on the task in class under supervision of the teacher to ensure the work is their own. In other cases, the teacher may require the student to submit their work via Turnitin to create an originality report. Google Docs may also be utilised so that the teacher can see the progress made by the student throughout the duration of the summative task.

Within the Diploma Programme, all Internal Assessment work to be submitted for moderation has to be submitted to Turnitin first and the relevant originality report needs to satisfy the subject teacher/supervisor before they sign the originality

declaration. Work not submitted to Turnitin or not signed by the teacher/supervisor cannot be used for moderation purposes and thus will not contribute to the final grade in the subject. Please note that Internal Assessment is an obligatory component of the Diploma Programme. Therefore, not submitting work for moderation will result in no grade awarded in the subject concerned, which is a failing condition.

The IB Learner Profile and Academic Honesty

The Academic Honesty Policy strives to promote the IB Learner Profile, to express the values inherent to the IB continuum of international education.

In striving to be **principled** and acting with integrity and honesty, students understand the need to, in the case of academic misconduct, remain principled by taking responsibility for their own actions, and the consequences that accompany them.

While students inquire into a unit of study and gain **knowledge** about new ideas and concepts, they may wish to communicate new ideas and/or build upon existing ones. It is our goal that students always acknowledge and communicate the source of information in an appropriate manner respecting the source of their knowledge.

Students are provided with the opportunity to **reflect** upon thier academic practices in order to understand their actions and the possible greater consequences. In order to articulate their thoughts, they need to be able to take risks and take ownership of your own thoughts.

IB Definition of Academic Malpractice

The Regulations define malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component. Malpractice includes:

- **plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own
- **collusion**: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- **duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized

material into an examination room, misconduct during an examination, falsifying a CAS record).

Definition of Academic Honesty at ISSH

Academic misconduct refers to, but is not limited to, the following:

- Copying part, or all, of another student's assignment, paper, test, exam, quiz, etc
- Allowing another student to copy work. This is refered to as **collusion**.
- Handing in the same piece of work for two different assignments within the Diploma Programme. This is referred to as **Duplication of Work**.
- Communication with another student to gain an unfair advantage during a class assessment or sharing of information with other students during assessments.
- Cheating in tests by using unauthorized notes or other systems, including bringing unauthorized material into examination rooms. This might include mobile phones, notes on paper and electronic devices used for storing or presenting information.
- Inventing or altering data collected during a practical investigation.
- Employing/asking someone else to complete assignments for them. Another example of **collusion**.
- **Plagiarising** by cutting and pasting or copying the work of others from the internet without referencing.
- **Plagiarising** by pretending the ideas of others are their own. It is good to use the ideas of others but they must be referenced. Rewording someone else's prose is a similar case to avoid.
- **Plagiarising** by using a language translator to change from one language to another and pretending that the work is theirs.
- Pretending to have worked on a collaborative assignment when this was not the case.
- Forging of a signature.
- Falsifying and inventing CAS records.
- Misbehaving during an exam and being disruptive to others or disregarding instructions given by invigilators.
- Theft of examination materials.

ISSH Practices to foster Academic Honesty

Students' Responsibilities

- Good relations with the teacher are most important. The teacher is a student's guide to becoming a better learner.
- Work can only be usefully evaluated if honestly produced. There is no point in submitting copied assignments.
- If a student identifies an area of weakness, the teacher should be asked about how to improve.
- It is good to collaborate and to use the ideas of others, but guidelines must be followed in acknowledging the part others have played in assignments and the information/ideas used. Students must use the ISSH Referencing Guidelines they have been given. Please refer to pages 4 - 7 in the Library Handbook.
- Secondary students at ISSH follow a programme in both homeroom and subject classes to ensure that they are aware of plagiarism and its consequences (in development within homeroom and specific subject areas).
- Students and teachers need to clearly and honestly acknowledge sources in their work within the text and in a reference page at the end of their work. Students should follow the suggestions as outlined in our Library Handbook (Appendix A).
- All sources, whether books, the internet, or primary source must be acknowledged in the work of the student.
- Photographs, graphs, data, and images need to be referenced in the students' work as well as in the reference page.
- All sources quoted verbatim must be appropriately presented in quotation marks and with an in-text reference.
- Externally moderated DP Internal Assessment tasks need to be handed in via Managebac in order to check via Turnitin against plagiarism.
- Diploma students are asked to complete and sign the ISSH student contract (see appendix B).

Parents' Responsibilities

Viewed as partners in their child's learning, parents at ISSH should:

- encourage their children to see the importance of doing their best and submitting their own assignments.
- help students with their home assignments but, parents should do so by asking questions, giving hints,
  etc. Parents should not help the students by directly telling them what to do or doing the task for them. If a student cannot complete an assignment for any reason, they should discuss the matter with their teacher as soon as

possible. Parents should make sure that their child has all the necessary equipment including calculator, dictionaries, etc to ensure students are able to do their own work.

Consequences of Academic Misconduct

All instances of misconduct will be entered into the ISSH student diaries. If a student is caught being academically dishonest within assessment tasks, then the following consequences will occur:

First time offence: The student will receive a verbal warning from the teacher and the instance recorded and a zero mark awarded. For in-school tests, students will be asked to leave the examination room and their test will be discarded. The student will have to redo the assignment to the satisfaction of the teacher (within one week). This will be checked by the teacher and feedback given to the student in order to improve future performance. The teacher will inform the student's parents.

Second Offence: This will again be recorded and reported to the Secondary Principal, who will also inform the student's parents and the student will again be reminded of the importance of academic honesty. Detention will be given. The student will be asked to complete the assignment to the satisfaction of the teacher, a zero grade awarded - feedback will be given.

Third Offence: The student will report directly to the Secondary Principal and students' parents will be asked to come to school to discuss the matter, including possible consequences and/or solutions, such as suspension/expulsion, at the discretion of the Secondary Principal and Head of School.

For being academically dishonest in assignments that are externally moderated by the IBO, the IBO will be informed and they will act according to their own internal policy. This largely relates to Diploma students in Grade 11/12.

This is the relevant section from the *DP Handbook of Procedures for the Diploma Programme* on consequences of academic misconduct:
"Actions to be taken by the IB for alleged breaches to the regulations Investigating a breach to the regulations: The following circumstances are those that most commonly give rise to an investigation.

- A coordinator informs the IB Assessment Centre that academic misconduct may have taken place during an examination.
- An examiner suspects plagiarism or collusion and provides evidence to justify his or her suspicion.
- A random check of assessment material at the IB Assessment Centre using a webbased plagiarism prevention service reveals that the work of a candidate may not be entirely authentic.

The IB will investigate a case of suspected academic misconduct only when there is clear evidence to justify a suspicion of wrongdoing. In the case of plagiarism, the evidence must be in the form of a source that appears to have been copied by a candidate. In cases of collusion, an investigation will only be pursued if the candidates' work shows clear similarities.

If the IB Assessment Centre initiates an investigation into academic misconduct, the coordinator will be informed by email that a candidate (or candidates) is being investigated for a possible breach of regulations. It is a requirement of the IB that the coordinator will immediately inform the head of school that a candidate (or candidates) is suspected of academic misconduct.

In all cases the coordinator will be asked to provide statements after he or she has conducted his or her own investigation. These statements must be word processed and submitted on templates provided by the IB Assessment Centre.

In the case of suspected plagiarism or collusion the coordinator will be asked for:

- his or her own statement
- a statement from the candidate's teacher for the subject concerned (or supervisor in the case of an extended essay)
- a statement from the candidate
  The statement from the candidate's teacher (or supervisor) must:
- explain what subject-specific guidance on academic honesty is given to IB candidates
- provide details about the nature and extent of supervision given to the candidate(s) on the work under investigation
- explain what procedures are adopted to verify that, to the best of his or her knowledge, a candidate's work submitted for assessment is authentic
- provide any relevant information, based on teaching/supervisory experience of the candidate(s), with specific reference to the allegation(s) made against the candidate(s).

The statement from the coordinator must:

- briefly explain what guidance on academic honesty is given to all IB Diploma Programme candidates
- provide any relevant information, specifically making reference to the allegation(s) made against the candidate(s)

The candidate(s) will be asked to provide any relevant information, with specific reference to the allegation(s) against him or her.

If the coordinator brings a case of possible academic misconduct to the attention of the IB, it is expected that the above statements will accompany the email or letter sent to the IB.

Decisions of the final award committee

Cases of suspected academic misconduct will be presented to the final award committee, or its sub-committee for academic honesty. After reviewing all evidence collected during the investigation, the committee will decide with full discretion whether to dismiss the allegation, uphold it, or ask for further investigations to be made. If the final award committee deems evidence of academic misconduct is insufficient, the allegation will be dismissed and a grade will be awarded in the usual way.

In all cases where the final award committee has considered a breach of regulations, the head of school will be informed by email of the decision reached by the committee. The correspondence will be copied to the school's Diploma Programme coordinator, appropriate IB staff and the chair of the examining board.

Reconsideration of decisions of the final award committee

For further information about the reconsideration process, and any subsequent appeal, please consult the General regulations: Diploma Programme.

Appeals against decisions of the final award committee

The IB Organization accepts appeals in relation to four areas of decision-making during an examination session.

For further information about the appeals process, please consult the General regulations: Diploma Programme."

(IB Diploma Handbook of Procedures, 86 - 88)

References: Primary Section

Academic honesty in the IB educational context. Cardiff: IB, 2014. Print.

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http://www.tcislibrary.com/.

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http://www.schrockguide.net,Schrockguide, Web. Jan 2016.

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http://www.sgs.org/data/files/gallery/IBFileGallery/2015_IB_Handbook.pdf.
Accessed 10 Jan. 2017.

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2015,*http://www.ibo.org/globalassets/publications/become-an-ib-school/dp-genera l-regulations-en.pdf.* Accessed 10 Jan. 2017.

Russell, Tony, et al. "MLA Formatting and Style Guide." *T he Purdue* OWL. Purdue U Writing Lab, 2 Aug. 2016, *https://owl.english.purdue.edu/owl/resource/747/01/.* Accessed 10 Jan. 2017.

Next full policy review:
Academic year 2020 - 2021

Appendix A

The following overview should help you better understand how to cite sources using MLA eighth edition, including the list of works cited and in-text citations.

Creating a Works Cited list using the eighth edition

MLA has turned to a style of documentation that is based on a general method that may be applied to every possible source, to many different types of writing. But since texts have become increasingly mobile, and the same document may be found in several different sources, following a set of fixed rules is no longer sufficient.

The current system is based on a few principles, rather than an extensive list of specific rules. While the handbook still gives examples of how to cite sources, it is organized according to the process of documentation, rather than by the sources themselves. This process teaches writers a flexible method that is universally applicable. Once you are familiar with the method, you can use it to document any type of source, for any type of paper, in any field.

Here is an overview of the process:
When deciding how to cite your source, start by consulting the list of core elements. These are the general pieces of information that MLA suggests including in each Works Cited entry. In your citation, the elements should be listed in the following order:

1. Author.
2. Title of source.
3. Title of container,
4. Other contributors,
5. Version,
6. Number,
7. Publisher,
8. Publication date,

9. Location.

Each element should be followed by the punctuation mark shown here. Earlier editions of the handbook included the place of publication, and required punctuation such as journal editions in parentheses, and colons after issue numbers. In the current version, punctuation is simpler (just commas and periods separate the elements), and information about the source is kept to the basics.

Author

Begin the entry with the author's last name, followed by a comma and the rest of the name, as presented in the work. End this element with a period.

Said, Edward W. *Culture and Imperialism.* Knopf, 1994.

Title of source

The title of the source should follow the author's name. Depending upon the type of source, it should be listed in italics or quotation marks.

A book should be in italics:
Henley, Patricia. *The Hummingbird House.* MacMurray, 1999.

A website should be in italics:
Lundman, Susan. "How to Make Vegetarian Chili." *eHow,*
www.ehow.com/how_10727_make-vegetarian-chili.html.*

A periodical (journal, magazine, newspaper article) should be in quotation marks:
Bagchi, Alaknanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahasweta Devi's Bashai Tudu."
Tulsa Studies in Women's Literature, vol. 15, no. 1, 1996, pp. 41-50.

A song or piece of music on an album should be in quotation marks:
Beyoncé. "Pray You Catch Me." *Lemonade,* Parkwood Entertainment, 2016,
www.beyonce.com/album/lemonade-visual-album/.

*The eighth edition handbook recommends including URLs when citing online sources. For more information, see the "Optional Elements" section below.

Title of container

Unlike earlier versions, the eighth edition refers to containers, which are the larger wholes in which the source is located. For example, if you want to cite a poem that is listed in a collection of poems, the individual poem is the source, while the larger collection is the container. The title of the container is usually italicized and followed by a comma, since the information that follows next describes the container.

Kincaid, Jamaica. "Girl." *The Vintage Book of Contemporary American Short Stories,* edited by Tobias Wolff, Vintage, 1994, pp. 306-07.

The container may also be a television series, which is made up of episodes.

"94 Meetings." *Parks and Recreation,* created by Greg Daniels and Michael Schur, performance by Amy Poehler, season 2, episode 21, Deedle-Dee Productions and Universal Media Studios, 2010.

The container may also be a website, which contains articles, postings, and other works.

Zinkievich, Craig. Interview by Gareth Von Kallenbach. Skewed & Reviewed,27 Apr.2009, www.arcgames.com/en/games/star-trek-online/news/detail/1056940-skewed-%2526-reviewed-interviews-craig. Accessed 15 Mar. 2009.

In some cases, a container might be within a larger container. You might have read a book of short stories on *Google Books*, or watched a television series on *N etflix*. You might have found the electronic version of a journal on JSTOR. It is important to cite these containers within containers so that your readers can find the exact source that you used.

"94 Meetings." *Parks and Recreation*, season 2, episode 21, NBC, 29 Apr. 2010. *Netflix*, www.netflix.com/watch/70152031?trackId=200256157&tctx=0%2C20%2C0974d361-27cd-44de-9c2a-2d9d 868b9f64 -12120962.

Langhamer, Claire. "Love and Courtship in Mid-Twentieth-Century England." *Historical Journal*, vol. 50, no. 1, 2007, pp. 173-96. *ProQuest,*doi:10.1017/S0018246X06005966. Accessed 27 May 2009.

Other contributors

In addition to the author, there may be other contributors to the source who should be credited, such as editors, illustrators, translators, etc. If their contributions are relevant to your research, or necessary to identify the source, include their names in your documentation.

Note: In the eighth edition, terms like editor, illustrator, translator, etc., are no longer abbreviated.

Foucault, Michel. *Madness and Civilization: A History of Insanity in the Age of Reason.* Translated by Richard Howard, Vintage-Random House, 1988.

Woolf, Virginia. *Jacob's Room*. Annotated and with an introduction by Vara Neverow, Harcourt, Inc., 2008.

Version

If a source is listed as an edition or version of a work, include it in your citation.

The Bible. Authorized King James Version, Oxford UP, 1998.

Crowley, Sharon, and Debra Hawhee. *Ancient Rhetorics for Contemporary Students*. 3rd ed., Pearson, 2004.

Number

If a source is part of a numbered sequence, such as a multi-volume book, or journal with both volume and issue numbers, those numbers must be listed in your citation.

Dolby, Nadine. "Research in Youth Culture and Policy: Current Conditions and Future Directions." *Social Work and Society: The International Online-Only Journal,* vol. 6, no.2, 2008, www.socwork.net/sws/article/view/60/362. Accessed 20 May 2009

"94 Meetings." *Parks and Recreation,* created by Greg Daniels and Michael Schur, performance by Amy Poehler, season 2, episode 21, Deedle-Dee Productions and Universal Media Studios, 2010.

Quintilian. *Institutio Oratoria.* Translated by H. E. Butler, vol. 2, Loeb-Harvard UP, 1980.

Publisher

The publisher produces or distributes the source to the public. If there is more than one publisher, and they are all are relevant to your research, list them in your citation, separated by a forward slash (/).

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.

Women's Health: Problems of the Digestive System. American College of Obstetricians and Gynecologists, 2006.

Daniels, Greg and Michael Schur, creators. *Parks and Recreation.* Deedle-Dee Productions and Universal Media Studios, 2015.

Note: the publisher's name need not be included in the following sources: periodicals, works published by their author or editor, a Web cite whose title is the same name as its publisher, a Web cite that makes works available but does not actually publish them (such as *YouTube, WordPress,* or *JSTOR*).

Publication date

The same source may have been published on more than one date, such as an online version of an original source. For example, a television series might have aired on a broadcast network on one date, but released on *Netflix* on a different date. When the source has more than one date, it is sufficient to use the date that is most relevant to your use of it. If you're unsure about which date to use, go with the date of the source's original publication.

In the following example, Mutant Enemy is the primary production company, and "Hush" was released in 1999. This is the way to create a general citation for a television episode.

"Hush." *Buffy the Vampire Slayer,* created by Joss Whedon, performance by Sarah Michelle Gellar, season 4, Mutant Enemy, 1999.

However, if you are discussing, for example, the historical context in which the episode originally aired, you should cite the full date. Because you are specifying the date of airing,

you would then use WB Television Network (rather than Mutant Enemy), because it was the network (rather than the production company) that aired the episode on the date you're citing.

"Hush." Buffy the Vampire Slayer, created by Joss Whedon, performance by Sarah Michelle Gellar, season 4, episode 10, WB Television Network, 14 Dec. 1999.

Location

You should be as specific as possible in identifying a work's location. An essay in a book, or an article in journal should include page numbers.

Adiche, Chimamanda Ngozi. "On Monday of Last Week." *The Thing around Your Neck*, Alfred A. Knopf, 2009, pp. 74-94.

The location of an online work should include a URL.

Wheelis, Mark. "Investigating Disease Outbreaks Under a Protocol to the Biological and Toxin Weapons Convention." *Emerging Infectious Diseases*, vol. 6, no. 6, 2000, pp. 595-600, wwwnc.cdc.gov/eid/article/6/6/00-0607_article. Accessed 8 Feb. 2009.

A physical object that you experienced firsthand should identify the place of location.

Matisse, Henri. *The Swimming Pool*. 1952, Museum of Modern Art, New York.

Optional elements

The eighth edition is designed to be as streamlined as possible. The author should include any information that helps readers easily identify the source, without including unnecessary information that may be distracting.

The following is a list of select optional elements that should be part of a documented source at the writer's discretion.

Date of original publication:

If a source has been published on more than one date, the writer may want to include both dates if it will provide the reader with necessary or helpful information.

Erdrich, Louise. *Love Medicine*. 1984. Perennial-Harper, 1993.

City of publication:

The seventh edition handbook required the city in which a publisher is located, but the eighth edition states that this is only necessary in particular instances, such as in a work published before 1900. Since pre-1900 works were usually associated with the city in which they were published, your documentation may substitute the city name for the publisher's name.

Thoreau, Henry David. *Excursions.* Boston, 1863. Date of access:

When you cite an online source, the *MLA Handbook* recommends including a date of access on which you accessed the material, since an online work may change or move at any time.

Bernstein, Mark. "10 Tips on Writing the Living Web." *A List Apart: For People Who Make Websites,* 16 Aug. 2002, alistapart.com/article/writeliving. Accessed 4 May 2009.

URLs:

As mentioned above, while the eighth edition recommends including URLs when you cite online sources, you should always check with your instructor or editor and include URLs at their discretion.

DOIs:

A DOI, or digital object identifier, is a series of digits and letters that leads to the location of an online source. Articles in journals are often assigned DOIs to ensure that the source is locatable, even if the URL changes. If your source is listed with a DOI, use that instead of a URL.

Alonso, Alvaro, and Julio A. Camargo. "Toxicity of Nitrite to Three Species of Freshwater Invertebrates." *Environmental Toxicology,* vol. 21, no. 1, 3 Feb. 2006, pp. 90-94. *Wiley Online Library,* doi: 10.1002/tox.20155.

Creating in-text citations using the eighth edition

The in-text citation is a brief reference within your text that indicates the source you consulted. It should properly attribute any ideas, paraphrases, or direct quotations to your source, and should direct readers to the entry in the list of works cited. For the most part, an in-text citation is the author's name and page number (or just the page number, if the author is named in the sentence) in parentheses:

Imperialism is "the practice, the theory, and the attitudes of a dominating metropolitan center ruling a distant territory" (Said 9).

or

According to Edward W. Said, imperialism is defined by "the practice, the theory, and the attitudes of a dominating metropolitan center ruling a distant territory" (9).

Work Cited

Said, Edward W. *Culture and Imperialism.* Knopf, 1994.

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, like so (00:02:15-00:02:35).

Work Cited

Russell, Tony, et al. "MLA Formatting and Style Guide." *The Purdue OWL*. Purdue U Writing Lab, 2 Aug.

2016, https://owl.english.purdue.edu/owl/resource/747/01/. Accessed 10 Jan. 2017.

Appendix B

ISSH Student Contract

I have read and understood the rules and regulations outlined in this handbook	Yes ☐	No ☐
have read and understood the ISSH Academic Honesty Policy	Yes ☐	No ☐
I understand what it means to plagiarize.	Yes ☐	No ☐
I understand what is meant by collusion.	Yes ☐	No ☐
I understand that I must not share any copy of my work or let another student use my work.	Yes ☐	No ☐
I understand how to obtain information for referencing and understand when to reference sources.	Yes ☐	No ☐
I understand that I cannot communicate with anyone during examinations.	Yes ☐	No ☐
I understand what is meant by unauthorized notes or systems.	Yes ☐	No ☐
I understand that I cannot forge a signature.	Yes ☐	No ☐
I understand that I cannot fake or invent data in order to use it in an assessment	Yes ☐	No ☐

I …………………………………………………………………………………… agree conduct myself in an academically honest manner during the IB Diploma Programme and understand the consequences to any wrongful actions regarding academic honesty.

Signature (student) _____Date:_____

Signature (parent) _____Date: _____