

ACADEMIC HONESTY POLICY

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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile:-

The aim of all IB programs 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. IB learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

EIS Mission Statement

Egyptian International School (EIS) aims to contribute to making the world a better place through education of a new generation. An education that results in generations who are passionate about their Egyptian identity, their mother tongue (Arabic) and who have a good command of the English language.

EIS works towards exposing students to different cultures locally and internationally to foster the development of research and leadership skills.

EIS helps students develop their research and leadership skills, have strong sense of identity and also cares about young people who help to create a better and more peaceful world through intercultural understanding and respect. To fulfil this objective, the school provides its learners with high-quality international education in a local environment, which values respect for international as well as national cultures. EIS aims to enhance good manners, to develop life-long learners and to guarantee the satisfaction of the different stakeholders.

Academic Honesty and Integrity Policy

The Academic Honesty and Integrity policy purpose is to give the school community a handy tool to understand and implement intellectual property rights. EIS embeds this value in its youngsters through multiple channels including conducting training sessions on documenting sources where students learn how to use the APA convention for acknowledging their sources. EIS students develop their knowledge and understanding about the importance of implementing intellectual property rights including:

- To avoid Plagiarism by giving credit to the original source of an idea, piece of information, etc.
- To support one's work with the authoritative work of another author.
- To demonstrate one's knowledge and familiarity with a topic that has been researched.
- To help readers of one's work to find the original source of information that has been used.

The academic honesty and integrity policy goals include defining and clarifying the expectations associated with the submission of authentic work according to the APA convention which are:

- One must document the sources of ideas and information that are not common knowledge even when paraphrased (presented in one's own words).
- Sources include unpublished as well as published items—for example, books, articles, material on the internet, television programs, instructors' lectures, and people, including other students, friends, and relatives.
- Documenting resources come in 2 complementary forms :
In-text citation: Citing the details about where your information comes from inside the text of the assignment.
References list: Providing full details of your sources at the end of the assignment.

As a result, the school community will gain a better understanding of academic malpractice (defined below) and will practice its role and responsibilities for preventing all forms of malpractice. This goes hand in hand with the EIS aim to develop the students' learner profile attribute “principled” which is demonstrated through students' acting with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individuals, groups and communities. Consequently, students shall take responsibility for their own actions and bear the consequences that accompany them.

Academic Dishonesty Definitions:

Malpractice

Malpractice is any behavior that results in, or may result in, a student or group of students gaining unfair advantages in academic work. Malpractice includes but is not limited to plagiarism, collusion, cheating, fabrication of data/work, and duplication of work.

Plagiarism

Plagiarism is the representation of the ideas or work of another person as one's own.

Examples

- * Submitting as one's own work an examination, paper, homework assignment, or other project (laboratory report, artistic work, computer program, etc.) that was created entirely or partially by someone else.
- * Failure to use quotation marks to signal that one is using another person's precise words. Even brief phrases must be enclosed in quotation marks and properly cited.
- * Failure to identify the source of the elements of a nonverbal work (for example, a painting, dance, musical composition, photograph/image, or mathematical proof) that are derived from the work of others.

Collusion

Supporting the malpractice of another student or assisting another student's academic dishonesty.

Examples

- * Writing a paper or carrying out a project for another student.
- * Allowing another student to copy from one's examination, paper, homework assignment, etc.
- * Assisting another student on a take-home examination, paper, homework assignment, etc. unless such assistance is authorized by the instructor.
- * Sharing information regarding assessment contents and questions with other students.

Cheating

Cheating is the use or attempted use of unauthorized assistance during an examination, on a writing assignment, homework assignment, or any other project.

Examples

- * Copying answers from another student's examination, paper, homework assignment, with or without that person's consent.
- * Communicating in any way with another student or a third party during an examination without the permission of the instructor.
- * Using unauthorized materials or devices (including notes, textbooks, universal translator, cell phone, calculator, or any other electronic device) during an assignment or examination without the permission of the instructor.

- * Obtaining and/or reading a copy of an examination before its administration without the permission of the instructor.

Fabrication

Fabrication is the creation of false data or citations.

Examples

- * Fabrication of data: Inventing or falsifying the data of a laboratory experiment, field project, etc.
- * Fabrication of a citation: Inventing a phony citation for a research paper or any other project.
- * Alteration of an assignment: Altering a graded examination, paper, homework assignment, or any other project and resubmitting it to the instructor in order to claim an error in grading.

Duplication of work

Duplication of work is using the same work for more than one course without clear permission from the instructor. Students are expected to produce original work for each course of study.

Examples

- * Submitting a paper or project in more than one course.
- * Submitting a lab report for more than one course without discussing it with both teachers involved.

Academic Dishonesty Prevention

Student Responsibilities

- * Read and sign the Academic Honesty and Integrity Policy
- * Ensure that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. (optional: using free online plagiarism checkers)
- * Comply with all internal school deadlines
- * Understand the definitions of what is considered academic dishonesty
- * Take ownership of learning by asking for clarification of instructions when necessary and seeking help when needed
- * Talk to the IB Coordinator when feeling overwhelmed to discuss assignments and time management strategies to reduce the stress

- * Understand the proper way of citing or acknowledging original authorship of work and ideas
- * Report malpractice and help cultivate a culture of academic honesty at their school
- * Understand the consequences and abide by the academic dishonesty and malpractice

Parent Responsibilities

- * Read and sign the Academic Honesty and Integrity Policy
- * Encourage their Juniors to practice academic honesty
- * Encourage their Juniors to help cultivate a culture of academic honesty at their school

Teacher Responsibilities

- * Begin each semester by reviewing the Academic Honesty and Integrity Policy with each class including the most effective way to report malpractice
- * Confirm, to the best of his or her knowledge, that all work accepted or submitted for assessment is the authentic work of each candidate
- * Understand and implement all school policies
- * Demonstrate and model academic honesty in all presentations and projects
- * Provide guidance to students on study skills, academic writing, research, and acknowledging sources.
- * Purposefully monitor testing environments
- * Report and record academic dishonesty on a discipline referral

Monitoring Process:

At EIS, teachers work on developing students' ATL skills such as research skills (information literacy skills) which equip students with appropriate expertise to facilitate abiding by the academic honesty and integrity policy. This includes the following ATL indicators:

- Collect, record and verify data
- 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
- Evaluate resources

Moreover, EIS teachers give the students the opportunity to submit a draft version of their tasks to be reviewed by the teachers before handing in their final tasks. Subsequently, teachers give students detailed constructive feedback that shall help them to further develop. By this, EIS ensures that the students are used to good practice of academic honesty aspects which guarantees prevention of academic misconduct rather than just detecting it.

EIS teachers check the plagiarism percent of samples of students' submitted tasks using either of the following websites:

- <https://www.quetext.com/>
- <https://paperrater.com/>

If the percentage is more than 15 percent of the total work, then the discipline Team & the coordinator are notified and the following consequences will take place.

Offences and their penalty

1 Penalties are imposed on a candidate found guilty of malpractice in order to:

- ensure that the candidate does not gain an unfair advantage
- maintain the integrity of the examination session by excluding those candidates who have abused the system
- deter other candidates from taking the same action.

2 The committee will not take into account the consequences of imposing a penalty; the penalty will be imposed according to the nature of the offence. However, the committee will take into consideration all the information presented by teachers and the coordinator in their statements on the case. This information may include mitigating circumstances.

3. When judging a case of alleged malpractice the committee will disregard the registration category of the candidate. If a candidate is found guilty, the aim is to penalize the candidate only for the subject in which he or she has been found guilty of malpractice. 4. Work submitted by a candidate for assessment may contravene standard academic practice by failing to acknowledge the ideas or words of another person using quotation marks (or some other accepted practice). However, if there is some attempt by the candidate to acknowledge the source

5. If the final award committee decides that an academic infringement has been established, no mark 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. No further penalty will be imposed and the

case will not be recorded as malpractice. In such a case, the decision regarding academic infringement will be notified in accordance with section.

6. If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject concerned. (No lesser penalty for malpractice is available to the final award committee.) In the case of a Diploma Programme candidate the consequence is that no diploma will be awarded to the candidate. However, a Diploma Programme courses results will be awarded for other subjects in which no malpractice has occurred.

7. If a candidate is found guilty of malpractice in his or her third attempt at achieving the diploma or improving the number of points for the diploma, the candidate will not be permitted a fourth examination session in which to achieve the diploma or improve the number of diploma points.

8. If a candidate is found guilty of malpractice the candidate will be permitted to register for future examinations sessions in which malpractice was established, including the session that follows six months later (Handbook of procedures for the Diploma Programme).

9. If a candidate is found guilty of malpractice in the production of one (or more) of several assignments required for a component, the candidate is not eligible for a mark based on his or her performance in the remaining assignments for the component; no grade will be awarded for the subject. For

example, the internal assessment requirement for a subject may require a portfolio of four separate assignments. If a candidate is found to have plagiarized all or part of one assignment, a mark for his or her internal assessment will not be based on the remaining three assignments: no grade will be awarded for the subject.

10. If a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the final award committee may decide that the candidate will not be permitted to register for examinations in any future session.

11 An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established. This includes the enquiry upon results service when, for example, a senior examiner may identify plagiarism in a piece of work that previously went unnoticed by the teacher or other examiner.

12 Although a case may not warrant a penalty against one or more candidates, on occasion a letter may be sent to the head of school on behalf of the final award committee insisting that greater care be taken to avoid a similar incident occurring again.

IB Coordinator/Administration Responsibilities

- * Ensure that all students, parents, and teachers understand what constitutes academic honesty by providing awareness sessions, printed policies and resources to support the policy.
- * Facilitate the Academic Honesty Committee meetings when needed
- * Provide teachers with materials and training necessary to guide students in maintaining academic honesty
- * Maintain parent contact and participate in the investigation of academic dishonesty and malpractice
- * Provide timely reminders and reviews of the IB Learner Profile attributes “Principled”

Communicating the policy

- All EIS IB policies are posted on the EIS website available for downloading and in an easy printing format.

- For teachers, training sessions will be conducted along with handing them a printed version of the policy and sent by e-mail.
- For students, training sessions will be conducted along with handing them a printed version of the policy
- For parents, awareness sessions will be conducted along with handing them a printed version of the policy and sent by e-mail.

Cycle of Review

The Academic Honesty policy is reviewed every year

References Lists:

Handbook of Procedures for the Diploma Program, IBO, 2013.

IBO General Regulations: Diploma Program, IBO,
2011 IBO Academic Honesty, IBO, 2016

APA Student Guide Centre for Applied Arts & Sciences
September 2017



Academic honesty code

As a student at the Egyptian International School, I declare that I totally understand and implement intellectual property rights. Hence, I.....
, attending grade.....during the school year 20..../ 20...., pledge to commit to the principles of Academic Integrity as described in the school’s Academic Honesty Policy. I vow that I will never present someone else’s work as my own and will always acknowledge the sources of my information, using the APA convention. I will not indulge in plagiarism, collusion, fabrication, cheating, duplication of work or any other academic malpractice. If I do, I understand that I will face the aforementioned consequences, which include being removed from the IB program at EIS.

Student’s signature

.....

Parent’s signature

.....

Appendix

Resources to support the policy

What is APA style?

APA style is a standard for publication in a range of academic disciplines, including the social sciences, nursing, education, and criminology. It is currently used by over a thousand research journals to guide writers submitting articles for publication. Colleges and universities also have requirements for students formatting papers; some departments base their guidelines on APA style.

Where do I start?

Begin by learning how to document the sources of your writing. You must meet two requirements:

1. Within the text of your paper, identify each source of information by naming its author(s) and year of publication. These notations are called in-text citations or in-text references. They also include the page number if you are quoting directly from that source.
2. At the end of your paper, provide the full bibliographic information for all of your sources on a page titled “References.”

In-text citation	Reference page entry
Journal article with DOI (Digital Object Identifier)	
The reintroduction of wolves in Yellowstone National Park has helped regulate populations of not only elk but also aspen and willows (Beschta,	Beschta, R. L. (2003). Cottonwoods, elk and wolves in the Lamar Valley of Yellowstone National Park. Ecological Applications 13, 1295-
Book	
Lewis (2005) argues that many African countries have not responded effectively to the AIDS pandemic because of the conditions tied to loans from the World Bank and the	Lewis, S. (2005). Race against time. Toronto, ON: Anansi Press.
Document from a website, open source, content not fixed (could be changed over time)	
Twenty new wind farms built in 2006 doubled Canada’s overall wind capacity in one year (Jay, 2007).	Jay, P. (2007, March 7). Wind resistance: A “green” energy choice pushing for widespread acceptance. CBC News In Depth. Retrieved August 16, 2009, from http://www.cbc.ca/news/background/energy/wind-

Documenting Sources

Why do you need to cite your sources?

1. distinguishing between your own ideas and information that comes from others
2. showing your readers the sources of your information

What do you need to cite?

Any time you use information from another source, you need to cite that source. This includes

- Facts, ideas, opinions, and interpretations that have influenced your paper’s contents, even if you put the information in your own words;
- Information you copy directly, whether full sentences or phrases; and

- Graphics or illustrations created by someone else, such as tables, charts, maps, and pictures.

What do you not need to cite?

Facts considered to be common knowledge do not need to be cited.

Examples

Common knowledge (no citation needed): Martin Luther King, Jr., was a leader in the civil rights movement in the United States.

Not common knowledge (needs a citation): Martin Luther King, Jr., was arrested nearly 20 times and was assaulted at least four times (Hartford, 1988).

If you are not sure, cite the source; when in doubt, check with your teacher.

How to use your sources?

Put the message in your own words

Paraphrase = express the information in your own words without necessarily shortening the message

Example

Original passage from page 8 of a book by Kazemipur and Halli (2000)

“There are other developments that may elevate the likelihood that the poverty rates of Canada and the United States will remain high, at least for a while: the declining income of the middle classes, and the rising concentration of wealth of the upper classes.”

Paraphrase

Kazemipur and Halli (2000) argue that as economic ground is lost by the middle classes and gained by upper classes, Canada’s poverty rates will probably continue to be high.

Note: If the paper is about poverty in Canada, it would be irrelevant to mention the United States, so that part can be omitted without skewing the original meaning. Notice that the page number is not cited when the information is paraphrased.

Summarize = condense the information into a briefer form. Summarizing is ideal, for example, when you read a study and determine how its findings

relate to your topic. The authors of the study may devote several pages to this discussion, but you may want to sum up the key ones in one paragraph of your paper. Summarizing is useful for all kinds of information.

Example

Original passage from page 7 of a book by Kazemipur and Halli (2000)

During the 1990s, a new surge of poverty struck the industrial nations in the Western Hemisphere, particularly in North America. Resulting from such developments as slower economic growth at both national and international levels, globalization, and erosion of the welfare state, this poverty surge also coincided with an unexpected hardening of racial and ethnic cleavages and an unprecedented rise in the importance of small-scale communities. The simultaneous strike of these three forces created new configurations of poverty (Lawson and Wilson, 1995): a distinguishable ethnic and racial colour and a visible neighbourhood dimension. These configurations made the poverty of the 1990s a new poverty, distinct from that of the pre-1960s.

Summary

According to Kazemipur and Halli (2000), poverty in North America in the 1990s has become more tied to ethnicity, race, and locale than it was before the 1960s.

Reference

Kazemipur, A., & Halli, S. S. (2000). The new poverty in Canada: Ethnic groups and neighbourhoods. Toronto, ON: Thompson Educational Publishing.

Another way to use your sources

Quote directly from the original source

Direct quotation = present another person's ideas word-for-word from the original

Example

Original passage from page 7 of a book by Kazemipur and Halli (2000)

During the 1990s, a new surge of poverty struck the industrial nations in the Western Hemisphere, particularly in North America. Resulting from such developments as slower economic growth at both national and international levels, globalization, and erosion of the welfare state, this poverty surge also coincided with an unexpected hardening of racial and ethnic cleavages and an unprecedented rise in the importance of small-scale communities. The

simultaneous strike of these three forces created new configurations of poverty (Lawson and Wilson, 1995): a distinguishable ethnic and racial colour and a visible neighbourhood dimension. These configurations made the poverty of the 1990s a new poverty, distinct from that of the pre-1960s.

Short quotation

Poverty in the 1990s in North America has “a distinguishable ethnic and racial colour and a visible neighbourhood dimension” (Kazemipur & Halli, 2000, p. 7).

Note: Only the key phrase is quoted directly. Notice, too, that with direct quotations, the page number must be cited.

Long quotation (more than 40 words)

Poverty in the 1990s not only increased but also took on new dimensions. Resulting from such developments as slower economic growth at both national and international levels, globalization, and erosion of the welfare state, this poverty surge also coincided with an unexpected hardening of racial and ethnic cleavages and an unprecedented rise in the importance of small-scale communities. (Kazemipur & Halli, 2000, p. 7)

Note: The combined details in this long passage are kept together by quoting the entire sentence. The lead-in by the research paper writer sets up the quotation and helps the reader understand its significance.

Reference

Kazemipur, A., & Halli, S. S. (2000). *The new poverty in Canada: Ethnic groups and neighborhoods*. Toronto, ON: Thompson Educational Publishing

When should I use direct quotations?

Rarely. Use direct quotations only for particular purposes, such as

- in literary analysis papers, where the specific wording of the literature is the subject of your analysis
- in research writing when you are making a point about the wording of the original passage
- in any situation in which the original wording is essential, such as a definition, a mandate/mission statement, or legal wording

- in any situation in which the original wording is significant or distinctive for some reason

Try quoting short passages (phrases, sentences) rather than whole paragraphs so that your use of direct quotations emphasizes the central point you are making with the passage. The more you can integrate direct quotations into your own paragraphs and sentences, the more smoothly your paper will read.

Most of your tasks should be written in your own words.

How do you indicate that you have omitted or added words in a direct quotation?

Insert an ellipsis, three spaced dots (. . .), to show where you have omitted words from the original text. If you omit a full sentence, use four dots, as the first one indicates a period at the end of the first quoted sentence.

Snip (2009) comments that the "diversity of current theories . . . makes the task of the social researcher particularly challenging" (p. 54).

Use square brackets around any words that you add to a direct quotation to clarify something or make the grammar flow within your surrounding sentence.

“The years of [American] slavery had long-lasting social and economic impacts” (Crashaw, 2008, p. 297).

Formatting In-text Citations

In-text citations of information put in the student own words:

For summarized or paraphrased information, identify the source by author and year. Set this up in parentheses at the end of the sentence or in a signal phrase within the sentence. Always keep the year beside the author’s name.

Parenthetical reference – put the citation at the end of the sentence

The majority (87%) of students writing a research paper for the first time experience frustration and anxiety at the outset (Buis, 2006).

Signal phrase – make the author the subject of the sentence containing his/her information and put the date in parentheses right after the author's name

Buis (2006) found that the majority (87%) of students writing a research paper for the first time experience frustration and anxiety at the outset.

In-text citations of information gathered through personal interviews, e-mail messages, phone conversations:

Interviews, letters, memos, e-mail correspondence, and phone conversations are cited only in the text of the paper; they are not listed on the reference page. Include three things in the parentheses: the author's initials and surname, the phrase "personal communication," and the full date.

. . . was the determining factor in student success (P. Day Chief, personal communication, April 22, 2006).

P. Day Chief (personal communication, April 22, 2006) stated that . . .

In-text citations of direct quotations:

Short quotations (fewer than 40 words) - incorporate the quotation into your paragraph and cite the author, year, and page number in one of these three ways:

According to Secretan (2005), " " (p. 12).

Secretan (2005) defined the problem as " " (p. 12).

As noted in a recent study, the problem is " _ " (Secretan, 2005, p. 12).

Notice that in each variation here, too, the year is beside the author's name.

Long quotations (40 words and longer) - type the quoted section as a double-spaced block, indented 5-7 spaces from the left margin, with no quotation marks. End with a period, and then give the citation in

parentheses. The one shown below cites the author and year in a signal phrase before the quotation, so only the page number is cited at the end of the block.

Young (1996) focused on the connections between individuals and the community. Although her study examined the individual testimonies of only 16 homeless people, she saw this kind of public testimony as having profound impact on the community as a whole:

A collective analysis of this testimony resituates individuals, placing individuals at the centre, removing them from the margins. . . . Situating testimony in this way ultimately empowers the homeless, for only they can articulate their own experience. Publicly sharing individual experience is a means of developing social understanding of that experience. In this postmodern age, characterized by separation and alienation, elaborating the role of communication in forming community may be more vital than ever. (p. 338)

Even a small sample, Young argued, can . . .

If you write several statements in one paragraph based on the same source:

Be clear about the source in your wording of the information. When referring to the source no parenthetically in subsequent sentences, you do not need to repeat the year.

Buis (2006) found that 87% of students writing a research paper for the first time experience frustration and anxiety when they begin. However, Buis also noted that this frustration diminished as students saw their papers begin to take shape.

How to handle two or more works by different authors that all contribute to a point I am making in my task?

List the authors alphabetically and separate the citations with semicolons.

Several recent studies (Coma 2011; Cottle, 1999, 2007; Stevenson, 2012) investigated . . .

Note: The two dates after Cottle show that two different publications by Cottles are relevant; these are separated by a comma and listed chronologically after the author.

How to cite a source that you found in another source? (secondary citation)

Secondary citations are shown within the text of your paper but not on the reference page.

. . . (Baker, 1964, as cited in Harker, 2003).

This reference tells your reader that your source, Harker (2003), contained information from Baker (1964), which you are now bringing into your paper. In this example, only Harker (2003) would be listed on your reference page.

How do you cite a specific part of a source (e.g., a figure or a table within an article or book)?

Indicate the specific source of your information after the date in your in-text citation.

. . . (Car stairs, 2009, Table 3).

How do you cite a source with no author named?

In reference page entries, if no author is named, put the title in the author position. For all in-text citations, what ever information appears first in your reference entry (usually the author, but sometimes the title) will begin your in-text citation. See page 14 for examples

In-text citations for paraphrases/summaries from various sources

Source	In-text citation
One author	(Loftus, 1993)
Two authors	(Heilman & Okimoto, 2007) Heilman and Okimoto (2007) found that . . .
Three through five authors	- first time cited in paper (Cloke, Milbourne, & Widdowfield, 2001) - subsequent citations
Six or more authors	(Lahey et al., 1999)
Association/agency as author	(National Institute of Mental Health, 1990)

Periodical article, no author - use title of article within quotation marks	(“The Land of Goodbyes,” 2007)
Book, no author – use title of book and show in italics	(How to Write, 1990) Note: Full title of book is How to Write a
Periodical article on electronic database	(Fehon, 2007)
Online document, author named	(Singer, 2003)
Online article, no author	(“Couples to Wed,” 2012) Note: If the source is the full website rather than an article within a larger online publication, italicize
Online report, association/agency as	(Parks Canada, 2002)
Republished work	(King, 1958/2003)
Image or graphic – use name of artist or creator if available; if not,	(Braasch, 2005) (Global Warming, 2003)
Podcast – producer in place of author	(Van Nuys, 2007)
YouTube video – screen name of person who posted	(MissDipFilms, 2012)

Creating a Reference Page

- Formatting Reference Page Entries

Periodical Articles

Author(s). (year). Title of article. Title of Periodical, volume(issue), pages.

Example – journal article, one author

Noronha, C. (1994). Fetal alcohol syndrome in Canada: A case study. *Journal of Youth and*

Adolescents, 24(4), 11-15, 17.

The volume number, 24, is followed (with no space) by the issue number, 4, which is in parentheses and is followed by a comma. The italics extend only through the volume number.

Books

Author(s). (year). Title of book. Location of publisher: Name of Publisher.

Example – book, one author

What other elements do I add for electronic (digital) sources?

Creating a reference entry for Internet sources can be challenging as they do not always have copyright information, titles, and named authors. Generally speaking, though, use all the same elements in the same order as you would for a print source; then add retrieval information so that your readers will be able to locate the source themselves.

Author(s). (year). Title of article. Title of Periodical, volume(issue), pages. Retrieval information as explained below.

Sample reference entries: Periodicals (print and digital)

1. Journal article, one author, each issue paginated separately (i.e., each issue begins with page 1), no DOI assigned, accessed in print form

Noronha, C. (1994). Fetal alcohol syndrome in Canada: A case study. *Journal of Youth and*

Adolescents, 24(4), 11-15, 17.

Note capitalization of the article title as compared with the journal title. Also, note that the journal title and the volume number are italicized, including the commas before and after the volume number.

2. Signed daily newspaper article accessed in print form (give the specific date after the year)

Wente, M. (2007, July 14). Taking heart – and giving one. *Globe and Mail*, p. F1.

The letter “p.” is shown before the page number to clarify that this is not a volume or issue number.

3. Unsigned daily newspaper article accessed in print form (give the specific date after the year)

The land of goodbyes. (2007, July 14). *Globe and Mail*, p. T1.

Because no author is listed for this article, the citation begins with the title and would be alphabetized under the first significant word. Even though the

title would be shown in quotation marks within the paper, no quotation marks are used here.

4. Online letter to editor in monthly newspaper

Stanton, M. D. (2001, July/August). Substance abuse [Letter to the editor]. APA Monitor.

Retrieved July 27, 2001, from
<http://www.apa.org/monitor/>

In the print version, the page number would be provided after the publication title, but in the web version, the URL takes you to a journal site where the letter can be easily located using the newsletter title and date.

Sample reference entries: No periodical online publications

5. Online document, one author

Singer, R. (2003, April). The impact of poverty on the health of children and youth. Retrieved from

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