

**ISN Nice**

**Academic Honesty Policy**

**2023**

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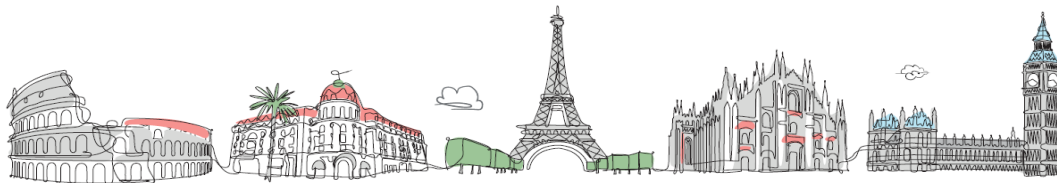
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## Introduction

As an IB World School, the International School of Nice aligns its assessment practices with the IB mission, philosophies, standards and practices and the IB learner profile. Policies at ISN are developed in collaboration with teachers, students and parents to ensure that our policies reflect the needs and values of our community. Our policies are intended to embrace ISN's vision to prepare today's learners to confidently embrace challenges as adaptable, empathetic global citizens who will be active contributors for a more sustainable world and mission to:

- INSPIRE students to take a leading, active and caring role in our changing world
- SUPPORT students in achieving their academic potential and developing their individuality
- NOURISH the minds and spirits of our students in a safe, friendly and caring environment

## ISN's values



**B R I C K**

**Belonging**      **Respect**      **Integrity**      **Courage**      **Kindness**

<p>We feel valued, needed, and accepted by others.</p> <p>We all belong to the inclusive and diverse ISN Community.</p>	<p>We communicate and act with courtesy and politeness. We value what we have.</p>	<p>We act with honesty, fairness and compassion even in the face of challenge.</p>	<p>We respond in a way which allows us to act on our values rather than our impulses.</p>	<p>We nurture and care for the physical, emotional &amp; social wellbeing of ourselves and others.</p>
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## What is academic honesty at ISN?

International Baccalaureate (IB) programmes and others offered at ISN encourage students to inquire and to think critically and creatively, and to present their thinking in a variety of ways. They are encouraged to make their thoughts and their learning visible and explicit, show how they have constructed their ideas, and demonstrate the views they have followed or rejected. This is essentially what scholarship and academic honesty are: making knowledge, understanding and thinking transparent. An essential aspect of this is an understanding of the technical aspects of academic honesty, of citing and referencing.

Academic honesty is an essential principle of ISN's academic programme. As stated in the IB Learner Profile, all members of the ISN community strive to be "principled", acting with "integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities".

All students submitting work for assessment understand the principles of Academic Integrity as:

"a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work." (Academic Integrity, IBO, 2022)

Principles of academic honesty are also adhered to in the Primary School. If research is taking place students are reminded that they should put the research in their own words. In Grade 5, students will follow the PYP exhibition guidelines. Students engage in research and part of the exhibition process and they need to create a bibliography which will follow the MLA format. If students engage in academic misconduct it will be considered as a learning experience and the students will be act to reflect on this process and repeat the work.

In the Middle and High School students use the MLA referencing format across all of its programmes from the MYP to the DP programme. The school also uses *Turnitin* which is integrated into the Managebac platform. This feature is now automatically enabled and checks all submitted work for plagiarisim. The acceptable *Turnitin* percentage will be dependent upon the type and nature of the subject and the assignment.

Students in the Middle School also learn about appropriate referencing in Infolit sessions which is one 40 minute period per week which is delivered by the school librarian (Please see the appendix for resources).

## The role of the Parent.

- Encourage them to plan each assignment.
- Provide support with the scheduling of their work, as they may have many assignments to complete.
- Establish a good level of communication with the school so that you understand the requirements of what is expected of students.
- Encourage them to ask their teacher(s) for advice if they are having difficulty with their work.

## What is academic misconduct?

Academic misconduct is behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or behaviour that disadvantages other students) in one or more assessment components.

## Categories of “academic misconduct” at ISN:

- A. Plagiarism and Cheating
- B. Unauthorized Aid or Collusion
- C. Misconduct
- D. Flagrancy
- E. Breaking Confidentiality of Honour Council Investigations

### **a. Plagiarism and Cheating**

Students pledge to submit coursework that results only from their own efforts or that is properly acknowledged. Students pledge to attribute borrowed data, arguments, or language to their authors or creators in clear acknowledgements, following whichever form of citation is specified.

The Honour Council<sup>1</sup> may use any and all available resources to determine the degree of plagiarism on any given assignment. Examples of violations include, but are not limited to:

- Making use of unauthorized assistance, materials, or study aids

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<sup>1</sup> See Honour Council, page 5

- Making use of the work, ideas or creations of others and doing one of the following: in the case of direct quotations, submitting such work as one's own without using quotation marks and citing references; or, in the case of paraphrases, submitting such work without references in the form of in-text citations, footnotes, or endnotes
- Taking work developed in another class for credit and submitting that work in a second class without the instructor's explicit permission

#### **b. Unauthorized Aid**

Students pledge to submit their own work, except in cases where collaboration or assistance is specifically authorized by the teacher. When examinations or assignments demand that a student work from memory or only with specifically allowed notes or readings, students pledge not to seek any form of unauthorized aid, such as prohibited online sources, disallowed notes or resources, or assistance from other students who have previously completed the same or a similar assignment.

Examples of violations include, but are not limited to:

- Accessing online information during an exam, when such access is not permitted
- Using a "cheat sheet" or other unauthorized memory aid, when its use is not permitted
- Referring to a book, article, database, or other source on a closed-book examination
- Submitting any part of the work of another person, including one who was enrolled in a previous iteration of the class.
- Creation of an alternative communication channel during online sessions
- Facilitating others to work dishonestly, as in any of the examples above

#### **c. Misconduct**

During assessments includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination.

#### **d. Flagrancy**

Falsifying Information: Students pledge never to falsify their work or to deceive instructors or peers about their work. Examples of violations include, but are not limited to:

- o Fabricating or altering data, or making up sources;
- o Lying in order to gain extensions or inappropriately favourable work circumstances;
- o Lying to Honour Council investigators or hearing panels, throughout the duration of the investigation or otherwise impeding or obstructing an investigation or hearing.
- o Theft of property (for example, tests or answer sheets; notes, tests, or papers of other students; or the answer keys of an instructor);

- o Downloading or copying materials from online resources or student collections of past exams or paper.

The above examples are not comprehensive. Flagrancy may be determined based on evidence that proves contempt for or blatant disregard of the Honour Code during the course of an investigation.

#### **e. Breaking Confidentiality of Honour Council Investigations**

- Telling others about the investigation of another student
- Speaking publicly about an investigation into one's own conduct, while that investigation is underway

### Clarifying the Distinction Between Legitimate Collaboration & Unacceptable Collusion

As part of the MYP programme students will engage in collaborative work. At ISN Nice teachers will encourage MYP students to follow the IB's conduct on academic honesty. Home room teachers at the start of the year will clearly frame the difference between collaboration and collusion and this will be reinforced throughout the year by subject teachers. Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another (IB, 2014). ). In collaborative or group work situations, students will collectively mind map ideas and assign relevant roles within the group according to the assignment in order to prevent collusion. Students must present work in their own words and acknowledge the work of others by using the MLA format according to the school's academic honesty policy.

### Good practice—recommendations for students

- Make sure that information you have used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with your teacher.
- Cite your sources so that readers can find them; if you cannot state the origin of the source it is better not to use it.

Because ISN has no means of knowing whether an act of academic misconduct was deliberate or not, students should know how to indicate and cite material that is not their own. Students are also expected to follow the rules of acceptable behaviour under testing conditions. For these reasons, a student's intent cannot be taken into account if the school investigates an alleged breach.

### Acknowledging the work of others

- Make clear which words, ideas, images and works are not your own (including maps, charts, musical compositions, movies, computer source codes and any other material).
- Give credit for copied, adapted and paraphrased material.
- When using text, make clear where the borrowed material starts and finishes.
- All sources cited in the text must also be listed in the bibliography (or reference list/ list of works cited) and all sources listed in the bibliography (or reference list/list of works cited) must be cited in the text.

## The Honour Council

The Honour Council investigates suspected academic integrity violations and recommends consequences for confirmed violations. It is a representative body consisting of the relative IB coordinator or section head, concerned ISN teacher(s), and student council representative(s).

## Consequences

Teachers are encouraged to approach first time offences as a good learning opportunity. Subsequent events, depending on the severity of the violation and the purpose of the work, the student will be subject to the following consequences:

When a violation of the Honour Code is suspected, there is a meeting of the Honour Council to:

- 1) Investigate the claim through interviewing the concerned parties.
- 2) Meet the student(s) suspected of violating the Honour Code
- 3) Recommend necessary consequences

If the investigation reveals that a violation has occurred, the Honour Council makes a recommendation to the Director of the School depending on the age of the student and severity of the violation.

The consequences may include :

In the first offense students will be awarded zero marks until the work is repeated and may include in-house suspension depending on the severity of the case, especially for Pre-IB and IB students.

- A warning and referral to the Honour Council to clarify ISN's culture of academic integrity
- Secondary offense may lead to the Disciplinary Board (Conseil de discipline) which comprises of: the Head of Section, Director and two other teachers (one is neutral), parents of the student and the student concerned.



- Temporary suspension is decided by the Head of Section in consultation with the Head of School.
- Violation in IBDP coursework may result in the loss of the IB Diploma status in accordance with IB regulations.

*Adapted from the IB Academic Honesty in the Diploma Programme*

## Bibliography

"Authentication Selector". *Resources.Ibo.Org*, 2022,  
[https://resources.ibo.org/data/g\\_0\\_iboxx\\_amo\\_1702\\_2\\_e.pdf](https://resources.ibo.org/data/g_0_iboxx_amo_1702_2_e.pdf).

Academic integrity, (International Baccalaureate Organization 2019)

Practicing MLA Format & Citations © 2016, Tracee Orman

## Appendix

Appendix 1: Example of MLA resources taken from: *Practicing MLA Format & Citations* © 2016, Tracee Orman

### MLA Citations Practice

Name: \_\_\_\_\_

★ **COMPREHENSION CHECK** ★ Answer the following questions after reading “What is MLA Style? And why do I need to use it?”

1. List at least three reasons why writers document their sources: \_\_\_\_\_

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2. What are the three areas for documenting sources and formatting a paper that using MLA style covers?

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(Orman, p.5)



## ★ IN-TEXT CITATIONS ★

A writer can use a mixture of **signal phrases** and **parenthetical citations** to tell the audience **WHO** said it and **WHERE** the information/quote was found.



A **signal phrase** tells the reader that something is taken from a source (a direct quote, paraphrase, or summary). Most signal phrases will include the author's name and/or the title of the article or work.

### EXAMPLE **SIGNAL PHRASES**:

**According to Chuck Miley, American History II instructor,** Harriet Beecher Stowe's *Uncle Tom's Cabin* served as a catalyst for the Civil War.

"Thirty-three percent of tweets test at a fourth grade reading level," **Dave Johnson said in a Time.com study.**

**In "How Smart Are Your Tweets?", Johnson claims** that 20-year old Justin Bieber tweets at a fifth-grade reading level.

## PRACTICE IT!

1. **SIGNAL PHRASE:** Using the information provided, write a sentence using a signal phrase for this quote:

**"...a tweet's limit of 140 characters makes it difficult to compose a message at a higher reading level."**

**Author:** Dave Johnson

**Article:** "How Smart Are Your Tweets?"

**Name of Site:** *Time.com*

(Orman, p.7)

## Appendix 2:

### Sample of student work from MYP 3 INS Criteria B, bibliography.

#### Bibliography:

"Documents relating to the Ship Zong," REC/19, National Maritime Museum, Greenwich, London

"Answers of William Gregson (January 1784) and James Kelsall (November 1783)," E112/1258/173, NA.

Equiano, Olaudah. *The Interesting Narrative of the Life of O. Equiano or G. Vasa, the African*. 1789.

*A Slaving Voyage to Africa and Jamaica: the Log of the Sandown, 1793-1794*. Ed. Bruce L. Mouser. Bloomington, Ind.: Indiana UP, 2002.

Clarkson, Thomas. *Essay on the Slavery and Commerce of the Human Species*. London: J. Phillips, 1788.

Falconbridge, Alexander. *An Account of the Slave Trade on the Coast of Africa*. London: J. Phillips, 1788.

Krikler, Jeremy. "The Zong and the Lord Chief Justice." *History Workshop Journal* 64 (2007): 29-47.

DOI : [10.1093/hwj/dbm035](https://doi.org/10.1093/hwj/dbm035)

Trevor Burnard, « A New Look at the Zong Case of 1783 », XVII-XVIII [En ligne], 76 | 2019.

#### Sample of student work Theatre IBDP Theatre:

<p>Hughes, Aidan. "Shadow Theater Taiwan, China." <i>Prezi.com</i>. Prezi, 26 Feb. 2016. Web. 07 May 2017. &lt;<a href="https://prezi.com/uolxcy4ddz/shadow-theater-taiwan-china/">https://prezi.com/uolxcy4ddz/shadow-theater-taiwan-china/</a>&gt;.</p> <p>Kertész, Fanni Ajna. "Chinese Shadow Puppetry." <i>Prezi.com</i>. Prezi, 09 Nov. 2014. Web. 07 May 2017. &lt;<a href="https://prezi.com/he941cltz8w8/chinese-shadow-puppetry/">https://prezi.com/he941cltz8w8/chinese-shadow-puppetry/</a>&gt;.</p> <p>"Shadowgraphy (performing Art)." <i>Wikipedia</i>. Wikimedia Foundation, 11 Apr. 2017. Web. 07 May 2017. &lt;<a href="https://en.wikipedia.org/wiki/Shadowgraphy_(performing_art)">https://en.wikipedia.org/wiki/Shadowgraphy_(performing_art)</a>&gt;.</p> <p><b>Interviews</b></p> <p>CBC Arts Profile: Annie Katsura Rollins. Perf. Annie Katsura Rollins. <i>CBC Arts Profile: Annie Katsura Rollins</i>. Vimeo, Jan. 2017. Web. 07 May 2017. &lt;<a href="https://vimeo.com/193958235">https://vimeo.com/193958235</a>&gt;.</p> <p>CBC Arts How To Become a Chinese Shadow Puppet Master. Perf. Annie Rollins. <i>CBC Arts How To Become a Chinese Shadow Puppet Master</i>. Vimeo, Jan. 2017. Web. 07 May 2017. &lt;<a href="https://vimeo.com/193961875">https://vimeo.com/193961875</a>&gt;.</p>	<p><b>Book</b></p> <p>Currell, David. <i>Puppets and Puppet Theatre</i>. Wiltshire: Crowood, 2013. Print.</p> <p>Chen, Fan Pen Li. <i>The Chinese Shadow Theatre: History, Popular Religion, and Women Warriors</i>. Montréal, Québec: McGill-Queen's UP, 2007. Print.</p> <p><b>Photos</b></p> <p>China Puppet Puppet and Shadow Art Society. Digital image. <i>UNESCO Cultural Heritage</i>. UNESCO Intangible Cultural Heritage Website, 2009. Web. 07 May 2017. &lt;<a href="http://www.unesco.org/culture/ich/en/13-representative-list-00411&amp;include=slideshow.inc.php&amp;id=00421#http://www.unesco.org/culture/ich/img/photo/thumb/04843-LRG.jpg">http://www.unesco.org/culture/ich/en/13-representative-list-00411&amp;include=slideshow.inc.php&amp;id=00421#http://www.unesco.org/culture/ich/img/photo/thumb/04843-LRG.jpg</a>&gt;.</p> <p>China Puppet and Shadow Art Society. Digital image. <i>UNESCO Cultural Heritage</i>. UNESCO Intangible Cultural Heritage Website, 2009. Web. 07 May 2017. &lt;<a href="http://www.unesco.org/culture/ich/en/13-representative-list-00411&amp;include=slideshow.inc.php&amp;id=00421#http://www.unesco.org/culture/ich/img/photo/thumb/04843-LRG.jpg">http://www.unesco.org/culture/ich/en/13-representative-list-00411&amp;include=slideshow.inc.php&amp;id=00421#http://www.unesco.org/culture/ich/img/photo/thumb/04843-LRG.jpg</a>&gt;.</p>	<p><a href="http://www.unesco.org/culture/ich/img/photo/thumb/04843-LRG.jpg">esco.org/culture/ich/img/photo/thumb/04843-LRG.jpg</a>.</p> <p>Karagöz and Hacivat. Digital image. <i>Traditional Galanty Show - Karagöz and Hacivat</i>. Alaturka, 17 July 2014. Web. 07 May 2017. &lt;<a href="https://www.alaturka.info/images/kultur/theater/das_schattenspiel_karagoez_hacivat.jpg">https://www.alaturka.info/images/kultur/theater/das_schattenspiel_karagoez_hacivat.jpg</a>&gt;.</p> <p>Persson, Johan. <i>THE WINTER'S TALE</i>. Digital image. <i>BAM</i>. BAM, Dec. 2016. Web. 07 May 2017. &lt;<a href="http://www.bam.org/theater/2016/the-winters-tale">http://www.bam.org/theater/2016/the-winters-tale</a>&gt;.</p> <p>Emperor Wu. Digital image. <i>Emperor Wu (r. 140-87 BCE) Confucian Sage or Legalist Tyrant?</i> Bhoert, n.d. Web. 07 May 2017. &lt;<a href="http://bhoert.faculty.noctrl.edu/HST261/09.HanWudi.html">http://bhoert.faculty.noctrl.edu/HST261/09.HanWudi.html</a>&gt;.</p> <p>Wilson, Allan. <i>Shadow Puppet Show In Xian (China)</i>. Digital image. <i>Live Less Ordinary: The Contemporary Travel Blog</i>. Live Less Ordinary, 06 May 2017. Web. 07 May 2017. &lt;<a href="http://www.live-less-ordinary.com/shadow-puppet-show-in-xian-china/">http://www.live-less-ordinary.com/shadow-puppet-show-in-xian-china/</a>&gt;.</p> <p>Chinese shadow puppets. Digital image. <i>The International</i></p>
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