

# Student Resource Guide

A Practical Resource for Academic Honesty and Authenticity



International Baccalaureate Diploma (DP), Career-related (CP),  
and Middle Years (MYP) Programs

**This document draws its authority from** the *Diploma Programme Assessment Procedures (2020)*, the *Statement from the IB about artificial intelligence in assessment and education (2023)*, *Effective Citing and Referencing (2014)*, *Academic honesty in the IB Educational Context* Turnitin.com (updated 2016), Research Resources, the *GCS Position on Generative Artificial Intelligence* and The OWL at Purdue (<http://owl.english.purdue.edu/>).

**The International Baccalaureate Organization (IBO) defines plagiarism as occurring when someone:** Uses words, ideas, or work products attributable to another identifiable person or source without attributing the work to the source from which it was obtained in a situation in which there is a legitimate expectation of original authorship in order to obtain some benefit, credit, or gain.

Students should be aware that the IB does not regard any work produced—even only in part—by generative artificial intelligence tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. As with current practice, an essay which is predominantly quotes will not get many, if any, marks with an IB mark scheme.

**The IBO defines academic misconduct** as “...deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage...[in addition]...behaviour that may disadvantage another student is also regarded as academic misconduct.

It also includes any act **that potentially threatens the integrity of** IB examinations and assessments that happen before, during or after the completion of the assessment or examination, paper-based or on-screen” (*IBO*).

This guide delineates the parameters of authentic authorship, intellectual property and academic misconduct. Rio Mesa High School’s students will act with integrity in all areas of school life, including the completion of any work required for their courses. Students will avoid academic misconduct.

All students are required to demonstrate principles of academic honesty as an essential part of their involvement in the International Baccalaureate Diploma, Career-related, and Middle Years Programs.

At the beginning of every school year, all International Baccalaureate Diploma, Career-related and Middle Years Program students will watch an informative video outlining the importance of the documents entitled *General Regulations: Diploma Programme* and *Student Resource Guide: A Practical Resource for Academic Honesty and Authenticity*. Both documents discuss the regulations, procedures, and consequences associated with misconduct.

Every IB DP/CP/MYP student and his/her guardian will be required to submit an online Google form verifying the documents have been accessed and read. Submission of said Google form serves as a person’s digital signature.

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## **The IB Learner:**

The attributes of being **Principled** and using **Integrity** are found in the *IB Learner Profile* document (<https://drive.google.com/file/d/1tXPFNpt3oDDQkgkmyEKtTd4yx7fZdArB/view>) and are attributes found in our school's mission and vision statement: Río Mesa High School students, staff, parents, and community work together to embody the core values necessary for success as scholars and citizens of the world. It takes Spartan **PRIDE** (principles, reflection, inquiry, dedication and engagement) to be successful.

Being **principled** means **practicing integrity, respect, and responsibility**. Students will use another *IB Learner Profile* attribute, being **knowledgeable**, to learn and understand the basic meaning and significance of the following information :

### **Authentic authorship**

An authentic piece of work is one that is based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Therefore all assignments, written or oral, completed by a student for assessment must wholly and authentically use that student's own language and expression. Where sources are used or referred to, whether in the form of direct quotation, paraphrase, generative from artificial intelligence (AI), such sources must be fully and appropriately acknowledged. In summary, any assignment turned in must be the work of the student.

### **Intellectual Property:**

Students will respect intellectual property rights and the laws that protect intellectual property. There are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. Students must at least be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by national and international law. Please be aware of illegal out-of-school activities (for example, illegal music downloads, peer-to-peer or P2P file sharing) for which students may face legal proceedings.

### **Misconduct:**

The document *General Regulations: Diploma Programme* defines misconduct as, "...behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components."

#### ***Misconduct includes:***

- **plagiarism:** this is defined as the representation of the ideas or work of another person or generative AI as the student's own (see details on [page 1 of this document](#))
- **collusion:** this is defined as supporting misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another
- **duplication of work (self-plagiarizing or double-dipping):** this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- **any other behavior that gains an unfair advantage for a student or that affects the results of another student** (for example, taking unauthorized material into an

examination room, misconduct during an examination, falsifying a Creativity, Activity, and Service (CAS) record).

Many believe that because the Internet is in the public domain and largely unregulated, information can be taken from Web sites without the need for acknowledgement. Students must record the addresses of all Web sites from which they obtain information during their research, including the date when each web site was accessed. The uniform (or universal) resource locator (URL) constitutes the Web site address for this purpose. (Simply stating the search engine that was used to find the Web site is not acceptable.) This includes the copying of maps, photographs, illustrations, data, graphs and so on. For example, to cut and paste a graph from a Web site without acknowledging its source constitutes plagiarism. E-mail messages, social media posts, streamed media (Youtube) and AI must be treated in the same way as the Internet, books, journals and published sources.

Also, copying works of art - whether music, film, dance, theatre arts or visual arts - also constitutes plagiarism. There are circumstances where the creative use of part of the work of another artist is acceptable, but the original source must always be acknowledged. Students must understand that submitting the work of another as their own is not acceptable and constitutes misconduct.

International Baccalaureate Diploma, Career-related, and Middle Years Program staff may utilize Google Originality Reports, PlagiarmismCheck.org and/or ZeroChatGTP to verify that students are not engaging in plagiarism.

**Plagiarism:**

the use of someone else's ideas, words or other original material (including AI) without clearly acknowledging the source of that information.

**All of the following are considered plagiarism (including but not limited to):**

- Turning in the work of someone else or AI as your own
- Copying words or ideas from AI or someone else without giving credit
- Changing words but copying the sentence structure or a source without giving credit
- Failing to put quoted words in quotation marks
- Rearranging words and changing sentence structure (paraphrasing) without giving credit
- Using AI or someone else's ideas, even if you put them in your own words, without giving them credit
- Buying, stealing, or borrowing someone else's paper
- Copying and pasting large sections of text from the Internet, electronic resources or AI without using quotation marks or citing the source
- Inappropriate help from tutors
- Giving incorrect information about the source of a quotation
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

### **Site-based consequences for academic misconduct:**

OUHSD policy 5131 lists the following as **prohibited conduct**, “Plagiarism or dishonesty on school work or tests (cf. 5131.9 - Academic Honesty) (cf. 6162.54(a) - Test Integrity/Test Preparation) (cf. 6162.6 - Use of Copyrighted Materials).

*Rio Mesa High School has instituted its own site-based consequences for students who engage in misconduct. Please read and take note of the following:*

#### **First Misconduct Offense\*:**

- Student **receives** a grade of zero “0” on the assignment.
- Teacher **may** allow the student to re-do the assignment.
- Teacher **may** provide an alternative assignment to complete, in addition to the original assignment.
- Teacher **will** complete and submit an incident referral using our secure, online student information management system *Synergy*.
- Teacher **will** notify student and guardian.
- **IB DP, CP and MYP teachers will notify** IB DP/CP and MYP coordinators.\*\*\*

#### **Second Misconduct Offense\*:**

- Student **receives** a grade of zero “0” on the assignment.
- Teacher **may** allow the student to re-do the assignment.
- Teacher **may** provide an alternative assignment to complete, in addition to the original assignment.
- Teacher **will** complete and submit an incident referral using our secure, online student information management system *Synergy*. **Incident referral will request administrative action.**
- Teacher **will** notify student and parent and/or guardian.
- **IB DP, CP and MYP teachers will notify** IB DP/CP and MYP coordinators.
- **IB DP, CP and MYP students - a conference with the student, guardian, teacher, IB coordinator, and administrator will be held.**\*\*\*

#### **Third Misconduct Offense:**

- Student **receives** a grade of zero “0” on the assignment.
- Teacher **will** complete and submit an incident referral using our secure, online student information management system *Synergy*. **Incident referral will request administrative action.**
- **IB DP, CP and MYP teachers will notify** IB DP/CP and MYP coordinators.
- **IB DP, CP and MYP students - a conference with the student, guardian, teacher, IB coordinator, and administrator will be held.**
- **IB DP/CP/MYP students will** be in danger of failing the **IB DP/CP/MYP** course in question. An IB DP/CP student may jeopardize his/her standing with the IBO and, in turn, may forfeit the right to take any IB exams\*\* which **will** result in the loss of a student’s IB certificate, IB diploma, and/or IB career-related certificate.

**In addition to the above**, according to OUHSD Board Policy 5131, “Students who violate district or school rules and regulations **may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of the privilege of participation in extracurricular or co-curricular activities or other privileges** in accordance with Board policy and administrative regulation.”

\*Based on the severity of any offense, the IB staff and school administrator may decide to enforce the most rigorous consequences as delineated in “third misconduct offense.”

\*\*No refunds for exams will be issued.

\*\*\*Misconduct regarding a DP/CP exam and/or internal assessment work may require the IB DP or CP coordinator and school administrator to enforce the most rigorous consequence as delineated in “third misconduct offense.”

### **Academic Honesty Policy Review**

Rio Mesa’s *International Baccalaureate Diploma, Career-related and Middle Years Programs Student Resource Guide* will be reviewed by IB staff members, the IB counselor, the IB DP/CP/MYP coordinators, and an administrator each year.

To avoid misconduct through inadvertent plagiarism, students must become familiar with the process of correctly documenting sources. The following information will serve as a guide.

## Preventing Plagiarism: What You Can Do

*The following information provided by Turnitin.com and Research Resources. Turnitin.com allows free distribution and non-profit use of this document in educational settings.*

In a research paper, you have to come up with your own original ideas while at the same time using work that's already been done by others. But how can you tell where their ideas end and your own begin? What's the proper way to include sources in your paper? If you change some of what an author said, do you still have to cite that person?

Confusion about the answers to these questions often leads to **plagiarism**. If you have similar questions, or are concerned about preventing plagiarism, we recommend using the checklist on the next page.

### A. Consult with your instructor

Have questions about plagiarism? If you can't find the answers on our site, or are unsure about something, you should ask your instructor. He or she will most likely be very happy to answer your questions. You can also check out the guidelines for [citing sources properly](#). If you follow them, and the rest of the advice on this page, you should have no problems with plagiarism.

### B. Plan your paper

Planning your paper well is the first and most important step you can take toward preventing plagiarism. If you know you are going to use other sources of information, you need to plan **how** you are going to include them in your paper. This means working out a balance between the ideas you have taken from other sources and your own, original ideas. Writing an outline, or coming up with a thesis statement in which you clearly formulate an argument *about* the information you find, will help establish the boundaries between your ideas and those of your sources.

### C. Take Effective Notes

One of the best ways to prepare for a research paper is by taking thorough notes from all of your sources, so that you have much of the information organized before you begin writing. On the other hand, poor note-taking can lead to many problems – including improper citations and misquotations, both of which are forms of plagiarism! To avoid confusion about your sources, try using different colored fonts, pens, or pencils for each one, and make sure you clearly distinguish your own ideas from those you found elsewhere. Also, get in the habit of marking page numbers, and make sure that you record bibliographic information or web addresses for every source right away – finding them again later when you are trying to finish your paper can be a nightmare!

### D. When in doubt, cite sources

Of course you want to get credit for your own ideas. And you don't want your instructor to think that you got all of your information from somewhere else. But if it is unclear whether an idea in your paper really came from you, or whether you got it from somewhere else and just changed it a little, **you should always cite your source**. Instead



of weakening your paper and making it seem like you have fewer original ideas, this will actually strengthen your paper by: 1) showing that you are not just copying other ideas but are processing and adding to them, 2) lending outside support to the ideas that are completely yours, and 3) highlighting the originality of your ideas by making clear distinctions between them and ideas you have gotten elsewhere.

#### **E. Make it clear who said what**

Even if you cite sources, ambiguity in your phrasing can often disguise the real source of any given idea, causing inadvertent plagiarism. Make sure when you mix your own ideas with those of your sources that you always clearly distinguish them. If you are discussing the ideas of more than one person, watch out for confusing pronouns. For example, imagine you are talking about Harold Bloom's discussion of James Joyce's opinion of Shakespeare, and you write: "He brilliantly portrayed the situation of a writer in society at that time." Who is the "He" in this sentence? Bloom, Joyce, or Shakespeare? Who is the "writer": Joyce, Shakespeare, or one of their characters? Always make sure to distinguish **who** said **what**, and give credit to the right person.

#### **F. Know how to Paraphrase:**

A paraphrase is a restatement **in your own words** of someone else's ideas. Changing a few words of the original sentences does NOT make your writing a legitimate paraphrase. You must change **both** the **words** and the **sentence structure** of the original, **without** changing the content. Also, you should keep in mind that paraphrased passages **still require citation** because the ideas came from another source, even though you are putting them in your own words.

The purpose of paraphrasing is not to make it seem like you are drawing less directly from other sources or to reduce the number of quotations in your paper. It is a common misconception among students that you need to hide the fact that you rely on other sources. Actually it is advantageous to highlight the fact that other sources support your own ideas. Using quality sources to support your ideas makes them seem stronger and more valid. Good paraphrasing makes the ideas of the original source fit smoothly into your paper, emphasizing the most relevant points and leaving out unrelated information.

#### **G. Evaluate Your Sources**

Not all sources on the web are worth citing – in fact, many of them are just plain wrong or in the case of generative AI created. So how do you tell the good ones apart? For starters, make sure you know the **author(s)** of the page, where they got their information, and when they wrote it (getting this information is also an important step in avoiding plagiarism!). Then you should determine how credible you feel the source is: how well they support their ideas, the quality of the writing, the accuracy of the information provided, etc.

## Citation Styles

Citation styles differ mostly in the location, order, and syntax of information about references. The number and diversity of citation styles reflect different priorities with respect to concision, readability, dates, authors, publications, and, of course, style.

There are also two major divisions *within* most citation styles: **documentary-note style** and **parenthetical style**. *Documentary-note style* is the standard form of documenting sources. It involves using either **footnotes** or **endnotes** so that information about your sources is readily available to your readers but does not interfere with their reading of your work.

In the *parenthetical style*, sometimes called the “author-date” style or “in-text” style, references to sources are made in the body of the work itself, through parentheses. An example of this would be the following sentence, taken from page 23 of a book written by Professor Scott in 1999:

Professor Scott asserts that “environmental reform in Alaska in the 1970s accelerated rapidly as the result of pipeline expansion.” (Scott 1999, 23)

This is generally considered an abbreviated form of citation, and it does not require footnotes or endnotes, although it does require the equivalent of a “**Works Cited**” page at the end of the paper. It is easier to write, but might interfere with how smoothly your work reads. **See your instructor for information on which form, documentary-note style or parenthetical style, is appropriate for your paper.**

With so many different citation styles, how do you know which one is right for your paper? First, **we strongly recommend asking your instructor**. There are several factors which go into determining the appropriate citation style, including discipline (priorities in an English class might differ from those of a Psychology class, for example), academic expectations (papers intended for publication might be subject to different standards than mid-term papers), the research aims of an assignment, and the individual preference of your instructor.

You have to think about how you want to identify your sources. If your sources are very important to your ideas, you should mention the author and work in a sentence that introduces your citation. If, however, you are only citing the source to make a minor point, you may consider using parenthetical references, footnotes, or endnotes.

If you want to learn more about using a particular citation style, we have provided links to more specific resources on the next page, and we have also included information from The OWL at Purdue University.

- ***Modern Language Association (MLA)***

**IMPORTANT NOTE:** MLA Formatting and Style Guide found at the following link:

MLA Link: [Purdue OWL](#)

For more detailed MLA formatting please see your IB teacher

**You can also access the following:**

UW- Madison Writer’s Handbook:

<http://www.wisc.edu/writing/Handbook/DocMLA.html>

MLA Citation Style

<https://style.mla.org/works-cited/citations-by-format/>

Google Docs > Tools > Citations

<https://watch.screencastify.com/v/1vYBgVdyEQ8nxWujikDF>

Easybib:Free Bibliography Generator

[MLA Format: Everything You Need to Know Here \(easybib.com\)](http://www.easybib.com)

- ***American Psychological Association APA***

***Social Sciences - APA Citation Format***

**IMPORTANT NOTE:** APA format will be used by students in the History of the Americas course to cite a variety of sources, such as books, articles, primary source documents, and websites. APA Formatting and Style Guide found at the following link:

APA Link: [Purdue OWL](http://www.purdue.edu/owl)

For more detailed APA formatting please see your IB “Individuals and Societies” teacher

**You can also access the following:**

APA Citation

[CSUDH Library Guide - APA Citations](http://www.csudh.edu/library/guide/apa)

Easybib:Free Bibliography Generator

[APA Format: Everything You Need to Know Here - EasyBib](http://www.easybib.com)

General info on citing and evaluating web documents

[UC Berkeley Library Guide](http://www.library.berkeley.edu)

You can save a lot of time and energy simply by asking “How should I cite my sources,” or “What style of citation should I use?” before you begin writing.

***Identifying Sources in the Body of Your Paper***

The first time you cite a source, it is almost always a good idea to mention its author(s), title, and genre (book, article, or web page, etc.). If the source is central to your work, you may want to introduce it in a separate sentence or two, summarizing its importance and main ideas. But often you can just tag this information onto the beginning or end of a sentence.

For example, the following sentence puts information about the author and work before the quotation:

Milan Kundera, in his book The Art of the Novel, suggests that “if the novel should really disappear, it will do so not because it has exhausted its powers but because it exists in a world grown alien to it.”

You may also want to describe the authors if they are not famous, or if you have reason to believe your reader does not know them. You should say whether they are economic analysts, artists, physicists, etc. If you do not know anything about the authors, and cannot find any information, it is best to say where you found the source and why you believe it is credible and worth citing. For example,

*In an essay presented at an Asian Studies conference held at Duke University, Sheldon Garon analyzes the relation of state, labor-unions, and small businesses in Japan between the 1950s and 1980s.*

If you have already introduced the author and work from which you are citing, and you are obviously referring to the same work, you probably don't need to mention them again.

However, if you have cited other sources and then go back to one you had cited earlier, it is a good idea to mention at least the author's name again (and the work if you have referred to more than one by this author) to avoid confusion.

## ***Quoting Material***

### **What is quoting?**

Taking the exact words from an original source is called quoting. You should quote material when you believe the way the original author expresses an idea is the most effective means of communicating the point you want to make. If you want to borrow an idea from an author, but do not need his or her exact words, you should try paraphrasing instead of quoting.

### **How often should I quote?**

Quote as infrequently as possible. You never want your essay to become a series of connected quotations, because that leaves little room for your own ideas. Most of the time, paraphrasing and summarizing your sources is sufficient (but remember that you still have to cite them!).

If you think it's important to quote something, an excellent rule of thumb is that for every line you quote, you should have at least two lines analyzing it.

### **How do I incorporate quotations in my paper?**

Most of the time, you can just identify a source and quote from it. Sometimes, however, you will need to modify the words or format of the quotation in order to fit in your paper.

Whenever you change the original words of your source, you must indicate that you have done so. Otherwise, you would be claiming the original author used words that he or she did not use. But be careful not to change too many words! You could accidentally change the meaning of the quotation, and falsely claim the author said something they did not.

For example, let's say you want to quote from the following passage in an essay called "United Shareholders of America," by Jacob Weisberg:

"The citizen-investor serves his fellow citizens badly by his inclination to withdraw from the community. He tends to serve himself badly as well. He does so by focusing his pursuit of happiness on something that very seldom makes people happy in the way they expect it to."

When you quote, you generally want to be as concise as possible. Keep only the material that is strictly relevant to your own ideas.

So here you would not want to quote the middle sentence, since it is repeated again in the more informative last sentence. However, just skipping it would not work – the final sentence would not make sense without it. So, you have to change the wording a little bit. In order to do so, you will need to use some **editing symbols**. Your quotation might end up looking like this:

In his essay, "United Shareholders of America," Jacob Weisberg insists that "The citizen-investor serves his fellow citizens badly by his inclination to withdraw from the community. He tends to serve himself badly. . . by focusing his pursuit of happiness on something that very seldom makes people happy in the way they expect it to."

The ellipses (. . .) indicate that you have skipped over some words in order to condense the passage. But even this version is still a bit lengthy – there is something else you can do to make it even more concise. Try changing the last sentence from

“He tends to serve himself badly. . . by focusing his pursuit of happiness on something that very seldom makes people happy in the way they expect it to.”

to

“He tends to serve himself badly. . . by focusing his pursuit of happiness on [money].”

The brackets around the word [money] indicate that you have substituted that word for other words the author used. To make a substitution this important, however, you had better be sure that “money” is what the final phrase meant – if the author intentionally left it ambiguous, you would be significantly altering his meaning. That would make you guilty of fraudulent attribution. In this case, however, the paragraph following the one quoted explains that the author is referring to money, so it is okay.

As a general rule, it is okay to make minor grammatical and stylistic changes to make the quoted material fit in your paper, but it is not okay to significantly alter the structure of the material or its content.

### **Quoting within Quotes**

When you have “embedded quotes,” or quotations within quotations, you should switch from the normal quotation marks (“”) to *single* quotation marks (‘’) to show the difference.

For example, if an original passage by John Archer reads:

*The Mountain Coyote has been described as a “wily” and “single-minded” predator by zoologist Ima Warner.*

your quotation might look like this:

*As John Archer explains, “The Mountain Coyote has been described as a ‘wily’ and ‘single-minded’ predator by zoologist Ima Warner.”*

Note the double quotes surrounding the entire quotation, and the single quotes around the words quoted in the original.

### **How do I include long quotes in my paper?**

The exact formatting requirements for long quotations differ depending on the citation style.

In general, however, if you are quoting more than 3 lines of material, you should do the following:

- Change the font to one noticeably smaller (in a document that is mostly 12 point font, you should use a 10 point font, for example)
- Double indent the quotation – that means adjusting the left and right margins so that they are about one inch smaller than the main body of your paper.
- If you have this option in your word-processor, “left-justify” the text.
- That means make it so that each line begins in the same place, creating a straight line on the left side of the quotation, while the right side is jagged.
- Do NOT use quotation marks for the entire quotation – the graphic changes you have made already (changing the font, double indenting, etc.) are enough to indicate that the material is quoted. For quotations within that quotation, use normal quotation marks, not single ones.
- You might want to skip 1.5 times the line-spacing you are using in the document before you begin the quotation and after it. This is optional and depends on the style preferred by your instructor.