

# ACADEMIC INTERGRITY POLICY

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

#### **OUR MISSION STATEMENT**

We aim to have all learners, ages 11 to 19, access engaging educational opportunities in an active, diverse, and inclusive academic environment such that they can experience success at university and beyond. We will achieve this by putting together relevant, engaging, and challenging curriculums that prepare them to be at the fore of creativity, leadership, lifelong learning, and development of an ever-evolving world.



## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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## Philosophy of Academic Integrity Policy

At Enko Bonanjo campus, we place great value on personal integrity and academic honesty. The administration, faculty, and staff strongly believe that integrity must be a significant component in the academic success of our students; therefore, we promote academic honesty. The vision of Enko Bonanjo campus is to build the skills, competencies, and capabilities of our students to realize their professional aspirations. Integrity is the foundation of this vision.

In addition we recognize that students need to become adults who take responsibility for lifelong learning and citizenship. Our assessment policies cultivate that sense of responsibility early by providing appropriate and challenging expectations and ensuring that students rise to these challenges.

These policies are firmly rooted in our values, especially our shared sense of diligence, honesty, and fairness. Students should learn to do their own work, follow timelines, and give credit when they borrow the ideas of others, and should be held accountable for these behaviours.

In order for students to complete their education with a profound sense of accomplishment, the school expects students will make consistent progress based on evidence of achievement. In return we commit to placing students in learning environments that best support on going progress.

## Academic Integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals (IBO, 2021). It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work. As part of the IB's educational goal to award reliable, fair and recognized outcomes to our students through valid assessments, this policy has been created to ensure a common understanding of the IB's academic integrity principle. Results cannot be fair if some students have had an unreasonable advantage over others.

All members of the community need to be aware that the school treats academic dishonesty as a very serious matter. We believe in supporting practices related to academic honesty and integrity. Students should

know that programme coordinators and teachers are available to offer further advice and guidance.

This policy is based on the ideas of the IB Learner Profile (especially principled): “We act with integrity and honesty, with a strong sense of fairness and justice and with respect to the dignity and rights of people everywhere. We take responsibility for our actions and their consequences” (IBO 2014).

## Academic Honesty

Academic Honesty is a set of values and skills where learners strive to act with integrity and honesty as they question, inquire, and act. Academic honesty and integrity are the foundation of educational institutions.

Promoting Academic Honesty is essential because lack of academic integrity undermines the philosophy of any educational programme. Students engaging in academic misconduct miss the “learning opportunity”.

All candidates in the IB Diploma programme shall receive formal training, a written copy of the policy and will be required to sign an agreement to uphold this policy in regards to Diploma programme assessments and examinations.

## Student Academic Misconduct

The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct.

It is also an expectation that teachers will uphold the school’s policy and act with utmost integrity in the assessment and examination process. The school will not tolerate the following practices:

Term	Definition (ref. Diploma Programme, Academic Honesty)
Plagiarism	Plagiarism means the direct copying of materials (words, ideas, pictures, information, etc.) from any source (a Friend’s work, an article off the Internet,

	encyclopaedia, work of art, etc.) And submitting it as your own.
<b>Collusion</b>	Collusion refers to an individual supporting malpractice by another student in allowing their work to be copied or submitted for assessment.
<b>Duplication of Work</b>	Submitting the same work for different assessment components.
<b>Misconduct during exams</b>	Misconduct can be defined as a student possessing unauthorised material; disclosing information to another student; or receiving information from another student. It can also be defined as the teacher/coordinator not abiding by proper examination regulations.
<b>Falsifying Data</b>	Falsifying data can be defined as creating or altering data that have not been collected in an appropriate way. Students may falsify data when submitting assignments that incorporate research and teachers may falsify data when marking assignments.
<b>Malpractice</b>	Behaviour that results in, or may result in, candidates gaining an unfair advantage in one or more assessment components; it includes collusion, duplication of work, plagiarism, and cheating
<b>Cheating</b>	Any behaviour that gains an unfair advantage for a candidate or that affect the results of another candidate. Examples include:- taking unauthorized materials into an examination; - misconduct during an examination; -falsifying a CAS record; -exchanging information about the content of an examination paper within 24 hours after a written examination

## HOW TO AVOID MALPRACTICE

- **Responsibility of the School**

It is an expectation that the school provides time and adequate resources for staff and students to understand and practice academic integrity. Senior Leadership is to ensure fairness and consistency in the implementation of assessments and is tasked to monitor the integrity of all coordinators and teachers when conducting examinations.

It is also expected that the school provide regular, consistent and clear information to parents about the policy and how they can support their child in maintaining academic honesty.

It is the school's responsibility to ensure that all students adhere to the school's Academic Honest policy and to deal with malpractice in a consistent and fair manner. Diploma students and teachers must also adhere to the principles and practices set out in the IB document, *Diploma Programme: Academic Honesty*, 2011.

- **Responsibility of the Staff**

The Programme Coordinators shall provide a copy of this policy and IB's publication *Academic Honesty in the IB educational context* (IB, 2014) to all staff and ensure they have read it and will understand and comply with it. Further, the Diploma Coordinator will ensure that all students and teachers in the Diploma Programme receive the *Diploma Programme: Academic Honesty Guide* (2011) and a copy of the school's policy.

The Programme coordinators shall collaborate with the school librarian to ensure there are adequate resources in the library and that appropriate research skills are taught to the students.

The Diploma Programme Coordinator shall ensure that all parents and students receive a copy of *General Regulations: Diploma Programme* and understand its content.

The Diploma Programme Coordinator, in collaboration with teachers, shall ensure that a piece of student work submitted to IB for external moderation is authentic and fully and correctly acknowledged.

Teachers shall:

- Make students aware of what constitutes academic dishonesty in their respective classes and how it undermines the learning process
- Make students aware of the consequence of academic dishonesty
- Teach students how to use the words and ideas of others appropriately to support their own oral and written communication
- Be vigilant about preventing and identifying malpractice at all grade levels and in all subjects
- Structure assignments and tests so as to minimize the opportunity for student dishonesty and malpractice. This includes requiring students to submit work to the plagiarism prevention website Urkund anti-plagiarism system:



- Students send their documents by email to the school's Urkund address
- The document is stored and analysed on the Urkund server. This analysis consists in a comparison of the document with texts found on the Internet, the documents of other students, and published material (books, encyclopaedias, etc.). The document and generated reports are then sent to the school
- Teachers can choose the way the analysed documents and reports are transmitted. They can be sent by email or consulted on the website [www.arkund.com](http://www.arkund.com) by clicking on "login". The school is sent a login ID by email.
- Read, understand, and comply with the appropriate IB 'Academic Honesty' publications referenced in this policy.

**Responsibility of Students-** Students shall:

- Not engage in any form of academic dishonesty at any time, including collusion, duplication of work, plagiarism, and all other forms of cheating
- Learn correct methods of source citation, including for Internet sources, and ask teachers for guidance
- Ensure that all of the work they submit is 'authentic' with the work or ideas of others fully and correctly acknowledged
- Work collaboratively only in appropriate circumstances. Students are encouraged to form study groups, but they should always ask their teachers for clarification about what type of collaboration is appropriate before working with other students

- **Responsibility of Parents**

It is expected that parents act in partnership with the school to oversee their child's work and they are familiar with the school academic honesty policy.

**Procedures**

It is the expectation that all incidents regarding dishonesty and malpractice be dealt with in a fair, consistent and age appropriate manner.

**Process for investigating alleged malpractice**

If a teacher has reason to believe that academic dishonesty has occurred, the following steps will be taken:

- The teacher will investigate the suspected malpractice



- The teacher will communicate the outcome of his/her investigation to the appropriate programme coordinator
- If the teacher and coordinator are in agreement that malpractice has occurred, the student will receive no credit for the assignment in question and disciplinary consequences will be enacted by the disciplinary committee led by the appropriate programme coordinator
- Consequences for academic malpractice range from the student earning a zero on the work involved to immediate dismissal from the programme, depending on the severity of the infraction
- The programme coordinator will communicate, in writing, disciplinary consequences to the student and his/her parents/guardians. This letter will be placed in the students file in the coordinator's office but will not become part of the student's permanent academic record
- If the student enters the IB diploma programme with a record of malpractice from the other programmes, that record constitutes the student's first incident of academic malpractice
- If a student is allowed to remain in the IB DP programme following a first incident of academic malpractice, a second incident of any type will result in the student's dismissal from Enko Bonanjo Campus.
- At any time in the disciplinary process, the student has a right to an appeal and representation support either by another student, teacher or parent
- Records of all incidences must be kept in the programme coordinator's office.

### **IB Diploma assessments**

In addition to the consequences above, if a confirmed malpractice incident involves any work to be submitted for an IB Diploma assessment (including Extended Essay, internal assessments, Theory of Knowledge essay, external assessments, and IB exams), the work will not be submitted to the IB which will result in no diploma being awarded. If malpractice is suspected, but the coordinator is not able to confirm it, the coordinator is required to report the incident to the IB. A final award committee at the IB will investigate the incident.

**Scenarios for malpractice cases** (taken from Diploma Programme: Academic Honesty)

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<b><u>A: Plagiarism</u></b>	Defined as the representation of the ideas or work of another person as the candidate's own
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<b>Scenario</b>	A candidate copies a work of art without acknowledging the source
<b>Principle</b>	Plagiarism as a breach of regulations includes all media and is not confined to text
<b>Penalty</b>	No grade will be awarded in the subject concerned
<b>Scenario</b>	An alleged case of plagiarism where the examiner, coordinator and/or teacher believe the candidate has plagiarised all or part of the work, but there is no evidence in the form of a source (or sources) that has been copied
<b>Principle</b>	No candidate will be found guilty of plagiarism unless there is clear evidence in the form of source material that has been changed. A case of alleged plagiarism will only be brought to the attention of the final award committee when there is evidence of plagiarism; suspicion of plagiarism is not sufficient
<b>Penalty</b>	No penalty

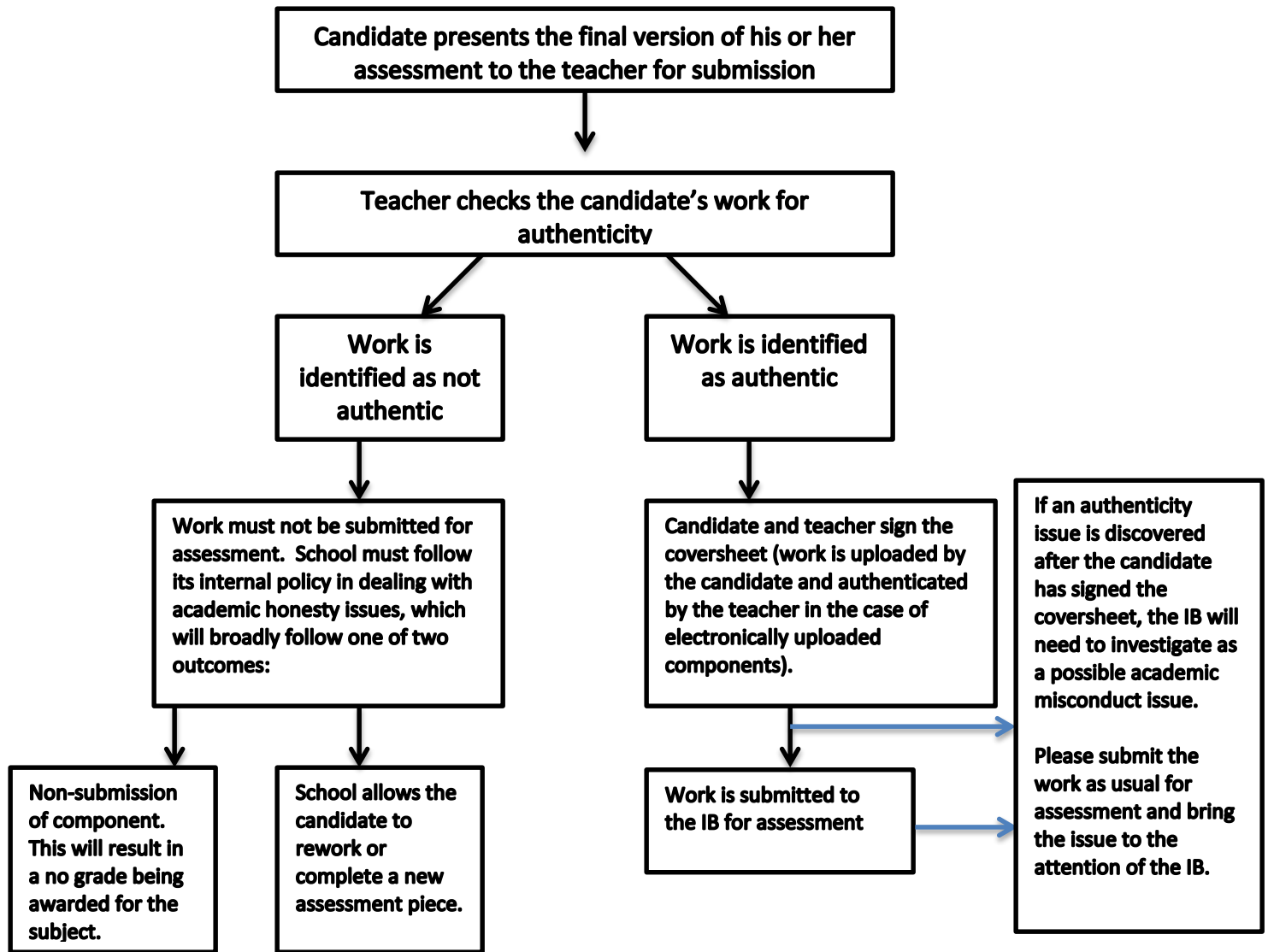
**B: Misconduct during an examination:** Malpractice includes any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate

<b>Scenario</b>	The candidate is found to be in possession of unauthorised material during a written or oral examination (for example a cell phone and textbook)
<b>Principle</b>	Possession of unauthorised material is sufficient reason to find a candidate guilty of malpractice. Whether or not a candidate did gain, could have gained, or intended to gain an advantage by using the unauthorised material will not be taken into account.
<b>Penalty</b>	No grade will be awarded in the subject concerned.

### **Authentication of student work and academic honesty in IB examinations**

Teachers and supervisors of extended essays are responsible for the authentication of all student work to be submitted for assessment. The teacher or supervisor along with the candidate will use the proper coversheets to attest that the work is the authentic work of the candidate and that it is the final version of that work.

Before the coversheet is signed, teachers and supervisors should follow the flow diagram below, included in the IB Diploma Programme *Handbook of Procedures 2015*, Section A.8.2



Please note that some assessment components can only be completed once (so cannot be reworked or attempted again). In these instances a non-submission of component must be obeyed. Please see relevant subject guide for clarification.

### Effective citing and referencing (International Baccalaureate 2014)

Students are encouraged to consult the IB publication *Effective citing and referencing* (2014) when engaged in writing. The document provides guidance on referencing and demonstrates some of the differences between the most widely used styles (p.1).

In addition to the above resource, students may consult the following: *Cambridge Rindge and Latin Research Guide*—this guide is written for high school students. It breaks the research process into a series of steps leading to a research paper, and contains clear information and illustrations for each step.

([http://www.crlsresearchguide.org/00\\_basic\\_steps.asp](http://www.crlsresearchguide.org/00_basic_steps.asp) )

*Purdue OWL Research and Citation Resources*—Purdue’s Online Writing Lab contains information about how to conduct research, evaluate sources, take notes, avoid plagiarism, and cite sources.

(<https://owl.english.purdue.edu/owl/section/2/>)

**Below are examples of the most common forms in use (taken from *The Purdue Owl Citation Chart on the Internet*)**

Category	APA	MLA	CMS
General Approach	The American Psychological Association (APA) provides a method for source documentation that is used in most social sciences courses. The social sciences place an emphasis on the date a word was created, so most APA citation involves recording the date of a particular work in the physical text. The date is usually placed immediately after the author’s name in the “References” page at the end of an essay. The most recent APA formatting can be found in the sixth edition of the APA manual.	The Modern Language Association (MLA) provides a method for source documentation that is used in most humanities courses. The humanities place an emphasis on authorship so most MLA citation involves recording the author’s name in the physical text. The author’s name is also the first to appear in the “Works Cited” page at the end of an essay. The most recent MLA formatting can be found in the seventh edition of the MLA manual.	The Chicago Manual Style (CMS) includes two systems for citation: a notes and bibliography (NB) system is used in most history courses. History places much emphasis on source origins, so footnotes and endnotes are used to demonstrate on-page where a particular piece of information came from. In CMS, a number is assigned to a particular tract in the text to the bibliography. The most recent CMS formatting can be found in the sixteenth edition of the CMS manual.
Reference Lists	Occasionally truncated entries are given simply to focus on the difference between citations for each type of material. Ellipses indicate which entries would normally continue according to the basic principles of each style.		
Citing Books	Book citations in APA generally require author name, publication year, work title, publication city, and publisher	Book citations in MLA generally require the author name, work title, publication city, publisher, year published, and an indication of the publication medium, such as print.	Book citations in CMS style generally require the author name, work title, publication city, publisher, and publication year.
General Book Format	Pollan, M. (2006). <i>The omnivore’s dilemma</i> . New York, NY: Penguin Group.	Pollan, Michael...	Pollan, Michael....
Editor with no author	Duncan, G. J. & Brooks-Gunn, J. (Eds.). (1997). <i>Consequences of growing up poor</i> . New York: Russell Sage Foundation	<i>Consequences of Growing up Poor</i> . Eds. G. J. Duncan and J. Brooks-Gunn. New York, Russell Sage Foundation: 1997.	Duncan G. J. and J. Brooks-Gunn, eds. New York: Russell Sage Foundation, 1997.

## Enko Bonanjo International School

### American Psychological Association (APA) Style Guide for Writing (Adapted from the 7<sup>th</sup> Edition Publication Manual of the American psychological Association)

Enko Bonanjo International School has adopted the American Psychological Association (APA) style and students in IGCSE and IB diploma are required to use this format in the preparation of written assignments. The APA manual (7<sup>th</sup> Edition) is accessible in the library.

#### APA format and style

Academic writing can be defined as “independent thought supported by reliable and relevant research”. This requires the writer to integrate and cite the sources that have been consulted.

#### Paper format

- Use standard-sized paper – A4
- Margins should be 1” all around (top, bottom, left, right)
- Use Times New Roman 12 – point font
- For emphasis, use *italics* (not question marks, bold, etc.)
- Double-space
- Align the text flush left

#### Organisation

The basic organisation of an APA-style paper includes the Title page, Title, Author name Abstract, Text (body), and Reference list.

#### Title Page

A title page is required for all APA Style papers. It contains two versions, the professional and student versions of the title page. The professional title page includes the following elements; title of paper, name of each author of the paper, affiliation of each author, running head, and page number (sample available in the APA guide, library)

The student title page entails the students follow the guidelines of their instructor or institution (e.g. Enko Bonanjo International School) when determining which title page format is most appropriate to use. If not instructed otherwise, students should include the following elements on the title page; title of paper, name of each author of the paper, affiliation of each author, typically the university attended, course number and name for which the paper is being submitted, instructor name, assignment due date, written in the month, date and year format used in the country, page number.

Being the first page, the title page is where to set up your page header, which includes the running head and the page number. The running head- an abbreviated, title that is a maximum of fifty characters- should appear flush left in all uppercase letters in the header on all pages. Page numbers should be in the header, flush right.

## **Title**

The title should summarize the main idea of the paper simply and, if possible, in a way that is engaging for readers. For research papers, it should be a concise statement of the main topic of the research and should identify the variables or theoretical issues under investigation and the relationship between them. Although there is no prescribed limit for title length in APA Style, students are encouraged to keep their titles focused and succinct. Avoid words that serve no purpose; they increase the title length and can mislead readers (for examples of effective versus ineffective paper titles see sample APA guide in the library)

## **Author Name (Byline)**

The preferred form of an author's name is first name, middle initial(s), and last name; this form reduces the likelihood of mistaken identity (e.g., that authors with the same first and last names are the same person). Every paper should include the name of the author or authors (the byline).

Students should follow this guidelines for the byline formatting:

- If the paper has one author, write the author name centered and in standard (i.e., nonbold, nonitalic) font.
- For two authors, separate the names with the word "and"; for three or more authors, separate the names with commas and include "and" before the final author's name.
- For names with suffixes, separate the suffix from the rest of the name with a space, not a comma (e.g., Roland J. Thorpe Jr.).

## **Abstract**

The abstract covers the main points of the paper and is not always required for Enko Bonanjo/IB assignments. Read the assignment instructions carefully to determine whether the assignment requires an abstract or not.

Abstracts typically are limited to no more than 250 words. If you are submitting a work for publication, check the journal's instructions for authors for abstract length and formatting requirements, which may be different from those of APA journals. Abstracts may appear in paragraph

or structured format. Abstracts in paragraph format are written as a single paragraph without indentation of the first line. Structured abstracts are also written as a single paragraph without indentation, and labels are inserted to identify various sections

## **Body**

The text or body contains all of the author's main points as well as detailed and documented support for those ideas. The text can be organized in many ways, and the organization generally depends on the paper type. Most papers include an introduction that addresses the importance of the work, contextualizes the work within the existing literature, and states the aims of the work. Beyond the introduction, the paper should include paragraphs or sections explaining the main premises of the paper.

The text should start on a new page after the title page and abstract (if the paper includes an abstract). On the first line of the first page of the text, write the title of the paper in title case, bold, and centered. Use headings as needed and appropriate within the text to separate sections and to reflect the organizational structure of the content. Do not start a new page or add extra line breaks when a new heading occurs; each section of the text should follow the next without a break

## **Reference List**

The references page will contain a list of all sources actually cited in the paper.

- This should start its own page
- The word References, though not in italics, is centered at the top of the page.
- Include all, any, and only sources that were actually cited in the paper
- Arrange the sources in alphabetical order using the authors' last names.
- Label the reference list "References," capitalized, in bold, and centered. Double-space all reference list entries (including between and within references).

## **Style, Punctuation and Mechanics**

### **Numbers**

- Use numerals for numbers 10 and above (12 of the subjects); for example numbers above and below 10 grouped for comparison (2 of 16 responses); for numbers representing times, dates,



- measurements, and ages (2-year-olds, 2 hr 15 min); for statistics and percentages (multiplied by 5, 5% of the sample); and for numbers denoting a specific place in a series, book, or table (Table 3, Group 3, page 32).
- Spell out numbers below 10 that do not represent precise measurements (eight items, nine pages); for numbers beginning a sentence, title, or heading (Forty-eight people responded. Ten subjects improved); for common fractions (one fifth of the class); and for approximations of numbers of days, months, and years (about three months ago).

### **Acronyms**

An acronym uses the first letter of each word in a name or title.

- Acronyms must be spelled out completely on initial appearance in text. The abbreviation or acronym should appear in parentheses after that initial spelling out.

Example:

The No Child Left behind Act (NCLB) had a profound impact on public education in the United States. The NCLB was an initiative of President George W. Bush in 2002.

### **In-text Punctuation**

- Use one space after punctuation marks at the end of a sentence
- Use ellipses when omitting material within a quote
- Place a comma after the penultimate word in a series. For example: Your books, ball, and bat are under the bed
- If a compound word is not in the Merriam-Webster's Collegiate Dictionary, use hyphens for clarity rather than omit them
- Hyphenate compound adjectives that precede the noun they modify, except when the first word of the compound is an adverb ending in *-ly*. For example: role-playing technique, two-way analysis, middle-class families, widely used method
- Do not hyphenate a compound adjective if its meaning is established or it cannot be misread. For example: grade point average, health care management
- See page 98 of the APA Manual for further rules on hyphenation

### **Initial Capitalisation**

- Capitalise all words of four or more letters in titles (books, articles, etc.) used in text. This rule does not apply within the References section, except for titles of periodicals.
- Capitalise proper nouns and names

## In-Text Citations

### Author-Date Citation System

In-text citations are used in the body of a paper to show which sources a student used for particular material. Use the author-date citation system to cite references in the text in APA Style. In this system, each work used in a paper has two parts: an in-text citation and a corresponding reference list entry. The in-text citation appears within the body of the paper (or in a table, figure, footnote, or appendix) and briefly identifies the cited work by its author and date of publication. This in-text citation enables readers to locate the corresponding entry in the alphabetical reference list at the end of the paper.

#### Citation Rules

- In an in-text citation, provide the surname(s) of the author(s) or the name(s) of the group author(s). Do not include suffixes such as “Jr.” in the in-text citation
- The date in the in-text citation should match the date in the reference list entry. Use only the year in the in-text citation, even if the reference list entry contains a more specific date (e.g., year, month, and day).
- For works with no date, use “n.d.” in the in-text citation

#### Parenthetical and Narrative Citations

In-text citations have two formats: parenthetical and narrative. In parenthetical citations, the author name and publication date appear in parentheses. In narrative citations, this information is incorporated into the text as part of the sentence.

Both the author and the date, separated by a comma, appear in parentheses for a parenthetical citation. A parenthetical citation can appear within or at the end of a sentence. When a parenthetical citation is at the end of a sentence, put the period or other end punctuation after the closing parenthesis.

Example (Luna, 2020) - One author

(Salas & D’Agostino, 2020) - Two authors

(Martin et al., 2020) - Three or more authors

#### Narrative Citation

The author appears in running text and the date appears in parentheses immediately after the author name for a narrative citation.

Example: Koehler (2016) noted the dangers of falsely balanced news coverage.

### **Citing Multiple Works**

When citing multiple works parenthetically, place the citations in alphabetical order, separating them with semicolons. Listing both parenthetical in-text citations and reference list entries in alphabetical order helps readers locate and retrieve works because they are listed in the same order in both places.

Example: (Adams et al., 2019; Shumway & Shulman, 2015; Westinghouse, 2017)

### **Works With the Same Author and Same Date**

When multiple references have an identical author (or authors) and publication year, include a lowercase letter after the year. The year-letter combination is used in both the in-text citation and the reference list entry. Use only the year with a letter in the in-text citation, even if the reference list entry contains a more specific date.

Example: Judge & Kammeyer-Mueller, 2012a)  
Judge and Kammeyer-Mueller (2012b)

### **Paraphrases and Quotations**

**A paraphrase** restates another's idea in your own words. Paraphrasing is an effective writing strategy because it allows authors to summarize and synthesize information from one or more sources, focus on significant information, and compare and contrast relevant details. Cite the work you paraphrase in the text using either the narrative or parenthetical format. A paraphrase may continue for several sentences. In such cases, cite the work being paraphrased on first mention. Once the work has been cited, it is not necessary to repeat the citation as long as the context of the writing makes it clear that the same work continues to be paraphrased

**A direct quotation** reproduces words verbatim from another work or from your own previously published work. It is best to paraphrase sources rather than directly quoting them because paraphrasing allows you to fit material to the context of your paper and writing style. Use direct quotations rather than paraphrasing when reproducing an exact definition. The format of a direct quotation depends on its length.

Regardless of quotation length, do not insert an ellipsis at the beginning and/or end of a quotation unless the original source includes an ellipsis

For short quotations, if a quotation consists of fewer than 40 words, treat it as a short quotation: Incorporate it into the text and enclose it within double quotation marks. For a direct quotation, always include a full citation (parenthetical or narrative) in the same sentence as the quotation. Place a parenthetical citation either immediately after the quotation or at the end of the sentence. For a narrative citation, include the author and year in the sentence and then place the page number or other location information in parentheses after the quotation; if the quotation precedes the narrative citation, put the page number or location information after the year and a comma

### **In-Text Citation Examples**

#### **Book Reference:**

Ellis, D. (2006). *Becoming a master student*. Boston, MA: Houghton Mifflin company.

#### **With a direct quote:**

Ellis (2006) notes that “creative thinking is more appropriate in the early stages of planning and problem solving” (p.223).

#### **Without a direct quote:**

It may be more appropriate to think creatively during earlier planning and problem-solving stages (Ellis, 2006).

### **APA Reference List**

The reference list should appear at the end of a paper. It provides the information necessary for a reader to locate and retrieve any source you cite in the body of the paper. Each source you cite in the paper must appear in your reference list; likewise, each entry in the reference list must be cited in your text.

#### **Principles of Reference List Entries**

A reference generally has four elements: author, date, title, and source. Considering these four elements and answering these four questions will help you create a reference for any type of work

Example:

Gilber, D. G., McClernon, J. F., Rabinovich, N. E., Sugai, C., Plath, L. C., Asaard, G., ...

Botros, N. (2004). Effects of quitting smoking on EEG activation and attention.

*Nicotine and Tobacco Research*, 6, 249-267.

Doi:10.1080/14622200410001676305

- In reference notes for journal articles, include both the volume and issue numbers if each issue of the journal is paginated separately (i.e., begins with page 1). If the journal paginates continuously throughout the volume, then use only the volume number in the reference note.
- Reference list entries should be alphabetised by the last name of the first author of each work.
- If you have more than one article by the same author, single-author references or multiple-author references with the exact same authors in the exact same order are listed in order by the year of publication, starting with the earliest.
- When referring to any work that is NOT a journal- such as a book, article, or Web page title- capitalise only the first letter of the first word of a title and subtitle, the first after a colon or a dash in the title, and proper nouns. Do not capitalise the first letter of the second word in a hyphenated compound word.

## Reference Example: Books, Reference Books, and Book Chapters

### Entire Book—Print Version

#### Format:

Author, A. A. (Year). *Title of work*. Location: Publisher

**Example:** Daresh, J. C. (2004). *Beginning the assistant principalship: A practical guide for new school administrators*. Thousand Oaks, CA: Corwin.

### Multiple Editions of a Book

#### Format:

Author, A. A. (Year). *Title of work* (xx ed.) Location: Publisher.

#### Example:

Parker, F., & Riley, K. (2004). *Linguistic for non-linguists: A primer with exercises* (4<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

## Book Written and Published by Organization:

### Format:

Organization Name. (Year). *Title of work*. Location: Publisher.

### Example:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

Note that the organization is both publisher and the author, so the word "Author" is noted in place of the publisher's name.

## Article in a Magazine- Online

### Format:

Author, A. A. (Year, Month). Article title. *Magazine Title*, Volume(Issue). Retrieved from <http://www.homepage>

### Example:

Clay, R. (2008, June). Science vs. ideology: Psychologists fight back about the misuse of research. *Monitor on Psychology*, 39(6). Retrieved from <http://www.apa.org/monitor>

## Article in a Newspaper- Print

### Format:

Author, A. A. (Year, Month). Article title. *Newspaper Title*, pp. xx, xx.

### Example:

Schwartz, J. (1993, September 30). Obesity affects economic, social status. *The Washington Post*, pp. A1, A4.

## Web Pages

The basic format for referencing web pages is as follows:

### Format:

Author, A. A. (year). Title of work [format description]. Retrieved from <http://URL>.

Note: The format description in brackets is used when the format is something out of the ordinary, such as a blog post or lecture notes. For other examples of format descriptions, refer to page 186 of the *Publication Manual*. If no date is given for the work, use (n.d.)



## REFERENCES AND RESOURCES

This policy is guided by the IB publications, *Academic Honesty in the IB educational context* (2014), *Academic integrity in the IB* (2019), *Effective Referencing* (2014), *Academic Honesty: Guidance for schools* (2003, 7<sup>th</sup> Edition Publication Manual of the American Psychological Association).

## Academic Honesty Form

All IB learners strive to be 'principled' acting with 'integrity and honesty', with a strong sense of justice and respect for the individual, groups and individuals.

This form must be completed and attached to the front of each IB written task

Student name: \_\_\_\_\_ Year: \_\_\_\_\_

Title of written task: \_\_\_\_\_

Date submitted: \_\_\_\_\_ Subject: \_\_\_\_\_

Read the following statement carefully and sign before submitting this form.

I am aware that all work submitted must be **entirely in my own work and in my own words**. Where the ideas or work of another person are represented within my work, the source(s) of those ideas or the work have been fully and appropriately acknowledged.

I am aware that I may be required to do the following to justify my results:

- Discuss my work with the teacher
- Explain my methods and summarize my results
- Repeat the same/similar task for a separate set of data
- Produce a list of resources used to obtain my results

I am aware that academic misconduct includes:

- **Plagiarism:** The representation of the ideas or work of another person as your own.
- **Collusion:** Supporting malpractice by another candidate, for example, allowing your work to be copied or submitted for assessment by someone else.
- **Duplication of work:** The presentation of the same work for different assessment components and/or diploma requirements.

**Note: Submitting work that is not your own is considered malpractice by the IB and grounds for disqualification from the Diploma Programme.**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

