ACADEMIC INTEGRITY POLICY

Integrity Philosophy:
Fenwick Academy strives to cultivate students that act with integrity and practice academic honesty. We encourage our students to exemplify the IB learner profile attributes in all aspects of their lives. It is important for our students to learn what it means to be principled, caring, thinkers, communicators, knowledgeable, open-minded, risk takers, reflective, and inquirers in their academic work. We know and believe this will prepare them to be successful in their futures, and wherever their interests lead them. Teachers will guide students on how to act with integrity through the approaches to learning skills, highlighting the research skill-ethical use.

Campus Mission Statement:
Fenwick Academy commits to empowering lifelong learners to be contributing members of the community in a global society by embracing academic excellence, a strong learner profile, service to others, and individual student passions.

Campus Vision:
We at Fenwick Academy are committed to providing a nurturing and reflective environment that encourages all students to inquire, inspire, and impact the community and world around us.

❖ *Definitions of Academic Dishonesty:*

   ❖ **Plagiarism**- representing the ideas or work of another person as your own

   ❖ **Collusion**- allowing your work to be copied or submitted and/or supporting in committing academic misconduct

   ❖ **Duplication of work**-presenting or submitting of the same work for different assignments

   ❖ **Cheating**-the use or attempted use of unauthorized assistance on a paper, during an exam, on homework, or other project.

   ❖ **Fabrication or falsifying**- creation of false data or citations

❖ *Consequences of academic dishonesty:*
   Within the San Antonio ISD (SAISD) Student Code of Conduct, <u>cheating</u> and <u>plagiarism</u> is considered a Level 1 Serious Offense that will be assessed disciplinary penalties commensurate with the offense (p. 2, 21.AA). Students caught in acts of academic dishonesty (i.e., cheating or plagiarism) are subject to discipline as well.

   ● Offense: Student and Teacher Conference and document in the teacher management system
   ● Offense: Parent Conference with Teacher and/or Administration and disciplinary action

★ *Monitoring Process:*
   ➔ **Who:** Teachers will be responsible for checking student work to ensure there are no breaches in the academic integrity policy. Teachers will frequently reference and refer to policy before assignments.

➔ **When:** Teachers will monitor students' work throughout the process of the assignments as well as after the assignments are turned in to ensure there are no breaches in the academic integrity policy.

➔ **How:** Teachers will monitor in a variety of ways including visual checks, individual student conferencing, using Google Suite, and No Red Ink.

❖ *Examples of academic dishonesty: (but not limited to the following):*

❖ **Library Media Services**-using video or images without proper citation or permission; not including resources in school projects (science fair, living history, etc.); failure of teachers to give proper credit during presentations, failure of staff to remember that all work created for their assignment and on district computers is district property.

❖ **Music/Orchestra**-1) copying someone else's answers 2) looking around to see what answers others are giving 3) copying down another person's composition and calling it your own

❖ **Math-** Copying another student's vocabulary words, math assignment/test and/or CBA and taking credit.

❖ **Science**- Copying a scientific research student and not providing a reference

❖ **Social Studies**-Copying another student's homework assignment and turning it in as your own

❖ **ELA**- Copying the synopsis from the back of a book and turning it in as your response

❖ *Definitions of Academic Integrity:*

❖ *Authentic Work:* creating authentic, original work samples reflective of one's level of understanding on the current topic, (uninfluenced/ aided by technology, or other individual or group input that results in direct answering, rather then self discovery, or autonomous answering)

❖ *Collusion vs. Legitimate collaboration*: "Collusion and collaboration are not synonymous, and it is important to understand the difference between them. Collusion suggests willful engagement and cooperation by knowingly participating or "assisting another person in an act of academic dishonesty" (p.150). By distinction, collaboration suggests working in unison with others to better address or understand an intellectual problem.
Collaboration is an important and effective learning technique. As students, collaboration may serve as a form of peer-to-peer learning in which we come to understand a subject or problem better by articulating the key points and issues to one another. As professionals, collaboration allows us to harness our mutual strengths in order to better address an obstacle or meet a goal. As scholars and scientists, we collaborate by sharing our thoughts and ideas in order to gain deeper understanding and, perhaps, resolution of some thorny problem.

Most instructors will encourage some level of collaboration in their courses, perhaps as a formal group project or simply as a study strategy. Most instructors will react negatively and harshly to collusion and those who conspire to commit acts of academic dishonesty. When in doubt, it is incumbent upon the student to seek clarification from the instructor on the amount and kind of interaction she or he is willing to allow."
"Academic Integrity at TCTC: Collusion V. Collaboration." *TCTC Library*, https://library.tctc.edu/c.php?g=904228&p=6529193.

❖ **The goal at Fenwick is to always foster legitimate collaboration among peers.**

Support:

☐ **By the district**

SAISD provides resources to support academic integrity through the Google Suite platform. Google Suite assists with plagiarism identification. Students and teachers also have access to No Red Ink which "offers authentic assessments, adaptive practice, personalized content, and actionable data to improve students' writing and grammar skills!" (https://www.noredink.com/) The resource has specific lessons and practice with evidence, citations, and plagiarism.

☐ **By the coordinator**

The coordinator informs students about the academic honesty policy and consequences of academic dishonesty at the beginning of the school year. They inform parents about the importance of academic honesty and the consequences during a Principal Coffee meeting. The coordinator will also embed time in the school year to review the academic honesty policy with teachers to ensure we support all students as needed. The coordinator also supports students in their time management and to avoid time pressure, a calendar with due dates for community project submission deadlines.

☐ **By teachers**

Teachers understand and communicate the academic honesty policy (particularly plagiarism) and communicate clearly the consequences of academic dishonesty. They make sure every student signs the academic honesty policy.

The teachers provide students with guidance on study skills, academic writing, how to conduct research and how to acknowledge sources. They provide the students with common conventions for citing and also mark the recognition of sources. Teachers provide guidance on the distinction between legitimate collaboration and unacceptable collusion.

☐ **By the librarian**

He/She provides candidates with guidance on study skills, academic writing, how to conduct research and how to acknowledge sources. He/She provides the students with the school's common conventions for citing and offers counseling.

- **Examples of conventions for citing and acknowledging original authorship:**

American Psychological Association (APA) Style Guidelines Overview

PURDUE UNIVERSITY

OWL Online Writing Lab

Introduction

This poster provides *basic* rules for using APA style. To supplement this material, consult the *Publication Manual of the American Psychological Association* (7th edition). The APA manual is available in most writing centers, libraries, and bookstores. You may also reference the Purdue University Online Writing Lab (OWL) for information on APA: http://owl.purdue.edu/owl.

Formatting

Type APA papers on white 8.5 x 11 inch paper. Margins should be 1 inch on all sides. Text should be double-spaced. Use a legible font in 10 to 12 pt. size. Include a page header at the top of every page. To create a page header, type "TITLE OF YOUR PAPER" flush with the left margin. Abbreviate your title to 50 or fewer characters. Then insert page numbers flush right.

Title Page
Title pages should include the "TITLE OF YOUR PAPER" in the header. In the upper half of the title page, type your name, the byline, and affiliation centered on separate lines. Student paper title pages include the title, author name and affiliation, course number and name, instructor name, and assignment due date.

Abstract
On a new page, center and type the word "Abstract." Beginning with the next line, type a double-spaced paragraph of 250 or fewer words summarizing your paper. Abstracts are not typically required for student papers.

Main Body
The top area of the body pages should contain the header and the page numbers. Page margins should be 1 inch. Indent first lines of paragraphs one half-inch from left margins.

Headings
APA uses a five heading system to separate papers: Level 1: Centered, boldface and titlecase heading; Level 2: Left-aligned, boldface, titlecase heading; Level 3: Left-aligned, boldface italic, titlecase heading; Level 4: Indented, boldface, titlecase heading with period; Level 5: Indented, boldface italic, titlecase heading with period.
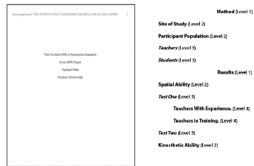
In-Text Citation

Basics
Use the past tense or present perfect tense when using signal phrases to describe earlier research, e.g., "Jones (2020) found" or "Jones (2020) has found." Follow the author-date method of in-text citation: (Jones, 2020).

Place direct quotations longer than 40 words in a free-standing block of double-spaced lines and omit quotation marks. Start the quotation on a new line, with all lines indented .5 in. from the left margin. Indent the first line of any subsequent paragraph within the quotation an extra .5 in. Place the parenthetical citation after the closing punctuation mark.

A Work with One or Two Authors
Name the author(s) in the signal phrase **or** in the parentheses. Spell out "and" in signal phrases but use the ampersand in parentheses.

Fan and Okoye (2020) found that...(Fan & Okoye, 2020).

A Work by Three or More Authors
Include the name of the first author plus "et al." in each citation, including the first, unless that would create ambiguity with another source.

Gutierrez et al. (2019) argued that...(Gutierrez et al., 2019)

Avoiding Ambiguity With Multiple Sources
When different sources have similar groups of authors, include as many authors as are necessary to differentiate between the sources.

Gutierrez, Jones, Wang, et al. (2019) argued that... On the other hand, Gutierrez, Jones, Patil, et al. (2019) claimed that...

Unknown Author
If the work does not have an author, cite the source by its title in the signal phrase or use the first word or two in the parentheses. Italicize titles of books and reports; titles of articles and chapters go in quotation marks.

A similar study was conducted with students learning to format research papers ("Using APA," 2001).

Organization as Author
For organization or government agency authors, mention organizations in the signal phrase **or** the parenthetical citation the first time you cite it.

According to the American Psychological Association (APA) (2020),...

Two or More Works in the Same Parentheses
When your parenthetical citation includes two or more works, order them the same way they appear in the reference list, separated by a semi-colon.

(Chen, 2020; Ruiz, 2019)

General Mentions of Common Websites, Software, and Applications
Mention the site in the text and include the address in parentheses. Software and apps use version numbers in parentheses.

We consulted the Purdue OWL (https://www.owl.purdue.edu).

References

Basics
References lists appear at the end of papers on a separate page. Center and type the word "References" at the top of your list. All lines after the first line of each entry in the list should be indented .5 inch from the left margin. Author's names are inverted; give last names and initials for all authors of a work unless the work has more than 20 authors. Sources should be listed in alphabetical order and double spaced.

Single Author Periodical
Author, A. A. (Year). Title of article. *Title of Periodical*, *volume number*(issue number), pages. DOI

Other Author Variations
For two authors, use the ampersand and separate with a comma.

Lastname, A. A., & Lastname, B. B.

For three to 20 authors, separate all names with a comma and use an ampersand before the final name, similar to the above.

For 21 or more authors, follow the pattern above for the first 19 authors, use an ellipsis, and write the final author's name.

For an organization as author, write the whole name of the organization:

American Psychological Association.

For an unknown author, start with the title of the work and follow all other guidelines.

Book
Author, A. A. (Year). *Title of Book*. Publisher Name.

Chapter in Edited Book
Author, A. A. (Year). Title of chapter. In E.E. Editor (Ed.), *Title of book,* (pp. 1-25). Publisher Name.

YouTube Video
Uploader, A. A. (Date). Title of work [Description]. YouTube. URL

Podcast Episode
Host, A. A. (Date). Title of episode (No. 1) [Audio podcast episode]. In *Title of podcast*. Publisher. URL

Tweet
Author, A. A. [@username]. (Date). *Content of post up to first 20 words*. Site Name. URL

Page on a Website
Most online sources that do not fall under other categories (social media posts, blog, journal) will use this template, including articles on news websites such as BBC News and pages on government or NGO websites.

Author, A. A. (Date). *Title of page*. Site Name. URL

Resources:

Purdue Online Writing Lab
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Academic Honesty in an IB educational context
http://www.ibo.org/globalassets/digital-tookit/brochures/academic-honesty-ib-en.pdf

SAISD District Handbook
http://www.saisd.net/main/documents/2015/P-SHandbookEnglish15-16-FINAL.pdf