



Brent International School Manila

ACADEMIC HONESTY POLICY

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The BRENT INTERNATIONAL SCHOOL Mission Statement

The Mission Statement of all Brent International Schools states that, "Brent Schools, in a Christian ecumenical environment in the Philippines, are committed to develop individual students as responsible global citizens and leaders in their respective communities, with a multicultural and international perspective, and equipped for entry to colleges and universities throughout the world."

The IBO's Mission Statement

"The International Baccalaureate Organization 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 IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right." IBO.2014

The IB Curriculum Model



Figure 1. The IB Diploma Curriculum Model. This figure shows the core components and the different subject groups. (International Baccalaureate Organization, 2014)

The IB Learner Profile



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.	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.
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.	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.
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.	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.
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.	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.
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.	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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Source: <https://www.ibo.org/globalassets/digital-toolkit/flyers-and-artworks/learner-profile-en.pdf>

THE BRENT ACADEMIC HONESTY STATEMENT

Brent International School Manila is founded on the core values of our Christian heritage: love, honesty, excellence, integrity and respect for every member of the community. Membership in the student body carries with it a responsibility for the strict observance of moral and ethical behavior befitting an honorable person. Every member of the Brent community is therefore expected to show respect for themselves and others by guarding and abiding by these fundamental principles in all aspects of school life. Above all, the spirit of humility must underlie these ethical and moral standards and provide the foundation for proper conduct and accountability.

Portions of this are taken from Honor Statements of All Saints Episcopal School, Tyler, TX; Christ Episcopal School, Rockland, MD; Episcopal School of Acadiana, Cade, LA; and Porter-Gaud School, Charleston, SC.

- Adopted May 2003 -

Malpractice in Written Examinations

At Brent, we believe in the common core value of humanity where respect of oneself, the community, and the environment is intrinsic in the Brent brand of education. With this value, our education puts emphasis on personal integrity and the principled actions of its stakeholders. We not only aim to achieve academic excellence, but also of equal importance is the promotion of personal ownership and inculcating a sense of pride of ownership in every undertaking. We teach values, culture, and the recognition that other people's work in whatever form or media it may be is equally important.

The importance of the acquisition of skills in research and the critical thinking processes that are needed to support good academic research must be thoroughly communicated to students and parents. A true appreciation of those skills will help students see academic success as the satisfaction of independently and honestly completing the tasks and academic work undertaken. Cheating or copying other people's work often stems from the pressure that students feel to meet the high expectations of either themselves or those around them. At Brent, we want students to blossom into intellectuals who value their work and others by giving their sources the credit that they need.

There are other practices that are also considered malpractice, particularly those pertaining to the written examinations. Those practices are the focus of these two consecutive pages. The International Baccalaureate Organization published its Academic Honesty Guidelines in 2009 and spells out other practices that constitutes malpractice,

"Malpractice most commonly involves plagiarism or collusion. However, there are other ways in which a candidate may commit malpractice and in so doing be in breach of the regulations. The following examples of malpractice do not constitute an exhaustive list and refer only to the written examinations:

- taking unauthorized material into an examination room (such as cell/mobile phone, written notes).
- leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination
- misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
- exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination
- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonating another candidate
- stealing examination papers
- using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper

- disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.” (p. 5)

Repeated positive actions lead to habits. So, regular acknowledgement of other people’s works also becomes a habit that a student can carry with him/her throughout life. When practiced, personal integrity becomes natural to a person, and eventually this person will “do what is right even when no one is looking.”

It is easier to present the breach of academic honesty as plagiarism, cheating, or collusion. It is more difficult though to understand clearly what malpractice is. With this policy, we hope to be able to guide our stakeholders of good academic honesty practices and commitment.

At the start of the academic year, each upper school student receives a packet of contracts that need to be signed by students and their parents. One of those documents is the Academic Honesty Statement. The signed documents need to be returned to the upper school office for filing in the students’ individual academic folder. Students who make wrong choices are being referred to the contract that they make with the school regarding academic honesty and a process of dealing with the breach of academic honesty policy is in place and can be found in the succeeding pages. The implementation of the academic honesty in the IBDP becomes more stringent. Aside from individual teacher’s way of authenticating student work, the school subscribes to Turnitin.com to assist teachers in further identifying students’ own work.

The collaboration between home, school, and learners and the good intent of the school to produce life-long learners with integrity and responsible for their actions promote success in the implementation of the academic honesty policy at school.

The school’s academic honesty policy is reviewed periodically to meet the needs and challenges of time. The people involved in the process of re-visiting the school’s academic honesty policy are:

- The Headmaster
- The Upper School Principal
- The Upper School Assistant principal
- IBDP coordinator
- Guidance Counselors
- Teacher Representatives
- Student Representatives

The updated version of the Academic Honesty Policy must be made available to the community via the Faculty Handbook, Upper School Parent-Teacher Handbook, Course Outlines, and the school’s website.

¹ International Baccalaureate Organization. (2009). Academic Honesty. Cardiff, Wales, United Kingdom. Retrieved from http://occ.ibo.org/ibis/documents/general/specific_interest/malpractice/g_0_malpr_sup_1107_1_e.pdf



BRENT INTERNATIONAL SCHOOL MANILA
UPPER SCHOOL
ACADEMIC HONESTY STATEMENT

Brent International School Manila is founded on the core values of our Christian heritage: love, honesty, excellence, integrity and respect for every member of the community. Membership in the student body carries with it a responsibility for the strict observance of moral and ethical behavior befitting an honorable person. Every member of the Brent community is therefore expected to show respect for themselves and others by guarding and abiding by these fundamental principles in all aspects of school life. Above all, the spirit of humility must underlie these ethical and moral standards and provide the foundation for proper conduct and accountability.

In accordance with the principles we share, we will not condone cheating, lying or plagiarism.

- Cheating is defined as giving or receiving any unauthorized assistance on any assignment, quiz or test, regardless of intent. Allowing a fellow student to copy your work is a form of cheating.
- Lying is any misrepresentation of the truth or failure to state the truth, with the intent to deceive.
- Plagiarism is any presentation of the ideas, thoughts, or words of another as one's own, regardless of intent.

To indicate agreement to and acceptance of the principles of Academic Honesty in our school, every Upper School student, as well as their parent or guardian, is requested to sign their name below.

Students and parents also need to be aware of the following two very important consequences:

- Teachers who discover student behavior in violation of the above stated principles will share that information with their colleagues, the counselor and school administrator in an effort to monitor more closely student compliance. Parents or guardians will also be informed.
- Students who have committed violations of this Statement may incur any of the following consequences: detention, suspension, removal or restriction from activities or dismissal from Brent International School Manila, pending authorization by the Headmaster.

With my signature affixed below, I indicate agreement with this Academic Honesty Statement.

Student Signature

Date.

Parent or Guardian Signature

Portions of this are taken from Honor Statements of All Saints Episcopal School, Tyler, TX; Christ Episcopal School, Rockland, MD; Episcopal School of Acadiana, Cade, LA; and Porter-Gaud School, Charleston, SC.

- Adopted May 2003 -



BRENT INTERNATIONAL SCHOOL MANILA
UPPER SCHOOL
ACADEMIC HONESTY VIOLATIONS PROCEDURE

All student work submitted to a teacher is to be original, follow Brent guidelines for citing sources, etc., and is therefore subject to scrutiny, relative to cheating and plagiarism. It is important for the Guidance Counselors to know about violations of our Academic Honesty Policy and to keep a confidential file of those events. It is also important that the Counselors contact parents and make them aware of the situation and consequences, thereby circumventing an “I didn’t know” response, should there be a second occurrence, with more severe consequences. Teachers should use Turnitin.com for all major assignments, and it is a requirement for all assignments, which will be submitted to IB. This helps protect the teacher, the school and the student should the assignments validity be brought into question.

As a reminder, an incidence of academic dishonesty is punished with a behavioral consequence, not an academic consequence. Any assessment that is not a reflection of what the student has mastered (because he/she was academically dishonest) cannot be used to help determine a grade. If deemed necessary by the teacher in consultation with the principal, an alternative assessment task will be given to provide the teacher with sufficient evidence to determine the learning goal mastery level. However, grades are due at the end of each semester, any incident occurring late in the semester may result in a zero due to the time limitations of a reassessment.

While the initial teacher-student discussion remains the most important resolution and teaching opportunity, the following procedure has been developed to keep records as well as investigate more difficult and/or repeated offenses. The following procedures will be followed as quickly as possible. The principal, teacher, and guidance counselor will decide exceptions to this policy.

1. Confidentiality and protecting the name and reputation of the student must be maintained throughout.
2. The teacher is required to fill out an Academic Dishonesty Incident Report (copy below) and submit it to the Guidance Office **after** discussing the incident with the student. (The Incident Report can be found in the Upper School Principal’s website under ‘COUNSELORS’ and may be submitted electronically or as a hardcopy to the student’s counselor).
3. The original copy of the submitted work in question (test, quiz, or other work) must also be submitted.
4. On the 1st offense the Guidance Counselor will call the parent and explain the offense and let the parent know of the consequence of first and later occurrences.
5. The Guidance Counselor will document all reports, in the event that a second occurrence happens, not only in that class, or that year, but in the student’s **entire** high school career at Brent.
6. If the incident occurs on an assessment for submission to the IBO, the student will be allowed **one chance to re-submit, re-done work**. Counselors will inform the IB Coordinator and Principal(s) who will determine if a parent conference is necessary to **discuss possible forfeiture of the IB Diploma**.

7. If a second offense occurs, the Guidance Counselor will send the first and second offenses to the Principal. This will result in a parent conference with the principal, counselor, and in some cases the teacher.
8. The Principal will then determine consequences, which may include removal from honor society, leadership roles, and the IB Diploma Program.



UPPER SCHOOL

Academic Dishonesty Incident Report

This form should be submitted to the **counselor as soon as possible after a conversation** with the **student** about the incident, academic dishonesty, expectations, and next steps. Immediate follow up with the student and **parent** will take place after submission of the form on the day of the incident.

Please attach the student's work and plagiarized document/copied item(s) to this report and submit to the appropriate counselor.

Note: If a student participates in an activity, please contact the **Upper School Principal** to inform the Activities Office that a student will be missing their activity because they will be making up the assignment after school.

Student: _____

Teacher: _____

Course: _____

Date: _____

Type: ☐ Cheating ☐ Lying ☐ Plagiarism ☐ Other: _____

Incident Summary: _____

Student's reaction to being caught (Did they readily accept responsibility?):

Next steps (e.g., if, when, where, and how will the student make up the assignment?)

How do you communicate academic dishonesty with your students? (check all that apply)

- ☐ It is listed in the syllabus.
- ☐ I talked about academic dishonesty at the beginning of the school year.
- ☐ I talk about academic dishonesty before tests and major assignments.
- ☐ Other: _____



BRENT INTERNATIONAL SCHOOL MANILA

Academic Honesty Policy (Guide for IBDP Candidates)

Brent and IB take academic honesty very seriously. Since Brent is an IB Diploma School, policies from both the school and the IBO will be implemented. Listed below are some policies to be followed:

School Policies

According to the Brent Faculty Handbook (2018), “In accordance with the principles we share, we will not condone cheating, lying or plagiarism.

- *Cheating* is defined as giving or receiving any unauthorized assistance on any assignment, quiz or test, regardless of intent. Allowing a fellow student to copy your work is a form of cheating.
- *Lying* is any misrepresentation of the truth or failure to state the truth, with the intent to deceive.
- *Plagiarism* is any presentation of the ideas, thoughts, or words of another as one’s own, regardless of intent.
- Teachers who discover student behavior in violation of the above stated principles will share that information with their colleagues, the counselor and school administrator in an effort to monitor more closely student compliance. Parents or guardians will also be informed.” (p. 23)

International Baccalaureate Organization Policies

In the document “*Academic Honesty*”, the International Baccalaureate Organization (2009)¹ outlines the following:

1. “The Regulations define malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component. Malpractice includes:

¹ International Baccalaureate Organization. (2009). *Academic Honesty*. Cardiff, Wales, United Kingdom.
Retrieved from http://occ.ibo.org/ibis/documents/general/specific_interest/malpractice/g_0_malpr_su p_1107_1_e.pdf

- Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own
 - Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
 - Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements
 - Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record)." (p. 3)
2. "Candidates 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." (p. 3)
 3. "Candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice, regardless of whether the act was unintentional." (p. 3)
 4. "For most assessment components candidates are expected to work independently with support from their subject teacher (or supervisor in the case of extended essays). However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for internal assessment. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content and conclusion or summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's. If, for example, two or more candidates have exactly the same introduction to an assignment, the final award committee will construe this as collusion, and not collaboration." (p. 4)
 5. "Many candidates for the Diploma Programme are fluent in two or more languages and are therefore able to conduct their research in more than one language, perhaps with the aid of the internet. Such candidates must be aware that copying a passage of text, translating this passage into another language, then using the translated text in their work without acknowledging its source still constitutes plagiarism." (p. 5)

The Student is Ultimately Responsible

The International Baccalaureate Organization (2009) states that:

"The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly

acknowledged. Candidates are expected to **comply with all internal school deadlines:** this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version.” (p. 5)

“Candidates are expected to **review their own work before submission** for assessment to identify any passages, data, graphs, photographs, computer programs and so on that still require acknowledgment. (p.8)”

“Candidates and teachers must be aware that the requirement to acknowledge sources extends beyond text taken from the Internet, CD-ROMs, books, magazines and journals. The concepts of intellectual property and academic honesty include, for example, the use of footnotes or endnotes to acknowledge the source of an idea if that idea emerged as a result of discussion with, or listening to, a fellow student, a teacher or any other person.” (p. 7)

FAILURE TO COMPLY WITH THE REQUIREMENT ON BIBLIOGRAPHIES, REFERENCES, AND CITATIONS WILL BE VIEWED AS PLAGIARISM AND WILL, THEREFORE, BE TREATED AS A CASE OF MALPRACTICE.

Consequences for IBDP Candidates

Possible consequences of non-compliance with school regulations (as aforementioned) include but are not limited to the following:

- Detention
- Suspension
- Removal or restriction from activities
- Dismissal from Brent International School Manila
- Forfeiture or withdrawal of the IB diploma or certificate.
- Especially for juniors and seniors, instances of Academic Dishonesty might affect their college applications.

With my signature affixed below, I indicate agreement with the policies outlined above and understand the corresponding consequences.

Student's Signature
Over Printed Name

Date

Parent's Signature
Over Printed Name

Brent International School Manila

Responsible Computer, Network and Internet Use Agreement

The use of computers, the school network and the Internet at Brent International School Manila (the “School”) is primarily for enhancing student learning and is offered as a privilege, not a right. All students are welcome to access the internet provided that they follow the rules stated below and conduct themselves in a manner that constitutes responsible use and respectful behavior as laid out in the student-parent handbook.

In addition, students are also subject to local laws governing many interactions that occur on the Internet. The School takes no responsibility for the accuracy or quality of information from Internet sources. Use of information obtained through the Internet is at the user’s risk. This agreement includes both wired and wireless network connections and applies to all digital devices including but not limited to computers, tablets, phones and storage devices.

Terms and Conditions:

1. **Acceptable Use:** The use of the Internet must be solely for activities directly related to education and research activities as directed by teachers and staff, in a considerate and responsible manner.
2. **Unacceptable/Inappropriate Use:** Unacceptable/Inappropriate Use includes, but is not limited to, those uses that violate the law. This includes use of sexual language, obscene material and threatening or harassing others.
3. **Network Etiquette:**
You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:
 - a. Be polite, courteous, and respectful in all communications.
 - b. Respect copyright laws and use information, images and other materials properly by acknowledging sources for the use of other people's intellectual property. Assignments on the web are like any other assignment in school, students are expected to abide by policies and procedures in the student handbook, including policies regarding plagiarism.
 - c. Use the network for authorized activities which have educational relevance and refrain from using the network for entertainment, downloading games, music, video and install software or any other activities unrelated to education and learning.
 - d. Treat information, resources and individuals with dignity and respect at all times. Gathering and expressing information in any form of media should never cause harm or threaten to be harmful to any person or group of people.
 - e. Use only decent appropriate language. Speech that is inappropriate for school is not appropriate on the web. Harassing, bullying, discriminating against, threatening the safety of others or publicly humiliating people through published material on the internet, email, mobile phone and other forms of media will not be tolerated.
 - f. Refrain from disrupting the performance of the network by accessing the computer systems without authorization, unauthorized tampering and/or attempt to tamper with the school’s

computer systems, remove or change any hardware or software and “cheat” or “bypass” the filtering system of the School.

- g. Respect the privacy of others and not to access other people’s accounts or files. Attempting to access, open, print, or modify someone else’s work or account without the permission of the owner will be treated as theft or such other offense, as may be deemed to have been committed under the circumstances.
 - h. Maintain the security of the network by keeping information, especially passwords and account numbers, private.
 - i. Avoid the knowing or inadvertent spread of computer viruses. Actively and knowingly spreading computer viruses will be treated as an infraction and will not be tolerated.
 - j. Use real name in all communications. Impersonation, anonymity, or pseudonyms are not permitted.
 - k. Note that all electronic mail (email) is not guaranteed to be private. Individuals who operate the system will have access to all mail. Messages relating to or in furtherance of illegal activities will be reported to the authorities.
 - l. Report improper e-mail messages or improper use of the internet or network to the teacher.
4. **Vandalism/Mischief:** Vandalism and mischief are prohibited. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any networks that are connected to the Internet. This includes, but is not limited to, the deliberate creation and/or propagation of computer viruses. Sending unsolicited junk mail or chain letters, is prohibited. Any interference with the work of other users, with or without malicious intent, is construed as mischief and is strictly prohibited.
5. **Rules and Responsibilities:** To respect, follow the directions of the adult in charge and use all equipment carefully in the computer lab or other room where computers are in use. To leave computers, the area around them, and the labs ready for the next person to use, i.e. quitting all applications, saving all work in appropriately named personal folders and logging off of the network. Work not saved in one's own folder will be deleted. To have personal laptops and external storage devices such as flash memory or external hard drives scanned for viruses regularly.
6. **Appropriate Use:** Not to waste resources including bandwidth, file storage space, printers or paper. This includes forwarding any non-school materials or communications, peer-to-peer networking or peer-to-peer file sharing that will cause a significant decrease in the speed of the network. Not to use at school any of the following types of Internet services unless directed by the teacher or Brent staff in charge: web based “chat or social networking” services such as Yahoo Messenger, Skype, Facebook, Twitter, Instagram etc.

7. Consequences for violation of this agreement:

- a. Unauthorized/Inappropriate use of the network result in the revocation or cancellation of Internet access privileges and/or account.
- b. This may also result in further disciplinary action, including suspension or expulsion, and/or appropriate legal action, as may be determined by the network administrator or School Master.

Disclaimer

1. The School takes no responsibility for the accuracy or quality of information from Internet sources. The use of information obtained through the Internet is at the user's risk and the School is not responsible for any damages suffered by the students. The School is also not responsible for phone/credit card bills or any other charges incurred by the students and for any loss of service or data, and does not guarantee the privacy of email or of student generated work.
2. The System Administrator reserves the right to monitor student use of computers, including workstations, mail accounts, Internet activity, and server folders.
3. Concerns about information technology will be handled in the same manner as concerns about other educational materials. The School Administrator shall determine what constitutes unauthorized/ inappropriate use and shall amend, as the circumstances warrant, the terms and conditions of this Agreement.

For the Student:

I have read, understood and promise to abide by the above Responsible Internet Use Agreement. Should I commit any violation, I understand that my Internet access privileges may be revoked. In addition, disciplinary actions and/or legal action may be taken.

My signature below indicates that I have read and understood the Agreement and voluntarily agree to fully abide with all the terms and conditions therein.

Student Name: _____

Grade & Section: _____

Student Signature: _____

Date: _____

For the Parent or Guardian:

As the parent or guardian of this student, I have read and understood that Internet access at the School is provided for educational purposes and the student's use for any other purpose is deemed inappropriate. I also recognize that it is impossible for the school to restrict access to all controversial materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's computer activities at home should also be supervised as they can affect the academic situation at school. I hereby give permission for my child to use access the Internet at the School.

I hereby give permission for my child to use computer resources at Brent International School Manila.

Parent/Guardian Name (Pls. Print): _____

Signature: _____

Parent E-mail: _____

Phone: _____

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CITING YOUR SOURCES

A Guide to Proper Documentation

People own their ideas and actions, for better or worse. Let's say you scored the winning goal at a soccer match, but the school newspaper credited a teammate with the feat. Even if you were too shy to say anything, you would secretly want everyone to know who really scored the goal. What if that teammate paraded around campus, accepting the praise as if the goal was his all along? What if he had actually started the rumor in the first place? You might think very little of this person's integrity.

Plagiarism is much the same thing, but the danger here is that it is far easier to casually plagiarize than you think. *Yet, whether you are just lazy or are deliberately deceitful, it amounts to much the same thing in the academic world. So be careful!*

"Plagiarism is any presentation of the ideas, thoughts, or words of another as one's own, regardless of intent" (BISM, *Student-Parent Handbook*).

A Harvard University guide on the subject adds: "*Plagiarus* means kidnapper, in Latin, because in antiquity *plagiarii* were pirates who sometimes stole children: when you plagiarize, as several commentators have observed, you steal the brain child of another (Ciardi 225; Morrow 126). But since you also claim that it's your own brain child, and use it to get credit for work you haven't really done, you also lie and cheat. You cheat your source of fair recognition for his or her efforts, and you cheat the students who have completed the same assignment without plagiarizing" (Harvey 22).

If plagiarism is the disease, here is a bit of preventative medicine: **When in doubt, cite your source** – whether the source is a teacher, a fellow student, *CNN*, a website, or a book. Why don't we do this all the time? Your answers on tests use ideas from the textbook, teacher, and fellow students – why don't you need to cite your sources then? A history class generally operates on this principle: any reading assigned, anything said by the teacher, or any classmate's idea *stated in the classroom* is part of our "common knowledge" as a group. Because it would be unduly burdensome to cite this material on your tests, you may use this knowledge as if it were your own. However, when conducting outside research, you must give proper credit to all your sources, even any that your teacher has helped you find. This guide will teach you how to do that.

Material that NEEDS to be cited:¹

1. DATA OR FACTUAL INFORMATION

The thriving trade city of ancient Athens was able to support a population of between 215,000-300,000 people, about 35,000-45,000 of them male citizens (Hall 38).

Here the student must cite these population statistics because they are specific facts. The only EXCEPTION to this rule is for information considered COMMON KNOWLEDGE:

COMMON KNOWLEDGE is information that is “familiar or easily available in many different sources” (Harvey 2.2). Typically this means that you have found (1) the **same** fact or statistic in three or more sources, and (2) there is **no disagreement** over the information among these or other sources.

For example, the My Lai Massacre (of Vietnamese civilians by U.S. troops) occurred on March 16, 1968. No one disputes this, and the date itself would not need to be cited. However, there is great dispute on how many Vietnamese died in this incident (from under 100 to over 500), so any statistic relating to the death toll would have to be cited (and probably several of them, too, to show the large scope of disagreement).

Also: “Note that when you draw a *great deal* of information from a *single* source, you should cite that source even if the information is common knowledge, since the source (and its particular way of organizing the information) has made a significant contribution to your paper” (Harvey 2.2).

2. DIRECT QUOTATIONS

Any quote, even if it is just two or three words, or maybe even one word that is “distinctive or striking,” needs to be put into quotation marks and cited properly (Harvey 2.1b). (Here, in fact, is your example.)

If a word is a technical term or a proper name, then it does not need to be cited:

The Lord of the Rings: Return of the King won 11 Academy Awards, taking each category in which it was nominated.

However, if a source’s particular choice of words is used, then it needs to be cited:

Peter Jackson’s movie proved to be a “perfect, golden *Rings*” by winning all the categories in which it was nominated on Oscar night (Leopold).

Note that the citation usually goes at the end of the sentence in which it is used. If more than one quote is written in a sentence, then add each citation at the end of their respective clauses.

¹ The structure for this entire section is taken from Harvey’s *Writing with Sources*.

3. PARAPHRASING

One of the most common mistakes is to only cite quoted material, but THIS IS NOT SUFFICIENT! You must also properly cite material “whenever you summarize, paraphrase, or otherwise use ideas, opinions, interpretations, or conclusions arrived at by another person” (Harvey 2.1c). You do NOT quote the material, because you have not used their exact words, but you STILL cite the passage.

Another CAUTION: If you are going to paraphrase someone else’s ideas, then you must THOROUGHLY put the material in your own words, not just move phrases around or change a word or two. In other words, it’s ALL OR NOTHING: you either quote the entire section that you use word-for-word, or use your own language entirely. Compare this section of a research paper to the original source:

What the paper said:

One example better than any shows the extremes of the Spartan education: the boys were purposefully semi-starved so that they would have to learn to steal in order to supplement their meals. If caught they were beaten harshly—not for stealing, but for *not being very good at stealing*. The humiliation caused by failure was so severe that a story is told about a boy who stole a fox by hiding it under his cloak, only to have it scratch his guts out while he stood rigidly at attention, unwilling to risk getting caught by flinching (Martin 79).

How the original source (Martin 79) read:

“Boys were also purposely underfed so that they would have to develop the skills of stealth by pilfering food. Yet if they were caught, punishment and disgrace followed immediately. One famous Spartan tale taught how seriously boys were supposed to fear such failure: having successfully stolen a fox, which he was hiding under his clothing, a Spartan youth died because he let the panicked animal rip out his insides rather than be detected in the theft” (Martin 79).

4. STRUCTURE OF AN ARGUMENT

This very guide began with an acknowledgement of a source (*Writing with Sources: A Guide for Harvard Students*) because in fact the structure of this list was taken point-by-point from this publication. Go see for yourself—some of the titles and explanations are different, but the ORGANIZATION itself is borrowed, and so MUST BE CITED.

5. WHENEVER YOU MENTION THE WORK OF ANOTHER SCHOLAR

Even if you are not using the ideas of the writer, if you mention them or their work in any way, you need to cite the exact book or article you mean. This way if the reader wants to follow up on that idea, he or she will know where to look.

Scholar Thomas Martin's praise of Spartan military training and lifestyle (Martin 70-79) may go too far, since one could read Peloponnesian culture as in fact a pre-modern form of fascism.

6. QUOTING A QUOTE

If you are reading a secondary source and find a good quote that the author used, you may use it, too—just cite what secondary book or article you found it in. That way if there are problems with the quote or its translation, you are protected because the error lies where it belongs: with the source in which you found the material.

Example:

Spartan males were taught well and became "fully convinced that they were property not of themselves but of the state," according to the Greek essayist Plutarch (qtd. in Amos and Lang 53).

7. PICTURES, IMAGES, OR GRAPHICS

All images and pictures, unless they are your own ORIGINAL artwork, need to be cited. Even if you take a picture of a statue, building, or piece of artwork, you still need to give the title (or name) of the work, the artist (or architect, if known), and the current ownership of the piece (which museum or organization currently possesses it). Several examples of this format are included in this guide.

Proper Citations: The MLA Style

Now you know what to cite, but how do you cite it? Brent International School follows the MLA style of citations, using in-text citations and a bibliography (or list of "Works Cited") for your paper. Here's what you need to do:

IN THE TEXT OF YOUR PAPER:

Each time you need to cite your information you will use a PARENTHETICAL CITATION to indicate the source and (where relevant) the page number used. If you use the author's name in your sentence, then you can just put the page number in parentheses. Notice that you must cite your source no matter whether you use a direct quotation or merely paraphrase the idea. See these examples below:

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Wordsworth extensively explored the role of emotion in the creative process (263).

If there are authors with the same last name, use a first initial:

Although some medical ethicists claim that cloning will lead to designer children (R. Miller 12), others note that the advantages for medical research outweigh this consideration (A. Miller 46).

If you use two or more works by the same author, be sure to use a shortened form of the title in your parenthetical citation:

Visual studies, because it is such a new discipline, may be "too easy" (Elkins, "Visual Studies" 63).

AT THE END OF YOUR PAPER:

You will create an entire BIBLIOGRAPHY of *all* sources used to research your paper, including both the ones you have cited and others you may have consulted while researching. Each source is listed once and they are arranged in alphabetical order by the author's last name (or title where there is no author or editor). No numbers are used to order the bibliography. Moreover, a sample bibliography with correct formatting is provided at the end of this document.

Wordsworth, William. *Lyrical Ballads*. London: Oxford U.P., 1967. Print.

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BOOKS

Book with One Author

In Text	(Gleick 87).
Pattern	Author (Last name, First name). <i>Title</i> . Place: Publisher, Date. Medium.
Biblio. Ex.	Gleick, James. <i>Chaos: Making a New Science</i> . New York: Penguin Books, 1987. Print.

Book with Two or Three Authors

In Text	(Gillespie and Lerner 72).
Pattern	First Author (Last name, First name), and Second Author (First and Last name). <i>Title</i> . Place: Publisher, Date. Medium.
Biblio. Ex. w/ 2 authors	Gillespie, Paula, and Neal Lerner. <i>The Allyn and Bacon Guide to Peer Tutoring</i> . Boston: Allyn, 2000. Print.
Ex. w/ 3 authors	Poll, Craig, Maria Pito, and Pedro Diaz. <i>Life in France</i> . Boston: Praeger, 2011. Print.

Book with More than Three Authors

In Text	(Spencer, Jim, et al. 27)
Pattern	Author, et al. <i>Title</i> . Place: Publisher, Date. Medium.
Biblio. Ex.	Spencer, Jim, et al. <i>Basic Math</i> . San Jose: Ballard Books, 2010. Print.

Book with Unknown Author

In Text	(<i>Men's League Handbook</i>)
Pattern	<i>Title</i> . Edition (if given). Place: Publisher, Date. Medium.
Biblio. Ex.	<i>The Men's League Handbook on Women's Suffrage</i> . London, 1912. Print

Edited Book with an Author

In Text	(Plath 372)
Pattern	Author. <i>Title</i> . Editor. Place: Publisher, Date. Medium.
Biblio. Ex.	Plath, Sylvia. <i>The Unabridged Journals of Sylvia Plath</i> . Ed. Karen V. Kukil. New York: Anchor-Doubleday, 2000. Print

Volume in a Multivolume Work

In Text	(Epstein 109)
Pattern	Author (if given). "Title of Essay." <i>Title of Collection</i> . Ed. Editor's Name(s). Vol. # (if given). Edition (if given). Place: Publisher, Date. Page range of entry. Medium.
Biblio. Ex.	Epstein, William H. "John Cleland." <i>Dictionary of Literary Biography: British Novelists, 1660-1800: Part 1: A-L</i> . Ed. Martin C. Battestin. Vol. 39. Detroit: Gale Research, 1985. 101-12. Print.

Work in an Anthology

In Text	(Desai 266)
Pattern	Author (if given). "Title of Anthologized Work." <i>Title of Book</i> . Ed. Editor(s). Edition (if given). Place: Publisher, Date. Page #(s). Medium.
Biblio. Ex.	Desai, Anita. "Scholar and Gypsy." <i>The Oxford Book of Travel Stories</i> . Ed. Patricia Craig. Oxford: Oxford UP, 1996. 251-73. Print.

Encyclopedia or Dictionary

In Text	("Sonata")
Pattern	Author (if given). "Title of Selection." <i>Title of Reference Work</i> . Edition. Date. Medium.
Biblio. Ex.	"Sonata." <i>The American Heritage Dictionary of the English Language</i> . 4th ed. 2000. Print

PERIODICALS

Article in a Journal

In Text	(Ryan 399)
Pattern	Author(s). "Title of Article." <i>Title of Journal</i> Volume.Issue (Year): pages. Medium of publication.
Biblio. Ex.	Ryan, Katy. "Revolutionary Suicide in Toni Morrison's Fiction." <i>African American Review</i> 34.2 (2000): 389-412. Print.

Article in a Magazine

In Text	(Lord 53)
Pattern	Author(s). "Title of Article." <i>Title of Periodical</i> Day Month Year: pages. Medium of publication.
Biblio. Ex.	Lord, Lewis. "There's Something about Mary Todd." <i>US News and World Report</i> 19 Feb. 2001: 53. Print.

Article in a Newspaper

In Text	(Brummitt A7) <i>Note: A page number is not necessary. A section letter or number, if available, is sufficient.</i>
Pattern	Author(s). "Title of Article." <i>Title of Newspaper</i> Day Month Year: pages. Medium of publication.
Biblio. Ex.	Brummitt, Chris. "Indonesia's Food Needs Expected to Soar." <i>Boston Globe</i> 1 Feb. 2005: A7. Print.

Unsigned Article or Editorial in a Newspaper, Journal, or Magazine

In Text	("All Wet")
Biblio. Ex.	"All Wet." Editorial. <i>Boston Globe</i> 12 Feb. 2001: A14. Print.

AUDIOVISUALS

Video or DVD

In Text	(<i>High Fidelity</i>)
Pattern	<i>Movie title</i> . Director. Key performers. Distributer, release year. Medium.
Biblio. Ex.	<i>High Fidelity</i> . Dir. Stephen Frears. Perf. John Cusack, Iben Hjejle, Jack Black, and Todd Louiso. Walt Disney Video, 2001. DVD.

Work of Art Accessed on the Internet

In Text	(Goya)
Pattern	Artist. <i>Work of Art</i> . Date of creation. Institution, city it is housed. <i>Website</i> . Medium. Date of access.
Biblio. Ex.	Goya, Francisco. <i>The Family of Charles IV</i> . 1800. Museo Nacional del Prado, Madrid. <i>Museo Nacional del Prado</i> . Web. 22 May 2006.

ELECTRONIC SOURCES

Professional Website

In Text	(Felluga) or (<i>The Purdue OWL</i>) You will not be able to cite page numbers for an internet source, but if possible use any internal divisions on the site itself to specifically state where you found the information. Divisions such as introductions or separate sub-pages work well and can be used as titles in your reference.
Pattern	Editor, author, or compiler name (if available). <i>Name of Site</i> . Version number. Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available). Medium of publication. Date of access. Remember to use <i>n.p.</i> if no publisher name is available and <i>n.d.</i> if no publishing date is given.
Biblio. Ex., w/o and w/ author	<i>The Purdue OWL Family of Sites</i> . The Writing Lab and OWL at Purdue and Purdue U, 2008. Web. 23 Apr. 2008. Felluga, Dino. <i>Guide to Literary and Critical Theory</i> . Purdue U, 28 Nov. 2003. Web. 10 May 2006.

Authored Page ~ Part of a larger web site

In Text	(Gallagher)
Pattern	Author. "Page Title." <i>Website Title</i> . Publisher/Sponsor. (If none, use n.p.) Publication Date. (If no date, use n.d.) Medium. Date of Access.
Biblio. Ex.	Gallagher, Christine. "Religious Views on Organ/Tissue Donation and Transplantation." <i>LifeLink</i> . LifeLink Foundation. June 2008. Web. 1 Jan. 2011.

Anonymous Page – Part of larger web site

In Text	("Elder Abuse Information.")
Pattern	"Page Title." <i>Website Title</i> . Publisher/Sponsor. (If none, use n.p.) Publication Date. (If no date, use n.d.) Medium. Date of Access.
Biblio. Ex.	"Elder Abuse Information." <i>National Council on Child Abuse & Family Violence: The American Campaign for the Prevention of Child Abuse & Family Violence</i> . National Council on Child Abuse & Family Violence. 12 May 2008. Web. 1 Jan. 2011.

Newspaper Article on the Web

In Text	("Spinal Stenosis")
Pattern	Author (if given). "Article Title." <i>Newspaper Title</i> . Website publisher (If no publisher, use n.p.). Day Month Year, ed. (if needed): Page #(s). (If no pagination given, use n. pag.) Medium. Date of access.
Biblio.	"Spinal Stenosis in the Third World." <i>New York Times</i> . New York Times. 14 Feb. 2007. A12. Web. 1 Jan. 2009.

Article in an Electronic Journal from an Online Database

In Text	(Junge and Nelson)
Pattern	Author (if given). "Article Title." <i>Journal</i> Volume.Issue (Year): Page #(s). <i>Database</i> . Medium. Date of access.
Biblio. Ex.	Junge, Wolfgang, and Nathan Nelson. "Nature's Rotary Electromotors." <i>Science</i> 29 Apr. (2005): 642-44. <i>Science Online</i> . Web. 5 Mar. 2009. Langhamer, Claire. "Love and Courtship in Mid-Twentieth-Century England." <i>Historical Journal</i> 50.1 (2007): 173-96. <i>ProQuest</i> . Web. 27 May 2009.

ADDITIONAL SOURCES FOR MLA STYLE

Hacker, Diana. "Humanities: Documenting Sources." *Research and Documentation Online*. 5th Edition.

http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch08_s1-0001.html

Tony Russell, et al. "MLA Formatting and Style Guide." *The OWL at Purdue*. Purdue University Writing Lab. 31 Jan. 2012. Web. 19 April 2012.

<http://owl.english.purdue.edu/owl/resource/747/01/>

"Materials From Electronic, Online Resources." *A Guide for Writing Research Papers Based on Modern Language Association (MLA) Documentation*. Capital Community College. n.d. Web. 19 April 2012.

<<http://www.ccc.commnet.edu/mla/online.shtml>>.

EasyBib. "EasyBib: The Free Automatic Bibliography Composer." Imagine Easy Solutions. 6 March 2008 <<http://www.easybib.com/>>.

The references below are listed alphabetically, by last name. If there is no author, then it is based on the title, minus prepositions/articles like "The", "An", or "A"

1 inch margins on all sides of the paper (top, bottom, right and left sides).

Works Cited

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Print.

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Carter, Trudy. "Jean Toomer's Vision." *Journal of Black Literature* 14.3 (2005): 125-37. Rpt. in *Poetry Criticism*. Ed. Lawrence J. Trudeau. Vol. 61. Detroit: Thomson Gale, 2005. 349-67. Print.

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Marsh, Charleen. "Volcanic Seismology in California." *Geology* 17 (2005): 45-67. *ProQuest Research Library*. Web. 3 Sept. 2011.

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Sullivan, Bessie. "Homesteading in Colorado." *Historical Trends*. Colorado Historical Assoc. 4 (2009): 145-78. Web. 3 Sept. 2011.

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12-point Times New Roman font for the entire paper, including the works cited page. This is also the last page of the research page. It is done on a separate page.

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