



ACADEMIC INTEGRITY POLICY 3.0

Reviewed Year – May 2023

Next review – May 2023

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

WGS Mission Statement

Wockhardt Global School is committed to providing opportunities to students to become lifelong learners by acquiring global mindedness, instilling compassion and care for fellow beings and environment, experiencing relevant and challenging learning engagements, involving in self-reflection and critical thinking, acknowledging and respecting individual differences and taking appropriate action.



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1. The fundamental values/pillars of academic integrity

"Integrity – When you do the right thing even though no one is watching." - Anon

There are six fundamental values of academic integrity

A) Honesty – Honesty is an essential part of teaching and learning. It should be clearly seen in learning, teaching, research and services. It is indispensable that academic integrity policy and commonly practices send an accurate picture that cheating, fabrication, lying, and other deceptive behaviors are not welcomed. When teaching, staff members are expected to use accurate and true examples and other materials, and students are expected to submit honest work that is exact and precise.

B) Trust – Trust is developed when honesty is set as a value. It is encouraged by setting clear guidance for assignments and for evaluating students. People who work in educational institutions often encourage trust in all interpersonal interactions, including assignment instructions and student evaluation. Higher education often includes fieldwork, thus students are required to give teachers accurate information.

C) Fairness – Each and every member of an institution must take part in ensuring fairness in any kind of works; equality, fairness, and evenhandedness are the factors that should be taken into consideration in ensuring academic integrity. In all interactions and transactions that take place in an academic institution, there should be a predominance of fair attitudes and dealings.

D) Respect – Respect for everyone else's perspective, ideas, thoughts, feelings, and performance must be fostered if teaching and learning on the parts of the teachers and the students are to be rewarded. Respect must be shown between faculty and students when they learn new abilities, gain knowledge, become famous, and fail to succeed.

E) Responsibility – Represent the estimations of respectability is an individual obligation and shared concern. Each individual from a scholastic network- student, teachers, and management- is liable for ensuring integrity. If an individual has taken up an assignment, then he has to hold the responsibility for its completion before the closing date.

F) Courage – It requires everyone in the training learning system to display their character to settle on the best choice in any occasion when it may be the hardest action. As a student, you will meet time requirements and experience completing obligations that will challenge you as an individual and as a future master. Those that we offer sorts of administrations will anticipate that we should be daring and settle on the best decision later in proficient practice, care, and administration.

2. How do we measure academic success, why great value is placed and connection with LPs

At WGS we place immense value on self-uprightness and scholastic respectability. The management and teachers unanimously accept that integrity must be an inseparable segment in the scholastic performance of our learner; thus, during their academic years at WGS, we anticipate academic integrity by promoting the qualities laid out in the IB Learner Profile, which are particularly based on:

PRINCIPLED: We strive to be trustworthy and genuine, with a firm sense of humanity and equity, and of the virtues and individual rights worldwide. We take responsibility for our acts and the possible consequences of those acts.

REFLECTIVE: We think insightfully of our own experiences and learning. Evaluating actions and being aware of our qualities and constraints augment learning and self-improvement.

THINKERS: We utilize creative and critical thinking skills to break down and make mindful decisions regarding complex issues. We strive to make conscious, moral and ethical choices.

Academic integrity is in accordance with the IBO Approaches to learning.

Through:

- » Self-Management
- » Social
- » Communication
- » Thinking
- » Research

Students will create the above five skills that will allow them to learn and be aware of their learning.

3. Understanding and encouraging Academic Integrity:

Academic Integrity supports the utilization of unique thoughts and complete acknowledgment of others' work. Academic Integrity and honesty are the fundamental establishments of educational foundations. The IB maintains standards of academic integrity, which are viewed as skills and values that enhance individual integrity and prove to be a great practice in teaching, learning and assessment. Empowering academic integrity is grounded in the fact that its absence undermines the philosophy of any educational program. Learners taking part in academic dishonesty lose the "learning opportunity". Additionally, those who violate the academic guidelines would find it easy to ignore or neglect the norms in other fields too. All stakeholders within the WGS

the community acknowledges that students should find the principle of academic integrity as a learning opportunity and as a cornerstone of their academic study during and after any IB study course. Intellectual property forms include patents, trademarks, moral rights, and copyrights that demonstrate proper behaviour during an examination. WGS is responsive to intellectual integrity and must ensure that all IB students are mindful of the consequences of this. Academic Integrity is one of the core principles in education and implies that it is a decision to act in a responsible manner whereby others can have trust in the individuals. It is the establishment for moral decision-making and conduct in the creation of real, legitimate and fair academic work.

Guidelines for Academic integrity

PYP Nursery - 2: Students who commit academic integrity

<u>Does</u>	<u>Does not</u>
<ul style="list-style-type: none"> - Seeking help from guardians, passed out students, friends and group members - Acknowledge data taken from books and the net - Communicate new knowledge in their own words. - Absorb knowledge over different sources into free thoughts and understanding 	<ul style="list-style-type: none"> - Copy peer's tasks. - Allow others to submit your work as calming their or doing peers assignment - copy words or ideas from someone else without giving credit

PYP 3-4:

Students who commit academic integrity

<u>Does</u>	<u>Does not</u>
<ul style="list-style-type: none"> - Seeking help from guardians, passed out students, friends and group members - Acknowledge data taken from books and the net - Communicate new information in his/her own words. - Follow all basic understanding of assessments - Summarize understandings from audio-visual material in their own words. - Acknowledge sources in a reference index. - Understand that downloading or replicating from electronic sources without consent is cheating 	<ul style="list-style-type: none"> - Use notes during a test except if permitted by an educator - Copy others work without consent - Pass off another student's work as their own when working in group. - Copy another student's work or permit another student to copy their work without permission

The Exhibition:

As confirmation of the culmination of the PYP, exhibition work should reflect the criteria for academic integrity introduced in the primary years. Work should show that students can autonomously work in a scholastically honest way.

The time of the exhibition students who commit academic integrity

<u>Does</u>	<u>Does not</u>
<ul style="list-style-type: none">- Seeking help from their guide- Plan their own autonomous inquiry prompting to research- Work collaboratively with their group to share and contribute data	<ul style="list-style-type: none">- Present use mentor sources as their own without citation- Misrepresent other individual sources- Rely totally on mentors, guardians and other group individuals to assemble data or make presentations.

MYP 1 - 3:

Students who commit academic integrity

<u>Does</u>	<u>Does not</u>
<ul style="list-style-type: none">- Seeking help from guardians, passed out students, friends and group members- Acknowledge data taken from books and the net- Mentions the source of quotations used- Includes acknowledgement of reference materials in bibliography- Abides by the rules, is aware of what is acceptable and avoids misconduct- Follows all the rules of assessments and examinations	<ul style="list-style-type: none">- Use notes during a test except if permitted by an educator- Duplicate from another student during a test- Duplicate work of other student and submit as his/her own- Complete assignments for others- Let his/her own work be duplicated by others- Use any information without checking for authenticity

MYP 4- 5:

Students who commit academic integrity

<u>Does</u>	<u>Does not</u>
<ul style="list-style-type: none"> - Maintains and keeps the record of accurate, personal course notes - Understands and abides by the school's guidelines for academic honesty - Asks beforehand about the permissible external help - Uses an appropriate referencing format to acknowledge the information taken from different sources, along with paraphrasing - Follow rules and regulations for tests and examinations 	<ul style="list-style-type: none"> - Duplicate the work of others for submission - Let others copy his/her work for submission - Help another student while doing their work - Deposit assignment completed by anyone other than himself/herself - Make use of notes, gadgets etc, unless allowed to during assessments or examinations

DP 1 - 2:

Students who commit academic integrity

<u>Does</u>	<u>Does not</u>
<ul style="list-style-type: none"> - Clarify which words, thoughts, images and works are not their own (counting maps, graphs, melodic pieces, films, PC source codes and some other material). - Give credit for duplicated, adapted and paraphrased material. - Make sure when utilizing content, clarify where the borrowed material begins and ends - Make sure all sources cited in the content should be listed in the bibliography or works cited list. 	<ul style="list-style-type: none"> - Duplicate work of another student - Lend their work to another student to duplicate or copy - Do the work on behalf of other student - Submit the work done by the third party - Submit work done by another person claiming ownership - Make use of notes, gadgets etc, unless instructed to during assessments or examinations - Speak with others during test conditions - Use unapproved material during a test

4. What is malpractice?

“The IBO defines malpractice as behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components” (General Regulation, IBO).

Written falsification implies the immediate duplicating of material from any source (a peer’s work, an article of the Internet, reference book and so on.) and submitting it as one’s own. Literary theft is respected genuinely and there are noteworthy disciplinary ramifications for such conduct.

5. Forms of Malpractice, examples

Plagiarism: Taking work, sentences, thoughts, images, data or something else that someone else has created, and submitting it for assessment as your own.

Collusion: This is defined as assisting a student’s unacceptable behavior by another applicant, for instance, allowing one’s work to be duplicated or submitted for evaluation by another.

Duplication: This is defined by submitting a certain work for various projects, as well as well as DP core requirements.

Paraphrasing: This is distinguished as utilizing your own words to convey someone else’s message or ideas. In paraphrasing, the considerations and significance of the original source must be kept up; the essential thoughts need to come through, however, the word must be your own.

Data’s Fabrication: This is described as assembling data for an analysis/assessment and for scientific or mathematical investigation/venture.

Cheating: Any conduct that is dishonest, fraudulent, or deceptive, as well as a false effort to go around rules, regulations, norms, values, conventions, or practises in order to obtain an unfair advantage or to defend someone who has engaged in any such behaviour, is referred to as cheating. Cheating in a classroom includes the following behaviours:

- Use of any notes or information while taking the exam
- Sharing information during tests, assessments, and so forth
- Sharing work, which includes someone else write your paper or you are writing for someone.

Hitchhiking: Hitchhiking is characterized as when a student “hitchhikes” in class, he or she is permitting a partner or group members to do a lopsided measure of work in a collective

undertaking while the hitchhiker does an accomplice or gathering not take an interest similarly. This absence of equivalent commitment to a community task establishes academic dishonesty and will be penalized as such.

Procedure to maintain Academic Integrity for students-

During class, teachers should frequently deliver significant announcements, such as amended due dates, exam preparation instructions, and new assignments.

Before you begin working on any assignment, be sure you understand all of the instructions and, if necessary, seek clarification from your teacher. It will be easier for you to plan your work and stay on time once you grasp the parameters.

Start each term off right by documenting all of your due dates for papers, assignments, and examinations on a single calendar. Maintain a steady study routine throughout the term and strive to stay ahead of your assignments. Planning permits you to put out maximum effort while reducing stress.

Make yourself familiar with the campus resources available to help you study, write notes, and prepare for assessments. The library staff, teachers, and your coordinators are examples of such resources.

Your teachers carefully analyse the guidelines for accomplishing assignments. If you follow their guidelines, you are less likely to increase questions about the originality of your work. Any directions given during an exam fall under this category.

Your best strategy is to refuse help from peers on assignments, projects, or examinations unless your teacher or substitute teacher has issued you explicit permission.

1. When preparing a paper, take careful notes from books, articles, web sites and journals. Specifically note page numbers, authors' full names, and publication dates. Avoid downloading information from Internet sources directly into your own files. Place quotation marks around any notes you make in which you are using a source's words or ideas. Use proper footnotes (or endnotes) and quotation marks in your final paper.
2. Know your options. If your lab experiment goes sour, if you have a family emergency, if you have three exams on the same day, talk it over with your instructors right away. They are much more likely to offer solutions, such as extensions or incompletes, if you approach them BEFORE the assignment is due. You will not likely earn their sympathy if you choose a dishonest or careless route to getting the work done.
3. Think. Think about why you are enrolled in the course. Think about the value of your education; about studying, reading, and writing; and about honestly completing your work.

Intellectual Property Rights:

Intellectual property implies indications of the brain, for example, manifestations; conceptual and astonishing works like music, artworks, recordings, structures and images, names and pictures utilized for various reasons. There are various protected innovation rights, for example, licenses, enrolled trademarks, plans, ownership and great rights. These rights are regularly secured by the constitution.

Teachers and students should value such rights and use these components after having learned and established the requirements set out in the constitution. The creator should be given the due credit in the form of accurate referencing and acknowledgment of their ownership. Students should remember that unauthorized activities, such as, illegal downloading of audio/video files, making unauthorized copies, exchange of such files/documents among peers without necessary permissions, downloading components from unapproved destinations may prompt disciplinary or legal actions.

Misconduct during an IB examination: This is characterized as bringing unapproved component into an assessment/exams room or speaking with another competitor that upsets the assessment or disturb the applicants.

Behavior that increases an unjustifiable favorable position for an applicant or that influences the aftereffects of another student (for instance, falsifying a CAS record, reveling of data to and receipt of data from students about the substance of an assessment paper inside 24 hours after a written examination by means of any type of correspondence).

Examples of Malpractice : Not acknowledging the sources, stealing examination material, copying another students work or allowing others to copy your work, asking someone to do your work, falsifying the information used in a paper work ,falsifying CAS records and journals, Carrying illegal content to the examination (graphic calculator, cell phones, notes etc.).

6. Detection of malpractice:

Teachers have to be vigilant when verifying/perusing student submissions for apparent changes in the handwriting patterns, terminology, and wording of students. The concept of the research should be tested against the presentation standard of the students.

Teachers must be aware of the different ways in which academic integrity can be distinguished, counting electronic service, as 'turnitin.com'. They should acclimate themselves by using straightforward procedures, for example utilizing web search tools(Google, Yahoo) to crosscheck the source of students' entries that have been copied.

Early location of accidental plagiarism will dishearten students from committing deliberate offense

since they would know that their work is being checked for written falsification.

7. Consequences of Malpractice

Homework or Class Assignment

- The teacher will examine and advise the student in regards to the unfortunate behavior. If it is unintentional the teacher will instruct the student about possible ways to prevent these types of errors. The teacher has to keep a record of the work submitted by the student with information on the misconduct.
- If it is intentional or it is deliberate, the teacher will introduce the proof of the student offense (e.g. Turnitin report). The student will rewrite the task/assignment. The record will be kept up and the teacher will inform the Programme Coordinator.

While Internal Written Assessments

- In the primary occurrence of misconduct by the student during internal written assessments, a formal meeting will be directed between Programme Coordinator, Head of School and the student with the guardians. A formal composed warning will be given to the student which will remain on the student documentation file. No evaluations/grade will be granted to the student.
- In case of the student repeating the misconduct, the school can restrain the student from attempting the written assessment and transitory suspension can be given from the school.

Internal Assessment or other course segment as a piece of formal IB submission:

“ Warning that the IB randomly checks students’ work for plagiarism using a web-based plagiarism prevention service.”

- Any submission by students without legitimate referencing won't be accepted by the teacher for checking.
- Teachers must mark all copies of IB paperwork on Turnitin or other Google tools to identify any possible academic violation cases. If the teacher detects academic misconduct in the student's primary draft, the teacher will instruct the student to make the changes in the draft. It is the responsibility of the students to revise these incidents before submitting the draft to the teacher.
- If the subject teacher suspects plagiarism or collusion in the preliminary draft, the teacher will inform the Programme Coordinator.
- Once the type of infringement is affirmed, the Programme Coordinator will decide the appropriate sanction. Which follows as
 - ❖ If the plagiarism is between 40–50 consecutive words and the acknowledgement

- of copied sources is also incomplete, then the student will be granted zero marks for the component in the IA.
- ❖ If the student plagiarized more than 51 consecutive words and not acknowledge the sources, in such cases no grades for subject(s) concerned will be granted to the student.
 - ❖ In the case of collusion, if the presented work by the students show similarity less than 30 %, in this case the student will be granted zero marks for the component in the IA and if the work of students has extensive similarities more than 31% and/or identical sections, no grades for subject(s) concerned will be granted to the student.
 - ❖ If the supervising teacher is doubtful about the final work of student coursework, which is to be submitted to IB, not being the student's original work, the teacher will not put the authentication signature on the cover sheet or on the IBIS.
- The Programme Coordinator will inform the student's parents regarding the incident.
 - To investigate the case, the teacher, Programme Coordinator and the Head of School will meet collaboratively and will have a discussion with the concerned student. The parents along with the student will be informed about the decision.
 - Since the IB doesn't accept the coursework until signed by the supervisor, the responsibility of informing the particular student's work cannot be submitted, lies with the Programme Coordinator.
 - If plagiarism is detected in certain work after the submission to the IB, the concerned student along with the parents/guardians will be appraised about the consequences by the Programme Coordinator in presence of the Head of School.
 - In the case of the misconduct being affirmed, at that point the program coordinator will inform the relevant Examination body (IB) and the consequent procedure of IB regarding misconduct will be followed.

During External Written Examinations:

The School follows the systems precisely as unrolled by the Examination Body (IB)

- Students associated with the misbehavior, their parents will be notified about the incident, the systems and the sensible consequences of such conduct will be sanction according to the policy of the Examination Body.
- Further disciplinary moves, as considered appropriate will be taken by the school.

Students Rights, whenever associated with a breach of academic integrity

Students suspected with academic dishonesty will be given a chance to defend themselves to the teacher, the DP coordinator and the Head of School.

Students who face serious sanctions for academic misconduct, for example, a fail grade for an entire course, expulsion from the DP or expulsion from the school, reserve the right to have a parent or an advisor present for conversations about their case. Before a choice is taken in regards to suspension or expulsion from the school, the students as well as their parent/advisor reserve the right to review all facts/proof identifying with the case and to make any complaints or proposals.

8. How to avoid Malpractice? Declaration of Authenticity form

Wockhardt Global School makes sure that articulation of the policy occurs beyond the primary classroom and consolidates future desires for the students as they progress over the academic continuum so as to allow them to fully understand and participate in the advancement of a profound established procedure that underscores the importance of commitment towards academic integrity.

IB Coordinator and School Management Responsibilities:

The school's administration has profound responsibility towards developing the methodology and strategies that support and strengthen academic integrity.

WGS coordinators and administrators are relied upon to:

- Be well aware of the guidelines outlined by the IBO that administer the conduction of every examination session.
- Advise teachers and students through different methods to contain negligence and how it can be forestalled.
- Support the IBO completely in the counteraction, identification and examination of negligence.
- Attempt any additional obligations required by the IBO, shoulder staff and student responsibility.

Teachers:

This is obligatory that teachers discuss and explain the policy to the students, comparable to ordinary work. Teachers are expected to provide valuable guidance to the students for their study. Learners will be educated and guided for developing the required skills such as notetaking, paraphrasing and referencing skills as needed. Teachers have an authority to affirm that, as far as they could possibly know, the work presented by the student for (internal or external) assessment is genuine and original work. Teachers should address the students constantly on various phases of drafting the work. During those sessions, the interaction between teachers and students would be more constructive than evaluative. Teachers should use all counteraction steps to identify and differentiate plagiarism, duplication of work or collusion, and all necessary methods such as web-based resources for plagiarism detection. Additionally, teachers are expected to make note of any student offence and the actions taken in those cases.

Teachers Role in ATL skill Development

Teachers develop ATL skills in learners through various learning engagements by giving them multiple opportunities to work on the majority of tasks pertaining to various subject specific areas.



Fig. 1 Image representing ATL Skills (“ATL Skill Tip of the Week | Silver Spring International MS”)

Students:

Learner must understand that they are fundamentally accountable for their own research and that they will be responsible for the effects of any ruptures in the academic integrity. They are

answerable for ensuring that all the work put together by them for internal or external assessments is original, with affirmation of work and thoughts of others. The students should meet the teacher on a regular basis regarding the work process and show drafts during the procedure of creating the work. In case of doubt, they should seek help from the teachers so as to be able to give reference or acknowledge the source of information. They will be held responsible for any breach of academic integrity, and if they are accused of any academic misconduct they may be asked for a written explanation.

The Role of the Librarian:

The school librarian supplements the teachers in ensuring that students are given directions and guidelines for developing various skills such as reading and research, writing methods, scholastic practices and methods for finding, sorting, assessing, evaluating and using data successfully with no malpractice. The Librarian's role is very essential in helping students become acquainted with the research procedure and to teach them the principles of academics. School librarian is a significant asset in teaching and learning as acknowledged in a learners' community.

Parents:

Parents are expected to pursue the policy cautiously, comprehend the suggestion and request explanations (as and when required) from the institution. Parents need to inculcate in their children the value of integrity for academic progress and encourage them to create their own work and recognize others' (counting parents') thoughts. The school expects the parent network along with the teachers to epitomize values and ethics. Therefore, any faltering in academic integrity noticed by the parent should be brought to the school specialists' attention with the sole purpose of bringing about a meaningful improvement within the student. In these situations the student is advised to understand the correct steps.

DECLARATION OF AUTHENTICITY FORM

I, the undersigned, _____ state that this exploration work is my unique work, accumulated and used particularly to fulfill the reasons and objectives of this study, and was not submitted through any other means beforehand. I also state that the publications cited in this work have been personally consulted.

Signature: _____

Date: _____

Name in Block Letter

8.a. Distinction between Collaboration and Collusion

It is expected that subject teachers give clear instructions to make students aware about the distinction between group work, collaborative activities and individual responsibilities related to assignments, tasks or other submissions including internal assessments. It is expected from the students to follow these instructions and submit authentic work.

9. Citation format & examples

Citation is the way in which you educate the peruser that the specific data in your work isn't yours and it has originated from another source. It incorporates data about the creator, title, name and location of the organization that published the copy of the source, date of the copy was published and the page numbers of the information you are using. It gives an idea to your reader to locate the information, if needed.

Referencing Style using in WGS: Modern Language Association (MLA 8) for all subjects in MYP and DP

Students have to use Parenthetical citation: In this case the students have to put the reference of the source in () directly in the text. This includes the author's last name and the page number.

Example - : In-Text Citation: MLA 8

Enclose the quoted portion in quotation marks when you cite directly from a source. At the end of the quotation, add an in-text citation with author name and page number, such as:

"Here's a direct quote" (Smith 8).

In your own words, when you write details or ideas from a source, reference the source by inserting an in-text quotation at the end of the paraphrased section, like this:

This is a paraphrase ("Trouble" 22).

If the author is listed in context, there's no need to repeat it in the in-text citation. Include the page number enclosed in parentheses (if available).

According to Smith, "here's a direct quote" (8). "Trouble" uses a signal phrase (22).

Works Cited Entry:

Field, John. "Intelligibility and the Listener: The Role of Lexical Stress." *TESOL Quarterly*, vol. 39, no. 3, 2005, pp. 399-423.

Multiple Works by Same Author: If you have more than one work by the same author on your Works Cited list, include the work title in the in-text citation, separated by a comma. (Zinsser, *On Writing Well* 64)

Multiple Authors with Same Last Name: If more than one author of the same last name appears in the Works Cited list, use the initial of the author's first name in the in-text citation. (W. Zinsser 64)

Multiple Authors of a Single Work: If three or fewer authors, include all in your in-text citation; if four or more, list the first author only followed by the abbreviation "et al."

(Rodriguez, Jones, and Bartell 273)

(Rodriguez et al. 273)

Indirect or Quoted Material: Find the original source if possible. If not, use the abbreviation "qtd. in" for "quoted in".

(qtd. in Liu 392)

Ebooks: If the ebook has stable page numbers (i.e., page numbers remain consistent regardless of device used or font size), use those as you would a print book. If the ebook has reflowable pages, do not use page numbers. Instead, cite the section or chapter if possible. (Zinsser, ch. 9)

If the ebooks does not have stable page numbers, sections, or chapters, cite the work as a whole. (Zinsser)

Sometimes, elements 3-9 will repeat again, if say, your journal was inside a database.

Putting it all together:

Goldman, Anne. "Questions of Transport: Reading Primo Levi Reading Dante." *The Georgia Review*, vol.64, no. 1, 2010, pp.69- 88. *JSTOR*, www.jstor.org/stable/41403188.

Works Cited Entries: Format Examples

The MLA citation format is used in English, as well as many other humanities disciplines. Here are some formatting examples for the Works Cited page.

Book, Single Author	Garcia Marquez, Gabriel. <i>Love in the Time of Cholera</i> . Vintage, 1988.
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<p>Book, Two Authors</p>	<p>Casell, Kay Ann, and Uma Hiremath. <i>Reference and Information Services in the 21st Century: An Introduction</i>. Neal-Schuman, 2004.</p> <p>(NOTE: Authors should be listed in the order they are listed on the title page.)</p>
<p>Book, Three or More Authors</p>	<p>Robbins, Chandler S., et al. <i>Birds of North America: A Guide to Field Identification</i>. Golden, 1966.</p>
<p>Book, with Translator or other contributors</p>	<p>Homer. <i>The Odyssey</i>. Translated by Robert Fagles, Viking, 1996.</p> <p>Here are other common descriptions: Adapted by, Directed by, Edited by, Illustrated by, Introduction by, Narrated by, Performance by.</p>
<p>A work (e.g., essay, short story) in an anthology or compilation.</p>	<p>Kimball, Jean. "Growing Up Together: Joyce and Psychoanalysis, 1900-1922." <i>Joyce through the Ages: A Nonlinear View</i>, edited by Michael Patrick Gillespie, UP of Florida, 1999, pp. 25-45.</p>
<p>Book, Later Edition</p>	<p>Blamires, Harry. <i>The New Bloomsday Book: A Guide through Ulysses</i>. 3rd ed., Routledge, 1996.</p>
<p>Article in an Online Database</p>	<p>Hannah, Daniel K. "The Private Life, the Public Stage: Henry James in Recent Fiction." <i>Journal of Modern Literature</i>, vol.30, no. 3, 2007, pp. 70-94. <i>JSTOR</i>, www.jstor.org.ezproxy.lib.uwf.edu/stable/30053134.</p> <p>Note: When including a URL, omit the http:// and https://</p>
<p>Article in Print Journal</p>	<p>Hannah, Daniel K. "The Private Life, the Public Stage: Henry James in Recent Fiction." <i>Journal of Modern Literature</i>, vol.30, no.3, 2007, pp. 70-94.</p>

Article (Web Page) on a Web Site	<p>Farkas, Meredith. "Tips for Being a Great Blogger (and a Good Person)." <i>Information Wants to Be Free</i>, 19 July 2011, meredith.wolfwater.com/wordpress/2011/07/19/tips-for-being-a-great-blogger-and-good-person/.</p> <p>Note: When including a URL, omit the http:// and https://</p>
Website (Whole site)	<p>Farkas, Meredith. <i>Information Wants to Be Free</i>. Jun. 2015, meredith.wolfwater.com.</p>
YouTube Video	<p>"Dog Turns Roomba Off." <i>YouTube</i>, uploaded by ilovetobamom, 28 Dec. 2016, www.youtube.com/watch?v=ei5H-wd3BIU.</p>
Podcast (a digital audio files or series of spoken words)	<p>"Chapter I: If You Keep Your Mouth Shut, You'll Be Surprised What You Can Learn." <i>S-Town</i> from <i>Serial</i> and <i>This American Life</i>. stownpodcast.org/chapter/1. Accessed 8 May 2017.</p> <p>Note: Date of access is <i>optional</i> in MLA 8th edition. I decided to include it here because I could find no publication date for the podcast. If I had, I would have included it after <i>This American Life</i> and probably would have omitted the date I accessed it. like so:</p> <p><i>This American Life</i>, 2 April 2017. stownpodcast.org/chapter/1</p> <p>Also, <i>Serial</i> and <i>This American Life</i> are the organizations that publish S-Town. So, you may have NPR here, for example, or an individual's name.</p>
Tweet	<p>@realDonaldTrump. "Wow, the Fake News media did everything in its power to make Republican Healthcare victory look as bad as possible. Far better than Ocare!" <i>Twitter</i>, 5 May 2017, 4:22 p.m., https://twitter.com/realDonaldTrump/status/860635815277453313.</p>
Television Show on Streaming Platform	<p>"A Fish Out of Water." <i>Family Guy</i>, season 3, episode 10, Fox Broadcasting Company, 19 September 2001. <i>Hulu</i>, www.hulu.com/watch/171063.</p>

E-Book

Zehr, E. Paul. *Becoming Batman: the Possibility of a Superhero*. Johns Hopkins Press, 2009. EBL, www.middlebury.ebib.com.ezproxy.middlebury.edu/patron/FullRecord.aspx?p=3318448.

Uses of AI Tools

Students are allowed to use the AI tools if it is used authentically. Students have to cite a generative AI tool whenever they paraphrase, quote, or incorporate any information into their work (whether text, image, data, or other) that was created by it.

Work cited example:

"...discription....." prompt. *ChatGPT*, version date. version, OpenAI, accessed date, chat.openai.com/chat.

Cite something that isn't your own in the document and add a corresponding entry to the Works Cited or Reference page to prevent plagiarism.

10. Links to other policies:

Language Policy: Helping the students with their written assignments, papers, project work and essays with the right references and source list is mandatory.

Admission Policy: Students and guardians must be aware and mindful of the importance of academic integrity and its implications right from the time of admission. Students are expected to sign an academic integrity form during the admission process, which is a part of the school's standards.

Assessment Policy: It is based on the rules/guidelines set by the school in the academic integrity framework. Academic Integrity lies at the core of all formal as well as informal assessments.

Inclusive education (SEN) Policy: All Students who come under SEN need to be made aware of the value of academic integrity and what comprises academic misconduct. The stakeholders should be well aware of what the considerations available are and how they can be availed.

11. Academic Integrity Policy as a Working Document:

This policy is an ongoing document that effectively connects with various policies of the school. The most current IB reports and State Government instructions have been taken into account while developing this policy. Every year, as a key element of the curriculum review cycle and

as a part of the overall school improvement strategy, the policy will be revised. As part of the assessment process, the leadership team will examine how the plan is being implemented throughout the whole school.

12. Review Cycle: Every year, Wockhardt Global School reviews all of its policies. The Steering Committee, which is made up of the Head of School, Programme Coordinators, Department Heads, Librarian, Parent Representatives, and Administrators, discusses the progress of the policy's implementation while exchanging ideas and suggestions. The requirements of the school and prior experiences are thoroughly reviewed. Recent significant IB papers and advancements are included. The policies of the school are then examined, and modifications are suggested. All of the instructors, staff members, and parents/guardians (if necessary) are included in the discussions about these progressions and modifications. After carefully considering their suggestions, the policies are finished and given to the head of school for approval. The policy is determined for the academic year after receiving approval from the head of school till the next review meeting.

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