ACADEMIC INTEGRITY

OVERVIEW

Canadian International School of Guangzhou (CIS) offers a rigorous academic program, but also cultivates the values of respect and caring for self and others and a sense of belonging and social responsibility. It is through these values that we hope to cultivate the virtues of honor, courtesy and perseverance. Of these virtues, honor is perhaps of greatest importance, for it is personal integrity that will influence and finally determine many of our actions and beliefs. To help advance the development of such principles, Academic Integrity Guidelines have been established for all students at CIS. These guidelines exist to promote integrity within our students, with a strong emphasis on the CIS Core Competencies (specifically the trait of being principled).

The purpose of these Academic Integrity Guidelines is to:

- Develop responsible and ethical behavior
- Reinforce self-respect, respect for peers and respect for the work of others
- Protect the integrity of the academic achievement level of all students
- Promote a high level of learning and an understanding of the interconnectedness of human knowledge
- Guide parents and students in the traditions of academic integrity valued by the school
- To prepare students for academic integrity expectations in tertiary education

Academic Integrity is introduced, discussed and reinforced within subject classes and through the Teacher Advisor Program at CIS. Students also sign a Responsible use of IT policy, indicating that they understand the contents of the policy.

PROMOTING ACADEMIC INTEGRITY

At CIS we take the values of personal integrity and honor associated with Academic Integrity very seriously and we believe that every member of our community should understand that although great work is often produced in response to the work of others as we build upon, argue against or are inspired by their ideas, those influences must be properly credited.

As such, CIS students are expected to reference properly as this not only reinforces the importance of these values but also lends credibility to their ideas and acknowledges the way in which their work exists as part of a wider, shared, communal attempt to understand the world.

Using another person's work (written, visual or otherwise) is, therefore, an entirely acceptable academic practice **as long as proper acknowledgement and credit** are given and if the intent is to

add support and/or credibility to one's ideas. At CIS, we adopt the **Modern Language Association (MLA)** style of citing reference materials unless otherwise stated by the teacher.

Failure to reference properly, however, is a form of academic misconduct and this is often the result of carelessness when completing assignments, poor time management and/or pressure on students to achieve higher grades. As such, students should aim to manage their time effectively and thus minimize the chances that they will feel as if they have 'no choice' but to plagiarize if they are to meet a deadline and perform according to expectations.

There are currently a number of academic integrity tools available that analyze student work for plagiarism. At CIS, *Turnitin.com* is being used to assist teachers in detecting plagiarism from electronic sources. Teachers are familiar with their students' works and are vigilant in identifying student works that do not match the students' voices or English level. They will check for non-electronic paper copying as well. It is ultimately the responsibility of each student to ensure that any ideas, words and images (etc.) that are not their own have been acknowledged.

Promoting Student Understanding of Academic Integrity

- In classes, students are taught how to correctly cite the work of others and are given clear guidelines for submitting work.

- Teachers work with students to develop shared understandings about cheating, plagiarism, and other instances of academic misconduct.

- Teachers educate students carefully about matters of academic integrity, including engaging students in activities that clarify what constitutes plagiarism and how to avoid it and about the difference between authorized collaboration and illegitimate collusion.

- Academic Integrity is introduced in the Elementary School in a developmentally appropriate fashion so that students are aware of these expectations when they are promoted to Secondary School.

- The CIS community is informed of the Academic Integrity Guidelines and the ramifications of misconduct.

Examples of Academic Misconduct

Academic misconduct is defined as "behavior (whether deliberate or inadvertent) that results in, or may result in, the candidate of any other candidate gaining an unfair advantage in one or more components of assessment." At CIS, academic misconduct, or cheating, includes, but is not limited to, the following examples:

- ***Plagiarism*** – "the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement." (Garza, 5). This includes copying or cutting and pasting directly from a web page or another person's work in whole or in part and submitting it as your own. A superficial change of wording or structure or conclusion is not sufficient to turn aside the charge of plagiarism.

- ***Collusion*** – one student permitting another student to copy or submit his or her work and failing to report this to the teacher. A superficial change of wording or structure or conclusion is not sufficient to turn aside the charge of collusion.

Examination and Test Dishonesty – using cheat sheets or other prohibited items during a class test or examination; looking at another student's paper during a class examination; providing another student, whether at CIS or elsewhere, with questions or answers from an examination or test which he or she has taken and the other student has not.

- ***Theft*** – stealing notes, notebooks, reports, lab books, or other work from other students to use as one's own or to transmit to any other user.

- ***Disruptive Behavior*** – causing a disruption during any examination that affects other students or the secure running of the examination.

- ***Too Much Assistance*** – receiving too much assistance from sources such as websites, individuals or other services that offer answers or parts of answers to assignments or that significantly alter the style or language of a piece of work.

CONSEQUENCES

If a student is found guilty of academic misconduct, the following steps will be taken:

- He or she will receive a mark of zero for the assignment or test in question and will receive an "Unsatisfactory" effort descriptor for the term.

- Eligibility for academic awards/honors will be under review.

- The respective teacher will inform the appropriate Vice Principal and parents of the infraction.

- Each of the student's teachers will be informed of the infraction and will be asked to report any similar incidents to the administration.

- Repeat offenders will face more serious consequences; for example, failure of the course or even school suspension/expulsion are possible outcomes.