

Philosophy

Our mission is to provide students with a high-quality education while developing the attributes of caring, respect, and responsibility towards others and the environment.

The Collège & Lycée Saint-Charles, located in Switzerland in the canton of Jura, has its roots in the tradition of Catholic education and is inspired by the values of solidarity, humanism and openness. Our school values intellectual honesty. Our students, like all the collaborators, are committed to respect it and not to obtain results by cheating or lying.

The following principles have been drafted in keeping with this commitment.

Integrity and plagiarism

Studying requires personal commitment, rigor, and responsible and honest behaviour toward oneself and others. The IB defines academic honesty as “making knowledge, understanding and thinking transparent” (*Academic honesty in the IB educational context*, p. 1). One should always be able to trace back the source of an idea or piece of information.

Also, the IB states that “academic honesty serves to promote personal integrity and engender respect for others and the integrity of their work” (*MYP: From principles into practice*, p. 38). Thus, students should realize how academic honesty is closely tied to aspects of the IB learner profile. Being *caring* implies that one must not “steal” from another person, neither materially nor intellectually, being *principled* means that one should act with integrity, “with respect for the dignity” and intellectual property of others, and so on.

Academic honesty is a rather broad concept, and students must be taught to “recognize what behaviours constitute misconduct” (*Academic honesty*, p. 8). The following are deemed unacceptable:

- Plagiarism: using someone else’s material (ideas, phrases, pictures, ...) and presenting it as one’s own.
- Collusion*: supporting another person’s malpractice, as in allowing one’s work to be copied or submitted by another student.
- Misconduct during an examination: any behaviour that gives a student an unfair advantage, such as using material which has not been authorized by the teacher.

*This is to be distinguished from legitimate collaboration such as exchanging ideas, sharing books and resources, working together on a project, etc. as long as each person’s contribution is duly acknowledged.

During their schooling, students must understand the importance of producing work which is authentic. According to Turnitin, there exist many different ways to produce unoriginal – or unauthentic – work, plagiarism not being limited to copying and pasting. For example, “changing key words and phrases but retaining the essential content of the source” is not honest, nor is “mixing

paraphrased material from multiple sources” (The Plagiarism Spectrum) unless sources are properly cited. All concepts, phrases and ideas borrowed from other people are quoted according to recognized conventions. Also, authentic work is defined as reflecting the student’s personal ideas as well as their own language and phrasing.

Example

The example below, from the article “The Plagiarism Spectrum” located on Turnitin’s website, illustrates one form of plagiarism. Even though the student has provided a proper citation, the text is too similar to the original text and there has been limited attempt to place the ideas into the student's own writing style. Please visit Turnitin’s website for more examples.

(Original Text)

A Natural Setting: A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

(Student Submission)

A History of Exploration and Settlement in Yosemite Valley

From its earliest **discovery by non-indigenous people in the mid-nineteenth century Yosemite Valley has held a** spiritual hold on the American conscience; its beauty is incomparable and has been held up as **one of the grandest of all special temples of Nature. While Yosemite has a special grip on the western mind,** impressions about the Valley have evolved over time, shaped by **changing politics, migration patterns and environmental concerns as** mankind has become more attuned to its relationship and impact on nature.¹

¹ Harrick, C. "A Natural Setting." *Nature and its Discontents* 23.1 (1996): 41-50. Print.

Guidelines

1. These guidelines apply to all work presented and/or produced by students, such as lectures, presentations, exams, essays, etc.
2. Whenever using words of another person, one must use quotation marks (“...”) or format them as a block quotation (begin on its own line, with a left indent) if the text exceeds 40 words.
3. One must indicate sources below an image, a diagram or any other infographic. Throughout their work, one must use in-text citations.
4. The standards contained in the school’s “APA Citation Guide” and described in much detail on Purdue's "Online Writing Lab" are authoritative.
5. The school has decided to make APA the official citation style for IB work. In some cases, and in agreement with the teacher, a student might decide to use another citation style.

6. A comprehensive bibliography should be compiled for each work submitted by a student.
7. Every student undertakes not to create or publish false sources, or to falsify data.
8. Every student agrees not to let another student copy their work.
9. Every student undertakes to comply with the special rules in force during IB examinations.

Roles and responsibilities of school members

Teachers / Advisors

1. They undertake to respect the academic honesty policy themselves, and to explain it to students as well as parents when necessary. They provide students with examples of authentic work.
2. They point students to the school's "APA Citation Guide" as well as Purdue's "Online Writing Lab" so that they can carry out their work, reference sources and create bibliographies according to the agreed standards.
3. They confirm that, as far as they know, every accepted piece of work from a student is authentic, including all assessment tasks.
4. They collaborate with the school's librarian to support students in identifying good practice regarding academic honesty.
5. They collaborate with the school's librarian to help students obtain reliable information from various sources.
6. They use Turnitin, an anti-plagiarism software, whenever appropriate to detect plagiarized material and its sources.

IB Students

1. They undertake to comply with the "IB academic honesty policy". They thus take responsibility for submitting original work with properly acknowledged sources.
2. They review their own work before turning it in to ensure that all ideas have been documented and all sources cited.
3. They make sure they understand and apply the standards specified in the guides available to them.
4. They understand that teachers will be using an anti-plagiarism software to analyse the content of their work.

Parents / Families

1. They support students in being principled.
2. They understand the importance of intellectual integrity and they support the school in its efforts to promote good practice among students.
3. They are aware of the requirements set forth by the Collège & Lycée Saint-Charles and they accept the sanctions incurred for plagiarism or any other form of malpractice.

Monitoring process

The Collège & Lycée Saint-Charles is committed to explaining these notions to students and helping them to be honest and transparent. It must also ensure it has the means necessary to detect

plagiarism, particularly, by using adequate computer software. At present, the school is using “Turnitin” to facilitate both teachers and students. Also, students will be introduced to “Zotero”, an opensource software which helps them create a bibliography.

Throughout the IB program, students will have multiple opportunities to practice their academic integrity skills with direct instruction in methodology class, DP Core, and support in each of the academic areas. The entire IB staff is committed to the education, developing and monitoring of academic integrity, while actively working to prevent forms of academic dishonesty.

The IB academic honesty policy is handed out to all IB students. Each of them must subscribe to it by signing an “IB academic honesty agreement” (see below), certifying that they have understood its content.

Consequences for academic dishonesty

When a teacher, advisor or librarian suspects a student is guilty of academic malpractice, they should report the incident to the relevant IB coordinator. The coordinator will investigate the matter, inform parents, and meet with the student. The coordinator will determine if the case is one of intentional or unintentional infringement.

If necessary, the coordinator will then:

1. Record the incident in the student’s academic record.
2. Report the incident to the head of school.
3. Set guidelines for appropriate revision of the assignment.
4. In the event of a repeated infringement, a disciplinary panel may decide on further sanctions.

In line with the IB’s policy and practice, any work which fails to meet academic honesty requirements may not be given a mark or submitted for external assessment. Revised assignments may be marked and/or submitted, assuming that all external deadlines are met.

Beyond the school’s own efforts to prevent academic malpractice, students’ work submitted to the IB for external assessment (such as the Personal Project) is also subject to random checks for plagiarism. In cases where IB examiners suspect malpractice, the following penalties may apply:

- Not awarding a grade in a subject, thus removing the possibility of obtaining any certification from the IB.
- Preventing a student from registering for future exams (in cases of serious malpractice).
- Withdrawing any IB certification if malpractice is established subsequently.

For further information, we invite members of the school community to consult the IB’s guide, *Academic honesty in the IB education context*, mentioned at the end of this document.

Sources

- IB. (2014). *Academic honesty in the IB educational context*, Cardiff (UK): IBO.
- IB. "Coordinator support material", "Standard B1: Academic honesty policy". Retrieved from https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=m_0_mypxx_tsm_1609_1_e&part=3&chapter=2
- IB. (2014). *Effective citing and referencing*, Cardiff (UK): IBO.
- IB. (2017). *MYP: From principles into practice*, Cardiff (UK): IBO.
- Purdue Online Writing Lab. (n.d.). "APA Style Introduction". Retrieved October 28, 2019, from https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.
- Turnitin, LLC. (2015). "The Plagiarism Spectrum". Retrieved from <https://www.turnitin.com/infographics/the-plagiarism-spectrum>.

IB Academic Honesty Agreement

Name:

First name:

I certify that I have read the IB academic honesty policy and undertake to respect its content.

Any and all work that I submit to any teacher for consideration and/or assessment will be my own authentic work. This includes homework assignments, formative assessments, summative assessments, and work to be submitted to the IB.

I will learn the processes for acknowledging someone else's work or ideas and will appropriately acknowledge all uses of someone else's work or ideas. I understand that I have to ask for help if I am unsure about what constitutes academic honesty in any of my assignments.

I will submit only work that I have completed independently. I will not allow other students to copy or to submit work that I have completed.

Signature of the student:

Signature of the parent: