VI Liceum Ogólnokształcące im. J. Słowackiego in Kielce

IB Diploma Programme

Academic Honesty School Policy

School Mission Statement:

The Mission of VI Liceum Ogólnokształcące im. Juliusza Słowackiego in Kielce is to develop an open-minded and inquiring young man who always obeys the principles of academic honesty and appreciates the value of education without borders as well as independently and responsibly functions in modern society respecting both native and foreign tradition.

Part I

Definition of academic honesty based on International Baccalaureate Organisation documents

Academic honesty is defined as student's conduct according to academic standards concerning acknowledgment of others' intellectual property and authenticity of any work submitted for assessment, whether written papers or oral presentations. To maintain academic honesty a student should:
1. Learn the rules of using sources.
2. Ensure proper citation and acknowledge the sources every time.
3. Submit for assessment only the learner's own written assignments and independently prepared oral presentations.
4. Work individually during written tests and quizzes.
5. Learn the principles for collaboration and sharing knowledge that protect students' own and others' intellectual property.

Independent and authentic written assignment / oral presentation denotes written work or oral presentation based on individually collected and worked out ideas and conclusions. When using different sources, the author is required to acknowledge others' work through ensuring accurate and detailed citation system.

Malpractice involves any behaviour that gains an unfair advantage for a student in assessment components. Malpractice includes:
1. **plagiarism** defined as the representation of the work, ideas or conclusions of another person as the student's own.
2. **collusion** which denotes supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.
3. **duplication** described as the presentation of the same work for different assignments or assessment components within one or more subjects.
4. **any behaviour** that gains an unfair advantage for a student as a result of malpractice (possession of unauthorized material during an examination, breaching examination regulations including communication with other students, providing false record for creativity, action, service – CAS, disclosing the content of examination papers within 24 hours after the examination).

PART II

Academic honesty and the IB learner profile

Following the rules of academic honesty, the student maintains and develops qualities of IB learner. The IB learner profile includes a list of attributes that students are encouraged to develop:
1. **Inquirers** become inquisitive when they want to learn more through conducting their own inquiries and when they show independence in learning. These will prevent the learners from unauthorised use of others' intellectual property.

2. **Knowledgeable** students continue searching for new solutions; they do not want to use others' ideas. Instead, knowledgeable learners attempt to make their own, independent judgement.
3. **Principled** students are aware of and obey the rules. They take responsibility for their own actions and the consequences that accompany them. In this respect, students avoid breaking the rules of academic honesty.
4. **Open-minded** students are accustomed to seeking and evaluating a range of points of view. They are willing to learn from experience instead of copying others' solutions.
5. **Risk-takers** approach unfamiliar situations with courage and effectively defend their opinions. They are brave enough to express their views and able to support them using convincing and independent arguments.

Part III

Definition of academic honesty in relation to school mission statement

The Mission of VI Liceum Ogólnokształcące im. Juliusza Słowackiego in Kielce is to develop an open-minded and inquiring young man who always obeys the principles of academic honesty and appreciates the value of education without borders as well as independently and responsibly functions in modern society respecting both native and foreign tradition.

Based on the school mission statement, one of the main principles that need to be promoted is academic honesty. Students are encouraged to respect the rights and actions of other people, particularly their intellectual work products. As a result, they develop responsibility for their behaviour and ability to predict the consequences of their own decisions.

Part IV

The IB learner and academic honesty

The IB learner is always expected to:
1. Follow the rules of academic honesty. Having read the information included herein, the student is required to sign the contract.
2. Submit for assessment only original, authentic and individual work, whether written assignments or oral presentations.
3. Use name and surname upon submission of any assignment to certify authentic and independent work.
4. Acknowledge sources of information using appropriate citation system with clear instruction on how to do so received from class teachers across subject areas.
5. Know that paraphrasing needs citation.
Paraphrasing is the rendition of another person's words whilst still preserving the main ideas of the original. If done correctly, with proper referencing system, paraphrasing is a legitimate way to use a source. If conducted inappropriately, however, paraphrasing will be treated as plagiarism.
6. Understand the distinction between collaboration and collusion.
Even required to work as a part of a group, the IB learner will finally submit authentic and independent work. Doing so, a group member protects his or her intellectual property and does not gain an unfair advantage from others' intellectual property. The final work must

be produced independently, despite the fact that it may be based on the same or similar data as other students in the group. This means that the introduction, content and conclusion of a piece of work must be written in each student's own words, individually, and cannot therefore be the same as another group member's. If two or more learners submit nearly the same work or its part (e.g. an introduction) as a result of collaborative work, the IBO will interpret this as collusion and take further steps.

7. Competently offer help to other students.

Offering help to other students, the IB learner remembers to follow the rules of academic honesty. To comply with the other student's request, the IB learner discusses different ideas and possible solutions. He or she does not, however, share their own work or its components. The students understand that they need to protect their work from being copied by other students. Also, they never do work for other students as they realize the consequences of being found guilty of collusion. Therefore, both the school and IBO show no tolerance and impose severe penalties when it is discovered.

8. Use the internet properly respecting others' intellectual property.

The IB students understand the need for acknowledgement any information taken from the internet. They must record the addresses of all websites from which they obtain information during their research, including the date when each website was accessed, as well as the author's first name and surname, if accessible. Simply stating in References the search engine that was used to find the website is not acceptable and does not constitute a form of acknowledgment. Furthermore, the learners are aware of the requirement to cite the source of material when copying maps, illustrations, graphs and so on. Copying any visual material from a website without acknowledging its source constitutes plagiarism. Any sources available on CDs, DVDs and any other electronic media must be treated in the same way as the internet or books.

9. On the teacher's request, students agree to check their works for authenticity accepting different methods to detect plagiarism (e.g. plagiarism prevention software, interview, quiz on the work content).

The IB learner never:
1. submits the same work for different assessment components (for example, if a student submits the same or substantially similar work as a research paper and as an extended essay in history).
2. fabricates data.
3. writes papers for other students.
4. shares his or her work, whether the electronic or paper version, with other students.
5. uses the translated text without acknowledging its source.
6. cheats during tests, quizzes and examinations.
7. uses unauthorised material or tools during tests or examinations.

It is very important to note that guilt will be confirmed by supervisors regardless of whether the material is used, was or was not intended for use during an examination. The actual possession of unauthorised material constitutes malpractice.

8. discloses the content of an examination paper with a person outside the school community within 24 hours after the examination or publishes information on the content of an examination paper on the internet.

Part V

The IB teacher and academic honesty

The IB teacher is always expected to:
1. As an IB preparatory class teacher, he or she introduces the principles of academic honesty to the class.
2. As a 1M class teacher, he or she presents the principles of academic honesty in detail and requires the students to sign the contract regarding academic honesty.
3. Each teacher involved in IB programme creates a positive attitude towards academic honesty.
4. Cooperate with other teachers in undertaking activities that promote academic honesty.
5. Provide students with examples of how to acknowledge sources.
6. Provide students with the sources based on which teaching materials are prepared, according to the rules for specific subject group.
7. Require students to respect the rules of academic honesty in all their actions regarding subject assignments and their research work.
8. Implement different methods to verify authenticity of his or her students' works (e.g. plagiarism prevention software, interview, quiz on the work content).
9. Confirm with his or her signature that, to the best of his or her knowledge, all students' work accepted or submitted for assessment is the authentic and individual work of each student. This includes all work for each internally and externally assessed component.
10. Investigate any suspicions of malpractice, interview the student and report to the coordinator.
11. If a teacher suspects that work submitted for assessment may not be authentic or individual work of the student, he or she may not accept it. In such circumstances it is the role of a student to convince the teacher that the student is not in breach of the rules of academic honesty.
12. On reviewing the draft of a student's work a teacher may have reason to suspect that part of the work may be in violation of the principles of academic honesty and therefore constitute malpractice. In such circumstances the teacher discusses the issue with the author and draws his or her attention to the risk as well as to the requirement to respect academic honesty.
13. Immediately implement the necessary procedures to be followed when investigating instances of suspected malpractice.

The IB teacher never:
1. accepts the work for assessment without the student's signature that proves its authenticity.
2. assesses the student's work unless the report based on plagiarism prevention service is included, if required.
3. discloses or discusses the content of an examination paper with a person outside the immediate school community within 24 hours after the examination; the IB teacher never publishes information on the content of an examination paper on the internet.

Part VI

Procedures for dealing with malpractice

The role of school in supporting academic honesty.
1. If malpractice is suspected concerning the work which does not require either external or internal IB assessment, the lowest possible failing grade will be awarded for the assessment component concerned. The student is not eligible to re-submit the assignment. Furthermore, the student receives negative grade points that influence the final mid-year and / or year conduct grade.
2. If two identical or substantially similar works are submitted for assessment, the procedure described above refers to both students.
3. If there is a clear evidence of malpractice during an examination, the teacher interrupts the work of a student or students who collude. The student / students receive the lowest possible failing grade and are not eligible to re-take the examination component.
4. If malpractice is suspected concerning the work which requires either external or internal IB assessment, the subject teacher together with the coordinator investigates the matter and prepares the subsequent report. The student is given the opportunity to provide a written statement to explain whatever occurred as part of the report on the investigation.
a) if malpractice is suspected before a student signs IBO declaration of authenticity, the decision about the student is made by the head of school,
b) if malpractice is suspected after a student signs IBO declaration of authenticity, a report on the investigation including any attachments is immediately sent to IBO and the subsequent procedure is conducted by IBO.
5. If a student is found guilty of malpractice, the head of school may:
a) take into consideration any mitigating circumstances and offer the possibility to submit a completely new work if the student is able to comply with the deadline imposed,
b) withhold the work for assessment; in such circumstances the student has no right to apply for acknowledgement of uncompleted examination paper,
c) unregister the student from the examination session,
d) exclude the student from the IB programme.
6. If a student is suspected of malpractice during an examination, the invigilators immediately interrupt the student's examination. The coordinator must send a report to the IBO including: a seating plan for the examination, a statement from the invigilators, a statement from the student and evidence of malpractice (unauthorised materials).

The role of IBO in supporting academic honesty:
1. As a result of investigation, the IBO may designate a case an academic infringement and not malpractice. It occurs when the student in the work submitted for assessment fails to acknowledge the sources properly, but has no intent to gain unfavourable advantage from others' intellectual property. There is some attempt by the student to acknowledge the sources in the bibliography, although the author fails to acknowledge the ideas or words of another person using quotation marks. If an academic infringement has been established, no mark will be awarded for the component, but

the student is still eligible for a grade in the subject. The head of school is notified about the case.

2. The IBO investigates all the cases of suspected malpractice. If there is no sufficient evidence of malpractice, the investigation is closed. There is no penalty for the student who is still eligible for the grade in the subject concerned.
3. If the student is found guilty of malpractice, no grade will be awarded. The student will not receive a diploma, although, he or she is still eligible for the certificate of the results from other subjects. In such a case, the student is still permitted to register for the next examination session, including the session after six months, if registration is still open.
4. If a case of malpractice is very serious, the IBO may decide that the student will not be permitted to register for examinations in any future session.
5. If the student has already been found guilty of malpractice, he or she will not be permitted to register for examinations in any future sessions.
6. If malpractice is subsequently established after the issue of a diploma or a certificate, the documents are invalidated.

Part VII

Encouraging academic honesty – good practice

1. Before you submit your work for assessment, always use plagiarism prevention software, even if not required by your teacher.
2. If you are not fully convinced how to acknowledge sources properly, always ask your subject teacher, class tutor, coordinator or librarian for help.
3. If you have any doubts about usefulness or reliability of the sources that you want to use in your work, ask your subject teacher, class tutor, coordinator or librarian for help.
4. Collaborate with other students respecting the principles of academic honesty.
5. Always share your knowledge (devote 30 minutes to talk to your friends and suggest possible solutions), but never allow other students to copy your work.
6. Collaborate but never collude.
7. Establish clear boundaries and rules for group work.
8. Critically evaluate the internet sources.
9. Respect other people's rights to protect intellectual property.
10. If you want to use an interesting idea of your friend or teacher which has been discussed in the classroom, remember to acknowledge the source in your work. In such a case, you may use footnotes and the following formula: "This point of view has been presented by other student / teacher during the class discussion within TOK course".
11. Visit your school library to receive information about different methods to search for and acknowledge sources.

Part VIII

Supporting academic policy by school library

Library workers:
1. gather and give students access to referencing styles for each subject group
2. gather and give students access to teaching aids which students may find useful while writing various papers in the Ib programme, for instance, when writing an extended essay
3. give advice how to search successfully for sources and later how to use them adhering to academic policy
4. help students (if it is necessary) to contact other libraries in order to find proper sources and use them.

Attachments
- Attachment 1: APA, CSE/CBE, MLA Referencing guide
- Attachment 2: Referencing guide for papers written in Polish
- Attachment 3: Contract / Obligation to adhere to academic honesty policy

Bibliography

- *APA Citation Style,* Landmark College Library, http://www.landmark.edu/Library/citation_guides/apa.cfm (date of access 10.11. 2011)
- Barret Yvonne, Academic Honesty Policy, www.occ.ibo.org (date of access 14.11.2011)
- *CSE/CNE Referencing System,* University of Toronto Mississauga, http://www.utm.utoronto.ca (date of access 21.12. 2011)
- *Diploma Programme. Academic Honesty*, IBO, August 2009
- *General Regulations. Diploma Programme,* IBO, March 2011
- *MLA Handbook for Writers of Research Papers,* Modern Language Association of America, New York 2009

Attachment 1: APA, CSE/CBE, MLA Referencing guide

APA (American Psychological Association) Style
Use this style for mathematics.
1. REFERNCING in APA FORMAT

A References List is the list of the sources you used to write your paper.
List your sources **alphabetically by author**.

Books

Basic Format for Books

Last name, First Initial. (Year). *Book title: Subtitle*. (Edition) [if other than the 1st]. Place:
   Publisher.

One Author
Dickson, T. (2006). *Linear groups.* Chicago: University of Chicago Press.

Two Authors
Zariski, O. & Samuel, P. (1978). *Commutative algebra I and II.* London: Faber and Faber.

Three Authors
Moore, B. E., Jordan, C. E., & Suslin, J. H. (1987). *Higher planes*. San Francisco, CA:
   Jossey-Bass.

Essay or Chapter in an Edited Book

Basic Format
Essay Author's Last name, First Initial. (Year). Essay title. **In** Editor's First Initial Last Name
   (Ed.), *Book title* (pp. # - #). Place: Publisher.

 Example:
Weyl, H. & Klein, J. (1987). Classical groups. In A. Fisher (Ed.), *Lectures on algebra* (pp.
   114-120). Berin: Springer - Verlag.

Encyclopedia Entry

Basic Format
Author's Last name, First Initial. (Year). Article Title. **In** *Encyclopedia title*.
   (**Vol. #, pp.# - #**). Place: Publisher.
(If no author is given for the entry, place the title in the author position.)
(You do not need to include an edition statement if the encyclopedia is a first edition.)
Example:
Jacobson, P., E. (2005). Cryptography. In *The world book encyclopedia.* (Vol. 4, pp. 1168-
   1179). Chicago: World Book.

Periodicals

Magazine Article, Monthly

Williams, M. (2008, April). The Pascal's triangle. *Atlantic*, *312*(1871), 31-40.

Basic Format for an Electronic Image

Author (Role of Author). (Year image was created). *Title of work* [Type of work], **Retrieved**
  Month Day, Year, **from:** URL (address of website)

Basic Format for an Electronic Image (No Author)

Title of work [Type of work]. (Year image was created). **Retrieved** Month Day, Year, **from:** URL
  (address of website

Basic Format for an Electronic Image (No Author, No Title, No Date)

(Many images found on the Web are of this category, but you should still look for this missing
  information: try clicking on the image, and/or looking at the bottom of the image.)
[Subject and type of work]. **Retrieved** Month Day, Year, **from**: URL (address of website)

Magazine Article, Weekly

Terram, K. (2006, April 10). Why the complex numbers? *Time*, *167*(15), 3-40.

Anonymous Author (Magazine or Journal)
Understanding functions. (2002, May). *Mathematics Today*, *39*(2), 21.

Newspaper Article (use pp. for page numbers of newspaper articles)

Chavez, L. (2006, March 30). Simple operations. *The New York Times*, pp. A25.

Newspaper Article, Anonymous Author

Graphical programs used in math class. (2006, April 11). *The Math World*, pp. 2.

Articles from Online Databases

Journal, Magazine, or Newspaper Article from an Online Database

- Follow the appropriate citation format (journal, magazine, or newspaper).
- Then after the page numbers, add the following information:

    1. The words "Retrieved from"

    2. The URL for the homepage of the article database

    For example, an article from the database General One File has this URL:

    <http://find.galegroup.com/gtx/start.do?prodId=GRGM>

    Cite only the home page URL (the part ending in .com or .org):

    http://find.galegroup.com

Basic Format for an Online Database Article

Author's Last Name, First Initial. (Year, Month Day). Article title. *Magazine/Journal/Newspaper Title*, *Volume number*(Issue number), Page numbers. **Retrieved from** URL of database home page

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Example:

Dennard, H. (2008).Understanding mathematical concepts. *Journal of Learning Disabilities*, *41*, 483-497. Retrieved from http://web.ebscohost.com

World Wide Web Pages

Basic Format for a Web Page

Author, Institution, Company, or Organization Responsible for the Website (if available). (Year, Month Day website was last updated). Title or description of page. **Retrieved** Month Day, Year you visited the website, **from:** URL (address of website)

Example:

LD Online.   (2006).The language of mathematics. Retrieved April 11, 2006, from:
      http://www.ldonline.org/ld_indepth/speech-language/lda_milestones.html

Images, Figures

Basic Format for an Electronic Image

Author (Role of Author). (Year image was created). *Title of work* [Type of work], **Retrieved** Month
      Day, Year, **from:** URL (address of website)

Basic Format for an Electronic Image (No Author)

Title of work [Type of work]. (Year image was created). **Retrieved** Month Day, Year, **from:** URL
      (address of website)

Basic Format for an Electronic Image (No Author, No Title, No Date)

(Many images found on the Web are of this category, but you should still look for this missing
      information: try clicking on the image, and/or looking at the bottom of the image.)

[Subject and type of work]. **Retrieved** Month Day, Year, **from**: URL (address of website)

Examples:

Bodsworth, J. (Photographer). (2006). *Pyramid of Khafra* [Photograph], Retrieved April 12,
      2012, from: http://en.wikipedia.org/wiki/Pyramid

Mona Lisa and golden ratio.   [Photograph]. (2006). Retrieved April 14, 2010, from:
      http://www.bergoiata.org/fe/divers28/10.htm

  [Untitled photograph of a slide rule]. Retrieved April 12, 2011

   from: http://www.fotosearch.com/photos-images/slide-rule.html

 2.PHARAPHRASING AND QUOTING

<u>**In-Text Citation**</u>

To Paraphrase:

- Cite only the last name of the author (or if a website, cite the author, organization, institution, or company responsible for the website).

- Cite the year of the source.

- Within a paragraph, the second (or third, etc.) time you cite a source, don't list the date.

- Cite the page number for books and multipage articles (but not for websites—see p. 14, first box).

Examples:

One Author
Guy (1990) provides several other unexpected properties of Pascal's triangle (p. 62).
Other unexpected properties of Pascal's triangle have been found (Guy, 2006, p. 62).

Two Authors

Although Bessel functions of the second kind are sometimes called Weber functions, Abramowitz and Stegun (1972, p. 45) define a separate Weber function as

$$E_v(z) = \frac{1}{\pi} \int_0^\pi \sin(v\theta - z \sin\theta)\, d\theta.$$

or

Bessel functions of the second kind are sometimes called Weber functions; however a separate Weber function is defined as

$$E_v(z) = \frac{1}{\pi} \int_0^\pi \sin(v\theta - z \sin\theta)\, d\theta.$$
(Abramowitz & Stegun, 2006, p. 45).

Three to Five Authors

      First mention of source:
Miller, Bender, and Schuh (2006, p. 56) give several examples of geometrical paradoxes.

or
Several examples of geometrical paradoxes are given (Miller, Bender, & Schuh, 2006, p. 52-53).
    Second mention of source (Omit the year if this is the second mention within the same paragraph):

Miller et al. were trying to prove the conjecture, however they failed and the problem remains unsolved (2006, p. 59).

or

The proof was found incorrect and the hypothesis waited for several years to become a theorem. (Miller et al., 2006, p. 59).

Web Pages
List the heading of the section or the title of the web page, the date of the page, and then the number of the paragraph following it.

Web page title example:
The square and cube root procedures were generalized to higher roots by using the array of consequently extending and improving the method for solving polynomial equations of any degree.
(F**ibonacci numbers and the Pascal Triangle,** 2006**, "Pascal Triangle - History**," para. 3**).**

Section heading example:
In their online information booklet, *Panic Disorder, a Real Illness*, the National Institutes of Mental Health state that the disorder usually starts between the ages of 18 and 24 (2006, When Does Panic Disorder Start? section, para. 1).

Example:

To <u>quote</u> a source directly:

• Cite only the last name of the author (or, if a website, cite the author's last name, or the name of the organization, institution, or company responsible for the website).

• Cite the year of the source.

• **If your quote contains a quote, use single quotation marks ('') around the shorter quote.**

• Cite the page numbers (with a *p.* or *pp.*) after the date (but for websites, see box below).

Although there is some debate concerning usefulness and effectiveness of this method, Barley & Norris (2010) state that "there is little doubt that the discovery of the method is a significant step in the development of modern topology" (p. 7).

<u>Website/Web Page Examples</u>:

List the heading of the section or the title of the web page and then the number of the paragraph following it.

Web page title example:
"Performing numerical differentiation is in many ways more difficult than numerical integration".
(Mathematics problems, 2008, "Derivatives," para. 2). To demonstrate the fact let us consider the following examples:

Section heading example:

The National Center for Learning Disabilities (2006) estimates that "dyscalculia affects at least 12% of the general population to some degree" (What is dyscalculia? section, para. 1).

NOTE: When section headings, web page, or online article titles are too lengthy to cite in full, shorten them.

Online Database Article, Quoting Example:

Articles in PDF format:
Quote like any article or book, because the original pagination is preserved.

Articles in HTML format:
The pagination has changed from the original printed article.
List the heading of the section and then the number of the paragraph following it.

HTML article example:

"Even non-mathematicians are these days familiar with Latin squares in the guise of soduko puzzles. But of course the elements that appear in a Latin square need not be numbers. They may be any objects, including for instance a set of distinct rectangles." (Mcdonald, Gidegelman, & Brooks, 2009, Geometric magic squares section, para. 2).

NOTE:
- When article titles or section headings are too lengthy to cite in full, shorten them.

- In any quote, brackets represents words that you and not the authors inserted, or words that you modified for clarity, or in the case of [...] words were omitted for brevity.

<u>When your quote is longer than 40 words</u>:

- Start the quote in a new line.
- Indent the entire quote by 5 spaces
- Don't use quotation marks.
- Use brackets enclosing ellipsis […] to represent omitted text.
- If your quote contains a quote, use double quotation marks (" ") around the shorter quote.

Example:

Brooks (2006) highlights the importance of the discovery of the public-key:

The public-key discovery revolutionized cryptography and today stands

as the underlying technology for secure Internet commerce […]. Public-

key cryptography makes digitally signed transactions, signatures and

confidential communications between buyers and sellers on the Internet

possible. When the lock appears closed in the browser window, public-

key cryptography is in action. (p. 101)

Referencing figures

Illustrations, maps and photographs, etc. (excluding tables) are referred to as figures. Unless it is your own work, the source must be acknowledged in full below the figure or table as a figure caption or table note. The full citation also goes in the References list.

The caption goes beneath the image with a parenthetical reference, and includes the figure number, a description of the figure, and a parenthetical reference: (Source: Author, Date). You must italicise the heading "Figure" and the number.

Tables: the caption goes above the table, and you acknowledge the source with a parenthetical reference: (Source: Author, Date). The full citation also goes in the References list.

Below is an example of how a figure would appear in text:

Figure 1: Blaise Pascal (Source: Wikipedia, 2005)

CBE REFERENCING SYSTEM

Use this style for the following subjects:
-physics, chemistry, biology

1. Name-Year System

The **Name-Year System uses in-text citations** that include the author's last name and the year of publication. Citation can be done in several ways. There two ways of citing a book with a single author:

Damon shows in his study (2000).

It has been shown….(Damon 2000).

- If very specific data or information are quoted or used, then also the page number has to be included: (Damon 2000, p 456).
- If one work by the same author that was published in the same year is used, there is a need to distinguish between them by adding a small letter next to the year of publication: (Damon 2000a) and (Damon 2000b). These same letters have to be used in the list of references.
- If the citation includes more than one publication by the same author, each year has to be separated by a comma: (Damon 2000a, 2000b, 2003).
- If the citation includes more than one reference, each one should be separated by a semicolon: (Damon 2000, Ward 1998; Brown 2004; Williams 1994).

2. The most common things which may be cited using CBE are:

- ✓ **Book/Journal Article with one author-see above.**
- ✓ **Book/Journal Article with two authors:**

All authors must be cited: (Damon and Brown 2001)

✓ **Book/Journal Article with multiple authors:**

Cite only the first two authors and add "and others" at the end:

(Brown, Damon, and others 2001).

✓ **Documents prepared by an organizations/groups:**

The citation should include the name of the organization and the date:

(Archaeological Institute of America 1931)

Subsequent citations should include the name. However, if it is too long, the abbreviation should be included in the first citation. (Archaeological Institute of America [AIA] 1931). Subsequent citation can use the abbreviation: (AIA 1931).

✓ **Anonymous sources:**

Use the first few words of the title, enclosed in quotation marks, and the year: ("Weather patterns" 2004).

✓ **Electronic Sources:**

Any sources from the internet should be cited following the rules above as closely as possible, try to identify the author or the organization;

3. The Reference List (Name-Year System)

Each assignment must include a separate page titled, very simply, Cited References (centered at the top of the page). The page should be organized alphabetically by the last name of the first author. For multiple works by the same author, the earlier publications come first. References should be double-spaced with a five space hanging indent for the following lines.

▪ **Book – Single Author:**

Last Name Initials. Date. Title of Book. City: Publisher. Number of Pages.

e.g. Smith J A.2004 Great Dogs of North America. Toronto: Dog Press. 214p.

▪ **Book-Multiple Authors:**

Last Name Initials, Last Name Initials, Last Name Initials, Last Name Initials. Date. Title of Book. City: Publisher. Number of Pages. E.g.

Smith J A, Jones C, Campbell D, Hall E.1999. Great Dogs of North America. Toronto: Dog Press. 358p.

**When there are 2 to 10 authors, include all of them in your reference. When there are 11 or more authors, only the first 10 are listed, followed by 'and others.'

- **Periodical—Single Author:**

Last Name Initials. Date. Title of Article. Title of Periodical Volume Number (Issue Number): Page Number Range.

e.g. Smith J A.2004. Great Labradors. Dogs for All 14: 12-50.

- **Periodical—Multiple Authors:**

Last Name Initials, Last Name Initials, Last Name Initials. Date. Title of Article. Title of Periodical Volume Number (Issue Number): Page Number Range.

e.g. Smith J A, Jones C, Campbell D.2002. Great Labradors. Dogs for All 2002 12: 9-16

- **Magazine or Newspaper Article:**

Last Name Initials. Date. Title of Article. Title of Magazine/Newspaper; Section: Page Number Range.

e.g. Smith J A. 2003 Aug. The Retriever. Dogs Monthly: 23-37.

- **Magazine or Newspaper Article without Author:**

[Anonymous]. Title of Article. Date. Title of Magazine/Newspaper; Section: Page Number Range.

e.g. [Anonymous]. Alaskan Huskies.2004 Jan 14. Toronto Star; Sect D: 3.

- **Entire Edited Book:**

Last Name Initials, editor. Date. Title of Book. City: Publisher. Number of Pages.

e.g. Smith J A, editor. 2004. Great Dogs of North America. Toronto: Dog Press. 214 p.

- **Chapter in Edited Book:**

Last Name, Initials. Date. Title of Chapter. In: Initials Last Name, editor. Title of Book. Edition. City: Publisher. Page Number Range.

e.g. Smith J A. 1999. Dogs of Canada. In: Jones P, editor. Dogs. City: Publisher. p 25-37.

- **Government Report**

[Abbreviation] Name of Government Agency (Country). Date. Title of Report. City: Publisher or Sponsoring Organization. Report Number. Contract Number. Availability Statement.

e.g.

[NIH]National Institutes of Health (US). 2005 Jan. Report of Infant Diabetes Study. Bethsiada (MA): NIH. 154238. ID5847. Available from: ADA, Springfield, VA; PB54-1234854.

- **Abstract from Conference Proceedings:**

Last name Initials. Date. Title [abstract]. In: Title of Conference Proceedings; Year Month Days (of Conference); Location of Conference. City: Publisher; Page Number. Abstract Number. E.g.

Smith J A.2002. Dog training [abstract]. In: 14th Annual Meeting of the Dog Lovers Association of America Proceedings; 2001 Apr 14-16; New York. Toronto: Dog press, 2002. p. 28. Abstract nr C17.

- **Thesis or Dissertation:**

Last Name initials. Title [Type of Publication]. City: Institution Granting Degree; Date of Degree. Number of Pages. Availability Statement. E.g.

Smith J.2002. The digestive system of the Chihuahua [dissertation]. Toronto: University of Toronto. 134 p. Available from: University Microfilms, Ann Arbor, MI; AAD58-69.

- **Online Periodical:**

Last Name Initials. Date. Title of Article Abbreviated Journal Title [Type of Medium]; Volume Number (Issue Number): Page Number Range. Available from: <URL>. Accessed Year Month Day. E.g.

Smith JA. May 2004.Great Labradors. Dogs [serial online]; 14: 12-50. Available from http://www.dogs.com/library. Accessed 2006 January 8.

- **Online Document:**

Last Name Initials. Date. Title of Document. Host [Type of Medium]. Available from:

<URL>. Accessed Year Month Day. E.g.

Smith J A. 2005.Guide to All the Dogs of Canada. Dog Breeders Association [online].

Available from: hhtp://www.dogs.com/library. Accessed 2006 January 17.

_____

MLA (Modern Languages Association) Style

Use this style for the following subjects:
- group 2 (Language B)
- history, geography

1. TITLES OF WORKS IN THE RESEARCH PAPER
1.1. Capitalization and Punctuation
Whenever you cite the title of a published work in your research paper, you should capitalize it. In a title or a subtitle, capitalize the first word, the last word and all principal words including those that follow hyphens in compound terms.

- Therefore, capitalize the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, subordinating conjunctions (e.g., *after, although, as if, as soon as, because, before, if that, unless, until, when, where, while*).
- Do not capitalize the following parts of speech when they fall in the middle of a title:

articles (*a, an, the*), prepositions (*e.g., against, as, between, etc.*), coordinating conjunctions (*and, but, for, nor, or, so, yet*) and the *to* in infinitives.

The following examples illustrate how to capitalize and punctuate a variety of titles.
The Teaching of Spanish in English-Speaking Countries
Storytelling and Mythmaking: Images from Film and Literature
Life As I Find it
The artist as Critic
How to Play Chess

1.2 Italicized Titles

Italicize the names of books, plays, poems published as books, pamphlets, periodicals (newspapers, magazines, and journals), Web sites, online databases, films, television and radio broadcasts, compact discs, audiocassettes, record albums, dance performances, operas and other long musical compositions, works of visual art, ships, aircraft and spacecraft.

1.3 Titles in Quotation Marks

Use quotation marks for the titles of articles, essays, stories, and poems published within larger works, chapters of books, pages on Web sites, individual episodes of television and

radio broadcasts, and short musical compositions (e.g. songs). Also use quotation marks for unpublished works such as lectures and speeches.

2. QUOTATIONS
2.1 Prose
- If a quotation runs no more than four lines and requires no special emphasis, put it in quotation marks and incorporate into the text.

"It was the best of times, it was the worst of times," wrote Charles Dickens of eighteenth century (35).
You may put a quotation at the beginning, middle, or in the end of your sentence or, for the sake of variety or better style, divide it by your own style.
- If a quotation extends to more than four lines when run into the text, set it off from your text by beginning a new line, intending one inch from margin, and typing it double-spaced, without adding quotation marks. A colon generally introduces a quotation displayed this way.

As the conclusion of *Lord of the Flies*, Ralph and the other boys realize the horror of their actions:

> The tears began to flow and sobs shook him. He gave himself up to them for the first
>
> time on the island; great shuddering spasms of grief that seemed to wrench his whole
>
> body. His voice rose under the black smoke before the burning wreckage of the
>
> island; and infected by the emotion, the other little boys began to shake and sob too.
>
> And in the middle of them (186).

2.2 Poetry
- If you quote part or all of a single line of verse that does not require special emphasis, put it in quotation marks within your text. You may also incorporate two or three lines in this way using a slash with space on each side (/) to separate them.

Bradstreet frames the poem with a sense of mortality : "All things within this fading world hath end" (1).
 Elizabeth Bishop " In the Waiting Room" is rich in evocative detail:

> It was winter. It got dark
> early. The waiting room
> was full of grown-up people,
> arctics and overcoats,
> lamps and magazines. (6-10)

2.3 Drama

If you quote a dialogue between two or more characters in a play, set the quotation off from your text. Begin each part of the dialogue with the appropriate character's name indented one inch from the left margin and written in all capital letters: HAMLET. Follow the name with a period, and start the quotation. Indent all subsequent lines in that character's speech an additional quarter inch. When the dialogue shifts to another character, start a new line indented one inch from the left margin. Maintain this pattern throughout the entire quotation.

 A short time later Lear loses the final symbol of his former power, the soldiers who make up his train:

> GONERIL. Hear me, my lord.
>   What need you five-and-twenty, ten or five,
>   To follow in a house where twice so many
>   Have a command to tend you?
> REAGAN. What need one?
> LEAR. O, reason not the need! (2.4.254-58)

3. PUNCTUATION WITH QUOTATIONS

- Whether set off from the text or run into it, quoted material is usually preceded by a colon if the quotation is formally introduced and by a comma or no punctuation if the quotation is an integral part of the sentence structure.

Shelley held a bold view: "Poets are the unacknowledged legislators of the World" (794).
Shelly thought poets " the unacknowledged legislators of the World" (794).
"Poets," according to Shelley, "are the unacknowledged legislators of the World" (794).

- Do not use opening and closing quotation marks to enclose quotations set off from the text, but reproduce any quotations marks that are used in the passage quoted.

In "Memories of West Street and Lepke," Robert Lowell, a conscientious objector (or "C.O."), recounts meeting a Jehovah's Witness in prison:

> I was so out of things, I'd never heard
> of the Jehovah's Witnesses.
> "Are you a C.O.?" I asked a fellow jailbird.
> "No," he answered, "I'm a J.W" (36-39)

- Use double quotation marks around quotations incorporated into the text, single quotation marks around quotation within those quotations.

 In "Memories of West Street and Lepke," Robert Lowell, a conscientious objector (or "C.O."), recounts meeting a Jehovah's Witness in prison: " 'Are you a C.O.?' I asked a fellow jailbird. / 'No,' he answered, 'I'm a J.W.'" (38-39).

4. DOCUMENTING SOURCES

- In MLA documentation style you acknowledge your sources by keying brief parenthetical citations in your text to an alphabetical list of works that appears at the end of the paper. Have a look at the following example:

The aesthetic and ideological orientation of jazz underwent considerable scrutiny in the late 1950s and early 1960s (Anderson 7).
The citation "(Anderson 7)" tells readers that the information in the sentence was derived from page 7 of a work by an author named Anderson. If readers want more information about this source, they can turn to the works-cited list, where, under the name Anderson, they would find detailed information.

- **Placement of the list of Works Cited-**the list of works cited appears at the end of the paper. Begin the list on a new page and number each page, continuing the page numbers of the text. Center the title, *Works Cited,* an inch from the top of the page. Double space between the title and the first entry. Begin each entry flush with the left margin; if an entry runs more than one line, indent the subsequent line or lines one-half inch from the left margin. Double space between and within entries. Continue the list on as many pages as necessary.

Works Cited

Barnett, Pamela E. "Figurations of Rape and the Supernatural in *Beloved". Toni Morrison*

Beloved. Ed. Carl Plasa. New York: Columbia University, 1998. 73-85. Print.

Bauermeister, Erica. "Beloved". *Luminarium.org.* Luminarium, n.d. Web. 30 Aug. 2010.

- **Arrangement of entries**- entries are arranged in an alphabetical order. In general alphabetize entries in the list of works cited by the author's last name

I. CITING PERIODICAL PRINT PUBLICATIONS

I.1 This list shows most of the possible components of an entry for an article in a print periodical and the order in which they are arranged:

1. Author's name.
2. Title of the article (in quotation marks).
3. Name of the periodical (italicized).

4. Series number or name.
5. Volume number.
6. Issue number (for a scholarly journal).
7. Date of publication (if available for a scholarly journal, the year; for other periodicals, the day, month, and year, as available).
8. Inclusive page numbers.
9. Medium of publication consulted (*Print*).

An Article in a Scholarly Journal

Piper, Andrew. "Rethinking the Print Object: Goethe and the Book of Everything." *PMLA* 112.1 (2006): 124-38. Print

An Article in a Newspaper

Jeromack, Paul. "This Once, a David of the Art World Does Goliath a Favor." *New York Times* 13 July 2002, late ed: B7+. Print

An Article in a Magazine

McEvoy, Dermot. "Little Books, Big Success." *Publishers Weekly* 30 Oct. 2006: 26-28. Print.

II. CITING NONPERIODICAL PRINT PUBLICATIONS

Entries for nonperiodical print publications, such as books and pamphlets, consist of several elements in a prescribed sequence. This list shows most of the possible components of a book entry and the order in which they are normally arranged:

1. Name of the author, editor, compiler, or translator.
2. Title of the work (italicized).
3. Edition used.
4. Number (s) of the volume(s) used.
5. City of publication, name of publisher, and year of publication.
6. Medium of publication consulted (*Print*).

II.1. A Book by a Single Author

Author's name- reverse the author's name, adding a comma after the last name. Put a period after the complete name (e.g. Franke, Damon.)
Publication Information-in general give the city of publication, the publisher's name, the year of publication consulted. Use a colon between the city of publication and the publisher, a comma between the publisher and the date, and a period after the date. Add the medium of publication consulted, followed by a period.

Johnson, Roberta. *Gender and Nation in the Spanish Modernist Novel.* Nashville: Vanderbilt
   UP, 2003. Print.

II.2. A Book by Two or More Authors

To cite a book by two or three authors, give their names in the same order as on the title page.
Reverse only the name of the first author, add a comma, and give the other name or names in
normal form. Place a period after the last name. If the persons listed on the title page are
editor, translators, or compilers, place a comma (not a period) after the final name and add the
appropriate abbreviation (ed., trans., or comps.)

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research.*
   2nd ed. Chicago: U of Chicago P, 2003. Print.

If there are more than three authors, you may name only the first one and add *et al.* ("and
others"), or you may give all names in full in the order in which they appear on the title page.

II.3. A Book by a Corporate Author

A corporate author may be a commission, an association, a committee, or any other group
whose individual members are not identified on the title page. Omit any initial article in the
name of corporate author, and do not abbreviate its name.

National Research Council. *Beyond Six Billion: Forecasting the World's Population*.
   Washington: Natl. Acad., 2000. Print.

II.4 A Work in an Anthology

Give the inclusive page numbers of the piece you are citing. Be sure to provide the page
numbers for the entire piece, not just for the material you used.

More, Hannah. "The Black Slave Trade: A Poem." *British Women Poets of the Romantic Era.*
   Ed. Paula R, Feldman. Baltimore: Johns Hopkins UP, 1997. 472-82. Print.

II.5. An Article in a Reference Book
Treat an encyclopedia article or a dictionary entry as you would a piece in a collection. If the
article is signed, give the author's name first (often articles in reference books are signed with
initials identified elsewhere in the work); if it is unsigned, give the title first. When citing
widely used reference books, especially those that frequently appear in new editions, do not
give full publication information. For such works list only the edition (if stated), the year of
publication, and the medium of the publication consulted.
 "Japan." *The Encyclopedia Americana.* 2004 ed. Print.

II.6. An Introduction, a Preface , a Foreword, or an Afterword

To cite an introduction, a preface, a foreword, or an afterword, begin with the name of its
author and then give the name of the part being cited, capitalized but neither italicized nor
enclosed in quotation marks (*Introduction, Preface, Foreword, Afterword*).

Sears, Barry. Afterword. *The Jungle.* By Upton Sinclair. New York: Signet, 2001. 343-47.
    Print.

II.7 An Anonymous Book

If a book had no author's or editor's name on the title page, begin the entry by the title, ignoring any initial *A, An,* or *The*.

American Heritage Guide to Contemporary Usage and Style. Boston: Houghton, 2005. Print.

II.8 A Book Published in a Second or Subsequent Edition.

A book with no edition number or name on its title page is usually first edition. Unless informed otherwise, readers assume that bibliographic entries refer to first editions. When you use a later edition of a work, identify the edition in your entry by number (2nd ed., 3rd ed.), by name (*Rev. ed.*, for "Revised edition"; *Abr. ed.* for "Abridged edition"), or by year (2008 ed.)-whichever the title page indicates.

Baker, Nancy L., and Nancy Huling. *A Research Guide for Undergraduate Students: English and American Literature.* 6th ed. New York: MLA, 2006. Print.

III. CITING WEB PUBLICATIONS

III.1. A Nonperiodical Publication

Most works on the Web are nonperiodical-not released on a regular schedule. An entry for a nonperiodical publication on the web usually contains most of the following components, in sequence:

1. Name of the author, compiler, director, editor, narrator, performer, or translator of the work.
2. Title of the work (italicized if the work is independent; in roman type and quotation marks of the work is part of a larger work).
3. Title of the overall web site (italicized), is distinct from item 2.
4. Version or edition used.
5. Publisher or sponsor of the site; if not available, use *N.p.* .
6. Date of publication (day, month, and year, as available); if nothing is available, use n.d. .
7. Medium of publication (Web).
8. Date of access (day, month, and year).

Each item is followed by a period except the publishers or sponsor, which is followed by a comma. Untitled works may be identified by a genre label (e.g., Home page, Introduction, Online Posting), neither italicized nor enclosed in quotation marks, in the place where the title goes. If not otherwise recorded in the entry, the name of a creator of the overall Web site, such as the editor, may be listed following the title of the site. If you cannot find some of this information, cite what is available.

Quade, Alex. "Elite Team Rescues Troops behind Enemy Lines." *CNN.com.* Cable News
    Network, 19 Mar. 2007. Web. 15 May 2008.

Liu, Alan, ed. Home page. *Voice of the Shuttle*. Dept. of English, U of California, Santa
    Barbara, n.d. Web. 15 May 2008.

Attachment 2: Referencing guide for papers written in Polish

OPIS BIBLIOGRAFICZNY

Bibliografia podmiotu

1. Herbert Zbigniew, *Co myśli pan Cogito o piekle*, [w:] *Poezje* , Warszawa 1998.

2. Kisielewski Jan August, *W sieci*, Wrocław 1969.

3. Orwell George, *Rok 1984*, tłum. T. Mirkowicz, Warszawa 2005.

Bibliografia przedmiotu

Artykuł w Internecie
1. Dutka Staszek, *Zdążyć przed Panem Bogiem, czyli i tak warto żyć*,
   www.edukacja.gazeta.pl (dostęp 8.01.2008)

2. *Średniowiecze a twórczość fantasy – fakty i źródła* , http://estelost.superhost.pl (dostęp
   8.11.2008).

Hasło słownikowe
3. *Słownik literatury polskiej XIX,* pod red. J. Bachórza i A. Kowalczykowej, Wrocław
   1991 (hasło: miłość).

Wstęp lub posłowie
4. Traugutt Stefan , Posłowie, [w:] Z. Krasiński, *Nie-Boska komedia*, Warszawa 1981.

5. Srebrny Stefan , Wstęp, [w:] Sofokles, *Antygona,* Wrocław 1984.

Artykuł w czasopiśmie
6. Janion Maria, „*Faust": tragedia antropologiczna*, „Dialog", 1989 nr 9.

7. Stróżyński Mateusz , *Fenomen Tolkiena*, „Język Polski w Liceum*"*, 2002/2003 nr 2.

Artykuł w publikacji zbiorowej
8. Ziółkowska Grażyna , *Etos chrześcijański w „Ludziach bezdomnych"*, [w:] *Glosariusz
   od Młodej Polski do współczesności*, pod red. T. Patrzałka, Wrocław 1998.

9. Opacki Ireneusz, „*Z legend dawnego Egiptu" Bolesława Prusa*, [w:] *Nowela,
   opowiadanie, gawęda,* pod red. K. Bartoszyńskiego, Warszawa 1979.

Rozdział publikacji jednego autora
10. Falkowski Stanisław, *Prawdziwy sędzia* , [w:] *Lekcje literatury*, Kraków 1998.

Fragment publikacji
11. Witkowska Alina, *Mickiewicz. Słowo i czyn*, Warszawa 1986, s. 99-120.

PRZYPISY

[fragment pracy]

W 1995 roku redakcja *The Independent* zaoferowała swe dziennikarce – Helen Fielding, opisanie w serii felietonów własnych doświadczeń jako samotnej 37-letniej singielki. Ta nowa rubryka tak zaciekawiła czytelników, że prasowy sukces zainspirował autorkę do napisania książki.[1] W 1996 roku został wydany *Dziennik Bridget Jones* - historia sympatycznej młodej Brytyjki, walczącej z nadwagą i rozpaczliwie poszukującej miłości. (…)

Do Bridget można było dzwonić, pisać smsy, prosić o porady. Literacka, fikcyjna postać ożyła, a dorosłe, wydawać by się mogło, kobiety, traktowały ją jak realnie istniejącą osobę.[2] To zatarcie granicy między światem wykreowanym i rzeczywistym, połączone z pewnym rodzajem niedojrzałości odbiorców, wydaje się być znakiem czasów, w których literatura staje się powoli obiektem marketingu.

[fragment pracy]

Książki Alfreda Szklarskiego swoją popularność (ponad 11 milionów sprzedanych egzemplarzy[3]) zawdzięczają również fabule. Pasjonujące przygody, jakie przeżywa główny bohater, jak magnes przyciągają młodych czytelników. (…)

Tomka poznajemy jako 14-letniego chłopca[4], uczęszczającego do IV klasy szkoły podstawowej. (…)

Po śmierci matki chłopiec wychowywany jest przez nadopiekuńczą i wyjątkowo bojaźliwą ciotkę Janinę. Świadczy o tym choćby jej rozmowa ze Smugą, w której stwierdza: „*przecież mówiłam panu, jak bardzo boję się o chłopca. On jest stanowczo nad wiek rozwinięty umysłowo i naprawdę za wiele myśli*"[5]. (…)

Pomimo opieki wujostwa Karskich i towarzystwa trójki kuzynów, Tomek niejednokrotnie odczuwał samotność. Spacerując po ulicach Warszawy, rozmyślał o losach ojca[6], o walce z okupantem. Każdą wolną chwilę spędzał, czytając polskojęzyczne opracowania na temat historii i geografii swej zniewolonej ojczyzny. (…)

Mimo ponadprzeciętnego rozwoju, jaki wykazywał chłopiec, w jego postępowaniu można było dostrzec również elementy charakteru i umysłu dziecka, w którym wyobraźnia odgrywała ważną rolę w kreowaniu świata[7].

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[1] D. Romanowska, *Świat Bridges Jones*, http://film.onet.pl/artykuł, (dostęp 12.10.2010).

[2] Tamże.

[3] Dane z: http://www.petlaczasu.pl/alfred-szklarski/a00001915, (dostęp 17.11.2009).

[4] Akcja książki rozpoczyna się w 1902 roku.

[5] A. Szklarski, *Tomek w krainie kangurów*, Warszawa 1968, s. 20.

[6] „*Wkrótce znalazł się w Ogrodzie Botanicznym […]. W takich chwilach ogarniała go zazwyczaj ogromna tęsknota za nieznanym niemal zupełnie ojcem. Przymykał oczy... W wyobraźni jego rysował się mocno zamglony obraz wysokiego mężczyzny, którego twarzy nie mógł sobie przypomnieć. Nie wiedział nawet, gdzie on teraz przebywa i co porabia?*" Tamże, s.24.

[7] Chłopiec dzięki wyobraźni często „podróżował" po krajach, do których zabrał go ojciec jeszcze przed samymi podróżami. Świadczą o tym między innymi jego sny: „*Tomek mimo wrażeń doznanych tego dnia zasnął niemal natychmiast. Przez całą noc śniły mu się polowania na kangury i dingo. Dzięki swej celności ratował ekspedycję*

[fragment pracy]

W publikacji Zbigniewa Kuchowicza[8] kobieta baroku pokazana jest w jak najlepszym świetle. Wyróżnia się aktywnością w życiu publicznym, udziela się nawet czasami na arenie politycznej.

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od śmierci głodowej w stepach Australii, a nawet jednego upieczonego dzikiego dingo przesłał do Warszawy jako upominek wujostwu Karskim." Tamże, s.45.

[8] Z. Kuchowicz, *Człowiek polskiego baroku*, Łódź 1992, s. 123.

Attachment 3: Contract / Obligation to adhere to academic honesty policy

Contract / Obligation
to adhere to academic honesty policy

I, the undersigned IB student, declare that I have read the academic honesty policy and understand what academic honesty is. Therefore :

1. I understand its significance for developing and presenting the right attitude of IB student,
2. I undertake to adhere to academic honesty policy,
3. I recognise the others' right for protecting their intellectual property,
4. I am willing to promote academic honesty among the whole community of VI LO.

Student Name (Print)

_____

Student Signature Date

_____