



Eastwood Schools  
Est. in 1973

# Academic Integrity Policy\*

An EIS Guide  
2022-2023

*\*Policy was last reviewed on September 2022*

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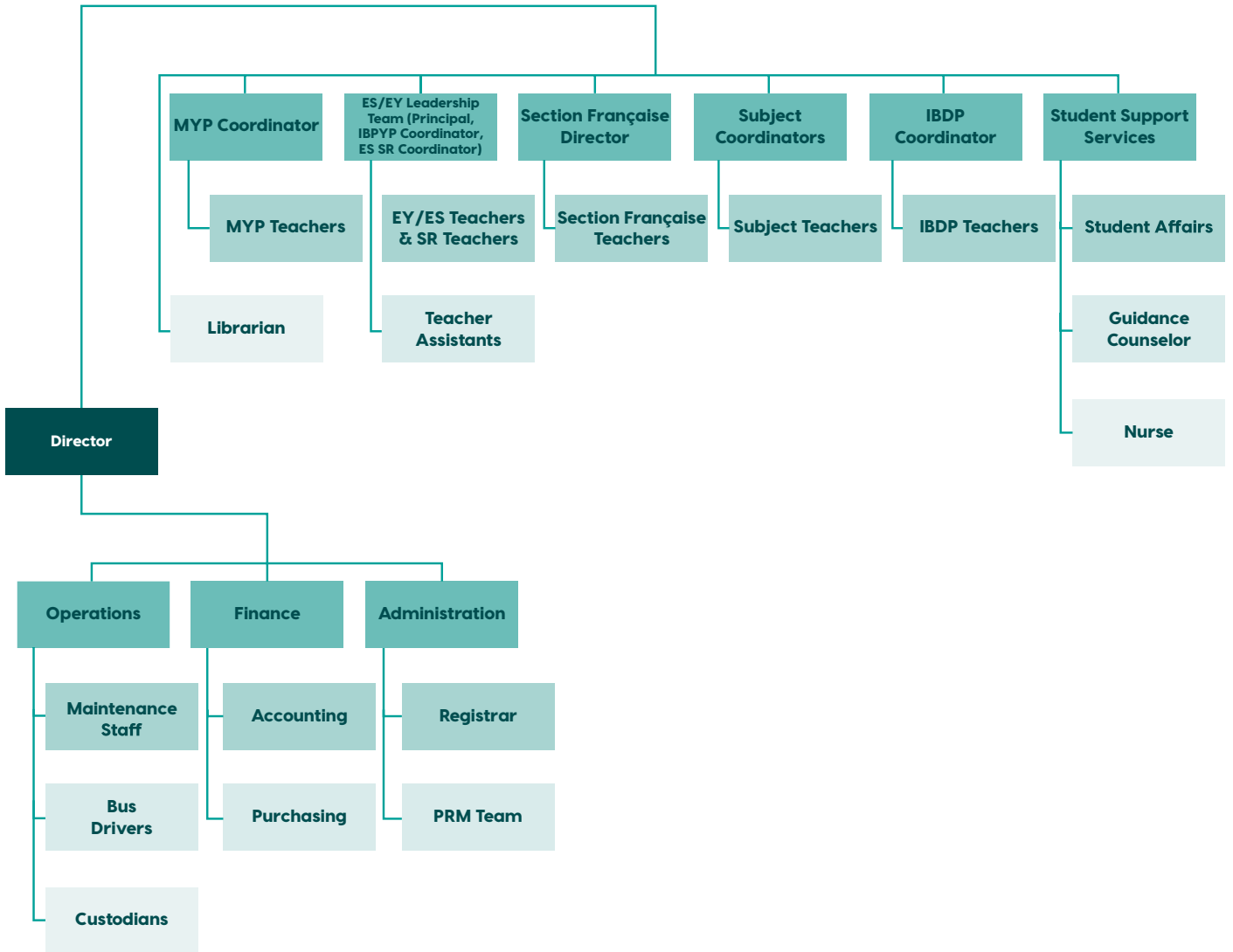
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## MISSION + VISION

Eastwood International School commits to positively impacting the world by teaching students to be driven by a balance of mind, body and soul, and to couple knowledge with compassion, ambition with integrity, and achievement with service.

# ORG CHART



### ACADEMIC INTEGRITY

The aim of this policy is to explain the school's policy on "Academic Integrity" and to outline the consequences of any misconduct.

The IB programs aim to develop learners who live up to the attributes of the IB learner profile. These learners should "act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them."  
("IB learner profile")

#### **ACADEMIC MISCONDUCT**

According to the International Baccalaureate Academic Integrity Guide, academic misconduct is a behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment.

## ACADEMIC INTEGRITY

### ACADEMIC MISCONDUCT INCLUDES:

- **PLAGIARISM** – this is defined as the representation of the ideas or work of another person as the candidate's own
- **COLLUSION** – this is defined as supporting malpractice by another candidate, for example, allowing one's work to be copied or submitted for assessment by another
- **DUPLICATION OF WORK** – this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- **ANY OTHER BEHAVIOR** that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination, falsifying a CAS record)

### LEGITIMATE COLLABORATION VERSUS UNACCEPTABLE COLLUSION

In some subjects, students work in groups to perform experiments and collect data. The final work presented by each student should be produced independently in his/her own words.

#### COLLABORATION BECOMES COLLUSION WHEN A STUDENT:

- **COLLABORATES** with one or more other students to produce work that is presented as his/her own.
- **PROVIDES A COPY OF HIS/HER WORK** to another student who uses the ideas presented in this work to create his/her own.

*Please refer to Appendix A: "Written and oral coursework" and Appendix B: "Appendix B: Breaches related to written and oral coursework and examinations" to find examples of malpractice scenarios and the penalty that is normally applied for each scenario.*

### EXAMPLES OF MALPRACTICE RELATED TO THE WRITTEN EXAMINATIONS

- **EXAM CHEATING:** taking unauthorized items into an examination venue
- **DISRUPTION:** any attempt to disrupt another candidate
- **FAILING** to follow the directions of the examiner

### DOCUMENTATION STYLE AND GUIDELINES

- MLA is the main style used at EC.
- Students can refer to the **"MLA Handbook for Writers of Research Papers"** in order to have a better understanding of how citations must be written.
- Good examples of MLA citations are found on the following website:  
<http://owl.english.purdue.edu/owl/resource>
- Students can create their citations using any citation machine.  
<http://www.easybib.com>

*Please refer to Appendix C: "MLA 8 Citation Guide" and Appendix D: "Works cited page" to find examples of some commonly used resources.*

## ACADEMIC INTEGRITY

### IN THE PRIMARY YEARS PROGRAM

Students are taught the principles of research throughout the years of the PYP by understanding the impact of academic misconduct on themselves and the community. In lower elementary, they learn that the acts of plagiarism and cheating are a serious violation of copyright and trust. Students also learn their responsibility towards creating academic material by using appropriate tools to provide evidence of their ideas in both oral and written forms. In upper elementary, students who commit academic misconduct will be reported to the school principal for immediate action, and parent notification. The consequences may include, but are not limited to, community service, and/or possible suspension from the Exhibition in Grade 5.

**FIRST ENCOUNTER** - The teacher will conference with the student/s involved on the impact of academic misconduct for all involved. On a formative assessment, the student will sit again for another assessment on the same learning outcomes. On a summative assessment, the student will not be given the chance to sit for the assessment a second time.

**SECOND ENCOUNTER** - The student will conference with the School Principal and/or Programme Coordinator and parents will be notified.

**THIRD ENCOUNTER** - The school administration will take further measures and parents will be notified.

# Consequences of academic misconduct in the MYP + DP

**In the first instance of academic misconduct** in any subject in the MYP and DP, the student receives a zero as a grade on his/her work. Teachers may still give oral feedback to the student regarding his or her work. The instance will be reported to the administration who will send a letter home to parents outlining the incident and how it has been dealt with. A copy of the letter will be held on the student's record for reference.

**In the second instance of academic misconduct** in any subject, again the student receives a zero as a grade on his/her work. The administration, the concerned teacher and the student's parents will meet to discuss measures that would be taken.

### CONSEQUENCES OF MALPRACTICE RELATED TO AN IB OR MYP STUDENT

#### • MALPRACTICE DETECTED PRIOR TO FINAL SUBMISSION:

If the malpractice was detected in an assessment that is not included in the school grade, the student will be provided with the suitable assistance and will be asked to revise the work. In case the malpractice was detected in an assessment that is included in the school grade, the student will be referred to the DP or MYP Coordinator who will determine the consequences on school grade and the student will be asked to repeat the assignment.

#### • MALPRACTICE DETECTED AFTER THE OFFICIAL SUBMISSION IN DP:

When a teacher believes there has been malpractice on any assignment that has been officially submitted, the incident will be referred to the DP Coordinator who will report it to the IB to start an investigation.

According to the Academic Integrity Guide: *"If the internal panel or Final Award Committee confirms the case of academic misconduct, a penalty will be applied to the subject(s) concerned. The penalty will be proportionate with the severity of the incident"* (p.25)

## ACADEMIC INTEGRITY

### EASTWOOD INTERNATIONAL SCHOOL GRADE APPEAL PROCESS

Students and/or parents may appeal a teacher's decision in the assessment process using the following steps:

- 1.** The student can arrange to speak with the teacher at a time when the issue can be reviewed without interruption.
- 2.** If the student is not satisfied with the discussion, the student and parent(s) can arrange to speak with the teacher at a time that is convenient for all parties.
- 3.** If there is no resolution, the parent(s) can appeal to the administration by outlining the concerns in writing. The administration will contact the parent(s) and may arrange for a meeting to discuss the concern.
- 4.** The administration will review the situation, attempt to seek resolution and if necessary will make a decision regarding the dispute.



## ACADEMIC INTEGRITY

### THE RESEARCH PROCESS

The Librarian is involved in the Collaborative planning process to identify relevant resources that enhance the learning of the units of inquiry. The librarian gives the students sessions about the research process and helps them improve their research skills. These sessions also include citing resources using the MLA style, in-text citations and the works cited page.

### IB MYP AND DP APPEAL PROCESS

*According to IB MYP General regulations Article 22 and Diploma Programme: Assessment appeals procedure*

*"Appeals are possible against:*

- 1. RESULTS**—when a school has reason to believe that a candidate's result(s) are inaccurate after all appropriate enquiry upon results procedures have been completed
- 2. A DECISION UPHOLDING ACADEMIC MISCONDUCT**, but not against the severity of a penalty
- 3. A DECISION IN RESPECT OF SPECIAL CONSIDERATION**—following a decision not to give special consideration to a candidate as a consequence of alleged adverse circumstances
- 4. AN ADMINISTRATIVE DECISION** not covered by one or more of the foregoing circumstances that affects the results of one or more candidates."

### EACH APPEAL HAS TWO STAGES TO WHICH FEES APPLIES.

Stage one appeal can be requested by the head of school or MYP. In case of dissatisfaction with the decision on the stage one appeal, a stage two appeal can be requested by the candidate, the legal guardian, the head of school or MYP coordinator only if the stage one appeal results were unsatisfactory. A stage two appeal doesn't need the support of the head of school. The decision on the stage two appeal is final.

### APPENDIX A

# Written and Oral Coursework

<b>Written and oral coursework and examinations</b>				
<b>Infringements</b>	<b>Level 1 penalty</b>	<b>Level 2 penalty</b>	<b>Level 3a penalty</b>	<b>Level 3b penalty</b>
	<b>Warning letter to the student</b>	<b>Zero marks for component</b>	<b>No grade for subject(s) concerned—see note 1</b>	<b>No grade for “parallel” subjects—see note 2</b>
<b>Plagiarism</b> <i>Copying external sources.</i>	Not applicable.	Between 40–50 consecutive words and incomplete acknowledgement of copied source(s).	More than 51 consecutive words copied and no acknowledgement of source(s) given—see note 3.	Not applicable.
<b>Peer plagiarism</b> <i>Copying work from another student.</i>	Not applicable.	Between 40–50 consecutive words with no acknowledgement and/or attempt to cite the copied source(s).	More than 51 consecutive words copied or submitting somebody else’s work as one’s own.	Not applicable.
<b>Peer plagiarism</b> <i>Student lending or facilitating their work.</i>	Student took reasonable steps to prevent their work being copied.	Student took no steps to prevent their work being copied or actively encouraged the copying of their work.	Student actively tried to sell their work to be submitted by others.	Student actively tried to sell the work of third parties to be submitted by others.
<b>Collusion</b> <i>Coursework only and when working collaboratively.</i>	Work of students show close similarity.	Work of students has similarities—less than 30%—and/or identical sections.	Work of students has extensive similarities—more than 31%—and/or identical sections.	Not applicable.
<b>Submitting work commissioned, edited by, or obtained from a third party — see note 4</b>	Not applicable.	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Student submits work that was entirely produced or edited by a third party. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	For a student in the same or another IB World School providing the service.
<b>Inclusion of inappropriate, offensive, or obscene material</b>	Minor offence—see note 5.	Moderate offence—see note 6.	Major offence—see note 7.	Major offence.
<b>Duplication of work</b>	Not applicable.	Presentation of the same work for different assessment components or subjects. <i>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Presentation of the same work for different assessment components or subjects. <i>Complete reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Not applicable.
<b>Falsification of data</b>	Not applicable.	Presentation of work based on false or fabricated data.	Not applicable.	Not applicable.

### APPENDIX A

# Written and Oral Coursework

## Explanatory notes

1. Level 3a penalty. This depends on the seriousness of the incident; the penalty can be extended to several or all subjects of the session.
2. Level 3b penalty will be applied to IB students involved in a form of misconduct that benefits another student rather than themselves.
3. As approved by the Final Award Committee in November 2013, the level 2 penalty is not applicable for extended essays (EEs). Due to the nature of the subject, only one assessment component (the level 2 and level 3a penalties) have the same outcome on the candidate's final result, the non-award of diploma. Therefore, plagiarism cases in EEs will only be considered when a considerable amount (more than 100) of consecutive words lacks proper reference.
4. Submitting work commissioned, edited by, or obtained from a third party. This list includes, but is not restricted to:
  - friends, family members, or other students in the same or different school, college or university
  - private tutors
  - essay writing or copy-editing services
  - pre-written essay banks
  - file-sharing sites.
5. Minor offences may include but are not restricted to:
  - conducting research without permission of the participants
  - including offensive or obscene comments or graphic materials in any assessment component
  - inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.
6. Moderate offences may include but are not restricted to:
  - conducting field experiments or investigations that inflict pain or risks the well-being or survival of live organisms
  - conducting research or fieldwork that damages the environment
  - including offensive or obscene comments or graphic materials in any assessment component.
7. Major offences may include but are not restricted to:
  - producing any work that shows disrespect of personal, political and/or spiritual values, and/or contain offensive remarks about race, gender, or religious beliefs
  - falsification or fabrication of data in producing any work
  - inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.
8. Unauthorized materials or items may include but are not restricted to:
  - mobile or cellular phones
  - notes
  - study guides
  - own rough or scratch paper
  - non-permitted dictionaries

### APPENDIX B

# Breaches related to written and oral coursework and examinations

#### Plagiarism—external sources

Middle Years Programme		
Subject	Example	Outcome
<b>Music—ePortfolio</b>	A candidate submitted a document containing several sections of unreferenced text, more than 300 words in total. No bibliography was included.	The candidate claimed to have made an honest mistake and forgot to add the bibliography. The candidate received a level 3a penalty and no grade, an “N”, was awarded for music.
<b>Personal project</b>	A candidate submitted a piece of work that was almost identical to an internet source—more than 80%. No reference was provided in the body of the work or in a bibliography.	The candidate claimed that they were not properly trained on referencing techniques and assumed it was acceptable to copy and paste from web sources. The candidate received a level 3a penalty and no grade, an “N”, was awarded for the personal project.

Diploma Programme		
Subject	Example	Outcome
<b>Extended essay (EE)</b>	A candidate submitted an extended essay which contained two sections of verbatim copied text from two internet sources, more than 100 words in total; the correct links to the sources were included in the bibliography.	While the correct sources were included in the bibliography, the candidate did not include appropriate reference at the point of use in the body of the essay. Penalty level 3a was applied and no grade, an “N”, was awarded for the EE.
<b>Visual arts higher level (HL)—exhibition</b>	As part of the exhibition, a candidate submitted artistic work which was copied from a painter known for his sketches of renowned singers and actors. During the investigation process, the candidate claimed that they were inspired to work on similar techniques after attending an exhibition of the painter; however, the candidate did not acknowledge the source.	Penalty level 3a was applied to the exhibition component, which resulted in no grade, an “N”, being awarded for visual arts HL.
<b>English A literature HL—oral component</b>	A candidate presented their oral assessment based exclusively on memorized material from internet sources. No reference was made at any point in the recording to these sources and the candidate stated that they were not aware that memorized materials had to be referenced during an oral presentation.	The candidate received a level 3a penalty for the oral component which resulted in no grade, an “N”, being awarded for English A literature HL.
<b>History of the Americas HL—paper 3</b>	Four candidates registered at the same school included memorized information from internet sources in their responses to questions on the paper 3 examination. No references or citations were included at any point on the examination scripts.	All four candidates received a level 3a penalty for paper 3 and no grade, an “N”, was awarded for History of the Americas HL.
<b>Theory of knowledge (TOK)—essay</b>	A candidate submitted an essay that was almost entirely plagiarized from an English source which they translated into Spanish.	The candidate first claimed that they did not plagiarize but later stated that they were not aware of the need to reference translated sources. The candidate received a level 3a penalty for the essay component which resulted in no grade for the subject concerned.

### APPENDIX B

# Breaches related to written and oral coursework and examinations

## Peer Plagiarism

Diploma Programme		
Subject	Example	Outcome
<b>Economics HL—internal assessment</b>	Candidate A was under pressure to finish their internal assessment task and asked a peer, candidate B, from the same school for support. Candidate B shared a draft of their work with candidate A so they could gain a better understanding of the structure, but specifically asked them not to use or copy their work. Candidate A submitted the shared draft work as their own.	Candidate A received a level 3a penalty and no grade, an “N”, was awarded for economics HL. Candidate B received a level 1 penalty warning letter.
<b>TOK—essay</b>	Candidate A was working on their final version of the TOK essay and had a conversation with a friend, candidate B, who attended a different IB school. Candidate B complained about the difficulty of the task; candidate A shared their draft advising it was fine to use part of it, as it was unlikely that any similarities would be discovered. Candidate B rewrote part of candidate A's essay but left many sections unchanged.	Both candidates received the level 3a penalty for the component which resulted in no grade, an “N”, for the subject concerned.

## Collusion

Diploma Programme		
Subject	Example	Outcome
<b>Environmental systems and societies standard level (SL)—internal assessment</b>	Two candidates submitted identical work for assessment despite the subject teacher advising that candidates must collect and record their own data and write their own conclusions.	Both candidates received the level 3a penalty for the component which resulted in no grade, an “N”, for environmental systems and societies SL.

## Submission of externally commissioned work

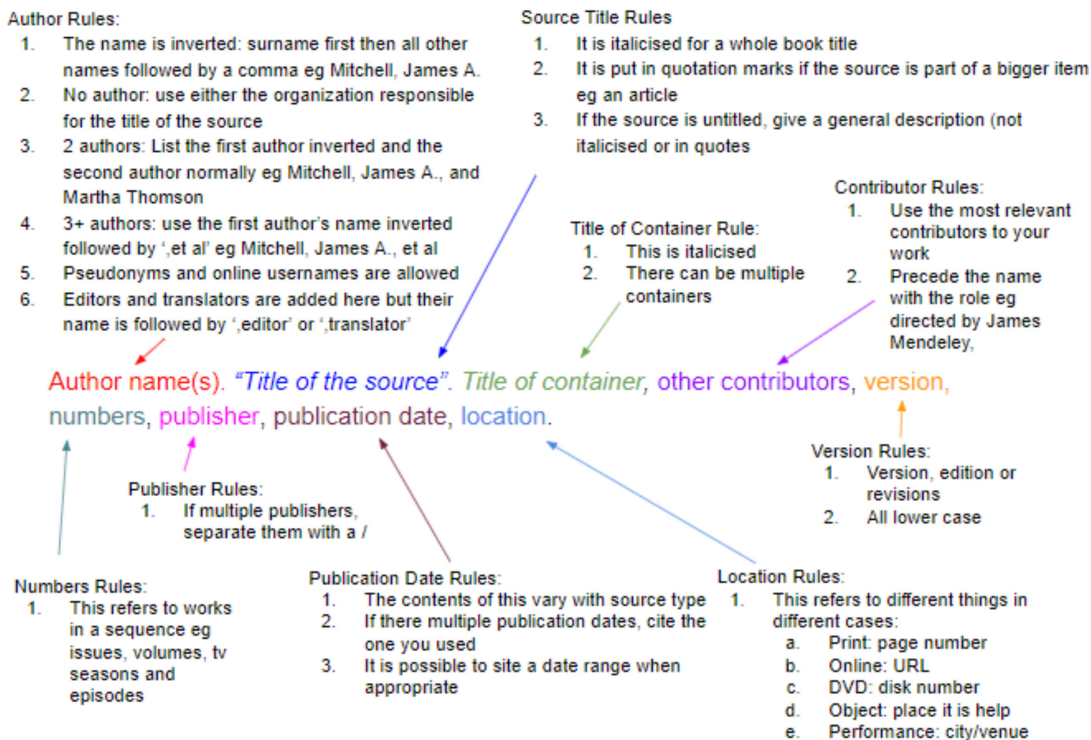
Diploma Programme		
Subject	Example	Outcome
<b>TOK—essay</b>	Two candidates registered in different IB schools and who were unknown to each other submitted almost identical TOK essays. Candidate A admitted hiring a third-party essay writing service. Candidate B maintained that they were the author of the essay.	Both candidates received the level 3a penalty for the component which resulted in no grade, an “N”, for the TOK subject.

## Duplication of work

Diploma Programme		
Subject	Example	Outcome
<b>Environmental systems and societies—extended essay and mathematical studies SL—internal assessment</b>	The candidate reworked their internal assessment and expanded on it to create their extended essay; however, both pieces showed extensive similarities.	Candidate received a level 3a penalty which resulted in no grade, an “N”, being awarded for both subjects.

### APPENDIX B

# MLA 8 Citation Guide



In-text references must be included following the use of a quote or paraphrase taken from another piece of work.

In-text citations are citations within the main body of the text and refer to a direct quote or paraphrase. In-text citations:

- Correspond to a reference in the main reference list.
- They contain the first word of the reference, which is usually the author's surname, and the page, or page-range in which the reference is found.
- They come directly after the quote or parenthetical or in a natural pause.

Using the example author James A. Mitchell they take the form:

Mitchell states "... (189) Or (Mitchell 189)

### APPENDIX C

# Works-Cited Page

In MLA8 format, the reference list is usually titled the 'Works-Cited List'. This is a list of all the sources referenced within the document and contains the author's name, source title, date of publication and more information which varies depending on the source type. An MLA Works-Cited List must:

- Begin in a new page at the end of the document

**Put the Works Cited page on its own page** at the end of your document.

**Title the Works Cited page** with the words "Works Cited." Center the title and do not italicize.

**Keep your last name and page number** in the header as you do on the rest of your document in MLA format.

**Alphabetize all sources** by author last name or first entry (match with in-text).

**Keep margins the same** as the rest of your document at 1".

**Space your text** the same as the rest of your document, whether single or double-spacing.

**Create hanging indents** by indenting 0.5" the second and subsequent lines of each source. Double-space between sources.

**Capitalize** author names and all words in titles except for prepositions (on, in, of), articles (a, an, the), and conjunctions (but, and, or).

**Use italics** for titles of larger works like books, journals, and magazines.

**Use quotation marks** for titles of works within a larger work, like articles, chapters, and songs.

When you have more than one work by the same author, **use three hyphens** for every entry after the first.

**WORKS CITED**

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- Be ordered alphabetically by name of first author (or title if the author is unknown, in terms of alphabetising this 'a', 'an' and 'the' should be ignored)

- If there are multiple works by the same author these are ordered by date, if the works are in the same year they are ordered alphabetically by the title

- Entries must be double spaced

- Second and subsequent lines of a source must be indented 0.5 inches from the margin

- If multiple works by the same author are listed, the first reference must contain the full name but subsequent references should have author name replaced with '- - -'

- Contain full references for all in-text references used

### SOURCES

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