



Resources to Support Students with Academic Honesty

Continuum of Roles and Responsibilities to Support Academic Honesty

Component	Junior (4-6)	Intermediate (7-10)	Senior (11-12)
Prevention of plagiarism Some acts of plagiarism are unintentional. One of the most common errors is not citing sources used for an assignment, which is a common misunderstanding among students related to paraphrased material. Many students do not realize that paraphrased material should be attributed to the original author in the same manner as a direct quotation. Some reasons that students plagiarize are: - being unaware that they are plagiarizing; - lacking knowledge and understanding of the subject; - poor time management skills; - believing that plagiarism is not serious; - lack of self esteem.	<i>Principals will:</i> - ensure that information about the plagiarism and cheating policy is communicated to students and parents/guardians. <i>Teachers will:</i> - make students aware of the consequences of plagiarism and academic dishonesty (cheating) - set an example by acknowledging the sources of the materials used in class; - instruct students how to summarize and paraphrase; - review the responsibilities of the student, and promote a simplified citation process (example: listing URL sources in a Reference page). <i>Students will:</i> - use paraphrasing and summarizing skills; - list their sources on a Reference page.	<i>Principals will:</i> - ensure that information about the plagiarism and cheating policy is communicated to students and parents/guardians. <i>Teachers will:</i> - make students aware of the consequences of plagiarism and academic dishonesty (cheating) - set an example by acknowledging the sources of the materials used in class; - review the responsibilities of the student, the proper method for citing sources, and the school policy on cheating and plagiarism at the beginning of each course; - instruct students how to summarize and paraphrase according to APA formatting (Refer to Appendix ____ for an APA reference guidebook); - instruct students on proper APA citation and referencing. <i>Students will:</i> - use the APA reference guide to cite their sources; - use paraphrasing and summarizing skills.	<i>Principals will:</i> - ensure that information about the plagiarism and cheating policy is communicated to students and parents/guardians. <i>Teachers will:</i> - make students aware of the consequences of plagiarism and academic dishonesty (cheating) - set an example by acknowledging the sources of the materials used in class; - review the responsibilities of the student, the proper method for citing sources, and the school policy on cheating and plagiarism at the beginning of each course; - instruct students how to summarize and paraphrase according to a reference guide of choice (APA, MLA, Chicago); - instruct students on proper citation and referencing. <i>Students will:</i> - use the chosen reference guide to cite their sources; - use paraphrasing and summarizing skills.
Prevention of cheating	<i>Best Practices for teachers:</i> - design evaluation activities to include checkpoints so that student progress and work can be monitored; - change the topics or modify their approach to topics on assignments	<i>Best Practices for teachers:</i> - design evaluation activities to include checkpoints so that student progress and work can be monitored; - change the topics or modify their approach to topics on	<i>Best Practices for teachers:</i> - design evaluation activities to include checkpoints so that student progress and work can be monitored; - change the topics or modify their approach to topics on

	from one year to the next; - propose assignment questions that employ "higher order thinking skills"; - ask students to submit rough notes and a list of sources with their final copy as proof of their work; - take note of behaviour to use as evidence in the assessment of learning skills.	assignments from one year to the next; - propose assignment questions that employ "higher order thinking skills"; - ask students to submit rough notes and a list of sources with their final copy as proof of their work; - take note of behaviour to use as evidence in the assessment of learning skills.	assignments from one year to the next; - propose assignment questions that employ "higher order thinking skills"; - ask students to submit rough notes and a list of sources with their final copy as proof of their work; - take note of behaviour to use as evidence in the assessment of learning skills.
Detection of incidents of cheating and plagiarism The following are some indicators that academic honesty is in question: - shifts in style or quality or writing; - references or quotations lacking or missing completely; - similar or identical assignments submitted; - datedness; - odd, complex, out-of-place sentences; - documented references are very unusual and hard to locate; - spelling and/or grammar does not match the student's writing abilities demonstrated to date.	For young students, it is important to keep the focus on developing an understanding of the seriousness of cheating and plagiarism in a supportive and nurturing manner. Upon detection of incidents of cheating and plagiarism, students will be counseled and reeducated about cheating and plagiarism.	There are a number of methods for determining if plagiarism has occurred. These include but are not limited to: - searching for the occurrence of specific sentences or unusual phrases contained within a suspect assignment using Internet search engines; - cross-referencing past student work; - conferencing with the student; - checking students' work using plagiarism software, such as Urkund (available only through D2L).	There are a number of methods for determining if plagiarism has occurred. These include but are not limited to: - searching for the occurrence of specific sentences or unusual phrases contained within a suspect assignment using Internet search engines; - cross-referencing past student work; - conferencing with the student; - checking students' work using plagiarism software, such as Urkund (available only through D2L).
Consequences for students who cheat or plagiarize	<i>The teacher will:</i> - notify the parent(s)/guardian(s) and school Principal about subsequent incidents of cheating and/or plagiarism; - provide a supportive and supervised school environment for students to complete work; - assign developmentally appropriate tasks within the student's range of proximal development; - educate students about the concept of academic property; - ensure all students understand the task at hand; - consider first incidents a teachable moment.	<i>The teacher will:</i> - conference with the student and contact the parent/guardian to explain the situation; - report subsequent serious incidents to Administration and track; - provide an alternate evaluation when the integrity of the activity has been compromised to ensure the expectations have been met; - contact the principal when a student demonstrates a pattern of behaviour to determine an appropriate consequence.	<i>The teacher will:</i> - conference with the student and contact the parent/guardian to explain the situation; - report subsequent serious incidents to Administration and track; - provide an alternate evaluation when the integrity of the activity has been compromised to ensure the expectations have been met; - contact the principal when a student demonstrates a pattern of behaviour to determine an appropriate consequence.

Resources

1. Reference Style Guides for Students
(https://drive.google.com/drive/folders/16ml3o3K3dP1ckdJzrXvLul_1ayLWZogn?usp=sharing)
 0. Junior: [https://www.icloud.com/pages/059AtXZeqXvZVd02OuwOkObPA#Student Reference Guide \(Grades 4-6\)](https://www.icloud.com/pages/059AtXZeqXvZVd02OuwOkObPA#Student_Reference_Guide_(Grades_4-6))
 1. Intermediate: [https://www.icloud.com/pages/03fiiXZoNzn4Mu_K-JbX6lrMQ#APA Reference Guide](https://www.icloud.com/pages/03fiiXZoNzn4Mu_K-JbX6lrMQ#APA_Reference_Guide)
2. Sample Letter for Home
 0. Junior: [Plagiarism Letter to Parents \(Junior\)](#)
 1. Intermediate: [Plagiarism Letter to Parents \(Intermediate\)](#)
 2. Senior: [Plagiarism Letter to Parents \(Senior\)](#)
3. Discipline Learning Activities as an Alternative Consequence
 0. Dishonesty: [ELEMENTARY STUDENT LEARNING PACKET: DISHONESTY Secondary Student Learning Packet: Dishonesty](#)