



INTERNATIONAL SCHOOL OF
HERZEN UNIVERSITY

ACADEMIC HONESTY

2019

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Academic Honesty Philosophy

In accordance with the IB Learner Profile, the aim of the IB Programme is to develop principled people who act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of other people. Based on this, all participants of the educational process shall demonstrate academic honesty both within and outside the educational setting and avoid any forms of academic dishonesty. The Academic Honesty Policy (hereinafter the Policy) is consistent with the IB Mission set forth in official documents and accepted for implementation by the school. The adoption of and compliance with the Policy contributes to the implementation of the IB mission, which is to develop multicultural identity and internationally minded people who recognize their common humanity and personal responsibility for the creation of a better and more peaceful world for the global community. Consistent implementation of the Policy will enable all participants of the educational process to contribute to developing students into individuals who have curiosity, know how to learn, learn with enthusiasm, use critical and creative thinking skills, are capable of self-reflection and can become responsible members of the global community.

The Policy is intended to develop in all participants of the educational process respect for their own and others' work, recognize the learning outcome as the intellectual property of the one who created it, and develop a proper attitude towards intellectual property. The Policy is equally applicable to all participants of the educational process, including the School's Administration, teachers, students and their parents. The provisions of this Policy will be consistently implemented throughout the educational process as part of the development of relevant meta-subject skills and a proper attitude towards intellectual property of participants of the educational process, in particular, and to the learning process, in general.

For the purposes of this Policy, intellectual property shall be understood as the exclusive right of the author to the result of their intellectual and creative activities as enshrined herein. There are two concepts that are related to academic honesty:

- Authenticity – refers to work that is based on the student's own ideas and which properly acknowledges others' authorship and ideas. Therefore, in all work (whether written, verbal, visual, or audio-visual) that is submitted by a student, his/her original language and expression must be used. When other sources are used or reference to the work of others is made, whether directly or by paraphrasing, sources must be documented appropriately (IB, 2011. P.2).
- Intellectual property – the World Intellectual Property Organization considers intellectual property as the "legal rights which result from intellectual activity in the industrial, scientific, literary and artistic fields" (WIPO, 2004). Students

must understand that both creative and intellectual forms of expression must be respected and are normally protected by national and international law. Consistent development of relevant Approaches to Learning and continuous implementation of the Academic Honesty Policy in the early stages of studying in the IB Programme will help students to develop the skills necessary to successfully and flawlessly complete their final project which will be evaluated by independent experts.

General

This Academic Honesty Policy is an integral part of the educational process in the International Baccalaureate Programme. It is consistent with the ISHU Mission, the IB Mission and other policies, such as the Language Policy, the Assessment Policy, and the Inclusion Policy. The ISHU Administration and teaching staff undertake to provide all necessary facilities for the implementation of the Policy in the IB Programme, including control over compliance with the Policy during training and summative assessments. The Policy has been developed by the Academic Honesty Policy Committee led by the IB Coordinator and comprised of the Individuals and Societies subject group leader, homeroom teachers, group of librarians as well as representatives of each subject group, a representative of parents and an IT professional. The Academic Honesty Policy is to be revised annually to optimize the educational process and incorporate any developments in IB and ISHU teaching and learning practices. This Policy ensures that every student is given an equal opportunity to demonstrate their abilities.

All students, on entering **both MYP and DP** programmes, are acquainted with the academic honesty principles by the IB DP coordinator and acknowledge in writing their full understanding of what constitutes academic honesty violation. Their parents/legal guardians are also required to familiarize themselves with all regulations concerning the principles of the DP (IB and school documents) and must confirm their awareness by signature. The curriculum is structured in a manner that allows students to develop the habits of academic honesty over time,

In order to promote principles of academic honesty at ISHU “Turnitin” (plagiarism detection software) is to be incorporated into the educational process starting from academic year 2018-19. Students will be required to submit an electronic version of their assessment material at the teacher’s request. 'Turnitin' will only be used for students in **MYP Years 4 and 5** and **DP students**.

As the school strongly advocates the academic honesty policy, students are gradually familiarized with the rules in **MYP** programme. During assemblies, librarians, homeroom teachers and subject teachers provide explanations for

principles of academic integrity policy and procedures for dealing with alleged academic dishonesty. Individual subject teachers discuss and review the issue of academic dishonesty in their classrooms with a view to avoiding different forms of misconduct.

If a student enters DP from a different school, they are introduced to the Academic Honesty policy and encouraged to conform to the principles of academic honesty by their peers and faculty.

It is the school's responsibility to

- ensure that all members of the school community understand the value of academic honesty,
- ensure that students adhere to the basic principles of academic honesty, as appropriate for their age level,
- ensure that incidents of academic dishonesty are dealt with in a manner appropriate to the assessment practices of the IB programme in question,
- promote a consistent approach to citation by using one common system (Chicago style).

It is the teacher's responsibility to

- show academic honesty in their own work,
- support students in developing the skills and attitudes required for completing assignments in an academically honest manner,
- use a common digital reliability system 'Turnitin' for all summative tasks in the MYP and DP as part of regular routine for students
- deal with incidents of academic dishonesty and refer incidents for further action if necessary.

It is the librarian's responsibility to

- promote academic honesty within the school
- act as a liaison for both teachers and students
- to provide ethical guidance regarding citations and common formats promoted by the school (Chicago style)
- provide access to Turnitin to teachers and assistance to students
- ensure current publications regarding ethical use of information are available to teachers and students (IBO, Chicago style or otherwise).

In the MYP and DP, it is the students' responsibility to:

- use their own "voice" in written assignments
- acknowledge help and resources used.
- submit work that is authentic as part of the e-Portfolios and personal/community projects

- familiarize themselves with what constitutes academic dishonesty
- make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography in accordance with the agreed referencing style
- provide full and appropriate citation and references

As students mature and develop competencies in self-management, research and communication, they acquire relevant “understanding and behaviours necessary to avoid pitfalls in formal high-stakes assessments as well as externally assessed coursework and culminating projects.” (IBO, 2014)

By the end of **MYP programme**, **MYP** Year 5 students are expected to:

- use in-text parenthetical referencing for any source material used (text or images)
- understand plagiarism and intellectual property as well as the consequences of academic dishonesty,
- use academic honesty forms where appropriate to formally declare the work completed is authentic,
- follow rules for examination sessions as published by the IBO.

All **DP** students are expected to:

- use correct and appropriate referencing in all subject areas, according to Chicago style format.
- include accurate lists of works cited at the end of documents and acknowledge sources within the body of their texts.
- acknowledge the sourcing of images and any other intellectual property used in their own work.
- use bibliographies and annotated bibliographies when requested on a task

Citing Principles and Referencing Styles

Basic Principles

In the ISHU community we accept that citing rules should be followed to:

- show respect for the work of others
- help a reader to distinguish our work from the work of others who have contributed to our work
- give the reader an opportunity to check the validity of our use of other people’s work
- show that our research is within academic conventions and deserves respect

- demonstrate that we are able to use reliable sources and critically assess them
- establish the credibility and authority of our knowledge and ideas
- demonstrate that we are able to draw our own conclusions

Referencing Styles

In order to promote consistency in the forms and styles of referencing/citing/quoting for MYP and DP students, special guidelines are set out in APPENDIX 1, which include information on the available formats and concrete examples with regard to using books in print, electronic material, images, websites etc.

General guidelines

Quoting and citing — an indication (signal) in the text that this material is not ours; we have “borrowed” it from someone or somewhere else. It can be used either at the beginning or at the end of the phrase. The name of the author must be indicated in the text.

Example:

In John Koch’s opinion, ... According to John Koch...

Quotation — word for word reproduction of the part of the text or one’s words. The size of the quotation should not exceed 50 words. The beginning and the end of the phrase are indicated with quotation marks “ ...”

Forms of quoting:

A) Direct Speech:

Example:

Martin Luther said, “Every true Christian, whether living or dead, has a share in all the benefits of Christ and the Church, given by him by God, even without letters of pardon”.

B) Indirect Speech:

Example:

Machiavelli said that “it is much safer to be feared than loved”.

Referencing — the process in which the author does not reproduce the text word for word but refers to ideas or information.

References in the Russian language (and other non-Latin scripts).

The sources in the Russian language (other non-Latin scripts) are also included in the reference list in the original language. Titles should be transliterated in square brackets.

Example:

Rowling, J. K. *Гарри Поттер и узник Азкабана [Garri Potter i Uznik Azkabana]*. Rosmen, 2007.

Note — details of the source cited in the work. Notes cite a particular source or make a brief explanatory comment placed at the bottom of a page corresponding to the item cited in the corresponding text above. If the source is not cited in the work, there is no need to refer to it. The format of the references depends on the style guides used.

At our school Chicago Citation Style is recommended.

Notes should be prepared as footnotes: the number of the footnote should be inserted in the text and the note itself should be put at the bottom of the page.

- Footnotes should be numbered consecutively throughout the whole text.
- Citations in the footnotes should be formatted as in-text parenthetical citations as elsewhere in the text of the manuscript.
- Footnotes should not contain full bibliographical description of any sources.

Forms of referencing in the text:

- Indication of the authorship and the publishing date of the work.
 - (Author and the publishing date are indicated at the end of the sentence in the brackets.)
- Indication of the URL.
 - It is indicated at the end of the sentence.
- URL is indicated if visual sources are used (videos, pictures).

The URL should be put under the source. The URL of the concrete resource should be presented which the material was borrowed from. The URL of the web search query entered in the web search engines such as Google, Yandex etc. is not enough. The necessity to refer to the visual sources is at discretion of the teacher.

B) Bibliography — the list of the sources used in the text presented at the end of the work in alphabetical order.

Requirements: Printed sources and e-books are listed first (sources in the Russian language, then sources in the foreign languages). Afterwards, websites are included in alphabetical order according to the title of the website.

Academic Honesty Policy Violations: Forms and Examples

What is academic misconduct?

IB defines academic misconduct as a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components. (IB, 2011. P. 3)

Categories of “academic misconduct” in the IB:

Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

Examples of plagiarism include:

- intentional or accidental use of someone else’s work without crediting the original author;
- copying without referencing;
- failure to reference appropriately or include a source in the reference list.

Collusion is defined as supporting academic misconduct by another student.

Examples of collusion between participants of the educational process include:

- copying classwork or homework;
- providing work for copying;
- completing work for another student;
- submitting work completed by another person (another student, parent or tutor) as your own;
- distributing information about a test to other students without authorization from the teacher;
- various forms of collective cheating in order to mislead other participants of the educational process (students, parents or the teacher).

Collaboration is not treated as a form of collusion, but it is one of the main forms of IB educational process management. Collaboration is understood as working in a group to solve the same educational problem. Collaboration involves open interactions between students within a group. The outcome of collaboration is the same for all group members, which shall be indicated when documenting the outcome in any form (oral or written presentation) by listing all group members.

Other forms of academic dishonesty that give one student an illegitimate advantage over another as defined by the ISHU Administration and listed in this Academic Honesty Policy include the following:

copying in an exam or test (and obtaining unauthorized assistance, including during an oral presentation); falsification, including manipulation of experimental data and different uses of forged documents and signatures; unauthorized use of audio and/or video equipment in the classroom in order to record a demo task

completed by another student or to record a class in its entirety; assistance from third parties outside the school (friends, parents or a tutor) in completing homework without indicating this to the teacher in writing or orally during homework submission; deliberate avoidance of participation in collaboration in order to avoid responsibility in the event of failure and/or to obtain an unearned grade with the help of others; non-attendance on the day of summative assessment without a valid reason in order to obtain any advantage.

MISCONDUCT during MYP and DP examinations

Misconduct during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination. Communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.

The IB has no means of knowing whether an act of academic misconduct **was deliberate or not**. For these reasons, **a student's intent** cannot be taken into account if the IB investigates an alleged breach of the General regulations: Diploma Programme.

Be aware that a breach of IB regulations will have serious consequences.

Any act of malpractice and unethical behavior detected on any educational level of the school, will not be tolerated and will generate sanctions. Each case of suspected unethical behavior is investigated and dealt with individually and may result in consequences such as e.g.: a confrontation and a talk to a student, information to parents/legal guardians, a reduced/failing grade, a defined period of probation, etc. or, in the most serious cases, an exclusion from the school. Each time the corresponding programme coordinator will be informed about a student's alleged breach of academic honesty.

Academic Honesty Policy Violations: MYP

The ISHU teaching staff and administration are responsible for discovering, preventing and disciplining incidents of academic dishonesty on a case-by-case basis. Discovering and documenting academic dishonesty is solely the right and responsibility of the teacher. Students are not allowed to identify academic dishonesty in any form (report, complaint, etc.).

In case of academic dishonesty, the ISHU Administration undertakes to take the following actions:

In case of initial discovery (meaning an ACCIDENTAL, non-systematic violation):

- The teacher will invalidate works of all the students failing to comply with the

Academic Honesty Policy.

- Each student failing to comply with the Academic Honesty Policy will be asked for an individual talk with the teacher in order to prevent similar behaviour in the future.
- All the students will be granted the right to resubmit the invalidated work within a period of time prescribed by the teacher.
- The teacher will document the occurrence and nature of the violation in the student diary and his/her register and notify IB Coordinator accordingly.

In case of repeated violations of the Academic Honesty Policy (three and more incidents discovered by the teacher or administration):

- The teacher will invalidate works of all the students failing to comply with the Academic Honesty Policy and each of them will receive a zero grade for all assessment criteria.
- All the students involved in the academic dishonesty incident will have no right to resubmit the work.
- The teacher will document the occurrence and nature of the violation in the student diary and his/her register.
- The teacher will notify **IB Coordinator** and ISHU Administration;

<https://www.ibo.org/globalassets/publications/become-an-ib-school/myp-general-regulations-2015-en.pdf>

If questions arise about the authenticity of a candidate's subject work for **moderation, or the personal project** before submission, the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate's work has been submitted to the IB Organization for moderation, the school's **MYP coordinator** must inform IB Answers as soon as possible.

If the IB Organization notifies a school that a candidate is suspected of academic misconduct and that the IB Organization has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the candidate to be withdrawn from the session or from the assessment(s) in which academic misconduct may have occurred. However, at the discretion of the IB Organization the investigation into the suspected academic misconduct by the candidate may still proceed and a decision reached on whether to uphold or dismiss academic misconduct. Candidates suspected of academic misconduct must be invited, through the school's MYP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a candidate declines to present a statement, the

investigation and decision on whether the candidate is in breach of regulations will still proceed.

If no grade is issued for an assessment (or completion of community service) that contributes to a candidate's **MYP Certificate**, no certificate will be awarded to the candidate. The MYP Record of Achievement or, in the case of an on-screen examination, MYP Course Results will be awarded for other assessments in which no academic misconduct has occurred. Except in cases of serious or repeat misconduct, the candidate will be permitted to register for future examination sessions.

Academic Honesty Policy Violations: DP

If questions arise about the authenticity of a candidate's work before submission for formal assessment, the situation must be resolved within the school.

First Offense: In case of initial discovery (non-systematic violation):

Works of the student is invalidated. The student is required to resubmit the work . Parents are notified by the teacher if the student is under 18, and the misconduct is noted in school records.

Second Offense: The student is given a zero grade for the work, parents are notified by the Principal. This second misconduct offense is noted in school records.

Third Offense (or continuous violation of the Academic Honesty Policy): In the case of persistent violation, a student receives no credit for the relevant course, and the ISHU Administration reserves the right to impose other disciplinary actions, to the extent of expulsion.

Official procedures of investigating cases of suspected academic misconduct

(as outlined by DP General Regulations https://resources.ibo.org/dp/resource/11162-43057/data/d_0_dpyyy_reg_1505_1_e.pdf)

If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate's work has been submitted to the IB Organization for assessment, the school's DP coordinator must inform the IB Organization as soon as possible. For work that is internally assessed, "submission" refers to the deadline by which teachers' marks must be submitted to the IB Organization. For work that is externally assessed, other than the scripts from the written examinations, "submission" refers to the candidate signing the declaration of authenticity for their work.

When a school, an examiner or the IB Organization establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB Organization with statements and other relevant documentation concerning the case. If a school fails to support the investigation into

possible academic misconduct, no grade will be awarded to the candidate in the subject(s) concerned.

If the IB Organization notifies a school that a candidate is suspected of academic misconduct and that the IB Organization has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the candidate to be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. However, at the discretion of the IB Organization the investigation into the suspected academic misconduct by the candidate may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct. If a candidate is withdrawn from a subject no mark for that subject may contribute to the award of a grade in a future examination session.

Candidates suspected of academic misconduct must be invited, through the school's DP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.

The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee. The sub-committee will normally comprise IB Organization staff, school representatives, and chief/deputy chief examiners, but any group or combination of these persons may make decisions on cases subject to the approval of the Final Award Committee. The subcommittee will be chaired by the chair or vice-chair of the Final Award Committee, or a chief examiner nominated by the vice-chair.

Decisions of the sub-committee are made on behalf of and under the supervision of the Final Award Committee. After reviewing all statements and evidence collected during the investigation, the sub- 14 General Regulations: Diploma Programme committee will decide whether to dismiss the suspicion of academic misconduct, uphold it, or ask for further investigations to be made. If the sub-committee is unable to reach a decision then the case will be referred to the Final Award Committee.

If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the sub-committee, be commensurate with the severity of the misconduct. If a case of academic misconduct is considered by the Final Award Committee to be very serious, the Final Award Committee may decide not to issue a grade for a candidate in the subject(s) concerned and additionally prohibit the candidate from being registered in any future examination sessions.

If no grade is issued for a subject that contributes to a candidate's IB Diploma, no IB Diploma will be awarded to the candidate. DP Course Results will be awarded for other subjects in which no academic misconduct has occurred. Except in cases of serious or repeat misconduct, the candidate will be permitted to register for future examination sessions, which may include the session that follows six months later, if the relevant registration deadlines are met. In the case of an IB Diploma Candidate, if the session in which the academic misconduct has been established is the candidate's third examination session towards achieving the award of the IB Diploma, no further IB examination sessions will be permitted.

If the candidate has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session.

If there is substantive evidence, the IB Organization is entitled to conduct an investigation into academic misconduct after a candidate's results have been issued. If academic misconduct is subsequently established by the Final Award Committee, or its sub-committee, the candidate's grade for the subject(s) concerned may be withdrawn from the candidate which will also result in the withdrawal of their IB Diploma where applicable.

Links with other policies

Assessment Policy

Academic honesty principles underlie the process of teaching and learning, inquiry, processing information, citing and referencing, etc. Following these principles, the ISHU ensures integrity of all kinds of assessment, including formative, summative, and final IB assessment, internal and external. For further details on organizing assessment processes in the ISHU see the Assessment Policy.

Language Policy

Information competence is a necessary component for learning languages. ISHU students develop their information competence when studying all Subject groups by searching, processing and critically evaluating information sources necessary for research, following the principles of academic honesty.

All teachers work with the librarian to collaborate on vocabulary and concepts across the curriculum, spread use of a common language about language, teach the conventions of referencing, citing and the principles of academic honesty.

In both the MYP and DP, the school offers additional support to students studying in a language other than their mother tongue - with the principle aim of

facilitating teaching and learning as well as inclusiveness (for further details see ISHU Language Policy).

References and Resources

1. MYP: From Principles into practice (2014)
2. Academic honesty in the IB educational context (2014)
3. IB position paper: Academic honesty in the IB (2012)
4. Effective citing and referencing, General regulations: Middle Years Programme, Academic honesty in the MYP
5. "How to Cite in Chicago: Citations and Formatting Guide." EasyBib, Chegg, 1 Jan. 2018, Accessed September 5, 2018. www.easybib.com/guides/citation-guides/chicago-turabian/.
6. Standard B1: Academic honesty policy. ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=m_0_mypxx_tsm_1609_1_e&part=3&chapter=2 (01.09.2016)
7. "GUIDELINES and Recommendations for Authors." *VESTNIK OF SAINT PETERSBURG UNIVERSITY*. Accessed September 14, 2018. vestnik.spbu.ru/ENG/Editorial/guidelines17E.html.

APPENDIX 1

Citation principles and referencing styles

Book in print

Book citations in Chicago/Turabian style contain the author name, book title, publication city, publisher, and publication year.

Last, First M. *Book*. City: Publisher, Year Published.

James, Henry. *The Ambassadors*. Rockville: Serenity Publishers, 2009.

Chapter of a book in Print

Last, First M. "Section Title." In *Book/Anthology*, edited by First M. Last, Page(s). Edition ed. City: Publisher, Year Published.

Serviss, Garrett P. "A Trip of Terror." In *A Columbus of Space*, 17-32. New York: Appleton, 1911.

Chapter of a book via Website

Date accessed: Only include if there is no publication date.

Last, First M. "Section Title." In *Book/Anthology*, edited by First M. Last, Page(s). City: Publisher, Year Published. Accessed Month Date, Year. URL.

Serviss, Garrett P. "A Trip of Terror." In *A Columbus of Space*, 17-32. New York: Appleton, 1911. <http://books.google.com>.

Anthology

Last, First M. "Section Title." In *Book/Anthology*, edited by First M. Last and First M. Last, Page(s). City: Publisher, Year Published.

Dillard, Annie. "Living like Weasels." In *Touchstone Anthology of Contemporary Creative Nonfiction: Work from 1970 to Present*, edited by Lex Williford and Michael Martone, 148-51. New York: Simon & Schuster, 2007.

Introduction, Foreward, Preface, Afterword

Last, First M. "Section Title." Section Type. In *Book/Anthology*, edited by First M. Last and First M. Last, Page(s). Edition ed. City: Publisher, Year Published.

Sanders, Scott R. Introduction. In *Touchstone Anthology of Contemporary Creative Nonfiction: Work from 1970 to Present*, edited by Lex Williford and Michael Martone, X-Xii. New York: Simon & Schuster, 2007.

Citing an e-book from an e-reader (Kindle, iPad, etc.)

Last, First M. *Book*. City: Publisher, Year Published.

James, Henry. *The Ambassadors*. Rockville: Serenity Publishers, 2009.

E-book found in a database

Some ebooks may be available online through your library's databases or catalogs.

Last name, First name. Title of Work. Publisher city: Publisher, Year of publication. doi:xxxx OR URL.

Rodriguez-Garcia, Rosalia, and Elizabeth M. White. Self-Assessment in Managing for Results: Conducting Self-Assessment for Development Practitioners. Washington, D.C.: The World Bank, 2005. doi:10.1596/978-0-8213-6148-1.

Journal

Journal citations in Chicago/Turabian style generally include the author name, article title, journal title, publication date, and volume/issue information. If the journal article was accessed online, the URL or DOI is required.

Journal article found online

Last name, First name. "Article Title." *Journal Title* volume number, issue number (year of publication). Page-page. doi:xxxx OR URL.

Trier, James. "'Cool' Engagements with YouTube: Part 2." *Media Literacy* 50, no. 7 (2007). doi:10.1598/JAAL.50.7.8.

Journal article found in print

Last name, First name. "Article Title." *Journal Title* volume, no. issue (year of publication). Page-page.

Lin, Meng-Fen Grace, Ellen S. Hoffman, and Claire Borengasser. "Is Social Media Too Social for Class? A Case Study of Twitter Use." *TechTrends* 57, no. 2 (2013). 39-40.

Newspaper article in print

Last name, First name. "Article Title." *Newspaper Title*, Month Date, Year of publication.

Bowman, Lee. "Bills Target Lake Erie Mussels." *The Pittsburgh Press*, March 7, 1990.

Online newspaper article

Last name, First name. "Article Title." *Newspaper Title*, Month Date, Year of publication. Accessed Month Date, Year. URL.

Kaplan, Karen. "Flu Shots May Reduce Risk of Heart Attacks, Strokes and Even Death." *Los Angeles Times*, October 22, 2013. Accessed February 11, 2014. <http://articles.latimes.com/2013/oct/22/science/la-sci-sn-flu-shot-heart-attack-stroke-death-20131022>.

Magazine

Note: When citing a magazine in Chicago/Turabian, use the same structure to cite a newspaper in Chicago/Turabian.

Magazine article in print

Last name, First name. "Article Title." *Magazine Title*, Month Date, Year of publication.

Bowman, Lee. "Bills Target Lake Erie Mussels." *The Pittsburgh Press*, March 7, 1990.

Online magazine article

Last name, First name. "Article Title." *Magazine Title*, Month Date, Year of publication. Accessed Month Date, Year. URL.

Kaplan, Karen. "Flu Shots May Reduce Risk of Heart Attacks, Strokes and Even Death." *Los Angeles Times*, October 22, 2013. Accessed February 11, 2014. <http://articles.latimes.com/2013/oct/22/science/la-sci-sn-flu-shot-heart-attack-stroke-death-20131022>.

Blog

First name Last Name, "Title of Blog Post," *Blog Title (blog)*, Publisher/Sponsor of Blog (if applicable), Month Date, Year of post, URL.

Silver, Nate. "The White House is Not a Metronome," *FiveThirtyEight (blog)*, New York Times, July 18, 2013, <http://fivethirtyeight.blogs.nytimes.com/2013/07/18/the-white-house-is-not-a-metronome/>.

Website

General website article

Last name, First name. "Article Title." *Website Title*. Month Date, Year of publication. Publication/Updated Month Date, Year OR Accessed Month Date, Year of access. URL.

Limer, Eric. "Heck Yes! The First Free Wireless Plan is Finally Here." *Gizmodo*. October 1, 2013. <http://gizmodo.com/heck-yes-the-first-free-wireless-plan-is-finally-here-1429566597>.

Tweet

Last name, First name. *Twitter Post*. Month Day, Year, Time. *Tweet URL*.

Timberlake, Justin. *Twitter Post*. June 16, 2014, 8:05 PM. <https://twitter.com/jtimberlake/status/478689830667186176>.

Video on YouTube

Last Name, First Name. "Video Title". Filmed [Month Year]. YouTube video, Duration. Posted [Month Year]. Video URL.

GEICO Insurance. "GEICO Hump Day Camel Commercial – Happier than a Camel on Wednesday". Filmed [May 2013]. YouTube video, 00:30. Posted [May 2013]. <http://youtu.be/kWBhP0EQ1IA>.

Musical recording

Last name, First name of performer/band name. Album Title. Record label Number of recording, Year of recording, format.

Arctic Monkeys. AM. Domino Records WIGCD317, 2013, compact disc.

Sheet Music

Cite sheet music like a book (or chapter, etc., as appropriate). If the title is in a language other than English, include the original title with the translation after.

Last Name, First Name. Title of the Piece. City, State: Publisher, Year.

Beethoven, Ludwig van. Moonlight Sonata, Op. 27, No. 2 (Complete), ed. Willard A. Palmer. Los Angeles: Alfred Publishing, 1986.

Citing a motion picture or film in Chicago

If you cannot locate certain bibliographic data from the film's cover, consult IMDB.com or a similar website.

Movie Title. Directed by First name Last name. City of publication: Studio, Year of release.

Submarine. Directed by Richard Ayoade. London: Film4 Productions, 2010.

TV or Radio in Chicago/Turabian

If you cannot find the necessary bibliographic data within the episode's credit, consult IMDB.com or a similar website.

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First name Last name of interviewee (identifying information), interviewed by First name Last name of interviewer at Location, Date.

Emily Gover (Information Literacy Librarian, EasyBib.com), interviewed by Allison Cloyd, New York, NY, July 2014, transcript, EasyBib Archives, New York City, New York.

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APPENDIX 2

Acknowledgement of Academic Honesty Policy

As a member of the International School of Herzen University community, I formally acknowledge that I have read and understood the school's Academic Honesty policy and procedures. I understand that the both the IBO and ISHU take the matter of academic honesty very seriously and I will always act with integrity, honesty and responsibility. I am aware that any occurrence of academic dishonesty will have serious consequences which may also have a negative impact on my academic record. I acknowledge that it is my responsibility to seek assistance when I need help or support.

Student's printed name

Grade

Student's signature

I have discussed this policy with my child.

Parent's signature

Date



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