



DISPENSATION

ACADEMIC INTEGRITY POLICY

Updated April 2023



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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 Special Educational Needs 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 MYP Coordinator and comprised of the Individuals and Societies subject group leader, homeroom teachers, Librarian group 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.

As the school strongly advocates the academic honesty policy, students are gradually familiarized with the rules upon entering the MYP programme. During assemblies homeroom and other 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 plagiarism.

Resources and Strategies to support Academic Honesty Policy

Supervision of the Personal Projects

At the end of year 4, MYP students begin their preparation for Personal Projects. Special hours are allocated during the assembly sessions for Year 4 students in order to familiarize them with specific principles of academic honesty applicable to their work on personal projects. Students also sign a note form acknowledging their compliance with these principles (in Toddle and during their supervised sessions on Personal Projects). A section on Academic Honesty in Personal Projects is incorporated in the Personal Project handbook given to Year 5 students.

Extended Essay Handbook

At the beginning of year 1 of DP programme, students receive Extended Essay handbooks with explicit references to Academic Honesty Policy.



Academic Honesty Handbook and Academic Writing Handbook

ISHU provides DP students and Year 4-5 MYP students with handbooks listing key principles of using others' works for academic purposes. These contain detailed guidelines; organizers; extensive requirements concerning citing; quoting; using sources.

Turnitin

In order to promote principles of academic honesty at ISHU "Turnitin" (plagiarism detection software) has been incorporated into the educational process since 2019-20 for grades 8 and 9 (MYP Year 5), along with DP students. Students are required to submit an electronic version of their assessment material.

MYP year 5 students at the beginning of the year are introduced to the principles of *Turnitin* and its incorporation into Toddle system in order to confirm the authenticity of the submitted works, especially in such subjects as Language Acquisition; Language and Literature, Science, World History.

DP students (former ISHU MYP students) are also briefed or introduced (new to ISHU or IB system) to *Turnitin* at the start of first year. Special assignments in all DP subjects are included that require antiplagiarism detecting. DP students also sign a special form (Appendix 3) to confirm the authenticity of the submitted work in each subject.

MYP students (year 5) and DP students independently check their works prior to submission for antiplagiarism and attach this confirmation to the submitted texts/works.

It is the school's responsibility to

- ❖ structure the curriculum in a manner that allows students to develop the habits of academic honesty over time,
- ❖ ensure that students adhere to the basic principles of academic honesty, as appropriate for their age level,
- ❖ ensure that all members of the school community understand the value of academic honesty,



- ❖ 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
- ❖ allow themselves time to do the work properly
- ❖ submit work that is authentic as part of the e-Portfolios and personal/community projects (MYP)
- ❖ 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
- ❖ cite sources so that readers can find them; if the origin of the source cannot be stated it is probably better not to use it.

“In the MYP, approaches to learning skills are particularly relevant to academic honesty given the clear links to students’ developing competencies in self-management, research and communication. [...] MYP teachers are responsible for guiding and supporting students in the development of academic honesty in ways that prepare them for further study. As students gain experience in the MYP, they can develop the understanding and behaviours necessary to avoid pitfalls in formal high-stakes assessments as well as externally assessed coursework and culminating projects.” (IBO, 2014)

Those students who qualify for their MYP Certificate are expected to apply all of the skills for academic honesty that they have acquired throughout the MYP.

At **MYP Y5**, 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, students must 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 only when requested on a task, which also outlines the student's background reading.

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 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 the 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

ACADEMIC MISCONDUCT and VIOLATIONS OF ACADEMIC HONESTY POLICY

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. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism. **Collusion** is defined as supporting academic misconduct by another student, for example allowing one’s work to be copied or submitted for assessment by another.

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.

Duplication of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.

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:

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 students involved or parts of assessed works relevant to the corresponding criteria and the violated principles of Academic Honesty are invalidated. The teacher notifies the student in private messages in Toddle; registers the incident in a specially designed Journal for violations of principles of Academic Honesty and informs the coordinator.

Second Offense: Works of the students involved or parts of assessed works relevant to the corresponding criteria and the violated principles of Academic Honesty are invalidated. 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.



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.xml?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.

TV series name. "Episode Title." Episode number (if available). Directed by First name Last name. Written by First name Last name. Name of network, Month Date, Year of original air date.

House, M.D. "Simple Explanation." Directed by Greg Yaitanes. Written by Leonard Dick. Fox Broadcasting, April 6 2009.

Podcast

Last Name, First Name. "Episode Title". *Podcast Title*. Podcast audio, Month Date, Year of publication. URL.

Starecheski, Laura. "Goat on a Cow". *Detective Stories*. Podcast audio, Sept. 10, 2007. <http://www.radiolab.org/story/91518-goat-on-a-cow/>.

Original Photograph

Last, First M. *Photograph Title*. Month Date, Year Created. Collection, Museum/Institution, Location.

Cartier-Bresson, Henri. *Juvisy, France*. 1938. Museum of Modern Art, New York City.



Photograph in Print

Last, First M. *Photograph Title*. Month Date, Year Created. Collection, Museum/Institution, Location. In Book Title. City: Publisher, Year Published. Bennett, Peter. *Antique Shop, East Village*. In *New York City: A Photographic Portrait*. Rockport: Twin Lights, 2007.

Website

Last, First M. *Photograph Title*. Month Date, Year Created. Collection, Museum/Institution, Location. Accessed Month Date, Year. URL. Cartier-Bresson, Henri. *Juvisy, France*. 1938. Museum of Modern Art, New York City. www.moma.org.

Photograph via Database

Last, First M. *Photograph Title*. Month Date, Year Created. Collection, Museum/Institution, Location. Accessed Month Date, Year. URL. Freed, Leonard. *Holidaymakers Stuck in Traffic Jam*. 1965. ARTstor.

Digital Image

Last, First M. "Title." Digital image. Website Title. Month Date, Year Published. Accessed Month Date, Year. URL. Guggenheim Museum in Spain. Digital image. HowStuffWorks. Accessed July 22, 2010. www.howstuffworks.com.

Thesis or dissertation from a database

Last, F.M. (Date published). First name Last name, "Title" master's thesis or PhD diss., University, Year published, Database (Identification Number). Kimberly Knight, "Media Epidemics: Viral Structures in Literature and New Media" PhD diss., University of California, Santa Barbara, 2011, MLA International Bibliography (2013420395).



Thesis or dissertation from the web

First name Last name, "Title" master's thesis or PhD diss., University, Year published, URL.

Wilson, P.L. (2011). Pedagogical practices in the teaching of English language in secondary public schools in Parker County (Doctoral dissertation). Retrieved from http://drum.lib.umd.edu/bitstream/1903/11801/1/Wilson_umd_0117E_12354.pdf

Conference Paper

Last name, First name. "Title of the Paper." Paper presented at the Title of the Conference, Location of Conference, Month and Year of Conference.

Cloyd, Allison. "A Examination of the Citation Habits of College Students." Paper presented at the EasyBib Information Literacy Conference, New York, NY, July 2014.

Online lecture notes or presentation slides

Last name, First name. "Presentation/Lecture Title." Presentation/Lecture at Conference Name, City, State of conference, Month Dates, Year of conference. Accessed Month Date, Year. URL.

Jacobson, Trudi E., and Tom Mackey. "What's in a Name?: Information Literacy, Metaliteracy, or Transliteracy." Presentation at ACRL, Indianapolis, IN, April 10-13, 2013. Accessed February 11, 2014. <http://www.slideshare.net/tmackey/acrl-2013>.

Online report

Last name, First name. *Title of Work*. Publisher city: Publisher, Year of publication. Accessed Month Date, Year. URL.

Gorbunova, Yulia. *Laws of Attrition: Crackdown on Russia's Civil Society After Putin's Return to the Presidency*. New York: Human Rights Watch, 2013. Accessed February 11, 2013. <http://www.hrw.org/reports/2013/04/24/laws-attrition>.



Print report

Last name, First name. *Title of Work*. Publisher city: Publisher, Year of publication.

Turnitin. What's Wrong with Wikipedia?: Evaluating the Sources Used by Students. Oakland: iParadigms, LLC, 2013.

Interview Published in a Magazine, Newspaper, Website or on TV/Radio

Interviewee Last, First M. "Interview Title." Interview by First M. Last. *Magazine Name*, Month Date, Year.

Article on Interview (or Online Transcript)

Obama, Michelle. "Oprah Talks to Michelle Obama." Interview by Oprah Winfrey. *O, The Oprah Magazine*, April 1, 2009.

Unpublished Interview

Unpublished interviews are normally only cited in text or in notes, but if you include it an unpublished interview in a bibliography, the citation should include the name of the interviewee, the interviewer, some identifying information if necessary or appropriate, the place and date of the interview, and where a transcript or recording is available if it is.

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.

Mobile App

Rights holder. "App Title." Title of Website with App, Version number (Year Published or Updated). Download URL (accessed on date).

Thomson Reuters Corporation. "Reuters." Apple App Store, Vers. 3.2.1 (2017). <https://itunes.apple.com/us/app/reuters/id602660809?mt=8> (accessed on 8 May 2017).



Encyclopedia entry in print

Last name, First name. *Encyclopedia Title*. # ed. # vols. Edited by First Name Last Name. City of publication: Publisher, Year of publication.
McGhee, Karen and George McKay. *Encyclopedia of Animals*. Washington, D.C.: National Geographic Society, 2007.

Online dictionary entry

Dictionary title, s.v. "Definition word," by First name Last name (if applicable), accessed Month Date, Year, URL.

Oxford Dictionaries, s.v. "food baby," accessed October 22, 2013, <http://www.oxforddictionaries.com/definition/english/food-baby>.



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



International School of Herzen University

Phone: (812)315-7442; 275-6716

Fax: (812)275-5610

E-mail: school@interschool.ru

www.interschool.ru