



**BRENTWOOD**  
COLLEGE SCHOOL

## **inteGRITy**

Promoting Academic Integrity at Brentwood College School  
2020-2021



## Introduction:

Academic Integrity aligns with our vision of transformative learning by promoting the value and process of learning rather than the attainment of grades and marks. Academic Integrity is about understanding the value of intellectual property as part of a Brentonian's respect for self and others.

The following description is taken from the University of British Columbia (UBC) Learning Commons website with permission. Wording in the description has been altered at times to represent the Brentwood context as compared to a university setting.

## What is Academic Integrity?

As a student your number one task is to learn new things but just like your teachers, you are a member of the School who contributes knowledge and ideas. Students build knowledge through research and expanding on the ideas of others. As a student, you are expected to submit original work and give credit to other people's ideas. In short, academic integrity is honest and responsible scholarship. As an academic (yes, even in high school) you are expected to contribute to this knowledge building by sharing your own ideas, evaluations and arguments. Your teacher isn't looking for you to write the "perfect" paper; they are looking for you to do some original thought. This includes:

- Creating and expressing your own ideas in course work
- Acknowledging all sources of information
- Completing assignments independently or acknowledging collaboration
- Accurately reporting results when conducting your own research or with respect to labs
- Creating unique products for assessment for different classes, unless agreed upon by teacher
- Honesty during all assessments

In order to uphold the values that govern our community, you are responsible for reporting any incidences of academic misconduct when you become aware of it.

Avoid Plagiarism. (n.d.). Retrieved from <https://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>

## Why is Academic Integrity Important?

Academic Integrity is about respecting oneself and others as it promotes the value of learning and the process of attaining knowledge. It provides you with the opportunity to practice making good decisions, and being true to yourself. In upholding academic integrity, you are able to demonstrate what you know, understand and can do. When you work hard to learn (Grit), it is very satisfying when you have the result (Joy) because you've earned it.

## Why do students make the choice to commit an academic misconduct?

Knowing the situations that lend themselves to students making the decision to commit an academic misconduct can help you to avoid it. An academic misconduct is behaviour that doesn't allow a student to genuinely show what they know, understand, and can do. Students, in general, commit academic misconduct for a variety of reasons. The most common are a lack of understanding of what academic misconduct is, poor time management and the pressure to complete an assignment on time, not understanding the assignment, and pressure to earn high marks at any cost. When you don't think you can do the work on your own to the standard you want, you are more likely to make a poor decision.

## What can you do to avoid academic misconduct?

Now that you know what leads students to be dishonest, you can take the steps to avoid it. The most important here is asking for help from your teacher! If you do not understand the assignment or the material that is going to be on the test, use tutorial time, extra help sessions, etc. to ask questions. Be sure that you understand what plagiarism is and how to avoid it. [See Appendix A] Use your planner/calendar to stay organized so time management isn't a problem. If you know it's a problem for you, ask for help to be better at managing your workload.

## Why do you want to avoid it?

- Academic misconduct **affects learning** - especially as you appear to know things and can do things that you really do not know and cannot do. Teachers cannot help you if they think you already know.
- **Trust** is easy to break and takes time to rebuild.
- You **will** need to do the work so take the time to prepare and do it yourself, following the expectations.
- Academic/personal integrity is an important part of **character/leadership**.
- Academic misconduct is easily **habit-forming**.

## Consequences for Acts of Academic Misconduct:

In the case of academic misconduct, an approach will be taken that promotes the opportunity for a student to learn from the situation with the information needed to avoid a future incident.

## First infraction

For a first infraction, the student meets with the teacher to discuss the incident and to produce a short reflection that documents the academic misconduct, from concept to product, to cover the reason it happened, how it happened (process, tools), and strategies to avoid it in the future. The intention of this reflection is to provide the student and the teacher not only with an opportunity to understand what was breached and how, but also to provide the student with knowledge and skills to act with integrity moving forward. The reflection is then submitted by the student to the teacher, Advisor, parent and the Deputy Head - Academics. The student receives an I on the assessment (Insufficient Evidence) and must re-do it within a reasonable time period for consideration of full marks.

<b>First Infraction</b>
<b>Student</b> and <b>teacher</b> meet to discuss academic misconduct and agree on a date for work to be redone/resubmitted as well as teacher assigning the Academic Misconduct Reflection.
<b>Student</b> informs parents in a timely manner.
<b>Teacher</b> informs parents and Advisor and Deputy Head - Academics with an email, with the offer of a follow-up call for parents, if desired.
<b>Student</b> completes the Academic Misconduct Reflection and submits it to Deputy Head - Academics, teacher and Advisor.
<b>Student</b> attends mandatory Saturday Night Prep until assignment/assessment is redone and submitted to the teacher for evaluation.

## Second infraction

For a second infraction, the process mirrors the first except the student meets with the Deputy Head - Academics and more free time will be sacrificed.

<b>Second Infraction</b>
<b>Student</b> and <b>teacher</b> meet to discuss academic misconduct and agree on a date for work to be redone/resubmitted.
<b>Student</b> informs parents in a timely manner.
<b>Teacher</b> informs parents and Advisor and Deputy Head - Academics with an email, with the offer of a follow-up call for parents, if desired. <b>Deputy Head - Academics</b> will inform teacher if this is a second or third infraction.
<b>Student</b> meets with <b>Deputy Head - Academics</b> and <b>Advisor</b> and reflection is assigned, as well as any further assignments to improve understanding.

**Student** reflection is produced and signed then submitted to teacher and Deputy Head - Academics.

**Student** attends mandatory Saturday Night Prep for three consecutive Saturdays, where training modules may be assigned to increase student knowledge.

### **Third and beyond infraction**

Instances of Academic Misconduct beyond a second infraction may be seen as a breach of the major school rules. A meeting with the Deputy Head - Academics occurs, and sanctions can include school discipline in addition to a possible academic penalty.

### **Third Infraction**

**Student** and **teacher** meet to discuss academic misconduct and agree on a date for work to be redone/resubmitted.

**Student** informs parents in a timely manner.

**Teacher** emails parents, Advisor and Deputy Head - Academics. **Deputy Head - Academics** will inform teacher if this is a second or third infraction.

**Student** meets with **Deputy Head - Academics** and consequences are determined, which can include suspension for a breach of the school rules.

**Deputy Head - Academics** emails parents to ensure they are aware, with teacher and Advisor cc'd.

**Deputy Head - Academics** meets with **Deputy Head - Student Life** and **Advisor** to determine consequences which can include suspension for a breach of the school rules.

## **Appendix A: Descriptions and Examples of Academic Misconduct**

The definitions and examples below were created after personal communication with the Academic Integrity Office of Ryerson University, with a few adaptations.

**Cheating** includes but is not limited to:

- having ready access to and/or using aids or devices (including wireless communication devices) not expressly allowed by the instructor during an examination, test, quiz, or other evaluation
- copying another person's answer(s) on a test, exam, quiz, lab report, or other work to be evaluated
- copying another person's answers, with or without their permission
- consulting with another person or with unauthorized materials outside of an examination room during the examination period (e.g. discussing an exam or consulting materials during an emergency evacuation or when permitted to use a washroom)
- improperly submitting an answer to a test or examination question completed, in whole or part, outside the examination room unless expressly permitted by the instructor
- resubmitting altered test or examination work after it has already been evaluate
- presenting falsified or fabricated material, including research results
- improperly obtaining, through deceit, theft, bribery, collusion or otherwise, access to examination paper(s) or set of questions, or other confidential information
- collaborating on work to be evaluated where such collaboration is not permissible

**Contract Cheating:** Use of a third party, such as peers or family members, to complete work, with or without payment, for a student, who then submits the work as their own, where such input is not permitted.

**Plagiarism** may be:

### **Accidental or Unintentional**

You may not even know that you're plagiarizing. Make sure you understand the difference between quoting and paraphrasing, as well as the way to cite material.

### **Blatant**

This time you're well aware of what you're doing. Purposefully using someone else's ideas or work without proper acknowledgment is plagiarism.

**Accidental or Blatant Plagiarism** include but are not limited to:

- claiming, submitting or presenting the words, ideas, artistry, drawings, images or data of another person, including information found on the Internet and unpublished materials, as if they are one's own, without appropriate referencing
- claiming, submitting or presenting someone else's work, ideas, opinions or theories as if they are one's own, without proper referencing
- claiming, submitting or presenting another person's substantial compositional contributions, assistance, edits or changes to an assignment as one's own
- claiming, submitting or presenting collaborative work as if it were created solely by oneself or one's group
- minimally paraphrasing someone else's work by changing only a few words and not citing the original source.

### **Self**

It's your own work so you should be able to do what you want with it, right? Wrong. Handing in the same paper (or substantially the same paper) for two courses without getting permission from your teacher is plagiarism.

**Misrepresentation of Personal Identity or Performance** includes but is not limited to:

- submitting stolen or purchased assignments or research
- impersonating someone or having someone impersonate you in person, in writing, or electronically (both the impersonator and the impersonated, if aware of the act, may be subject to a penalty)
- falsely identifying oneself or misrepresenting one's personal performance outside of a particular course, in a course in which one is not officially enrolled, or in the admissions process (e.g. submission of portfolios, essays, transcripts or documents)
- withholding or altering academic information, portfolios, essays, transcripts or documents, including during the admissions process.

**Submission of False Information** includes but is not limited to:

- submitting altered, forged or falsified medical or other certificates or documents for academic consideration, or making false claims for such consideration, including in or as part of an academic appeal, or the Academic Misconduct process
- submitting false academic credentials
- altering, in any way, official documents issued by a school
- submitting falsified letters of reference.

### **Unauthorized Use of Intellectual Property:**

Use of the intellectual property of others for distribution, sale or profit without the authorization

of the owner of that material. This includes slides and presentation materials used in a class wherever the owner of those materials has not authorized further use.

**Contributing to Academic Misconduct** includes but is not limited to:

- offering, giving, sharing or selling essays, questions and/or answers to tests or exams, quizzes or other assignments unless authorized to do so;
- allowing work to be copied during an examination, test, or for other assignments.

**Do teachers really check for plagiarism?**

YES! Teachers often keep copies of previous assignments for reference. In addition, Brentwood subscribes to TurnItIn.com, an online service that scans essays and papers to check for material copied from web sites or purchased from essay mills, published works, or previously submitted essays. Each writer has a 'voice' and your teacher knows yours. When it is not in your voice, it is quite obvious.

**Tips for Avoiding Plagiarism:**

1. Get started early to avoid panic situations which might tempt you to plagiarize.
2. See your teacher ahead of deadlines to go over expectations and to ask questions about citations.
3. Take careful notes on what you read and where you found the ideas. Use Refworks to keep track of your sources as you go along.
4. Acknowledge ALL sources from which you use ideas. This includes books, journal articles, websites, e-mail communication, film, videos, audio recordings, etc.
5. Always cite:
  - Direct quotations taken from sources - place quotation marks "" around direct quotes as you write them down, to remember which are direct quotes and which are not.
  - Paraphrased ideas and opinions taken from someone else's work. [Paraphrased is when you read something, get an idea from it and then put it into your own words, but don't give credit for the idea.]
  - Summaries of ideas taken from someone else's work
  - Factual information, including statistics or other data – with the exception of anything that is considered common knowledge (i.e. well known facts like "British Columbia is a province in Canada").
  - Different disciplines use different style guides, so check with your teacher to make sure you are using the right one.
6. When reviewing your paper, ask yourself :
  - Is the idea or argument presented mine?
  - Are the words my own?
  - Can my work be clearly distinguished from the work of others?