A I C S

Academic

Honesty **P**olicy

and **S**tyle **G**uide

Version 2.4

Academic Honesty Policy and Style Guide

This Policy has been amended to include the introduction of the Careers Programme, all elements particular to this programme will be in effect from August 2020.

Academic Honesty Policy and Style Guide

Contents

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Academic Honesty Policy

Academic Honesty Policy Philosophy statement

Our aim is to encourage all members of our community to share their personal learning and understanding in a principled manner. Principled action requires respecting one's own intellectual property as well as that of others. Acknowledging our sources and developing personal understanding from other sources shows our academic ethos.

Academic Honesty

Academic honesty takes place when we create personal understanding by synthesizing information from an existing body of knowledge which we acknowledge appropriately.

Rationale

The aim of this Academic Honesty Policy is to foster and enhance understanding and awareness of academic honesty throughout our school community enabling all stakeholders to be principled and act with integrity, understanding the integral role of academic honesty with regards to learning.

This Policy has been amended to include the introduction of the Careers Programme, all elements particular to this programme will be in effect from August 2020.

Furthermore, this document aims to clarify guidelines, procedures and expectations that the school community has set. It should be used as a guide and consulted when necessary.

The Policy was created through collaboration between various stakeholder groups (the committee including parents/guardians, students, teachers and support staff; the Student Council with representatives from various age groups; Subject Area Coordinators; Leadership Team, IB coordinators and Senior Management) following IB and Pearson guidelines (please see documents consulted for further reference) and submitted for final review and approval to the Participation Council.

The Student's Responsibilities

Students are responsible for:

- Thinking critically about their sources
- Being proactive in their approach to learning how to research and reference
- Applying what they have learned across subjects
- Asking if they do not understand
- Citing their work properly
- Producing and submitting their own work
- Reporting incidents of potential academic misconduct involving themselves and/or third parties

The Teacher's Responsibilities

Teachers are responsible for:

- Helping students develop an understanding of what academic honesty is in line with the vision of the school
- Guiding students through creative processes where applicable
- Explicitly teaching and reinforcing research and referencing where necessary
- Providing feedback on referencing where applicable
- Addressing the difference between reliable and unreliable sources, and as an example of good practice providing some examples of reliable sources where possible
- Being proactive with regards to understanding the school's referencing system
- Documenting the process as part of the Approaches to Learning Skills in their units on Managebac where applicable
- Using the Turnitin function on Managebac to check for plagiarism where applicable
- Following the procedure set out in this policy and those of the IB and Pearson for the Careers Programme
- Being familiar with and using the *Style Guide* to reference their own work
- Making active references to the Learner Profile (Principled, Communicators)

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- Highlighting the differences between collaboration and collusion and using assessment methods to promote collaboration such as peer and/or self-assessment (For further information on assessment please refer to the Assessment Policy).
- Acting as role models which includes:
  - Partaking in standardization procedures
  - Referencing their own work as appropriate (including the acknowledgement of other colleagues)
  - Respecting fair use policies with regards to copying print and web materials
  - Reporting incidents of potential academic misconduct and collecting evidence demonstrating the misconduct

The IB Coordinator's responsibilities

The IB Coordinators are responsible for:

- Ensuring that students and parents/guardians receive the necessary documentation
- Providing individual support to teachers
- Providing workshops and trainings for students, teachers and parents/guardians
- Ensuring the development of a vertical plan of expectations including examples
- Ensuring the development and articulation of the relevant ATL skills (research and self-management)
- Following up on school, Pearson(for the CP) and IB procedures as necessary

The School's Responsibilities

The school is responsible for

- Making this document accessible to all stakeholders on the website
- Informing stakeholders of expectations, the *Style Guide* and the Academic Honesty Policy
- Ensuring that training for teachers and parents/guardians to develop a shared understanding of academic honesty takes place
- Following up on procedures as necessary
- Ensuring that referencing is part of the taught and written curriculum
- Monitoring the implementation of the Academic Honesty Policy
  - Ensuring periodic review of the policy following the review cycle and any necessary additional reviews for amendments
  - Ensuring that students new to the school and their parents are provided with the Academic Honesty Policy by providing online access
  - Ensuring that communications from the school are sourced appropriately (including multi-media sources)

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The Parents/Guardian's Responsibilities

We expect all our community members including parents/guardians and other people involved in supporting students outside of school support to act in line with the vision of the IB and the school. With regards to Academic Honesty this means encouraging principled action and a proactive approach from the students.

Parents/guardians may offer support by:

- Supporting and encouraging independence
- Promoting respect for other people's work
- Discussing the sources the students are using with them
- Helping, reviewing and advising but not producing the students' work
- Being informed on how to help the students receive support
- Supporting the school and students' responsibilities
- Helping students with acknowledging sources in the appropriate style if necessary

Tutors

Parents/guardians and students engaging tutors to help with their work should note that Tutors should support and advise the students and not do the work for them.

Responsibility of Library and SST Support Staff:

Support Staff are responsible for:

- Providing individual guidance (on request)
- Advising on the available tools
- Having a copy of the *Style Guide* and other relevant academic honesty documents for students to access
- Helping with research
- Being informed and familiar with the *Style Guide*
- Pointing students in the right direction

Education and Support

For students:

MYP 1 to DP2 students will be expected to develop their understanding of Academic Honesty. There will be several areas of support for this

1. Students will receive hands-on workshops to help them develop skills in the Carousel at the beginning of the year during which. These will be differentiated per year level.

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2. Students will receive explicit instructions with regards to developing skills related to academic honesty during their subject classes (when writing essays for example).
3. Students will receive individual support on request from library staff and teachers.
4. Mentors will play a role in helping to develop understanding.
5. The students in the Student Council will make their peers aware of the policy and its contents.
6. Students will be able to develop ways in which to incorporate aspects of Academic Honesty in CAS/SASA (eg Peer Coaching, being part of the Review Committee).
7. Aim Higher may be used as an opportunity to reinforce/ raise awareness and understanding.

For parents/guardians:
1. Parents/guardians will receive copy of the Academic Honesty Policy in the form of a contract which will need to be returned and signed by both parents/guardians and students.[1]
2. Parents/guardians will be reminded by an email from the mentors of the policy.
3. Academic Honesty will be a theme addressed periodically during the parent evenings.

For teachers:
1. Teachers will have access to all the relevant information.
2. Teachers will receive training in implementing Academic Honesty.
3. Teachers will receive one-on-one support from the IB Coordinators.

Tools
- Turnitin via Managebac (only accessible for teachers)
- *Academic Honesty Policy and Style Guide*
- Noodletools: https://my.noodletools.com/logon/signin?group=23905&code=5517
- MLA Handbooks provided in the library
- MLA support online: https://style.mla.org/

Students with a minimum level of English and students new to the school
Students with limited English as well as students new to the school will be given the opportunity to develop their understanding of Academic Honesty as they develop their language skills.

In addition, students new to the school will be given the opportunity to develop their understanding of Academic Honesty and it will form part of the induction programme (currently under development).

Age Appropriate Guidance
The school has a set of expectations, differentiated according to age that our students are expected to meet. For specific examples please refer to the *Style Guide*.

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[1] We are currently working on a way to introduce this digitally. We have included it as part of the Programme of Assessments and Examinations document for DP and CP students and parents to sign. All students were requested to sign at the end of the Carousel activity

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MYP1 students

- Will have a basic understanding of what their own work is as opposed to what they have copied
- Will be expected to create a bibliography
- Will be expected to use simple quotations in their written work
- In arts they will become aware of influences of other artists on their own work

MYP2 students

Will continue to develop their understanding of "own work" and will realise that some personal understanding needs to be developed in addition to all the citations.

They will begin to

- integrate quotations in their work
- include in-text referencing
- question the validity of their sources

Students are introduced to the idea of fair use in an informal fashion.

MYP 3 students

Will continue to develop their understanding of "own work" realizing that personal understanding also develops from looking at sources critically and that combining the use of sources with their own understanding improves the academic quality of their work.

Students will be expected to

- Use in-text referencing
- Evaluate their sources
- Think critically about accurate referencing
- Keep track of their sources as part of the process
- For music, students will have an understanding of fair use and copyright issues concerning music.
- For arts, students become more aware of the importance of and how to cite their references thus understanding the importance of process and evaluations and reflections. They will develop their understanding of the differences between creator and performer.

MYP 4 students

Students will understand that their own work is dependent on that of others. The student produces "own work" showing academic ethos and academic rigour through using a variety of sources, evaluating these and critically applying the understanding

Students will consolidate their understanding of referencing as stated above.

Students will understand the process of developing their learning through the use of sources and continue to develop their understanding of the differences between creators, performers, source texts, translation and performances.

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MYP5 students

The Personal Project provides the ideal opportunity for students to develop their own work and understand the importance of using a variety of sources, appropriately and independently. The process spanning several months will require organization and self-management and will be a culmination of work started with regards to Academic Honesty in MYP3.

Additional focus will be placed on the evaluation of the sources as well as correct formatting.

Students will understand the importance of keeping school work off the Internet and the consequences of plagiarizing work on YouTube Instagram etc.

Students will have refined their understanding of the fine line between inspiration and stealing. Please refer to the *Style Guide* for further clarification.

Students will have mastered the different rules for the many parts of art work (lyrics, chords, scripts, materials).

Students will know how to credit appropriately in group work (IB requirement).

DP and CP students

Students will grasp and understand the concept of Academic Honesty and the relevance of this to their personal and professional development (although they may struggle to act in a principled manner due to the demands of the programme). They will have a grasp of the importance of intellectual property with regards to their own work as well as that of others.

The extent of referencing that is expected of them could be quite intricate and they will be expected to ask for and be provided with specific support.

They now have many assignments where their personal integrity and commitment to school ethos will play a role. Students will be expected to be diligent and careful with regards to their sourcing.

Through practice in previous years they will understand the importance of focus on the process of their creativity as well as the end result.

Academic Misconduct

For further guidance with regards to the forms of academic misconduct indicated below please refer to the *Style Guide*

What constitutes academic misconduct?

Definition of Academic Misconduct:

> The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to:

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a. **plagiarism**—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment [This includes the purchase of online essays]

b. **collusion**—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another

c. **duplication of work**—this is defined as the presentation of the same work for different assessment components and/or DP core requirements

d. **misconduct during an IB examination** (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate) General regulations: Diploma Programme 13

e. **unethical behaviour** such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research

f. **any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate** (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media). (International Baccalaureate Organization)

Pearson defines academic misconduct as "any act, default or practice which

- compromises or attempts to compromise the process of assessment, the integrity of any qualification, or the validity of a result or certificate; and or
- damages the authority, reputation or credibility of any awarding organization or centre or any officer, employee or agent of any awarding organization or centre." (Pearson)

Consequences of academic misconduct
We aim to keep our procedures in line with the IB and Pearson guidelines and expectations as well as those of Esprit Scholen. Academic misconduct will have consequences.

There are many reasons why students may not complete their assignments and/or tests with academic honesty. These can range from lack of awareness to lack of time or pure malicious intent. While the IB categorically states that academic misconduct can be "deliberate or inadvertent" (International Baccalaureate Organization), our aim and that of the IB is always to enable students to learn. Academic honesty also needs to be practised and learned and this can involve making mistakes. Each case will be looked at on an individual basis taking into account relevant factors including the reason for the academic misconduct as well as prior infractions. However, students must understand the seriousness of academic misconduct.

Students new to the school and/or with limited English:
The student's cultural background, emotional adaptation to the school and an IB educational system will be taken into account and weigh heavily with regards to any further decisions. In these cases, advice will be asked from the mentor and if applicable the English Language Acquisition teacher. In the case of external assessments, no exceptions with regard to language or cultural adaptation will be made.
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Academic Honesty Policy and Style Guide

Procedures for assessments towards the MYP Certificate and the Diploma Programme

For externally and internally assessed exam components including e-portfolios as well as the official exams and e-assessments the official IB regulations will be followed to the letter. Please refer to the relevant and current version of the *Middle Years Programme Handbook of Procedures* or *Diploma Programme Handbook of Procedures*. In addition the official Esprit Scholen procedure will be followed as indicated in the schools *Programme of Assessments and Examinations* for the relevant year.

Once academic misconduct has been suspected, the student will be informed and provided with evidence (if applicable) by the relevant Leader for Learning, IB Coordinator and Mentor.

- The Leader for Learning will inform the student of the situation and the procedure within the school
- The IB Coordinator will inform the student of the IB process
- The Mentor will provide support for the student. (in the event of the teacher also being the mentor, another teacher will take the place of the mentor)
- The IB Coordinator will inform the parents/guardians

Please note that students will always be informed of allegations of academic misconduct prior to the parents/guardians.

The IB has final decision in these cases

Procedures for assessments towards Career Programme

For the Careers Programme, the same process and relevant IB criteria apply as above for the Diploma Programme. In addition the Pearson Guidelines apply to the BTEC level 3 Diploma in Business as outlined in *Centre guidance: Dealing with Malpractice and Maladministyration in Vocational Qualifications*.

Pearson has the final decision in these cases. It should be noted that students may be barred from taking exams with Peason again for a number of years. (Pearson)

Procedures and consequences for in-school assignments and assessments

In the case of an allegation of academic misconduct:

- The teacher discovers a case of academic misconduct
- The teacher discusses this with the student to gain input from the student regarding the misconduct – no decision will be taken at this point
- The teacher will inform the mentor of the student
- The latter will check the student's record for prior infractions in Magister.
- If prior infraction(s) have been noted then proceed as below
- If there are no records of prior infractions the teacher and mentor will discuss the best course of action for this student to improve their understanding of set expectations, which may be a warning, the opportunity to adapt the referencing, attending Aim Higher or any other appropriate course of action.
- The final decision is made by the teacher (note: this does not apply to official exam components).

First infraction

For all students:

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- The teacher discovers a case of academic misconduct
- The teacher will inform the mentor of the student
- The mentor will check the student's record on Magister to ensure that this is a first infraction
- The teacher discusses this with the student in order to double check and discuss the circumstances
- The teacher will explain why the action taken by the student was inadmissible and what the consequences are
- The teacher will ask the student to explain the situation at home
  For MYP 1-3 students
- The assignment will be noted as not assessed (n/a) and the student will be required to complete the assignment during the next catch-up week
  For MYP 4-5 and DP students
- The student will be awarded zero marks for this assignment which will result in a grade 1
- The student will not be allowed to re-do the assignment for a mark. The teacher may allow the student to redo the assignment for formative feedback. This decision is at the discretion of the teacher.
  For all students:
- The parents/guardians will be informed when the student will receive a detention for academic misconduct (see the Student Handbook). This is sent out and recorded in Magister by administration.

Second infraction

For all students:
- The teacher will inform the mentor of the student
- The mentor will check the student's record on Magister to determine that this is a second infraction
- The teacher discusses this with the student in order to double check and discuss the circumstances
- The teacher will explain why the action taken by the student was inadmissible and what the consequences are
  For MYP1-3 Students
- The assignment will be noted as not assessed (n/a) and the student will be required to complete the assignment during the next catch-up week.
  For MYP 4-5 and DP students
- The student will be awarded zero marks for this assignment which will result in a grade 1
- The student will not be allowed to re-do the assignment for a mark. The teacher may allow the student to redo the assignment for formative feedback. This decision is at the discretion of the teacher.
  For all students:
- The Leader for Learning of the relevant year level will be informed who in turn will inform the Head of School.
- The Leader for Learning will invite the parents/guardians in to discuss the matter and consider a course of action to prevent this situation from occurring again.

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- The student will receive an in-school suspension which will be recorded in Magister by the administration team

Further infractions

In the event of subsequent infractions, the procedure for the second infraction will be followed. In addition a case worker from the Student Support Team will be invited to the meeting with the parents/guardians to discuss further necessary action during which the process of restorative justice will be considered.

The rights of the student

- The student has a right to share his/her side of the story explaining the circumstances
- The student has a right to object to the allegation and to request a second opinion and should indicate this to the mentor
- The student has a right to instruction regarding Academic honesty
- The student has a right to be treated with respect despite evidence of academic misconduct

Other documents (to be) consulted

IB Publications:

Academic Honesty in the Middle Years Programme

Academic Honesty in the Diploma Programme

Conduct in the MYP on-screen examinations (2015)

Conduct of the examinations (2017)

Are you completing your IB assignments honestly? (2012)

Academic honesty in the IB educational context (August 2014). November 2016

Ethical Practice in the Diploma Programme (2006)

MYP: From principles into practice:

    Teaching academic honesty

    Understanding Academic misconduct

    Implementation Policies

Coordinator support material

    Standard B1: Academic honesty policy

MYP Handbook of procedures: 3.3 Academic honesty

DP Handbook of procedures: A1.9 Academic honesty

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School Publications:

AICS Style Guide – 2016 Edition

Student handbook

Teachers Handbook

Programme of Assessments and Examinations

Areas of further Research

- Continue to review and make amendments to *Style Guide* based on feedback from students and teachers
- How to teach the concept of Academic Honesty

A policy on review

- The policy will be implemented November 1
- Amendments will be made on a regular basis in January and May; suggestions for amendments will be passed through Participation Council
- First review will take place in January 2020 (the school year 2019-2020)
- Representatives of all stakeholders will be included in the review committee
- The Participation and Student Councils will be consulted

AICS HOUSE STYLE GUIDE

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Part 1

Introduction

The first edition of this style guide was compiled in 2009. It is now time to update and revise in order to better meet the needs of our community and address more modern referencing requirements.

After much deliberation and discussion, the decision has been made to adhere to the MLA style for referencing purposes.

The aim of the *Style Guide* is to provide both students and teachers with a reference guide to facilitate referencing and encourage good practice.

Sustained effort, education and raising of awareness will help to ensure that the Academic Honesty Policy in conjunction with the Style Guide will enable and encourage all members of our community to be principled and act with academic integrity when presenting their work.

General Guidelines

Please bear in mind that any work you hand in is not only a reflection of your ability but also of your approach and attitude. Your academic honesty and principled behavior help to develop a culture of trust between teachers and students. Taking care of how you present work and doing so in a timely manner give a good impression, showing self-management and reflective skills. Please make sure that you follow the instructions in this guide.

Special note for teachers

Please note that dyslexic students find it easier to read sans-serif letter types such as this one (Calibri) or Arial, that do not have serifs, as opposed to Times New Roman and Bookman Old Style that do.

Please consider carefully whether your assignment requires a title page. Please bear in mind that a title page is likely to take up a disproportionate amount of the students' time as well as costing additional paper and ink if printed.

Plagiarism and how to avoid plagiarism

-Don't leave your work to the last minute; think about your planning and research skills. Rushing to finish a task may entice (tempt) you to copy the work of others.
-Take notes or prepare mind maps only including the most important information. Use your own words.
-Combine information from different sources and present it in an original way.
-Reference your sources accurately, keep detailed notes as you go.
-If you copy words, use quotation marks and references.

The thin line between plagiarism, common knowledge and inspiration

As you can see in the image on page 18, plagiarism is more complex than you might originally think. Questions that you may have asked yourself or discussed might include: Can you be original? Is common knowledge the same for everybody? We are all inspired by other sources, how can you track all that?

The following example addresses and explains some of this:

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Look at the text below, which is copied word-for-word from a book called *Russia under Tsarism and Communism* (Corin):

> The use of terror, which played a role in the communist hold on power since 1917, became a central part of the Soviet regime during the 1930s with the launching of the Great Purges against prominent party members. A series of show trials were held which saw former leaders of the regime accused and then in nearly all cases, executed. Yet the purges were to extend beyond those former leaders who had fallen out with Stalin, to include army personnel and middle-ranking officials of the party. Anyone who could be labelled an 'enemy of the people' might find themselves bundled away in the night by the secret police and never seen again.

Now compare it with a rewritten version:

> The use of terror was a key part of the communist power in the 1930s. The Great Purges were launched against important party members. Previous leaders were tried and in nearly all cases killed. The purges also extended to army personnel and middle-ranking officials. Anyone could be labelled an 'enemy of the people' and find themselves taken away by the secret police, never to be seen again.

In the rewritten version, some words have been left out. Others have been replaced by synonyms, for example, 'former' has been changed to 'previous' and 'prominent' has been replaced by 'important'. However, **the rewritten version is still plagiarism**! It remains too similar to the original text and the sentence structure is largely unchanged.

How can the information from the original text be expressed in a creative way, without plagiarism?

Good example:

> The Great Purges lasted for about four years, from *1934 to 1938*. During this period *millions* of Russians - politicians, people in the armed forces, *artists and scientists* – were arrested and were either sent to the *labour camps* or shot. Most of those accused of various fictional crimes were never seen again. These purges were a way for Stalin to get rid of people he no longer trusted and consequently served as central tool for the Soviet regime to tighten its hold on power. (Corin)

Notice that the example above uses the information from the original source, but also includes facts from other sources (for the purpose of clarity, these are shown in italics). Information that was not complete or clear in the original text has been added. The sentence structure is also different. Note how the original source is referenced.

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Academic Honesty Policy and Style Guide

#1. CLONE
Submitting another's work, word-for-word, as one's own

#2. CTRL-C
Contains significant portions of text from a single source without alterations

#3. FIND - REPLACE
Changing key words and phrases but retaining the essential content of the source

#4. REMIX
Paraphrases from multiple sources, made to fit together

#5. RECYCLE
Borrows generously from the writer's previous work without citation

#6. HYBRID
Combines perfectly cited sources with copied passages without citation

#7. MASHUP
Mixes copied material from multiple sources

#8. 404 ERROR
Includes citations to non-existent or inaccurate information about sources

#9. AGGREGATOR
Includes proper citation to sources but the paper contains almost no original work

#10. RE-TWEET
Includes proper citation, but relies too closely on the text's original wording and/or structure
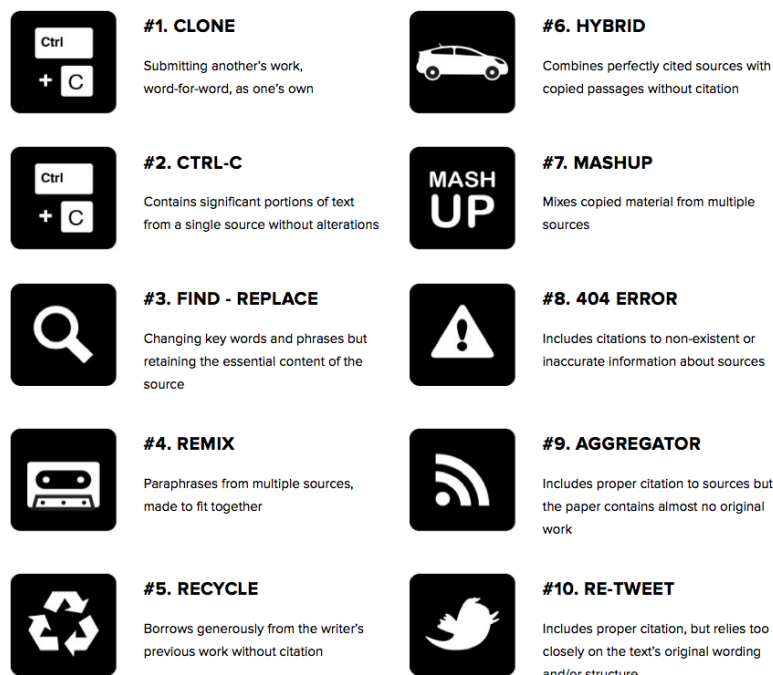
Fig 1: Forms of plagiarism (Academic Integrity and Plagiarism: Types of Plagiarism)

How to avoid collusion:

1. Don't allow other people to copy your work

2. Make sure that if you are working in a group that everybody contributes; if this is not the case discuss this with your teacher.

3. Make sure that you draw your own conclusions and evaluations and ensure that all the writing is your own. Collaboration includes all members of a group contributing and being accountable for their part of the work. If you need to hand in an individual piece of work resulting from group work, then you cannot hand in the same piece of work as someone else, this is considered collusion.

4. Make sure that you add your name to your work

How to avoid duplication of work:

1. Make sure you only submit an assignment once for one subject only.

2. Make sure that you reference your own work if you are using something you wrote in the past

How to avoid misconduct during a test or exam:

1. Make sure you know what the rules are

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2. Make sure that you stick to the rules

3. Remember it is better to argue later at all times.

How to avoid unethical behavior:

1. Refer to the Ethical Guidelines poster (International Baccalaureate Organisation)

2. Discuss any possible concerns with your teacher

3. Remember that what is perfectly acceptable for you might not be for somebody else.

How to avoid gaining an unfair advantage and/or allowing others to gain an unfair advantage

1. Be principled in your actions (this might not always be easy)

2. Discuss possible issues with your teacher/mentor or parents to help in this matter

3. Do not pass on information regarding a test or exam to students who have yet to take the test or exam.

Part 2 - Aspects of Style

Note the following guidelines have been adapted from MLA Handbook, Eighth Edition, 2016 following the appropriate referencing needs of our students in language accessible to them. The examples used here are designed to be clear and often familiar to our students. Sometimes relevant information has been added for the particular target groups. Please refer to the template in Appendix 1 as this can help you practice and track your sources

Font

Please make sure that you use a font (letter type) that is easy to read and a normal size.

Examples:
Acceptable: Calibri 11, Times New Roman 11, Arial 10
Not Acceptable: Blackadder ITC 8 or freestyle script 12 etc.

Names of Persons

The first time you use a person's name in your work you should use their full name if known, the times after that you can refer to them by their surname. Make sure you spell these correctly and as they are used. For example, you should not change J. K. Rowling to J. Rowling. For names from other languages please consult https://style.mla.org/works-cited-a-quick-guide/

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Titles

Make sure that your titles are accurate. The first word is always capitalized. All following words should be capitalized with the exception of prepositions and articles (the, a, an), coordinating conjunctions (and, but, for, nor, or, so, yet) and *to* infinitives (when to is part of a verb).

- Poems that do not have titles are referred to by the first line

Example:

Because I Could Not Stop for Death

- Use a colon (:) and a space to separate a title from a subtitle.

Example:

Mindfulness Plain and Simple: A Practical Guide to Inner Peace.

- All titles should be in italics or in "quotation marks". Use italics when the source is self-contained or independent (e.g. a book), for containers and works containing various other works (an anthology). Use quotation marks when the sources are contained in a larger work (e.g. a short story in a collection of short stories):

Examples:

The Hunger Games. (Title of a book, "The" is the first word in the title)

Butterflies and Moths. (Title of a book, "and" is a coordinating conjunction)

Interdisciplinary Learning through Dance. (Title of a book, "through" is a preposition)

Mindfulness Plain and Simple: A Practical Guide to Inner Peace. (punctuation for subtitles, "to" is a preposition)

- The exception to this rule are Musical Compositions (which should be identified by Form, Number and key) all capitalized and Series which should be capitalized as titles as should Conferences, Seminars, Workshops and Courses.

Examples:

Victorian Poetry: An Annotated Anthology, "Jenny" (Victorian Poetry is the container, Jenny the poem)

Beethoven's Symphony no. 7 in A (exception, musical composition)

Drama Anthologies. (This is series and thus an exception)

For more complex issues, please refer to https://style.mla.org/ or https://owl.english.purdue.edu/owl/resource/747/01/

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In-text Citations

Quotations and references should be used in most written pieces of work to provide support for ideas, analysis and argumentation. Other people's ideas should always be acknowledged and referenced. (For more information on this, see the section on how to avoid plagiarism). Doing so ensures that you show careful consideration of the development of your work, that you have consulted experts in order to form a valid perspective. You must cite everything you have borrowed including facts and paraphrased ideas. At the end of each piece of written work, there should be a Works Cited (bibliography) following the MLA style guide (see the end of this document for an example and/or the section on Works Cited).

If you are citing various works by the same author, include the title in the citation.
If you are including works by different authors with the same surname then then include the initials.
If you do not have an author or the author is an organization your citation must include the title.
You can generate citations automatically using Word once you have created a bibliography. Go to References, Style (click on MLA), Bibliography and Insert citation, which you can then edit to add page number.

Quotations

Direct quotations should be accurate and specific in order to support the points you are making and fit grammatically in your sentence. If you wish to change a word, this may only be to ensure grammatical adjustment. Any additions you make must be in square parenthesis. If the punctuation is in the quotation the quotation marks should be outside it.

Look at the following examples from *The Hunger Games*:

- Using the author's exact words:

"my future with Peeta, even his last comment." (Collins, The Hunger Games)

- Integrating a quotation into a sentence in order to highlight a point, in this case how dangerous the Peacekeepers are:

"This may be enough to keep the real wolves, also known as the Peacekeepers, from my door." (Collins, The Hunger Games)
The Peacekeepers are also referred to as "real wolves", (Collins, The Hunger Games)

- Adding to or modifying the quotation in order for the sentence to be grammatically correct, add square brackets to changes:

The character is pleased as "[t]his may be enough to keep the real wolves, also known as Peacekeepers, from [her] door." (Collins, The Hunger Games) Here I have used square parenthesis as I have made changes to make sure the sentence is grammatically correct.

- Excluding irrelevant information or leaving out words, add an ellipsis (…):

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The character is pleased as "[t]his may be enough to keep the real wolves… from [her] door." (Collins, The Hunger Games) Here I have added an ellipsis as the words I have removed do not add any value to my point.

- Quoting dialogue from a play you indent as you would a longer piece of text. Indicate the person speaking in full in capital letters:

    BLANCHE   You have such a strange expression on your face!

    STELLA   Oh – (She tries to laugh.) I guess I'm a little tired

- Integrating short quotations from poems in the text, use a forward dash (/) to indicate a new line and an ellipsis to show that the words are not at the end of the line and/ or that you are not starting at the beginning of a line:

The reality is, as the voice expresses "… I do know/ These things were sweet…."

- Integrating longer quotations (longer than 4 lines) should be done in a separate paragraph and indented, this also applies to longer poems or sections of poems.

    Antonio Conte will come face to face with Diego Costa this evening as the Spain forward, who completed his move to Atlético Madrid on Tuesday, is intending to bid farewell to his former Chelsea team-mates and staff in the tunnel at the Wanda Metropolitano ahead of Wednesday night's Champions League tie between the clubs. (Fifield)

Mathematical Symbols
Symbols used on calculators such as * ^ should not be used, the correct symbols should be inserted using Word, Insert symbol.

Numbers
- In essays, numbers one to nine should be written out in full: nine, eight, three
- Numbers should be used in front of units of measurement: 5 metres, 250 litres
- For large numbers use a combination of numerals and words: 4,5 million
- Write out dates in full within your work: 12 January 2018
- In the works cited list, you may abbreviate the months: 12 Jan, 2018

For further details see https://style.mla.org/

Paragraphs
A new paragraph should start on the left with a blank line in between paragraphs

Contents Page
If required, a contents page should be included with headings on the left and the page numbers on the right side of the page. It must be on the page following the title page. A content page can be generated automatically using Word once subheadings have been assigned. Click on **Home** and then **References** then **Table of Contents**. (For an example, see this document)

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Illustrations, diagrams, charts, videos and other visuals

The aim of having visuals in your work is to make your information clearer; think about the purpose of adding this visual. Please note rules for tables are slightly different, see below

- **Illustrations** and other visuals excluding tables should be:

    o   neat, clear and not distorted

    o   relevant

    o   have a title (starting on the same line as the figure number

    o   if necessary, a reference.

    o   must be numbered example: Figure 1 (note the capital letter) and referred to in the text: (fig. 1) (not a capital letter and in brackets).

    o   Must have a caption which should provide a title or explanatory note and/or source information

    o   must be included in your works cited unless you have provided the source in the caption

Fig. 2 Interesting

Source: Meme Generator; That's-So-Interesting-Please-Tell-Me-More

- **Tables** should be

    o   numbered (no additional punctuation)

    o   referred to in the text as (table 1) (no capital letter).

    o   given a caption/title on the next line after the table number

    o   Indicate the source

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Table 1

Example of an Excel table

Source: Wilson, Tim. *Excel tables - Overlooked, Yet Awseome*. 2 July 2012. 27 September 2017.

Types of work other than written work

We have included detailed instructions for the referencing of written work and PowerPoints. You may of course produce other projects that require the use of sources. Remember that it is important that you share your sources in these situations as well.

Always make sure that you have a list of works consulted and hand this in separately if need be. You may be required to write a rationale as well in which you will need to explain what you are trying to achieve.

If you make a video, you could overlay your sources at the end

You might wish to discuss this with your teacher beforehand.

Reports

Reports should be well structured for all subjects. Make sure all headings are clear. Take care with punctuation, grammar and spelling. Make sure that the style of language you are using is appropriate to the task and that you include all the necessary elements (for example and content page).

Essays

Essays should be well structured for all subjects: introduction, body paragraphs and a conclusion. Take care with punctuation, grammar and spelling. Make sure that the style of language you are using is appropriate to the task.

PowerPoint Presentations

When creating PP presentations:

- Ensure that your slides are clear, uncluttered and accurate
- The information presented adds to what you have to say (do not read from your PPT)
- Information is properly cited (include citations on your slides and works cited section at the end)

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Footnotes and end notes

Footnotes and end notes should be used sparingly and numbered in superscript. They should only be used for the following purposes:

1. To give extra information on the text which may not seem directly relevant[2]
   or
2. to refer to other sources. (These must also be cited)[3]

Page Numbers

Include page numbers if your work is longer than two pages

Headers and footers

If your written piece has more than 2 pages then you should have a footer including your name and the date the document was made.

Printing

Please think twice before printing. Whenever possible, print double sided.

Part 3- Works Cited (Bibliography)

One standard approach for all sources

The MLA provides a list of information that should be included in a bibliography in the same order as listed below and followed by the same punctuation. This includes referencing, e-books, computer games, computer programmes and other sources. Irrelevant elements should be left out (Modern Language Association). Please refer to Appendix 1 for a template:

1. Author.
2. Title of Source.
3. Title of container,
4. Other contributors,
5. Version,
6. Number,
7. Publisher,
8. Publication date,
9. Location.

Author

The author's last name should come first followed by a comma (,) and the names given. You can list pseudonyms (made up names that authors sometimes use) and usernames in the same way. If you do not have an author then do not include one.

- One author:

---

[2] Footnotes are used very differently, depending on the *Style Guide*
[3] For further information on using footnotes please consult the *Modern Language Association Handbook.*

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      Shakespeare, William.

      Rowling, J.K.

- Two authors: include them in the order they appear in the book:

Claxton, Guy and Bill Lucas.

(Notice how only the first author's name has been reversed.)

- Three or more authors:

Overby, Lynnette Young, et al. (et. al. means "and others" in Latin)

- Online usernames:

@nettyfoley.

- Sometimes you only have an editor, who has compiled a number of essays for example. In this case your need to add editor:

O'Gorman, Francis, editor.

- For television and films you might want to focus on particular people and their contribution the performance or the screenwriter for example. Take *Wonder Woman* for example:

Gadot, Gal, performer.

Moulton Marston, William, creator.

- Sometimes an author is an organization or institution, this is called a corporate author. Give the full name:

      United Nations.

If the publisher is the same as the author then do not include the author, only include the publisher.

Title of source

- Next comes the title of the source. This should be included in full as it is given and written in italics:
Gadot, Gal, performer. *Wonder Woman.*

- Sometimes the publication has a subtitle, include this as well:

Meyer, Nicholas, director. *Star Trek II: The Wrath of Khan.*

- A title is placed in quotation marks (not in italics) if it is part of a larger work, for example an essay, a story or a poem in a collection, as a part of a larger whole is placed in quotation marks:

Dewar, James A. and Peng Hwa Ang. "The Cultural Consequences of Printing and Internet." *Agent of Change: Print Culture Studies after Elizabeth L. Eisenstein,*

- How does this apply to television series?
  - The title of a television series: Italics:

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Sherlock

      o   The title of an episode of a television series: quotation marks:

"A Scandal in Belgravia." *Sherlock*,

- Website: Italics:

MTV.com.

- A posting or an article on a website: quotation marks:

"Khloe Kardashian Is Reportedly Pregnant, because There's No 'Keeping Up' with Baby Fever." *MTV.com*,

- A song or other piece of music on an album: quotation marks:

"Thinking Out Loud."

- For an email use the subject as a title:

"Re: Detention Letter 1."

- Tweet: quote the whole tweet:

"*switches the place cards so I'm sitting next to the mashed potatoes*."

- If your source is untitled, then give a description, using a capital letter for the first word; the example below indicates the grave of one of Edinburgh's famous dogs:

Bobby's headstone.

Containers

The container, as the word suggests, is when your source is part of a larger whole. The title of the container is in italics and followed by a comma. It could be periodical (newspaper, magazine), a television series which has various episodes or a website which contains articles to mention a few. To complicate matters you might watch a *Netflix* or read book on *Google Books.* Containers are becoming more and more important and it is important that your reader knows about them.

"A Scandal in Belgravia." *Sherlock, Netflix*

Other Contributors

Following the container you might need to add other contributors – that may need recognition in relation to your research these include:

- Adapted by
- Directed by
- Edited by
- Illustrated by
- Introduction by
- Narrated by
- Performed by

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- Translated by

For example:

"A Scandal in Belgravia." Sherlock, Netflix, Directed by Paul McGuigan,

Version

- If your source states the edition then you need to include this.

For example:

7th edition

- Version of songs:

"Castle on the Hill" (Live)

Number
Journals, magazines and other print works may be numbered in volumes. If this is the case, you should include the volume and the issue number.
Example:

African Affairs, Vol. 116, Issue 464.

Publisher
The publisher is the organization responsible for producing the source. Normally you can find these on the first page. This applies to films and television as well. For websites, you may need to look for the copyright information at the bottom of the page
If your publisher is not involved in producing the work then you do not need to mention them such as YouTube or an archive such as EBSCO – these are considered containers.

Example:

African Affairs, Vol. 116, Issue 464, Oxford University Press,

Publication date
- You need to include the date as completely as possible. If there is more than one date, then you should choose the date that is most relevant. Sometimes this can be very detailed and at other very general.
    - General:

Collins, Suzanne. *The Hunger Games: Catching Fire*, Scholastic Limited, London, United Kingdom, 2009.

- The DVD set of a film, you would include the release date of the DVD:
    Behind The Lines, Price, Jonathan, performer. Alliance, 1997.
    - Specific:

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- Video on a website – the date the video was posted on the website:

> Thomas Lutton, *Uganda's Life-threatening Boda-boda commute,* BBC.com, 28, Sept. 2017.

- Blogpost or comment on a webpage may also include the time:

> Brehony, Ciara*, Swimming in the Deep*, 5 Sept. 2017, 23:57, http://stitcheryandmending.blogspot.nl/

Location

The location is where you accessed your information:

- Print sources: use page numbers (p. one page, pp. for a range of pages)
  > Collins, Suzanne. *The Hunger Games: Catching Fire*, Scholastic, 2009 (pp. 10-13).

- Websites: the URL address (cite a doi if possible instead):

  > http://www.bbc.com/capital/story/20170927-ugandas-life-threatening-boda-boda-commute

  Or

  > https://doi.org/10.1093/afraf/adx009

- Television episodes: the episode:
  > "A Scandal in Belgravia." *Sherlock*,

- DVD, the disc number:
  > Disc 2.

- Do not cite page numbers on digital works such as e-books unless you are sure this is consistent across all devices

- First-hand experience of an object, a performance give the name of the place or venue and the city (leave out the city if it is in the name of the venue)
  > Bobby's headstone. Edinburgh.

- When citing websites, include the access date. (the date that you looked at the website)

n.d. Website. 15 September 2017. <https://whittier.libguides.com/c.php?g=346305&p=2334848>.

- You might have received your information in an unusual location. For example a TED talk you didn't see it but you read the transcript:

> Cranor, Faith*. What's Wrong with Your Password?* N.d. Transcript. October 2017. https://www.ted.com/talks/lorrie_faith_cranor_what_s_wrong_with_your_pa_w 0rd/transcript

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- If you attended a lecture or an interview you might give the address and state the address at the end. You might wish to include the original place of publication:

  Prickarts, B. "Opening of the School year." Amsterdam International Community School, 2017.

Formatting the Works cited

The second line of each entry should be indented, this is called a hanging indentation

Example:

n.d. Website. 15 September 2017.
    <https://whittier.libguides.com/c.php?g=346305&p=2334848>.

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The list should be in alphabetical order of the first word (usually the author)

Claxton, Guy, Bill Lucas. "Educating Ruby: What Our Children Really Need to Tearn." Carmarthern, UK: Crown House Publishing, 2015.

Fifield, Dominic. "Chelsea's Antonio Conte set for uneasy tunnel reunion with Diego Costa ." *The Guardian* 27 September 2017. 27 September 2017. <https://www.theguardian.com/football/2017/sep/27/chelsea-antonio-conte-diego-costa-atletico-reunion-tunnel>.

If you have more than one work by the same author then the second and further entries start with 3 hyphens

Example:

Collins, Suzanne. *The Hunger Games*. Scholastic, 2009. London.

--- *The Hunger Games: Mockingjay*. Scholastic, 2010. London.

---*The Hunger Games*: Catching Fire. Scholastic, 2009. London.

Frequently asked questions (FAQs)

Q: To what extent does the school expect drafts to be properly referenced?

A: A draft does not need to be fully and accurately referenced. However, good practice will include a note by the author stating that a reference is required. Good practice also includes keeping a close track of your references as you go. Leaving this until later will make it more difficult.

Q: Isn't it the teacher's responsibility to tell me what I need to reference when I hand in my draft?

A: No, it is the students' responsibility to reference their work correctly. A teacher may well indicate that a particular point requires referencing on a draft. A teacher may not always know.

Q: How do I reference a shared Google Doc?

A: For specific questions such as these please refer to the Style Guide

Q: Is there such a thing as too many references?

A: Yes, your references should not be more than approximately 20%, also sometimes referred to as the 20% Tunitin index

Q: Do I have to cite notes I take in class?

A: No.

Q: In terms of being ethical, can I use a racist quote in a History essay for example, to prove a point?

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A: This is an important question to ask as this could be a sensitive issue. The focus of being ethical is in on your intention but you do need to consider the effect.

Q: Can you get expelled due to academic misconduct?

A: Needless to say, this is not in any way our intention, however in an extremely severe situation this could occur.

Q: How can I double check to make sure that I have not plagiarized?

A: You need to be very meticulous in recording your sources and proof reading your work.

Q: What is your responsibility if the teacher catches someone copying your work and you have not given them permission to do this?

A: This will depend on the situation and on what the teacher is able to determine in a situation such as this one. You need to be careful as well.

Q: What citation style do I need to use and do all IB students need to use the same style?

A: You need to use Modern Language Association (MLA) Style 8. All IB schools do not need to use the same style.

Q: What if my bibliography does not have the correct dates?

A: You will not have demonstrated accurate skill in referencing.

Q: What are the consequences for academic misconduct?

A: The consequences are clearly outlined in this policy.

Q: What happens if you accidentally write the same thing as somebody else?

A: Then the person who has uploaded the work first is the owner. Your teachers will look into this further.

Q: Do I have to cite passages that I have put in my own words?

A: Yes

Q: Do I have to cite images, films etc?

A: Yes.

Q: Is having to draw the anatomy of a human body considered "excessive sexual activity"?
(International Baccalaureate Organisation)

A: No.

Q: Can I cite myself from other works I have written?

A: Yes.

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Q: How do I reference effectively?

A: You will learn how to reference effectively in class. If you have any further questions please contact your teacher, mentor or the library staff.

Q: Is there really such a thing as academic honesty?

A: Interesting question and worthy of a longer discussion.

Works Cited

n.d. Website. 15 September 2017. <https://whittier.libguides.com/c.php?g=346305&p=2334848>.

Academic Integrity and Plagiarism: Types of Plagiarism. 1 August 2017 . <https://whittier.libguides.com/c.php?g=346305&p=2334848>.

Claxton, Guy, Bill Lucas. "Educating Ruby: What Our Children Really Need to Tearn." Carmarthern, UK: Crown House Publishing, 2015.

Collins, Suzanne. *The Hunger Games*. London: Scholastic, 2009.

—. *The Hunger Games: Catching Fire*. London: Scholastic, 2009.

—. *The Hunger Games: Mockingjay.* . London: Scholastic, 2010.

Corin, Chris and Terry Fiehn. *Russia under Tsarism and Communism 1881-1953*. London: Hodder education, 2011.

Cranor, Faith. *What's wrong with your password?* n.d. October 2017. <https://www.ted.com/talks/lorrie_faith_cranor_what_s_wrong_with_your_pa_w0rd/transcript>.

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info@aics.espritscholen.nl. *Re: Detention*. n.d.

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Noodletools. n.d. 1 November 2017 November 2017.

O'Gorman, Francis, ed. *Victorian*. Oxford, UK: Blackwell Publishing, 2004.

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Pearson. "Centre guidance: Dealing with Malpractice and aladministration in Vocational Qualifications." September 2018.

Pitcher, Anne M. "Varieties of Residential Capitalism in Africa: Urban Housing Provision in Luanda and Nairobi." *African Affairs*. Vols. Volume 116, Issue 464. London: Oxford University Press, 1 July 2017.

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Sheeren, Ed. "Thinking Out Loud." Asylum, Atlantic, 18 Oct. 2014. CD single.

Sherlock, "A Scandal in Belgravia". Netflix, 2012. TV series.

Sterry, Paul and Andrew Mackay. *ButterFlies and Moths*. London: Dorling Kindersley, 2010.

Williams, Tennessee. *A Streetcar Named Desire*. United Kingdom: Heinemann, 1947.

Wilson, Tim. *Excel tables - Overlooked, Yet Awseome*. 2 July 2012. 27 September 2017.

Wonder Woman. Perf. Gal Gadot. 2017.

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Appendix 1 – MLA Template

MLA Practice Template

1 Author.

2 Title of source.

CONTAINER 1

3 Title of container,

4 Other contributors,

5 Version,

6 Number,

7 Publisher,

8 Publication date,

9 Location.

CONTAINER 2

3 Title of container,

4 Other contributors,

5 Version,

6 Number,

7 Publisher,

8 Publication date,

9 Location.

From *MLA Handbook* (8th ed.), published by the Modern Language Association (style.mla.org).