

Cheating and Plagiarism

1. Students are responsible for being academically honest in all aspects of their schoolwork. Academic dishonesty includes a variety of behaviours including cheating, plagiarism, forgery, facilitating or aiding academic dishonesty, and the unauthorized access or manipulating of student records, work and computer programs. Such behaviours impede the learning process and threaten the educational environment for all students. Teachers and parents should support students in striving for excellence and producing work with integrity.
2. Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating, and plagiarism will not be condoned.
3. It is important that students understand the gravity of such behaviour and the importance of acknowledging the work of others. Schools need to develop strategies to help students understand what cheating and plagiarism are and how they can be avoided.
4. Addressing cheating and plagiarism will reflect a continuum of behavioural and academic responses and consequences will be based on the following:
 - the grade level of the student;
 - the maturity of the student;
 - the number and frequency of incidents; and
 - the individual circumstances of the student.
5. Definitions
 - 5.1 Cheating may take many forms including the following:
 - claiming credit for work not the product of one's own effort;
 - using notes or materials during an evaluation without authorization;
 - turning in the same work to two different classes without prior approval;
 - allowing their work to be plagiarized;
 - assisting another student to cheat.
 - 5.2 Plagiarism – plagiarism is a form of cheating. It can be defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. (Growing Success, p. 151)
 - 5.2.1 Plagiarism may take many forms, including the following:
 - copying word for word from any outside source without proper acknowledgement (applies to use of an entire paper, entire sections and paragraphs, and/or a few words and phrases);
 - paraphrasing ideas from any outside source without proper acknowledgement;
 - submitting, in whole or in part, work completed by another student;
 - submitting, in whole or in part, an assignment completed for another course without prior approval of the teacher;
 - allowing one's essay, assignment, and/or test answers to be copied by another student.

This is not a definitive list. Any action, which implies that someone else's work is your own, can be considered plagiarism. However, studying in groups and copying a classmate's notes from classes you may have missed are not necessarily acts of plagiarism or cheating.

6. Prevention of Cheating and Plagiarism

6.1 Some acts of plagiarism are unintentional. The student simply does not realize that what he/she is doing is wrong. One of the most common errors is not citing sources used for an assignment, which is a common misunderstanding among students related to paraphrased material. Many students do not realize that paraphrased material should be attributed to the original author in the same manner as a direct quotation.

6.2 Some reasons that students plagiarize are:

- being unaware that they are plagiarizing;
- lacking knowledge and understanding of the subject;
- poor time management skills;
- believing that plagiarism is not serious;
- lack of self esteem.

6.3 The wealth of digital information available to students has made it easier to capture and adapt the words and/or ideas of others and there are many more sources of information today than in the past. The Internet, in particular, provides vast amounts of information on every conceivable topic; there are dedicated web sites that provide ready-made essays.

6.4 Any work (including art, music, performance tasks and other forms of student work) submitted by a student may be checked for plagiarism, including through electronic means, and be held in the database for future matching purposes and protection of the student's work against copying by others.

7. Continuum of Behavioural and Academic Responses to Cheating and Plagiarism (adapted from Grand Erie District School Board).

Component	Primary/Junior	Intermediate/Senior
Prevention of cheating and plagiarism	<p>Students will be involved in plagiarism awareness and education</p> <p>Principals will ensure that information about the plagiarism and cheating policy is communicated to students and parents.</p> <p>Teachers should:</p> <ul style="list-style-type: none"> • design evaluation activities to include checkpoints so that student progress and work can be monitored; 	<p>Teachers will review the responsibilities of the student, the proper method for citing sources, and the school policy on cheating and plagiarism at the beginning of each course.</p> <p>Principals will ensure that information about the plagiarism and cheating policy is communicated to students and parents/guardians.</p> <p>Students will be made aware of the consequences of cheating and plagiarism.</p>

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	<ul style="list-style-type: none"> • change the topics or modify their approach to topics on assignments from one year to the next; • propose assignment questions that employ “higher order thinking skills”; • take note of behaviour to use as evidence in the assessment of learning skills. <p>Teachers will:</p> <ul style="list-style-type: none"> • set an example by acknowledging the sources of the materials used in class. 	<p>Teachers should:</p> <ul style="list-style-type: none"> • design evaluation activities to include checkpoints so that student progress and work can be monitored; • change the topics or modify their approach to topics on assignments from one year to the next; • propose assignment questions that employ “higher order thinking skills”; • ask students to submit rough notes and a list of sources with their final copy as proof of their work; • take note of behaviour to use as evidence in the assessment of learning skills. <p>Teachers will:</p> <ul style="list-style-type: none"> • set an example by acknowledging the sources of the materials used in class.
<p>Detection of incidents of cheating and plagiarism (including the use of online or electronic translators in submitting Foreign Language Tasks)</p> <p>The following are some indicators that academic honesty is in question:</p> <ul style="list-style-type: none"> • shifts in style or quality or writing; • references or quotations lacking 	<p>For young students, it is important to keep the focus on developing an understanding of the seriousness of cheating and plagiarism in a supportive and nurturing manner.</p> <p>Upon detection of incidents of cheating and plagiarism, students will be counseled and reeducated about cheating and plagiarism.</p>	<p>There are a number of methods for determining if plagiarism has occurred. These include but are not limited to:</p> <ul style="list-style-type: none"> • searching for the occurrence of specific sentences or unusual phrases contained within a suspect assignment using Internet search engines; • searching Library full text databases for text taken directly from a journal article; • searching research papers available for purchase via “paper mills”;

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<p>or missing completely;</p> <ul style="list-style-type: none"> • similar or identical assignments submitted; • datedness; • odd, complex, out-of-place sentences; • documented references are very unusual and hard to locate; • spelling and/or grammar does not match the student's writing abilities demonstrated to date. 		<ul style="list-style-type: none"> • checking students' work using plagiarism software, such as Turnitin. Turnitin allows students to review their work and provides teachers and students with a tool for checking the integrity of work submitted. Turnitin can also be used as a teaching tool – it is now licensed for schools through the Ontario Software Acquisition Program (OSAPAC).
<p>Consequences for students who cheat or plagiarize</p>	<p>Subsequent incidents of cheating and/or plagiarism will result in notification to the parent(s)/guardian(s) and school Principal.</p> <p>Students will be expected to complete work to the best of their ability in a supportive and supervised school environment.</p> <p>Work assigned should be developmentally appropriate and within the student's range of proximal development.</p> <p>Incidents of cheating and/or plagiarism in young children most likely stem from a lack of understanding of the concept of academic property, or from a lack of understanding of the task at hand. Both should be explored and considered a teachable moment.</p>	<p>The teacher will conference with the student and contact the parent/guardian to explain the situation.</p> <p>Subsequent serious incidents should be reported to Administration and tracked.</p> <p>Where the integrity of an evaluation activity has been compromised, a student is still responsible for meeting the missed expectations. For a first offence, the teacher should provide an opportunity for the student to re-submit the evaluation activity or an alternate activity with no penalty. At the teacher's discretion, the student may be required to complete the evaluation activity under supervised conditions.</p>

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		<p>In those instances where a student demonstrates a pattern of behaviour, the school Principal may determine an appropriate consequence.</p> <p>Choosing not to complete the alternate evaluation activity or losing the opportunity due to repeated offences, will result in a mark of zero being assigned.</p>