

WINS ACADEMIC HONESTY POLICY

Introduction

WINS firmly believes academic honest to be an essential part of its teaching and learning approach in line with its core value of integrity.

Honesty and integrity in all contexts are shared values that we wish to nurture in our students regardless of the individual cultural understandings. Being a candidate school for the IB PYP, MYP and DP programs further enhances the need for a clear and thorough academic honesty policy connected with the IB Learner Profile which has the specific aim of supporting our students in becoming *principled* individuals.

The aim of our policy is to clearly spell out the rights and responsibilities for all community members and to provide a theoretical and practical framework which stakeholders can utilize to ensure they are complying with the school's expectations.

We base our internal Academic Honesty Policy on the IB's "[Academic Honesty in the IB Educational Context](#)" "[Academic Integrity](#)" and "[Effective citing and referencing](#)" documents.

What is Academic Honesty

Academic honesty regards the underlying principles that are valid at all ages and school levels. The core principles regard respecting intellectual property, giving credit to other people's work, and acting with integrity in all aspects of teaching and learning.

More specifically, it regards issues relating to:

- **Cheating**: Copying fellow students' work, intentionally or not, and submitting it as one's own during tests and exams or resubmitting one's own previously submitted work for two or more assessments.
- **Collusion**: A student using the work of a fellow student as their own when collaboration has occurred which can happen during formal assessments as well as for homework.
- **Plagiarism**: Using other people's works, words and ideas intentionally or not, without duly citing the legitimate author.
- **Citing and Referencing**: This relates to the use of an appropriate referencing system to ensure correct quoting and citing.
- **School maladministration**: This refers to the disrespect of in-school and IB procedures and responsibilities by coordinators, teachers, and students.

➤ **Guidance on the difference between collaboration and collusion**

It is WINS's specific intention to encourage collaboration between students but at times the boundary between effective and honest collaboration and collusion might seem a blurry one.

Legitimate collaboration refers to students working together with a shared aim and supporting each other in this endeavor. In this situation it is implicit that all members of the group will contribute to the activity.

Collusion occurs when a student presents work, done collaboratively with a team, as his/her own without acknowledging the contribution of the other students regardless of whether this is done intentionally or not.

In order to prevent the occurrence of collusion, teachers are encouraged to supervise group work and devise assessments that enhance individual contributions to the project, such as peer assessment, logging the activities carried out by each group member, etc.

Stakeholders' Responsibilities

Student Responsibility

It is expected of students at all grade levels to understand and value personal work and take personal responsibility for their school tasks. This does not mean students are discouraged from consulting and using other sources, but they are expected to appropriately cite and reference any works used or individuals consulted.

Collaborative work amongst students is encouraged, but the work each candidate hands in or presents has to be their own. Students must also provide original work for each assessment and avoid resubmitting previously submitted work.

Students are expected to be familiar with the meaning of academic honesty and the various forms that breaches can take in order to avoid inadvertently committing any.

Students are expected to use the internet and social media responsibly.

Teacher Responsibility

Teachers at WINS, in line with their roles as mentors and coaches, are expected to provide students with guidance and support in understanding the meaning of academic honesty and the ways to avoid breaching it.

The PYP coordinator, grade teachers for PYP, and exhibition mentors; the MYP coordinator, the community project coordinator, and the personal project coordinator for the MYP; and the DP coordinator, the extended essay coordinator, and the CAS coordinator for the DP are specifically in charge of presenting the Academic Honesty Policy to students at the beginning of each school year.

In preparation for the PYP Exhibition the PYP coordinator and the grade 5 teacher will be guiding students to draft essential agreements for the exhibition.

Teachers will be providing opportunities for students to learn and practice how to use other people's ideas at all grade levels and provide constructive feedback to guide students in their learning process. In this, teachers will provide students with clear and explicit criteria for task completion.

Together, the teachers and the librarian(s) will be responsible for organizing activities and workshops to support students in the understanding of appropriate consultation and referencing of hard-copy resources, online resources, and first-person research.

In PYP the librarian will support students to develop these skills during the weekly activities in the library following the [FOSIL Information Literacy Framework](#).

In MYP and DP the librarian will give 6 workshops in research skills and correct citation during study hall following the [FOSIL Information Literacy Framework](#).

It is the responsibility of all the teachers and the librarian(s) to ensure that students understand the importance of assessing and selecting the resources they consult and use in terms of origin, purpose, content, value, limitations, credibility, accuracy, reliability, relevance, and scope. This is achieved both during regular class activities and projects as well as with specific theme-based workshops.

All teachers and staff are expected to use appropriate referencing systems for any materials used. When teaching students, WINS teachers will use the APA referencing style 7th edition, though WINS does not prescribe the use of a specific system to teachers for their personal work.

School Responsibility

The school, represented by the School Manager and Academic Coordinator, is responsible for developing and updating the Academic Honesty Policy with the pedagogical leadership team, the librarian(s), the program coordinator, and relevant stakeholders.

The school is responsible for making the Academic Honesty Policy available to all stakeholders by publishing it on the school website and on Managebac at the beginning of each school year.

The school is responsible for ensuring a fair and consistent application of the Academic Honesty Policy and the procedures and consequences provided in it.

The school will organize age-appropriate referencing workshops to guide students in the use of the APA referencing style. In addition to workshops for students, the school is expected to offer the teachers and the librarian(s) appropriate and specific professional development and foster stakeholders' understanding of the importance of academic honesty throughout the school community.

The school will be adopting the plagiarism detection software Turn-It-In to support students and teachers in their understanding of the importance of appropriate referencing.

Parent Responsibility

Parents are expected to become familiar with the school's Academic Honesty Policy and ask teachers or school administrators for clarifications or advice in case of need.

Parents should be supportive of their child's work, value their productions, and encourage the production of personal and authentic works. This includes all assessments and homework.

Parents should encourage students to seek guidance from their teachers in case they are experiencing difficulties in completing their work on their own.

Parents should monitor and support their children in organizing their workload to meet deadlines and expectations.

Academic Honesty Across the Continuum

Academic honesty is an underlying principle applicable across all programs, but it takes different forms and requires different strategies depending on the students' age range and the specific requirements of the programs.

Classroom and subject teachers are responsible for explaining academic honesty to their classes in age-appropriate terms and provide suitable guidance to support students through their learning process.

Below are examples of academic honesty implementation in different contexts for each program.

PYP ([from Academic Honesty in the IB Educational Context](#))

ATL Skills		Self-management, social, communication, thinking, research			
	Project	Group work	Oral presentation	Creative work	Other
Situation	As year 3 students prepare to present a culminating project to parents, the teacher takes a moment to discuss the importance of academic honesty.	Kindergarten students are working together in small groups. The teacher notices that one student is not participating.	A year 5 student is working on the exhibition. During the research process, a variety of sources, including books, blogs, internet videos and print articles were accessed. The student has used items from web searches as part of his visual presentation. Since the information is easily available, he is confused about whether or not all sources need to be documented.	While working on a project related to the transdisciplinary theme "How we express ourselves", a year 2 student creates a video that features different forms of art. He decides to use pictures, music and images that were found on the internet.	To further develop skills related to academic honesty, the school's library/media specialist has chosen the key concept of responsibility and the PYP attitude of respect as a central theme. The library/media specialist leads discussions across grade/year levels about how authors create work, and the importance of respecting intellectual property.rk.
Action	Special efforts are made to make sure that cultural and language differences do not impede understandings. The teacher engages in a discussion that allows for the sharing of cross-cultural perspectives of academic honesty. The teacher provides an example of a student who copies another's work or allows someone else to complete a project for them as a way of not maintaining academic honesty. The teacher provides examples of academic honesty and encourages a conversation that allows parents to share ideas that can be used at home	The teacher has a one-to-one conversation with the student and encourages participation by asking questions and reminding the student of the importance of presenting his/her own ideas. A few moments later, the teacher gently reminds the class of the essential agreements for group work and that every student should have a chance to offer new or different ideas that reflect the creativity and collaboration of the team. The students are also reminded of the importance of practising social, communication and thinking skills.	The student reviews the school guidelines for academic honesty. He also asks his classmates for guidance. The classroom teacher, media specialist and parents also model and provide regular reminders to all students about the importance and meaning of academic honesty	While reviewing the rubric for the project, the student realizes that he has forgotten to cite the different musical and video sources that have been used. He talks with the classroom teacher who provides examples of an agreed way to reference the items.	Students learn that they have the responsibility to cite sources beginning in year 1. The library/ media specialist explains that the sources are a "road map" for the students, and that it is important to acknowledge the author out of respect. Therefore, students are taught how to create a bibliography or a page of works cited.

MYP ([from Academic Honesty in the IB Educational Context](#))

ATL Skills		Self-management, social, communication, thinking, research			
	Project	Group work	Oral presentation	Creative Work - Design	Independent Work - Sciences
Situation	<p>An MYP year 5 student is completing her personal project on sustainable transport. However, she changed her idea for the project very late in the learning process. As advised on the academic honesty form for MYP projects, she met with her supervisor three times, and the teacher signed off her work to date. Now the student is concerned that the form does not include any of her current research and decision-making, and her supervisor is unaware of her new direction.</p>	<p>An MYP year 3 student has been part of a three-person group working on a community project. The student has found it challenging working in a group. One member of his group has copied and pasted material from an unattributed source in material that she was supposed to have created herself.</p> <p>The teacher works with the group and especially with the student who copied and pasted the material and is not yet academically proficient in the school's teaching language. (In learning a new language, students are often able to recognize relevant content before they can generate their own.)</p>	<p>An MYP student is organizing a presentation for language and literature, which will not be in her best language. The work will be filmed and uploaded to the school's private video channel.</p> <p>Her presentation is on Astérix et Cléopâtre and she would like to use extracts of the film and book in her presentation. She wonders whether she needs to ask for copyright permission.</p>	<p>An MYP student is designing a greenhouse as part of an assignment for MYP design. He is confused about how and whether to acknowledge sources for this project. Isn't every technique a form of imitation? Is there such a thing as an original idea?</p>	<p>As part of a science project, an MYP student has been asked to conduct a series of lab tests but found his results to be inconsistent. He has decided to copy data from his friend, who conducted the same experiment, under the same conditions, and whose observations more clearly confirmed his hypothesis.</p>
Action	<p>The supervisor reminds the student about the importance of the process journal, and its purpose: to document progress throughout the project, including developments near the deadline for completion; to record selected, annotated and/ or edited research notes; and to maintain a current bibliography. The teacher explains the relevance of the academic honesty form as a form of communication. As long as the supervisor is aware of the student's progression of ideas throughout the project, meaningfully recorded in the process journal, there is no need for concern.</p>	<p>The teacher provides the student with additional opportunities to practise paraphrasing skills, and may use peer-coaching strategies to empower students to work collaboratively when documenting sources.</p>	<p>Copyright law is complex and is often nationally-based. In most cases, copyright infringement occurs when intellectual property is used to make a profit by someone who is not its creator. The school's video platform is not available to the public, and the project will not be used for commercial gain. If the student documents the film and book appropriately, it is unlikely that any permissions are needed.</p> <p>The teacher uses this example as a way to discuss piracy, responsible use and alternative royalty free print and multimedia resources (including creative commons licensing).</p>	<p>The teacher reviews the MYP design cycle, explaining that inquiring and analysing involves research into a range of existing products that can inspire solutions to the design problem. The student realizes that by documenting his investigation with references, and developing an accurate bibliography, he is acting with academic honesty. Creativity often builds on the work of others, and new ideas often come from existing products and solutions.</p>	<p>Before the students submit their projects, the teacher discusses the importance of reporting data accurately. Achievement in the task depends on thoughtful analysis, not consistent results across trials or experiments. Copying, creating or manipulating data won't help students attain a higher achievement level. Scientific thinking relies on the honesty of researchers who design and carry out experiments, and the data they generate.</p>

DP (from Academic Honesty in the IB Educational Context)

ATL Skills		Self-management, social, communication, thinking, research			
	Culminating project English A Extended essay	Group work Psychology Internal assessment	Oral presentation TOK presentation	Creative work Visual Arts Studio work	Independent work Internal assessment
Situation	A DP student is writing his English A extended essay. He has a scheduled meeting with his supervisor on Monday, where he is meant to submit a draft. Having missed his last meeting because he was off school ill, he is behind schedule and submits a draft consisting mainly of quotes hastily chosen from internet sites.	A DP student has been working in a group on her psychology internal assessment. A domineering member of the group is putting pressure on the student to write the reports of the experimental study for everyone in the group. The student being pressurized understands this is inappropriate but wants to be popular with the group.	A DP student is planning his TOK presentation. In researching the presentation he uses a variety of sources, including books, websites and newspaper articles. He is not sure how to reference these sources in an oral presentation, or even if he needs to do so since it is not a written task. He asks his teacher for advice.	A visual arts student is trying to work out if it is acceptable to do a variation on a famous painting as one of her pieces. She is not sure if that would be considered "copying". She asks her visual arts teacher for advice.	A DP student is completing her ITGS internal assessment. The task requires her to conduct an interview with a client and to submit a written record of it. When she begins writing her analysis, she realizes that she forgot to ask some questions that would have been helpful. She is tempted to fabricate some responses to these questions, as she feels it would make her analysis and solution stronger, and help her achieve a better mark.
	The supervisor reminds the DP student of the importance of formulating his own ideas on the topic and a plan for the essay before consulting other sources. Without this preparation, the extended essay risks being simply a collection of other people's ideas on the topic, which increases the temptation for the student to pass off others' ideas as his own	The teacher notices the group is being dominated by one member and has a quiet talk with the student, reminding her that, although the data collection was done as a group, each member must write up an individual report. The teacher offers support in communicating this message back to the group.	The teacher advises the student that it is just as crucial to acknowledge sources in an oral presentation as it is in any other piece of work. The teacher suggests several ways in which the student may wish to do this, including verbal or written acknowledgments throughout the presentation, or with a bibliography on the last slide of the PowerPoint.	The teacher advises the student that this is acceptable, as it is common practice for artists to be inspired by, or to adapt, other artists' ideas. However, the teacher emphasizes that she must explicitly acknowledge the original painting. The teacher suggests titling the piece, "After ...", so that it is very clearly attributed.	As the deadline for submitting internal assessments approaches, the teacher initiates discussion with the class on the importance of reporting data accurately, and stresses that each student will be required to sign a coversheet confirming the authenticity of the work. The student realizes that fabricating her client's responses could have far-reaching consequences as a case of academic misconduct.

Academic Honesty Incidents

Grade and subject teachers, community and personal project coordinators for the MYP, and DP core supervisors are the ones mainly responsible for providing students with specific and practical support and guidance to avoid academic honesty incidents. Should this happen regardless of the proactive guidance provided, teachers and supervisors should adhere to the following procedure to ensure consistency and fairness in the application of the in-school regulations.

Monitoring, Reporting, and Recording

Cases of breaches of the school's Academic Honesty Policy should be treated on a case by case basis but always clearly addressed with the student and any other stakeholder involved. They should be reported to the Program Coordinator and the School Manager and Academic Coordinator to ensure they serve as a basis for an informed revision of the policy.

Grade and subject teachers, community and personal coordinators for the MYP, and DP core supervisors should proactively monitor the respect of academic honesty at all times and provide appropriate guidance whenever students fail to implement it appropriately.

For official components at the MYP and DP levels, the school will use plagiarism detection software to check students' written work, but teachers and supervisors are expected to be vigilant during the draft phases to provide guidance at the earliest possible stages.

Recurring cases of cheating and collusion, even during daily activities and tests, should be recorded on Managebac and reported to the Program Coordinator.

Rights of the Student

Should a student be suspected of breaching the Academic Honesty Policy, the issue will first be addressed by the grade or subject teacher(s) or project supervisor(s). They will then be reported to the Program Coordinator and the School Manager and Academic Coordinator if the breach risks leading to more severe consequences.

The student will have the right to explain their point of view, and a parent or guardian will be invited to be present at the meeting.

Consequences

Consequences for breaches will vary depending on the severity of the situation, intent or non-intent, age and level of awareness of the student, history with regards to academic honesty, and other factors. Reflection upon the fallback is always the first step at WINS, as we strongly believe in supporting and guiding students in understanding their shortcomings to better learn from them.

If appropriate, students will be asked to redo the work and encouraged to ask for support and guidance as required.

Further consequences, such as cancelling tests and exam results, will be adopted for older students and in cases of malpractice incidents that occur in formal assessment circumstances.

As indicative examples:

- *Cheating*: a 0 on the test for both the student cheating and the student whom he is copying from (as per IB regulations);
- *Collusion*: the work will not be marked, and the student will be given the opportunity to redo it once; if the incident repeats, the student will receive a 0 for the assignment.
- *Plagiarism*: the work will not be marked, and the student will be given the opportunity to redo it once; if the incident repeats, the student will receive a 0 for the assignment.

Any breach to the Academic Honesty Policy will result in a Level 3 sanction recorded on Managebac.

Families will be informed in all cases as well as the MYP coordinator and the other teachers working with the student.

Breaches in academic honesty in exam components will be treated according to the IB regulations. Please find attached the specific indications for the [MYP and DP programs](#).

Prevention of Academic Honesty Incidents

Plagiarism detection software

In an attempt to prevent plagiarism and support teachers and students, WINS use the plagiarism detection software Turnitin, according to procedures indicated in paragraph 4.3.2 the use of plagiarism detection softwares. Students will be instructed on the use of the Plagiarism software and will be expected to enter into a routine of plagiarism check during formative and summative assessments.

IB General Regulations: Diploma Program

It is the responsibility of the DP coordinator to share the IB Diploma Programme Assessment procedures 2020. The document will be posted on the Parents group on Managebac and on the DP grades homeroom groups. Special attention will be drawn to the provisions relating to malpractice and its consequences.

In case of malpractice during the conduct of internal and/or external assessment, WINS will adopt the procedures indicated by the IBO in the above-mentioned document.

In case of misconduct during an examination, WINS will follow the procedures stated in the paragraph B4.6 Alleged academic misconduct during an examination.

Attached (Attachment B) we provide a summary of the IB Regulations, as stated in the Policy.

Academic Honesty subscription form

MYP and DP students and their families will be asked to sign an Academic Honesty form (Attachment A) to formally state their understanding of this policy and the requirements in terms of Academic honesty.

Referencing Guidelines

A Referencing Guidelines document is shared with students on Managebac and referencing workshops are held for MYP and DP students and teachers throughout the school year to support them in learning how to correctly use the chosen referencing systems.

Website to develop references and citations

The chosen website to be used by students for referencing and citations is: Cite This for Me.

Policy Review

The School Manager and Academic Coordinator and the pedagogical leadership team is in charge of the policy revision process.

The School Manager and Academic Coordinator, the pedagogical leadership team, the community and personal project coordinators, the DP core supervisors, and the librarian(s) will be drafting the policy on the basis of indications provided by IB documents. Teachers will be asked to provide feedback on the draft, and the policy will be updated accordingly if the input is consistent with IB guidelines and the school vision.

The policy will be revised on a yearly basis and either confirmed as is or modified accordingly. The School Manager and Academic Coordinator will be in charge of approving the new version and sharing it with the school community through the school website and on Managebac.

After that, the policy will be revised on a rotational basis at least every evaluation cycle.

(Attachment A)

WINS Academic Honesty Contract

To MYP and DP students and their families

Please read the WINS Academic Honesty Policy before signing this Academic Honesty Contract. Electronic copies of these documents can be found on Managebac and on the School website www.worldinternationalschool.com . By signing this contract, you recognize that students who breach it are subject to disciplinary action by the School and may be disqualified by the Baccalaureate Organization from pursuing IB courses.

1. I will always work independently on schoolwork that is required to be completed on my own. I am aware that I am not permitted to receive unauthorized assistance on any work being submitted for internal or external assessment.
 2. I will produce original work and use my own ideas and will properly acknowledge the works, words and ideas of others. I understand that any level of plagiarism, intentional or unintentional, is forbidden.
 3. I will submit original work for every assignment. I am aware that it is not permitted to turn in a paper or project more than once for different assignments.
 4. I will always use accurate information. I am aware that falsification or fabrication of data or observations on any work, is not permitted.
 5. I will respect the IB requirements of all examinations. I am aware that any unauthorized items or materials is not permitted during exams and that it is not permitted to share or obtain examination content
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We have read and we understand the WINS Academic Honesty Policy, and the WINS Academic Honesty Contract. We will act in accordance with the rules stated above.

Student Name _____ Date _____
 Student Signature _____
 Parent Name _____ Date _____
 Parent Signature _____

(Attachment B)

Summary of the IB Regulations

From [Programme standards and practices](#)

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)

Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)

Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair and consistent. (0301-03-0500)

Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)

Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)

Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)

Lifelong learners 4.3: The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)

Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)

From [DP Assessment procedures 2020](#)

The IB requires that every IB World School offering the DP must have a policy to promote academic honesty.

This policy must be shared with DP candidates and their legal guardians when they begin the programme and must be followed up with reminders at regular intervals throughout the two years of the programme.

IB teachers are best placed to determine whether candidates' work meets the IB's standards concerning academic honesty. The IB expects teachers to use appropriate means to ensure that work is, to the best of their knowledge, the candidate's authentic work.

Schools are responsible for checking and authenticating all candidates' work before submission to the IB for assessment or moderation. Non-authenticated work must not be submitted. (IBO, [DP Assessment procedures 2020](#))

For further information on what academic integrity means and good academic practice for referencing, please refer to the following publications:

[Academic integrity](#) (October 2019)

[Academic honesty in the IB educational context](#) (August 2014, updated November 2016)

[Effective citing and referencing](#) (August 2014)

Documentation checklist from [Effective citing and referencing](#) (2014)

Documentation Checklist	
When you have used an author's exact words, have you put "quotation marks" around the quotation and named (cited) the original writer? (If you indent your quotation(s), quotation marks are not needed, but the author must still be cited; have you cited your indented quotations?)	
When you put someone else's thoughts and ideas in your own words, have you still named (cited) the original author(s)?	
When you use someone else's words or work, is it clear where such use starts—and where it finishes?	
Have you included full references for all borrowed images, tables, graphs, maps, and so on?	
Have you included full references for all borrowed images, tables, graphs, maps, and so on?	
Internet material: Have you included both the date on which the material was posted and the date of your last visit to the web page or site?	
Internet material: Have you included the URL or the DOI?	
For each citation in the text, is there a full reference in your list of references (works cited/bibliography) at the end? Is the citation a direct link to the first word(s) of the reference?	
For each reference in the list of references (works cited/bibliography) at the end, is there a citation in the text? Do(es) the first word(s) of the reference link directly to the citation as used?	
Is your list of references (works cited/bibliography) in alphabetical order, with the last name of the author first?	

Some examples of good practice in citation:

	PYP GRADE 4-5	MYP	DP
BOOK	<p>In text citation (quote): “Isolation also is an important element in the modification of species through natural selection” (Keller).</p> <p>In text citation (paraphrase): Changes in species also happen thanks to isolation (Keller). Or: According to Keller, changes in species also happen thanks to isolation.</p> <p>Example of incorrect paraphrasing: An important element in the modification of species is isolation.</p> <p>Bibliography: Keller, M. <i>Charles Darwin’s on the Origin of Species: A Graphic Adaptation</i>.</p> <p>Full bibliography: Keller, M. (2009). <i>Charles Darwin’s on the Origin of Species: A Graphic Adaptation</i>. Rodale.</p>	<p>In text citation (quote): “It is characters – whatever they are – that very often draw us into, and make us persist with, reading” (Greenham, 2019, p.85).</p> <p>In text citation (paraphrase): Characters are a way that the reader is hooked into continuing to read a text (Greenham, 2019). Or: Greenham suggests that characters hook the reader into continuing to read (2019).</p> <p>Example of incorrect paraphrasing: Readers are drawn into and persist with reading because of characters.</p> <p>Bibliography: Greenham, D. (2019). <i>Close Reading: the basics</i>. Routledge.</p>	<p>In text citation (quote): “A particular word’s semantic context is the range of possible meanings that any such word may reasonably be said to have” (Greenham, 2019, p.31).</p> <p>In text citation (paraphrase): All the meanings that a word can have comprise the semantic context of that word (Greenham, 2019). Or: Greenham defines semantic context as comprising all the meanings that a word can have (2019).</p> <p>Example of incorrect paraphrasing: The semantic context of a word is the range of all its possible meanings.</p> <p>Bibliography: Greenham, D. (2019). <i>Close Reading: the basics</i>. Routledge.</p>
YouTube Video	<p>In text citation: A video from Peekaboo Kidz shows three types of fossil fuels: coal, mineral oil and natural gas.</p> <p>Bibliography: Video: https://youtu.be/BYpfOKwIYS8</p> <p>Full bibliography: Peekaboo Kidz. (2020). <i>What is Fossil Fuel</i> [Video]. YouTube. https://youtu.be/BYpfOKwIYS8</p>	<p>In text citation: One of Africa’s biggest cities is Lagos in Nigeria (BBC News Africa, 2020).</p> <p>Bibliography: BBC News Africa. (2020, April 10). <i>City States and Civilisations – History of Africa with Zeinab Badawi [Episode 11]</i> [Video]. YouTube. https://youtu.be/83tbMJGjndw</p>	
News Article (Online)	<p>In text citation: In an article in Newsela a project is described to clean the Pacific Ocean from plastic.</p> <p>Bibliography: News: https://newsela.com/read/dutch-plastic-interceptor/id/2000001254/?collection_id=339&search_id=a89c19ba-4e0d-4bca-9f10-2ed1299e4a97</p> <p>Full bibliography: Correr, M. (2019). Dutch inventor says we can stop plastic from reaching the ocean. <i>Associated Press</i>. Adapted by Newsela Staff. https://newsela.com/read/dutch-plastic-interceptor/id/2000001254/?collection_id=</p>	<p>In text citation (quote): “Young protesters, often people of color, try to connect with the police” (Washington Post, 2020).</p> <p>Bibliography: Washington Post. (2020, June 9). Young protesters implore police to acknowledge them and their cause. <i>Washington Post</i>. Adapted by Newsela Staff. https://newsela.com/read/young-protesters-implore-police/id/2001009840/</p>	<p>In text citation (quote): “The ranks of humanity are going to start shrinking within a century, and not for reasons of disease or disaster” (Safi, 2020).</p> <p>Bibliography: Safi, M. (2020, July 25). All the people: what happens of humanity’s ranks start to shrink?. <i>The Guardian</i>. https://www.theguardian.com/world/2020/jul/25/all-the-people-what-happens-if-humanitys-ranks-start-to-shrink</p>

	339&search_id=a89c19ba-4e0d-4bca-9f10-2ed1299e4a97		
Website	<p>In text citation (quote): The definition of Pollution on the website National Geographic is “Pollution is the introduction of harmful materials into the environment”</p> <p>Bibliography: Website: https://www.nationalgeographic.org/encyclopedia/pollution/</p> <p>Full bibliography: National Geographic. (2011). Pollution. https://www.nationalgeographic.org/encyclopedia/pollution/</p>	<p>In text citation (quote): “There are around 200 million people identifying themselves as being of African descent living in the Americas” (United Nations, 2020).</p> <p>Bibliography: United Nations. (2020). Recognition, justice and development: The midterm review of the International Decade for People of African Descent. https://www.un.org/en/observances/end-racism-day</p>	
Image	<p>Bibliography: Photo: https://www.un.org/sites/un2.un.org/files/styles/banner-image-style-27-10/public/haiti-children.jpg?itok=WrH1t70e</p>	<p>Bibliography: Agassi, L. (2020). Photo: Children pose in a camp for internally displaced people [Photo]. <i>United Nations</i>. https://www.un.org/sites/un2.un.org/files/styles/banner-image-style-27-10/public/haiti-children.jpg?itok=WrH1t70e</p>	