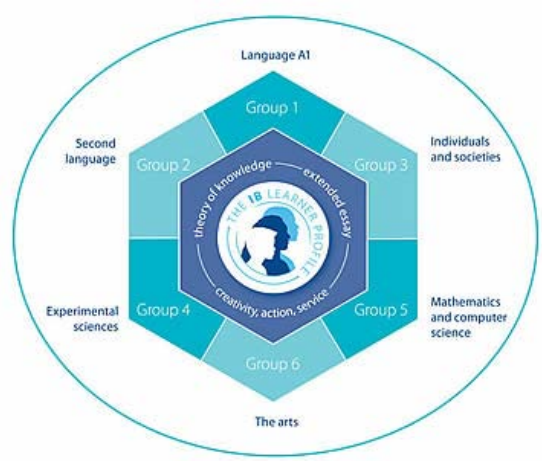
UTICA COMMUNITY SCHOOLS
A·C·A·D·E·M·Y
for
INTERNATIONAL STUDIES

An International Baccalaureate World School

"The aim of general education was not the acquisition of knowledge, but the development of the general powers of the mind to operate in a variety of ways of thinking."
~ Alec Peterson, Former IBO Director General



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Sterling Heights, MI 48313
Heritage Main Office 586-797-3100
UAIS Main/Attendance Office 586-797-3190
UAIS/Heritage Fax 586.797.3101
http://uais.uticak12.org

This school Agenda belongs to:

Name _____

Address _____

City _____ **Zip** _____

Phone _____ **Grade** _____

HOUR	1ST SEMESTER	2ND SEMESTER
1st 7:20-8:18		
2nd 8:24-9:20		
3rd 9:25-10:22		
4th 11:05-12:07		
5th 12:13-1:09		
6th 1:15-2:11		

The Utica Academy for International Studies (UAIS) provides students the opportunity for a rigorous college preparatory curriculum that will develop students into more capable learners and confident citizens. The UAIS mission is to enhance critical thinking skills, provide an international lens to compliment their national and local perspectives, and facilitate a profound understanding of the traditional studies in a non-traditional environment.

IB MISSION: *The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

REACHING HIGHER – The UCS Culture –Aspire, Prepare, Achieve! Our Plan to Improve Student Achievement

District Vision—What we stand for:
All children have the right to a rigorous, high-quality education which meets their individual needs. Utica Community Schools will respect, encourage and empower each and every student to acquire the necessary knowledge, skills and attitudes to be successful, contributing members of a diverse community and global society.
District Mission—What our school district is committed to:
We are committed to exemplary teaching and learning in order for our students to be prepared for success in the 21st Century. We will achieve this commitment by engaging the entire community to focus on every child's achievement, with the expectation that every student will pursue some type of post-high school educational endeavor.

UAIS Faculty Directory:

Heritage Principal:	**Mr. Larry Gray**
Heritage Assoc. Principal:	**Mr. Tom Lietz**
UAIS Head of School (intern)	(586)797 -3100
UAIS Coordinator	***Mr. Chris Layson***
	(586)797-3250
UAIS Office Clerk	**Mrs. Gayle Bihary**
	Gayle.Bihary@uticak12.org
UAIS Attendance Line	*(586) 797-3190*
Counselor	
Group 1: Language A1	**Mr. Justin Spear**
	Justin.Spear@uticak12.org
	Mrs. Amy Jo Yeokum
	AmyJo.Yeokum@uticak12.org
Group 2: Language B	
Spanish	**Mrs. Geri Remy**
	Geri.Remy@uticak12.org
French	**Dr. Janet Webster**
	Janet.Webster@uticak12.org
Japanese/Mandarin	**Mrs. Erin Sullivan**
	Erin.Sullivan@uticak12.org
Chinese	**Mr. Cheng Lin**
	Lin.Cheng@uticak12.org
Group 3: I & S	**Mrs. Meg Curtis**
	Megan.Curtis@uticak12.org
	Mr. Andy Dobbie
	William.Dobbie@uticak12.org
	Mr. Chris Layson
	Christopher.Layson@uticak12.org
Group 4: Exp. Science	**Mrs. Jayme Pfannes**
	Jayme.Pfannes@uticak12.org
	Mr. Travis Multhaupt
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Group 5: Mathematics	**Mrs. Tiffany McNair**
	Tiffany.McNair@uticak12.org
	Ms. Melissa Webb
	Melissa.Webb@uticak12.org
Group 6: The Arts	
Instrumental Music	**Mrs. Gaye Hofer**
	Gaye.Hofer@uticak12.org
Theatre Arts	**Mr. Chris Kuhlman**
	Christopher.Kuhlman@uticak12.org
Vocal Music	**Dr. Karen Fox**
	Karen.Fox@uticak12.org
Visual Art	**Mrs. Joy Khan**
	Joy.Khan@uticak12.org
Alliance for Academic Excellence	***Mr. Bob McBroom***
Alliance Assistant	***Mrs. Shellie Kociemba***
	(586) 797-6804

IB learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The Utica Academy for International Studies
Honor Code

The Honor Code is the foundation upon which we at the Utica Academy for International Studies make choices in our daily lives. All members of our community are expected to live up to the highest standards of behavior in the area of personal integrity, respect for others, and community standards, as outlined below. Violations of these basic principles may be grounds for dismissal, unless the school decides that circumstances warrant a lesser punishment. If you are present when the Honor Code is violated, you may be found guilty of complicity.

I. Academic Integrity
The principle of academic integrity is the cornerstone of our school community. In all our actions we encourage students toward a life governed by values of academic honesty, respect for the work of others and a sense of pride in personal accomplishment. Cheating, plagiarizing, or giving or receiving unacknowledged assistance in academic work and/or lying and stealing are unacceptable behavior in our community.

II. Personal Integrity
Mutual respect, fairness and honesty are core values of the Utica Academy for International Studies. As members of a global community it is implicit that we learn how to live with, learn from and respect our differences. Lying, stealing and/or behavior that intimidates, harasses, insults, humiliates or demeans another human being are unacceptable within this school community or our greater society. Infliction of physical or verbal abuse, damaging or destroying the property of others, threats, intimidation, sexual misconduct (coercion, exploitation or abuse) or behavior inside or outside the community that violates propriety and adversely affects the well-being of an individual or the community will be subject to appropriate action, including possible dismissal from school. Specifically, UAIS prohibits in all its programs discrimination against or harassment of any individual or group based upon personal animosity or age, gender, race, color, national origin, religion, or handicap. Such behavior should be brought to the attention of the Head of School or an appropriate staff member. Failure to notify the proper authority could result in your complicity in the action. We as individuals are measured by our impacts on the lives of others as well as our own.

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International Baccalaureate Diploma Handbook
(Beginning in the 11th Grade)

Students must complete coursework in each of the six IBDP Groups

To earn the IB Diploma, a student must successfully complete:

1. At least one course and an IB examination in each of the six groups listed below. To allow for specialization, normally three subjects (but not more than four) are chosen at Higher Level (HL), and to ensure a broad education, three subjects are chosen at standard level (SL).

   Higher Level subjects require intensive, in-depth study over two years. These generally reflect a student's areas of interest and academic strength. Standard Level subjects are as demanding, on par with introductory level collegiate courses, but have a reduced content expectation as they can be taught in a single year. Both levels of study lead to examinations that must be passed in order to receive the IB diploma. In addition to the exams, students will be assessed on a portion of their coursework as a part of the diploma process.

   Subject areas by IB Group Number:

   Group 1: First Language
   English A1

   Group 2: Second Language
   French SL or HL, Japanese SL or HL
   Spanish SL or HL, Mandarin SL or HL

   Group 3: Individuals and Societies
   History of Americas SL or HL, or
   Economics, or Psychology (SL)

   Group 4: Experimental Science
   Biology SL or HL, Chemistry SL or HL
   Physics SL or HL

   Group 5: Mathematics
   Math Studies SL
   Mathematics SL or HL

   Group 6: The Arts
   Instrumental or Vocal Music SL or HL
   Visual Arts SL or HL
   Film Studies SL or HL

2. The Theory of Knowledge (ToK) Course and Essay
3. An Extended Essay (approximately 4000 words) on a topic of the student's choosing.
4. The Creativity, Action and Service (CAS) requirement of 50 hours each over the course of the junior and senior years.

Students not receiving the full IB Diploma can still receive individual IB Certificates for classes that they have successfully passed.

Required IB Marks for full diploma candidacy	***24 marks***
Required CAS Hours	***150 Hours***
Required Extended Essay	***4000 Words***
Required Theory of Knowledge Class and Ext. Essay	**3 marks Poss.**

Special Components

The program offers three special features in addition to the traditional strengths of a broad liberal arts curriculum. These elements are referred to as diploma requirements, as every candidate is required to successfully complete them.

Theory of Knowledge

The Theory of Knowledge (ToK) course is an interdisciplinary program designed to review and challenge knowledge. It involves the study of language, logic, ethics, knowledge, and truth. The course examines the methods used to obtain knowledge, as well as the trustworthiness of language as a means of communicating ideas and the reliability of perception as a means of observing the world. ToK also considers the basis on which moral, political, and aesthetic judgments are made. Student will spend two years answering one question, "*what do I mean when I say 'I know' and why should anyone believe me?*" In ToK, students examine this question in context of their definitions of knowledge itself through four ways of knowing: emotion, reason, perception and language.

Students are given opportunities to:

- Reflect upon knowledge and experience and the validity of the claims made about knowledge;
- Recognize limitations on the degree of certainty possible in all areas of knowledge;
- Be aware of subjective and ideological biases in themselves and others;
- Develop a personal mode of thought based on constructive examination of evidence and expressed in rational argument;
- Explore the relationship between belief and contrasting world views.

ToK is a two-semester course that is taken between the spring of the junior year and the fall of the senior year. It will be primarily taught through discussions on the following major topics:

- ✓ Knowledge, belief, and reality
- ✓ The role of language and thought in knowledge
- ✓ The principles of sound reasoning
- ✓ Systems of knowledge – mathematics, natural sciences, human sciences, history
- ✓ Values and judgments – moral, political, and aesthetic
- ✓ Knowledge and truth

TOK is externally assessed (one essay of 1,200 – 1,600 words on a prescribed title). In addition, students must make one or more individual oral presentations and complete a self-evaluation report. The presentation is internally assessed by the ToK teacher.

Extended Essay

The Extended Essay (EE), which introduces the student to personal research, will be based on a topic of the student's choice, chosen from the official list provided by the IBO. Students are expected to have sufficient knowledge and skills in the chosen subject. Students will traditionally be studying this subject, and often at the higher level. The EE is written outside of the classroom on a student's own time. Students begin the EE process in the fall of their junior year and submit their essays in the winter of their senior year. Each student proactively obtains a mentor/supervisor to advise and guide him/her during the first 12 months of research and writing. **The supervisor will read and comment on the first draft only of the extended essay.** This is excellent preparation for similar tasks that will be expected at the university level.

Students should choose a topic that is:

- ✓ Challenging and interesting
- ✓ Limited in scope to allow examination of an issue/problem in depth
- ✓ Allow the collection or generation of information/data for analysis and evaluation
- ✓ Research oriented

All Extended Essays will be completed by the end of December of the student's senior year. The essays are externally assessed by an examiner on the international grading team and can earn, together with the TOK result, up to three bonus points toward their full diploma.

Length – all Extended Essays should be between 3500 and 4000 words (approximately 17 – 20 pages double spaced) in length, require approximately 40 hours of independent research, and are assessed according to a carefully worded set of general and subject specific criteria. An EE requires an abstract, title page, and table of contents; similar to a graduate thesis.

Presentation – A systematic research process is advised. All graphs, tables, maps, and other supporting material must be neatly presented, well labeled, and easily interpretable. The essay should be logically presented and clearly ordered. A contents page or list of chapter headings should be added and all pages numbered clearly.

Documentation – A standard research paper format should be used. Any recognized format is acceptable providing it utilizes footnotes/endnotes, appendices, and bibliographies. Students who use standard MLA or APA guidelines will meet the IB Extended Essay Requirements.

Assessment - According to the quality of work, the student's performance will fall into one of five bands on a scale of 0 – 36 points or from an 'A', a work of excellent standard to an 'E', a work of poor standard.

A short 10-15 minute interview with the advisor will conclude the process.

ToK and the Extended Essay

Both the Extended Essay and Theory of Knowledge are measured against published assessment criteria according to the quality of the work, and based on the application of these assessment criteria, a student's performance in each will fall into one of the five bands described previously.

Using two performance levels obtained in Theory of Knowledge and Extended Essay, a maximum of three diploma points can be awarded for a student's combined performance as indicated in the matrix below:

		Theory Of Knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not Submitted
Extended Essay	Excellent A	3	3	2	2	1	Failing Condition
	Good B	3	2	1	1	0	Failing Condition
	Satisfactory C	2	1	1	0	0	Failing Condition
	Mediocre D	2	1	0	0	0	Failing Condition
	Elementary E	1	0	0	0	Failing Condition	Failing Condition
	Not Submitted	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition

A student, for example, writes a good Extended Essay and whose performance in Theory of Knowledge is judged to be good will be awarded 2 points, while a student who writes a mediocre EE and whose performance is judged to be good in ToK will be awarded only 1 point.

Performance in both Theory of Knowledge and Extended Essay at an elementary standard is a failing condition for the award of the full diploma.

Creativity Action and Service (CAS)

In order to reinforce the IB philosophy that there is more to education than what occurs in the classroom, students will also participate in the CAS program of co-curricular activities consisting of 150 hours over two years. The student will be engaged in a combination of creative, aesthetic, athletic, and community service activities.

CAS aims to challenge and extend the student by developing a sense of discovery and self-reliance, and encouraging development of individual skills and interests. Students must engage in activities that provide a good balance of creativity, action and service.

CAS and assessment methods:

The emphasis of CAS is on experiential learning. Students learn by doing real tasks that have real consequences and then reflect on these experiences over time.

Creativity can be interpreted as imaginatively as possible to cover the widest range of arts and other activities. An ideal CAS project is one that a student creates, designs, or plans.

Action does not necessarily restrict itself to expeditions, sports or physical exercise, but may include carrying out creative projects, or service–oriented projects. In this manner, all of the CAS components are addressed.

Service does not mean exclusively social service, but can include environmental and international projects as well. Service includes any activity where a contribution is being made without any form of compensation, including grades, extra-credit, etc., outside of the required hours of the CAS process.

Toward the end of the CAS activity, each student will complete a self-evaluation form, which includes a description of the activity and the student's view on how he/she has personally developed from engaging in the activity. Some elements to include in the evaluation are:

- Evidence of initiative, planning and organization;
- The amount of commitment and effort displayed;
- Personal achievement and development as an individual, taking into account attitudes and skills at the start of the activity.

Self-evaluation forms are provided in CAS Logbooks which are distributed to students at the beginning of their junior year – CAS can be logged throughout the junior and senior year with quarterly reviews submitted.

Assessment

How is the IB Assessed

General and subject specific objectives of the IB diploma course focus on cognitive skills and effective capacities. Likewise, assessment procedures are designed to value both process and content and to achieve a balanced assessment of a student's performance. The assessment procedures emphasize understanding and application of knowledge, not just the student's abilities to regurgitate information.

Assessment for the IB diploma is *criterion-referenced*, not norm-referenced. This means that students are not placed onto a normal distribution curve with a set portion of students deemed as having failed the course. Knowledge and skills are assessed according to the student's own achievement against a set of known criteria.

In order for students to have the opportunity to demonstrate their abilities, a variety of assessment methods, which take into account the different learning styles and cultural experiences of students, are used. All subjects are externally examined, which means that an international grading team, hired by the IBO, evaluates the students' work. Most subjects also require *internal assessment*, which involves an external moderation procedure to ensure that uniform standards are maintained throughout the world.

Methods of assessment

The nature of assessment varies according to the subject, but the general pattern is as follows:

- ✓ *Personal research work* – All students must give evidence of their ability to carry out independent work in the form of:
    - o The Extended Essay of about 3,500 – 4,000 words in one of the subject areas assessed by an external examiner.
    - o Guided coursework in some subjects. This work is internally assessed by the teacher who "guided" the student and is externally moderated by the IBO.
- ✓ *Written Examinations (papers)* – held in May of the student's Junior and/or Senior year, these examinations include a variety of assessment techniques such as essays, short answers, and a minimal number of multiple-choice tests. They are prepared and assessed by the examining panels responsible for each subject (otherwise known as the international grading team).
- ✓ *Oral Examinations* – conducted face-to-face with teachers. Sample recordings can also be externally moderated.
- ✓ *Internal Assessments* – for the Theory of Knowledge, and most other subjects. This may take the form of guided coursework, project work, fieldwork, and/or laboratory work. All internal assessment is subject to external moderation.
- ✓ *School Records* – maintained on juniors and seniors, which may be taken into consideration by Chief Examiners in exceptional circumstances when awarding final grades.

All forms of assessment are designed to measure the extent to which the individual student has met the aims of the subject. Therefore, the assessment tools go far beyond testing the ability to memorize isolated facts and bits of information. The assessment tools measure what students have acquired in terms of their ability to integrate knowledge, apply academic skills, and effectively communicate their understanding of subject matter.

IB Assessment Methods Other Than May Examinations

The IB Diploma Program (IBDP) is an all-encompassing curriculum that requires students to engage in a wide range of academic activities. The goal of the IBDP is to teach students how to learn, expose them to a broad range of knowledge, and develop within students the ability to pursue in-depth study. This work is separate from the IB exams, but counts toward a student's overall sore within each subject group. Much of the work is in the form of what IB calls *Internal Assessment*. The following is a comprehensive chart of student work that will be submitted to and assessed by the IB International Grading Team.

Group 1: Lang A1	***English HL***	**Written and Oral Assessments.** 1. Two World Literature Reviews – Each externally assessed 1,000 – 1,500 words. Both reviews emphasize comparison and contrast and analysis of specific pieces of literature. 2. Two Oral Activities – Internally assessed and externally validated, these are recorded pieces of work where students reflect upon and analyze various pieces of literature.
Group 2: Lang B SL	***French, Japanese, Spanish, Mandarin***	**Two Oral Activities**. In the year that the student completes their final level (4/5), he/she will submit recorded pieces of work that comprises both listening and speaking in the language of study.
Group 3: Indiv. and Soc	***History of the Americas HL***	**Guided Coursework**, Each student will write and submit a 1,500 – 2,000 word essay known as a historical investigation.
	Economics SL	**Guided Coursework.** Students will produce a portfolio of four commentaries, each 650-750 words, based on news media extract, linking economic theory to a real-world situation.
	Psychology SL	**Guided Coursework**. Students design and write an experimental study using methods of descriptive and inferential statistics of about 1,500-2,000 words.
Group 4: Exp. Sci	***Biology, Chemistry, Physics SL or HL,***	**Practical Laboratory Work.** Lab notebooks will be internally assessed and externally moderated. Laboratory practicals which reflect the breadth and depth of each subject's syllabus must be documented in a series of lab/project investigations and analysis, **Group 4 Project.** This interdisciplinary activity will be completed by all students. The exercise is a collaborative experience where the emphasis is on the process involved in the scientific investigation rather than the product of investigation.
Group 5: Math	***Math Studies SL***	**Guided Coursework.** Students produce a project involving the collection of information or the generation of measurements, and provide the analysis and evaluation of such data using descriptive and inferential analyses.
	Mathematics SL	**Guided Coursework.** Students produce a portfolio of two pieces of work which represent mathematical investigation and mathematical modeling.
	Mathematics HL	**Guided Coursework.** Students produce a portfolio of two pieces of work which represent mathematical investigation and mathematical modeling.
Group 6: The Arts	***Visual Arts SL or HL***	**Portfolio Presentation**, Each students prepares an exhibition and is interviewed by a visiting examiner (on site) to discuss the aspects of the art work. **Research Workbook.** Each student will prepare a personal record of their artistic development.
	Music SL or HL	**Written Media Script.** Each student will write a 1,200-1,500 word investigation of the relationship between two musical genres. **Performance.** HL students will present one or more solo recitals and three contrasting compositions with recording and written statement. SL students will complete either the solo performance or the composition.
	Theatre Arts SL or HL	**Research Investigation.** Each student will write a research 2,000-2,500 word investigation with supporting visual materials. **Practical Performance Proposal.** Students will design a proposal of 250 words with supporting visual materials and a supporting report of 1,000-1,250 words. **Oral Presentation.** Students will perform and be assessed by the teacher in the form of an oral presentation lasting 30 minutes with 7-10 images. Students will produce an independent project portfolio of 2,000-3,000 words connecting their experiences in the core syllabus.

The IB Grading Scheme

Each of the six subjects offered is graded on the following scale:

7 Marks = Superior Proficiency
6 Marks = Very Proficient
5 Marks = Proficient
4 Marks = Moderately Proficient
3 Marks = Mediocre
2 Marks = Poor
1 Marks = Elementary

The mark represents the student's exam mark combined with the other forms of assessment methods as described in the preceding section. Up to three bonus points can be added to the student's total based on the overall performance in ToK and EE.

Award of the IB Diploma
The diploma will be awarded to a student whose total score, including any bonus points, reaches or exceeds 24 points **and** satisfies the following conditions:

1. Higher Level (HL) subjects – In principle, a student must obtain a mark of 4 or above in each Higher Level subject. Nevertheless, one mark of 3, but not of 2, will be acceptable.

2. Standard Level (SL) Subjects – In principle, a student must obtain marks of 4 or above in each Standard Level subject. Nevertheless, one mark of 2, but not of 1, will be acceptable.

Note: Students who have completed the requirements for the diploma with only one failing condition, as set out above, but with a total score of at least 28 points, including any bonus points, will be awarded the IB diploma.

Excluding Conditions

The diploma CANNOT BE AWARDED, whatever the total marks, to students who have:

- Not been awarded Grades A to E for both Theory of Knowledge and the Extended Essay, with above an elementary grade in at least one of these;
- Not completed an approved program of Creativity, Action and Service;
- Received a mark of 2 in any Higher or a mark of 1 in any Standard Level Subject;
- Received a total of more than three marks of 3 or below.

Academic Honesty and Plagiarism

What Is Plagiarism? (*From the Writing Program Administrators Website)*

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledg-ing its source.

This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Most current discussions of plagiarism fail to distinguish between:

1. submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source, and
2. carelessly or inadequately citing ideas and words borrowed from another source.

Such discussions conflate *plagiarism* with the *misuse of sources*.

Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quota-tion marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropri-ately.

Is It Plagiarism Yet? (*From the Purdue OWL Website****)***

There are some actions that can almost unquestionably be labeled plagiarism. Some of these include buying, stealing, or borrowing a paper (including, of course, copying an entire paper or article from the Web); hiring someone to write your paper for you; and copying large sections of text from a source without quotation marks or proper citation.

But then there are actions that are usually in more of a gray area. Some of these include using the words of a source too closely when paraphrasing (where quotation marks should have been used) or building on someone's ideas without citing their spoken or written work. Sometimes teachers suspecting students of plagiarism will consider the students' intent, and whether it appeared the student was deliberately trying to make ideas of others appear to be his or her own.

However, other teachers and administrators may not distinguish between deliberate and accidental plagiarism. So let's look at some strategies for avoiding even suspicion of plagiarism in the first place When Do We Give Credit?

The key to avoiding plagiarism is to make sure you give credit where it is due. This may be credit for something somebody said, wrote, emailed, drew, or implied. Many professional organizations, including the Modern Language Association and the American Psychological Association, have lengthy guidelines for citing sources. However, students are often so busy trying to learn the rules of MLA format and style or APA format and style that they sometimes forget exactly what needs to be credited. Here, then, is a brief list of what needs to be credited or documented:

- Words or ideas presented in a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium
- Information you gain through interviewing or conversing with another person, face to face, over the phone, or in writing
- When you copy the exact words or a unique phrase
- When you reprint any diagrams, illustrations, charts, pictures, or other visual materials
- When you reuse or repost any electronically-available media, including images, audio, video, or other media

Bottom line, document any words, ideas, or other productions that originate somewhere outside of you.

There are, of course, certain things that do not need documentation or credit, including:

- Writing your own lived experiences, your own observations and insights, your own thoughts, and your own conclusions about a subject
- When you are writing up your own results obtained through lab or field experiments
- When you use your own artwork, digital photographs, video, audio, etc.
- When you are using "common knowledge," things like folklore, common sense observations, myths, urban legends, and historical events (but not historical documents)
- When you are using generally-accepted facts, e.g., pollution is bad for the environment, including facts that are accepted within particular discourse communities, e.g., in the field of composition studies, "writing is a process" is a generally-accepted fact.

Deciding if Something is "Common Knowledge".
Generally speaking, you can regard something as common knowledge if you find the same information undocumented in at least five credible sources. Additionally, it might be common knowledge if you think the information you're presenting is something your readers will already know, or something that a person could easily find in general reference sources. But when in doubt, cite; if the citation turns out to be unnecessary, your teacher or editor will tell you.

Safe Practices (*From the Purdue University OWL Website)*

Most students, of course, don't intend to plagiarize. In fact, most realize that citing sources actually builds their credibility for an audience and even helps writers to better grasp information relevant to a topic or course of study. Mistakes in citation and crediting can still happen, so here are certain practices that can help you not only avoid plagiarism, but even improve the efficiency and organization of your research and writing.

Best Practices for Research and Drafting
Reading and Note-Taking

- In your notes, always mark someone else's words with a big Q, for quote, or use big quotation marks
- Indicate in your notes which ideas are taken from sources with a big S, and which are your own insights (ME)
- When information comes from sources, record relevant documentation in your notes (book and article titles; URLs on the Web)

Interviewing and Conversing

- Take lots of thorough notes; if you have any of your own thoughts as you're interviewing, mark them clearly
- If your subject will allow you to record the conversation or interview (and you have proper clearance to do so through an Institutional Review Board, or IRB), place your recording device in an optimal location between you and the speaker so you can hear clearly when you review the recordings. Test your equipment, and bring plenty of backup batteries and media.
- If you're interviewing via email, retain copies of the interview subject's emails as well as the ones you send in reply
- Make any additional, clarifying notes immediately after the interview has concluded

Writing Paraphrases or Summaries

- Use a statement that credits the source somewhere in the paraphrase or summary, e.g., According to Jonathan Kozol, ...
- If you're having trouble summarizing, try writing your paraphrase or summary of a text without looking at the original, relying only on your memory and notes
- Check your paraphrase or summary against the original text; correct any errors in content accuracy, and be sure to use quotation marks to set off any exact phrases from the original text
- Check your paraphrase or summary against sentence and paragraph structure, as copying those is also considered plagiarism.
- Put quotation marks around any unique words or phrases that you cannot or do not want to change, e.g., "savage inequalities" exist throughout our educational system (Kozol).

Writing Direct Quotations

- Keep the source author's name in the same sentence as the quote
- Mark the quote with quotation marks, or set it off from your text in its own block, per the style guide your paper follows
- Quote no more material than is necessary; if a short phrase from a source will suffice, don't quote an entire paragraph
- To shorten quotes by removing extra information, use ellipsis points (...) to indicate omitted text, keeping in mind that:
    - Three ellipsis points indicates an in-sentence ellipsis, and four points for an ellipsis between two sentences
    - To give context to a quote or otherwise add wording to it, place added words in brackets, []; be careful not to editorialize or make any additions that skew the original meaning of the quote—do that in your main text, e.g.,
        - OK: Kozol claims there are "savage inequalities" in our educational system, which is obvious.
        - WRONG: Kozol claims there are "[obvious] savage inequalities" in our educational system.
    - Use quotes that will have the most rhetorical, argumentative impact in your paper; too many direct quotes from sources may weaken your credibility, as though you have nothing to say yourself, and will certainly interfere with your style

Writing About Another's Ideas

- Note the name of the idea's originator in the sentence or throughout a paragraph about the idea
- Use parenthetical citations, footnotes, or endnotes to refer readers to additional sources about the idea, as necessary
- Be sure to use quotation marks around key phrases or words that the idea's originator used to describe the idea

Maintaining Drafts of Your Paper

Sometimes innocent, hard-working students are accused of plagiarism because a dishonest student steals their work. This can happen in all kinds of ways, from a roommate copying files off of your computer, to someone finding files on a disk or pen drive left in a computer lab. Here are some practices to keep your own intellectual property safe:

- Do not save your paper in the same file over and over again; use a numbering system and the Save As... function. E.g., you might have research_paper001.doc, research_paper002.doc, research_paper003.doc as you progress. Do the same thing for any HTML files you're writing for the Web. Having multiple draft versions may help prove that the work is yours (assuming you are being ethical in how you cite ideas in your work!).
- Maintain copies of your drafts in numerous media, and different secure locations when possible; don't just rely on your hard drive or pen drive.
- Password-protect your computer; if you have to leave a computer lab for a quick bathroom break, hold down the Windows key and L to lock your computer without logging out.
- Password-protect your files; this is possible in all sorts of programs, from Adobe Acrobat to Microsoft word (just be sure not to forget the password!)

Revising, Proofreading, and Finalizing Your Paper

- Proofread and cross-check with your notes and sources to make sure that anything coming from an outside source is acknowledged in some combination of the following ways:
    - In-text citation, otherwise known as parenthetical citation
    - Footnotes or endnotes
    - Bibliography, References, or Works Cited pages
    - Quotation marks around short quotes; longer quotes set off by themselves, as prescribed by a research and citation style guide
    - Indirect quotations: citing a source that cites another source
- If you have any questions about citation, ask your instructor well in advance of your paper's due date, so if you have to make any adjustments to your citations, you have the time to do them well