



**ATHENS COLLEGE**

Hellenic-American Educational Foundation

Kindergarten • Elementary • Junior High • High

ATHENS COLLEGE • PSYCHICO COLLEGE • KINDERGARTEN J. M. CARRAS

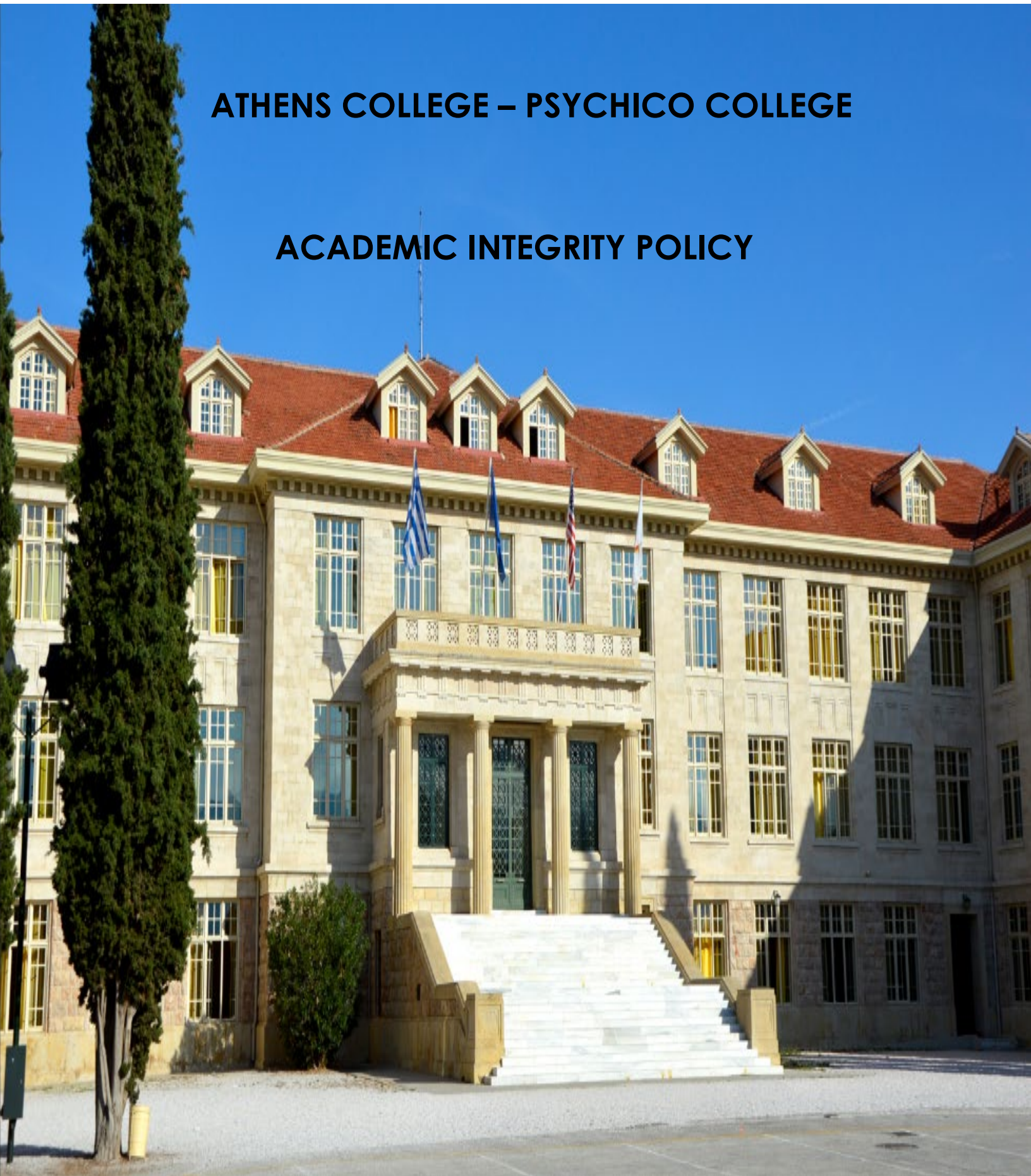
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**ib** Middle Years Programme

# ATHENS COLLEGE – PSYCHICO COLLEGE

## ACADEMIC INTEGRITY POLICY



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Revised

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## **The IB Mission Statement**

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.

## **HAEF – Athens College\*<sup>1</sup> Mission Statement**

The mission of the Hellenic-American Educational Foundation is to contribute to society as a beacon for Greek education, developing responsible global citizens and future leaders, inspired by Hellenic heritage and both American and European liberal values. Its aim is to provide the essence of education by helping each individual to achieve their highest potential and unique aspirations, instilling in them respect for themselves and others, cultivating a sense of civic duty, and exemplifying the highest ethical standards.

Our aim, through academic excellence and critical thinking, is to inspire and transform students into graduates distinguished by creativity, teamwork and a spirit of discovery.

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<sup>1</sup>\* Reference to Athens College denotes HAEF - ATHENS COLLEGE (051958) and HAEF - PSYCHICO COLLEGE (000901)

## The IB Learner Profile

### As IB learners we strive to be:

#### **Inquirers**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

#### **Knowledgeable**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

#### **Thinkers**

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

#### **Communicators**

We express ourselves confidently and creatively in more than one language and many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

#### **Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

#### **Open-minded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

#### **Caring**

We show empathy, compassion and respect. We commit to service, and we act to make a positive difference in the lives of others and the world around us.

#### **Risk-takers**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

#### **Balanced**

We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

#### **Reflective**

We thoughtfully consider the world and our ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.

## Academic Integrity Philosophy

Athens College strives for excellence, inspiring global and caring learners to successfully prepare for their future education and beyond. Academic integrity is a cornerstone upon which this endeavor is built, as it creates the necessary conditions for mutual trust and respect, open communication, and intellectual inquiry to flourish. Guided by the School's values, all School community members at Athens College are expected to exemplify honesty, trust, fairness, respect and responsibility in learning, teaching and research. Guided by the attributes of the IB Learner Profile, all School community members agree to uphold academic integrity and commit to avoiding any practice that does not abide by these rules.

Athens College complies with the Greek State and International Baccalaureate regulations and procedures regarding academic integrity. All staff involved in the MYP are aware of and compliant with the regulations/requirements in General regulations: Middle Years Programme and the relevant IB publications in the References section of the policy.

At Athens College, we acknowledge that academic integrity is a multi-faceted and complex concept, influenced by various factors such as culture, parental and societal expectations, feelings of inadequacy, peer pressure, role modeling and explicitly taught skills. To this end, we aspire to turn academic integrity and credibility matters from surveillance and enforcement issues into learning matters.

Athens College provides its students with transparent policies and procedures to help them develop a sense of responsibility, reinforce critical and independent thought, and understand their role as learners with integrity and ethos. As mentioned in both the Mission Statement of Athens College and the IB Mission statement, the aim is to develop honest and responsible learners who are principled and respectful of their fellow human beings. We seek students who "act with integrity and honesty, with a sense of justice and with respect for the dignity and rights of people around the world, to take responsibility for their actions and the consequences of their actions."<sup>2</sup>

The purpose of the academic integrity policy is to:

- create an environment where surveillance strategies are incorporated into pedagogical practice
- clearly define what academic integrity is in the context of the school's curriculum
- outline the responsibility of the entire School community, that is, the School, the teacher, the student, and the parent, in promoting and maintaining good academic practice and a culture that encourages academic integrity
- ensure that students always adhere to the principles of academic integrity, as appropriate to their grade level
- ensure that Athens College has clear procedures for addressing cases of academic malpractice

From the outset, the School notifies the School community of which actions constitute a breach of academic integrity and the consequences that these entail.

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<sup>2</sup> Excerpt from the *IB Learner Profile, Principled*

## How Academic Honesty is Reinforced

The School community is aware of the significance of academic integrity, highlighted during parents' informational evenings, induction days for incoming students and newly hired faculty members, and regular student assemblies and faculty meetings. The library staff facilitate research skills workshops during library project sessions, and students can hone their research skills through regular classroom practice.

Our School takes great care to ensure that the framework of Academic Integrity is made clear and is accepted by the entire school community (Direction, students, teachers, parents):

- **The senior pedagogical leadership team:**
  - inform parents about the Academic Integrity Policy
    - a) via informational meetings and
    - b) through the School's website and the parent and employee portal (Internal Regulations, Rules and Regulations of the MYP, Policies, and Procedures)
  - review the Academic Integrity Policy at regular intervals in collaboration with the faculty and the library staff
  - maintain a logbook of student assessment, adhering to the maximum allowed per week and informing students 15 days in advance. This ensures that students refrain from academic integrity malpractice due to poor time management skills
  
- **Teachers and librarians:**
  - clearly explain the concepts of intellectual property, plagiarism, and collusion (terminology included below)
  - model proper citation of all genres of informational sources when conducting and publishing research
  - convey the message that assessment is not considered to be learning but a vehicle for sharing learning, thus promoting personal engagement
  - design authentic learning engagements and assessment tasks to invite learners' creative and critical thinking and discourage them from plagiarizing
  - emphasize the importance of submitting assignments citing reliable and relevant sources
  - share exemplars which meet the agreed-upon standards with students
  - starting in grade 7 of Junior High School (MYP Year 2), teaching the standard MLA 8 (Modern Language Association 8) bibliography format, and steadily building skills in grades 8 and 9 (MYP Years 3 and 4) so that by grade 10 of High School (MYP Year 5) students are in a position to use and cultivate their research skills<sup>3</sup> to the greatest degree<sup>4</sup>
  - devote time to teaching appropriate communication and research skills during ATL skills sessions, including teaching how to paraphrase information

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<sup>3</sup> “MYP: From Principles into Practice – ATL skills framework (May 2014).”

<sup>4</sup> “MYP: Effective citing and referencing (August 2014)”

- set the terms for collaboration in group work, emphasizing the need to respect the intellectual property of other group members. Intellectual property refers to anything covered by copyright, property rights or patents, such as inventions, literary and artistic works, symbols, names and images used in commerce, and moral rights
  - inform students of the consequences of breaching academic integrity in in-person and distance learning, including external and internal examinations
  - highlight the importance of evaluating sources in terms of reliability and relevance
  - make use of plagiarism detection tools such as Turnitin, which is embedded in the LMS platform ManageBac
  - highlight the importance of meeting deadlines when submitting assignments
  - inform students of the importance of upholding academic integrity in class assignments and all aspects of School life (i.e. Personal Projects, Service as Action, School editions, etc.)
- **The Advisor:**
    - discusses and analyzes with students the Athens College and IB Mission Statements
    - discusses and analyzes with students the IB Learner Profile attributes directly related to academic integrity
    - discusses and analyzes with students the Honor Code (see Appendix I), where special reference is made to integrity, honesty, responsibility, and a commitment to avoiding any form of academic malpractice
    - teaches appropriate self-management and communication skills<sup>5</sup> in both individual and group work (in grades 7, 8 and 9) based on tailored presentations prepared by the ATL Coordinator in collaboration with the Psychoeducational Counseling Department
- **Parents:**
    - accept in writing the regulations and Procedures of the School during registration
    - communicate with the School's administration and with teachers for any clarifications concerning the strict framework of the Academic Integrity Policy
    - embrace the philosophy of academic integrity, and encourage their child to adhere to the rules of academic integrity
    - cooperate with the School if their child receives a strict reprimand from the Direction or the teacher in charge for academic misconduct
    - reinforce their child's responsibility for their own work by not doing any part of an assignment for them
- **Students:**
    - study and understand the School's Academic Integrity Policy
    - devise a timeline or plan to reasonably manage their assigned tasks
    - keep organized notes and consult reliable and relevant sources while working on their assignments
    - keep all notes and drafts of any assignment before they submit it to the supervising teachers as proof of the authenticity of their work

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<sup>5</sup> “MYP: From Principles into Practice – ATL skills framework (May 2014)”

- seek teachers' and/or librarians' guidance and support when questions arise regarding appropriately citing sources
- cite all sources while giving credit to ideas, written and visual texts that are the intellectual property of someone else
- ensure that in-text citations are included as needed and the bibliography is referenced according to the MLA 8 format (see Appendix II)
- safeguard the intellectual property of their work in collaborative tasks, contribute equally to the team effort, respect diversity, utilize their work, notes, and sources as well as those of the other team members, work harmoniously with the supervising teacher and with other members of the team
- respect all School premises used to complete their assignments (classrooms, library, labs, etc.)

Students also meet the following learning outcomes relevant to ATL skills:

### **Research Skills**

- collect, record, and verify data
- make connections between various sources of information
- evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- use critical literacy skills to analyze and interpret media communications
- locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- understand and implement intellectual property rights
- create references and citations, and construct a bibliography according to recognized conventions

### **Communication Skills**

- paraphrase accurately and concisely
- structure information in summaries, essays, and reports
- take effective notes in class

### **Thinking Skills**

- evaluate evidence
- formulate factual, topical, conceptual and debatable questions
- create original works and ideas; use existing works and ideas in new ways
- apply existing knowledge to generate new ideas, products or processes
- create novel solutions to authentic problems
- consider ATL skills development and personal learning strategies
- consider, cultural, ethical and environmental implications

### **Self - Management Skills**

- plan short and long-term assignments; meet deadlines
- keep an organized and logical system of information files



### **Social Skills**

- use social media networks appropriately to build and develop relationships
- delegate and share responsibility for decision-making
- take responsibility for one's own actions
- work collaboratively in teams

Students are not allowed to:

- submit an assignment completed by someone else as their own
- submit an assignment that has been directly copied from published, printed, or electronic sources without properly citing the sources used
- submit an assignment that has been translated without properly citing the sources used
- consciously copy someone else's words or ideas without citing the source
- paraphrase a text or published source without mentioning or quoting the source
- submit an assignment with minimal original content, even if the appropriate referencing of sources used is made
- refer to non-existent sources or provide inaccurate information on sources

## **Instances Constituting Breach of Academic Integrity**

Athens College creates an environment where students feel supported to avoid forms of unintentional academic misconduct at all costs. To this end, our School is very sensitive to any instance that constitutes a breach of academic integrity and leads students to gain an unfair advantage over their peers. Such instances include:

### **A. Plagiarism**

Athens College interprets the meaning of the word plagiarism in the broadest sense of the term. According to the IB, plagiarism is defined as “the presentation – intentionally or unintentionally – of someone else's ideas, words, or work without correct, clear, and explicit recognition”<sup>6</sup>.

Examples of plagiarism include but are not limited to:

- when a student directly copies significant amounts of material without proper citation, including cutting and pasting information directly from a website and/or copying information directly from a paper source
- when a student includes copied wording mixed with their own words in a written document without making use of quotation marks, in-text citations or paraphrasing
- when a student uses images, maps, tables, infographics and diagrams without references of work/author/year
- over-dependence on the source's phrasing, such as rewriting in a student's own words but clearly only using the ideas and structure of the source

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<sup>6</sup> “*Academic Integrity (October 2019)*”

## **B. Collusion**

- Supporting academic misconduct committed by another member of the school community. There is a clear distinction between legitimate collaboration and unacceptable collusion.

Examples of collusion include but are not limited to:

- when a student allows his/her work to be copied and submitted for assessment by another student
- when another student has written work a student has submitted for assessment
- when a student submits work completed in previous years, such as sharing work by a sibling or information about what will appear on an assessment task.
- when a student shares a password with others, takes screenshots and/or shares submitted work
- when a student inappropriately provides answers to another student on academic assignments

On the contrary, working together on a common aim with shared information, which is an open and cooperative behavior that does not result in allowing one's work to be copied or submitted for assessment by another, is highly encouraged.

## **C. Cheating**

- Using or attempting to use unauthorized aids, assistance, materials, or methods in any academic activity.

Examples of cheating include but are not limited to:

- when a student uses the same assignment or part of it for different subjects and disciplines without mention of this
- when a student uses someone else's assignment or part of it as his own
- when a student does not uphold the rules and procedures of examinations
- when a student has material that is not allowed
- when a student attempts to copy or copies

## **D. Disclosure of assessment-related information**

- When a student receives or provides to other examinees information relative to the assessment before or during the examination.

## **E. Falsification of documents**

- When a student falsifies any official documents pertaining to academic procedures and school life.

## Consequences

Athens College sets – following the rules set by the Greek State and as stipulated in the School Regulations– and communicates to the entire school community the consequences for breaching academic honesty.

Pedagogical measures aim mainly at supporting students to develop all the necessary skills to become responsible learners and community members. Academic malpractice is to be treated according to the severity of the infringement. The student's age, intent, cognitive awareness, and emotional/psychological state will also be considered to develop appropriate academic responses.

### **Consequences for minor infringements of the academic integrity policy (Level 1)**

Level 1: Student uses phrases or a few lines of text or a paragraph without proper citation, or student copies a small portion of another's work and submits it as their own. Most of the work is still the student's own. If copied from another student, the same consequences will also be applied to that student.

- a) The teacher in charge informs the student that s/he has breached academic integrity conferences with the student to review ways to avoid plagiarism and asks him/her to re-submit his/her assignment with the appropriate changes made.
- b) If the student does not comply, the teacher in charge informs the School's Administration, which then calls the student in for a discussion to determine the reasons for non-compliance (poor time management skills and/or research skills, stress factors, conscious intent, etc.) and accordingly assigns the relevant School department (Psychoeducational counseling office, library, academic advisor, etc.) to further counsel the student. Following the aforementioned actions, the student must re-submit their assignment with the appropriate changes made. The resubmitted work will receive the appropriate achievement level score(s).
- c) If the student does not re-submit their assignment with the appropriate changes made or if he re-submits it and again breaches rules of academic integrity, the Administration informs the student's parents, the assignment is not accepted, the student's grade is affected (in proportion to the scope of the plagiarism), and all official School documents are updated accordingly (i.e. Personal Project Academic Honesty form, student record card, etc.).

Regarding summative assessments, the teacher in charge does not award the student a grade for the assignment. Instead, the teacher marks the assignment as N/A (Not Assessed) or partially assesses it and gives the remaining part a N/A (Not Assessed) using the best-fit approach to award the overall grade.

In regard to the Personal Project, the supervisor in charge must clearly describe the transgression in the Academic Honesty Form and declare in writing that the assignment has not been accepted

by the School and that it does not agree to it being submitted to the IB Organization. In this instance, instead of a grade, the MYP Coordinator enters an “F” in the International Baccalaureate Information System (IBIS), and the student does not receive a certificate of completion for the MYP Personal Project.<sup>7</sup>

### **Consequences for escalating incidents (Level 2 & Level 3)**

Should a Level 1 incident be repeated, it becomes a Level 2 incident.

Level 2: Student uses multiple lines of text or includes paragraphs without proper citation; student copies a large portion of another’s work. If copied from another student, the same consequences will also be applied to that student.

- a) teacher conferences with the student to review ways to avoid academic malpractice
- b) the work receives an initial N/A (Not Assessed) for the relevant assessment criterion/criteria and must be resubmitted within an appropriate time frame determined by the teacher; the resubmitted work will receive the appropriate achievement level score(s)
- c) a disciplinary referral is written and submitted to the section principal
- d) the student writes a reflection to submit to the section principal
- e) parents will be notified; a conference may be requested

Should a Level 2 incident be repeated, it becomes a Level 3 incident.

Level 3: Most, if not all, work has been copied from another source or a repetition of a Level 2 incident. If copied from another student, the same consequences will also be applied to that student.

- a) a disciplinary referral is written and submitted to the Administration
- b) the teacher submits plagiarized work with notes on sections copied
- c) the student submits a written reflection to the Administration
- d) students face disciplinary measures /other learning consequences due to the incident
- e) a meeting is required with the parents and designated school administration members

More specifically, in the event of upholding the rules and procedures of examinations:

- If a student attempts to copy at any time during an examination, then:
  - a) The teacher informs the student that s/he has breached academic integrity and requests that the unauthorized material be submitted or the examination be interrupted.
  - b) If the student does not comply, the teacher in charge informs the Administration of the School, who calls on the student to explain and checks whether using this material has influenced their performance. If it has, then the incident is recorded in the minutes, that specific part of the exam is nullified, the Administration informs the student's parents, the student receives a written reprimand, and all official School documents are updated accordingly.

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<sup>7</sup> “*Middle Years Programme Assessment procedures 2023 (September 2022).*”

- If a student copies during an examination, then:
  - a) The teacher informs the student that s/he has breached academic integrity, notifies the Administration of the incident and submits supporting evidence.
  - b) The incident is recorded in the minutes, the exam is nullified, the Administration informs the student's parents, the student is penalized, and all official School documents are updated accordingly.

All the above instances may affect the student's overall conduct standing, which the faculty evaluate during the relevant academic meeting at the end of the school year.

## Review Process

The Academic Integrity Policy is reviewed regularly by the senior pedagogical leadership team, the library staff, and the faculty as part of the IB curriculum review cycle and the whole school improvement plan. The current Academic Integrity Policy is subject to review at the end of the school year or the beginning of the following school year to include any modifications required by the Greek State or anticipated due to the revision of the MYP framework and School procedures. All updates are communicated to the broader school community in due course.

## References

"Academic Integrity Policy." *IBO.org*, International Baccalaureate Organization, Oct. 2019

"Effective citing and referencing." *IBO.org*, International Baccalaureate Organization, Apr. 2022

"Middle Years Programme Assessment Procedures 2023." *IBO.org*, International Baccalaureate Organization, Sept. 2022

"MYP: From Principles into Practice (for Use from September 2014/January 2015)." *IBO.org*, International Baccalaureate Organization, May 2014

"Personal Project Guide." *IBO.org*, International Baccalaureate Organization, Feb. 2021

"Programme standards and practices." *IBO.org*, International Baccalaureate Organization, Oct. 2018

## Appendix I

### Code of Honor

As a student of Athens College, I promise to:

- respect and honor myself, the School and its institutions.
- behave with respect, courtesy, and grace towards my teachers, classmates, and the school's administrative staff.
- respect the school's and classmates' property and keep my classroom and all school spaces clean.
- stand up for myself with grace and courtesy and resolve differences by engaging in democratic dialogue.
- be honest, truthful, and fair and take responsibility for my actions.
- contribute in any way I can so that lessons are conducted smoothly, making the most of the educational and cultural opportunities given to me.
- never plagiarize from published or electronic sources while completing assignments; I will not copy during a written examination or appropriate work that is not mine.

## Appendix II

### Rules for recording sources and footnotes<sup>8</sup>



Library

## Works Cited (MLA 8 Style)

Works cited are the research sources referred to within your work and reported at the end.

### Printed Sources

1. An **encyclopedia** article or a **dictionary** entry should contain:
  - The **author's** full name (if the article is signed), ending with a period.
  - The **title of the article** or **dictionary entry** (in quotation marks), ending with a period.
  - **Title of the encyclopedia** or **dictionary** (italicized), followed by a comma
  - The **edition** (if stated), followed by a comma
  - The **volume**, followed by a comma
  - The **publisher**, followed by a comma
  - The **date** of publication, followed by a comma
  - The **pages** consulted (if a single page, use abbreviation **p.** and **pp.** for multiple pages), ending the entry with a period.

#### Model

Author's Last Name, Author's First Name (if given). "Title of the Article." *Title of the Encyclopedia*, Edition, Volume, Publisher, Date of Publication, Pages.

#### Samples

"Criticism." *Merriam-Webster's Collegiate Dictionary*, 11th ed., 2003, pp. 447-448.

Hewitt, Kenneth. "Indus." *The Encyclopedia Americana*, International ed., vol. 15, Grolier, 2002, p. 103.

- The **full title** of the book including any subtitle. *Italicize the title*, capitalize all important words, and separate the main title and the subtitle with a colon (:), ending with a period.

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<sup>8</sup> Athens College Library Archives

- **Other contributors** (e.g. editors, translators, illustrators, etc.), if important to identifying the work, followed by a comma
- **Edition** (e.g. abridged ed., 7<sup>th</sup> ed.) - if applicable, followed by a comma
- The **name of the publisher**, followed by a comma
- The **date** of publication, followed by a comma
- The **pages** consulted (if a single page, use abbreviation p. and **pp.** for multiple pages), ending the entry with a period.

#### Model

Author's Last Name, Author's First Name. *Title of the Book*, Other Contributors (if applicable), Edition (if given), Publisher, Date of Publication, Pages.

#### Samples

Homer. *The Iliad of Homer*. Richard Lattimore, translator. University of Chicago Press, 1990, pp. 34-35.

Klein, Herbert S. *The Atlantic Slave Trade*. Cambridge University Press, 2010, pp. 67-69.

#### Notes on Author's Names

- For a single author: Last Name, First Name (Dickens, Charles)
- For (2) authors: Last Name, First Name *and* First Name Last Name (Marx, Karl, and Friedrich Engels)
- For (3) or more authors: Last, First, et al. (Petras, Shannon Bell, et al.)
- Organizational authors are kept as reported (e.g. United Nations **not** Nations, United).
- If the person is NOT the author, you indicate their title after the name (e.g. Donnellan, Craig, editor. Heaney, Seamus, translator.)
- If there is no author, you may skip the field

#### 3. A periodical article should contain:

- The **author's** full name, ending with a period.
- The **title of the article** (in quotation marks) ending with a period.
- **Title of the periodical** (italicized), followed by a comma
- The **volume** number (if stated), followed by a comma
- The **issue** number (if stated), followed by a comma
- The **date** of publication (if stated), followed by a comma
- The **page numbers** of the article (if a single page, use abbreviation p. and **pp.** for multiple pages), ending the entry with a period.

#### Model

Author's Last Name, Author's First Name. "Title of the Article." *Title of the Periodical*, Volume, Issue, Date of Publication, Pages.

#### Samples

Barthelme, Frederick. "Architecture." *Kansas Quarterly*, vol. 13, no. 3, 1981, pp. 177-80.



If there is no volume or issue number, give the complete date.

Weintraub, Arlene, and Laura Cohen. "A Thousand-Year Plan for Nuclear Waste." *Business Week*, 6 May 2002, pp. 94-96.

## **Electronic Sources**

1. An **Online Encyclopedia** bibliographic entry should contain:

- The **author's** full name (if there is one), ending with a period.
- The **title of the article** (in quotation marks) ending with a period.
- **Title of the encyclopedia** (italicized) followed by a comma
- The **publisher** of the online encyclopedia, followed by a comma
- The **year** of posting, followed by a comma
- The **URL of the article** (Web address) - remove http:// and end with a period.
- The **date accessed** (day, month, and year), written **Accessed** Day Month Year, and ending the entry with a period.

### **Model**

Author's Last Name, Author's First Name. "Title of the Article." *Title of the Encyclopedia*, Publisher, Year of Posting, URL. Date Accessed.

### **Samples**

"Fractal." *Encyclopaedia Britannica*, Encyclopaedia Britannica, 2017, [www.britannica.com/topic/fractal](http://www.britannica.com/topic/fractal). Accessed 14 June 2017.

Littleton, C. Scott. "Atlantis." *World Book Advanced*, World Book, 2022, [worldbookonline.com/advanced/article?id=ar036120](http://worldbookonline.com/advanced/article?id=ar036120). Accessed 25 Aug. 2022.

- If you use a printed source that is put online, be sure to indicate both dates (when it was originally published *and* when you accessed it via the web)
- For electronic sources, give the range of dates if it was a project developed over time or this is the only copyright date given (e.g. 1996-2016). Copyright dates can substitute for publication dates
- If a publication date isn't there, eliminate it and continue to the next field
- **Students must *always* provide the date accessed**

2. A **Web page** bibliographic entry should contain:

- The **author's** full name (if there is one), ending with a period.
- The **title of the Web page** (in quotation marks) ending with a period.
- The **title of the overall Website** (italicized), followed by a comma
- The **publisher** of the site; if not available skip this field, followed by a comma
- The **date of publication or posting** (day, month, and year *or* a range of dates),
- The **URL** (Web address) - remove http:// and end with a period.
- The **date accessed** (day, month, and year), written **Accessed** Day Month Year, and ending the entry with a period

**Model**

Author's Last Name, Author's First Name. "Title of the Web page." *Title of the Website*, Publisher, Date of Posting, URL. Date Accessed.

**Sample**

Bradley, Larry. "The Butterfly Effect." *Chaos and Fractals*, Space Telescope Science Institute, 2010, www.stsci.edu/~lbradley/seminar/butterfly.html. Accessed 12 Sept. 2022.

3. A **digital image on a Website** should contain:

- The **creator's** full name (if known), ending with a period.
- The **title of the digital image** (in quotation marks). If the image does not have a title, give a short description and omit any quotation or italics, ending with a period.
- **Title of the Website where the image appears** (italicized), followed by a comma
- **Other contributors** responsible for the image (e.g. Getty Images), followed by a comma
- Any **numbers** associated with the image (if applicable), followed by a comma
- The **publisher** of the Website, followed by a comma
- The **date of creation or posting** (day, month, and year), followed by a comma
- The **URL** (Web address) (remove http://), ending with a period.
- The **date accessed** (day, month, and year) written **Accessed** Day Month Year, and ending the entry with a period.

**Model**

Creator's Last Name, Creator's First Name. "Title of the Image." *Title of the Website*, Other Contributors (if applicable), Numbers, Publisher, Date of Creation or Posting, URL. Date Accessed.

**Samples**

Bland, Webb. "The Google Self-driving Car Project and Fiat Automobiles as Partnered in Developing a Self-Driving Minivan, the Chrysler Pacifica." *USA Today*, PR Newswire, Gannett Satellite Information Network, 25 June 2017, www.usatoday.com/story/money/cars/2017/06/25/prepared-not-states-get-ready-self-driving-revolution/100963152/. Accessed 27 June 2022.

Kesteven, Sophie. "Sanchez the Pug in His Christmas Outfit Ahead of the Race." ABC News, ABC, 20 Dec. 2016, www.abc.net.au/news/2016-12-20/sanchez-the-pug-dressed-up-in-a-christmas-outfit-in-canberra/8134194. Accessed 29 June 2022.

4. A **YouTube video clip** should contain:

- The **author's** name or screen name (if known), ending with a period.
- The **title of the video clip** (in quotation marks), ending with a period.
- **Title of the platform** (italicized), followed by a comma
- The **name of other contributors** (i.e. the person or entity uploading the video if different from the author), followed by a comma
- The **date of publication** or **posting** (day, month, and year *or* whatever date is given), followed by a comma
- The **URL** (Web address) (remove http://), ending with a period.
- The **date accessed** (day, month, and year) written **Accessed** Day Month Year, and ending the entry with a period.

**Model**

Author's Last Name, Author's First Name. "Title of the Video Clip." *Title of the Platform*, Other Contributors (if applicable), Date of Posting, URL. Date Accessed.

**Samples**

"8 Hot Dog Gadgets put to the Test." *YouTube*, uploaded by Crazy Russian Hacker, 6 June 2016, [www.youtube.com/watch?v=WBlpjSEtELs](http://www.youtube.com/watch?v=WBlpjSEtELs). Accessed 14 Oct. 2021.

McGonigal, Jane. "Gaming and Productivity." *YouTube*, uploaded by Big Think, 3 July 2012, [www.youtube.com/watch?](http://www.youtube.com/watch?)

5. A **periodical article** on the Web should contain:

- The **author's** full name, ending with a period.
- The **title of the article** (in quotation marks), ending with a period.
- **Title of the periodical** (italicized), followed by a comma
- The **volume** number, **issue** number, and **date** of publication, all followed by a comma
- The **page numbers** of the print article, ending with a period.
- The **title of the Website** (italicized), followed by a comma
- The **publisher** of the site (if not available skip this field), followed by a comma
- The **date of publication** or **posting** (day, month, and year *or* a range of dates), followed by a comma
- The **URL** (Web address) (remove http://), ending with a period.
- The **date accessed** (day, month, and year) written **Accessed** Day Month Year, and ending the entry with a period.

**Model**

Author's Last Name, Author's First Name. "Title of the Article." *Title of the Periodical*, Volume, Issue, Date, Pages. *Title of the Website*, Publisher. Date of Posting, URL. Date Accessed.

**Sample**

Ford, Mark. "Love and Theft." *London Review of Books*, vol. 26, no. 23, 2004, pp. 34-35. *London Review of Books*, LRB,

6. A **periodical article in an Online Database** should contain:

- The **author's** full name, ending with a period.
- The **title of the article** (in quotation marks), ending with a period.
- **Title of the periodical** (italicized), followed by a comma
- The **volume** number, **issue** number, or **date** of publication, all followed by a comma
- The **page numbers** of the print article, ending with a period.
- **Title of the database** (italicized), followed by a comma
- The **URL** (Web address) (remove http://), ending with a period.
- The **date accessed** (day, month, and year), written **Accessed** Day Month Year, and ending the entry with a period.

**Model**

Author's Last Name, Author's First Name. "Title of the Article." *Title of the Periodical*, Volume, Issue, Date, Pages.  
*Title of the Database*, URL. Date Accessed.

**Sample**

McWilliams, James E. "Food Politics, Half-baked; Myths and Threats I." *International Herald Tribune*, 6 Feb. 2008, p. 6. *Global Issues In Context*, link.galegroup.com/apps/doc/A180849211/GIC?u=acoll&xid=fe9fe7b8. Accessed 16 May 2022.

*The or symbols like @).*

- Type the entire list **double-spaced** but do not skip spaces between entries
- **Indent** the second and subsequent lines of each entry five spaces from the left
- **Leave a space** after each punctuation mark in the bibliographic entry
- Keep Greek names in Greek and English names in English (no transliteration)
- The *language* of the paper determines which alphabet is used first. A paper in Greek would have all Greek sources listed *first* (A-Ω) with any English language source(s) following (A-Z)
- See below for a Works Cited based on the given examples

**Works Cited**

"8 Hot Dog Gadgets put to the Test." *YouTube*, uploaded by Crazy Russian Hacker, 6 June 2016,

www.youtube.com/

watch?v=WBlpjSEtELs. Accessed 14 Oct. 2021.

Barthelme, Frederick. "Architecture." *Kansas Quarterly*, vol. 13, no. 3, 1981, pp. 177-80.

Begley, Sarah, et al. "Summer Movie Preview." *Time*, vol. 189, no. 20, 29 May 2017, pp. 40-50.

Bradley, Larry. "The Butterfly Effect." *Chaos and Fractals*, Space Telescope Science Institute, 2010, [www.stsci.edu/~lbradley/seminar/butterfly.html](http://www.stsci.edu/~lbradley/seminar/butterfly.html). Accessed 12 Sept. 2022.

"Criticism." *Merriam-Webster's Collegiate Dictionary*, 11th ed., 2003, pp. 447-448.

Ford, Mark. "Love and Theft." *London Review of Books*, vol. 26, no. 23, 2004, pp. 34-35. *London Review of Books*, LRB, 2010, [www.lrb.co.uk/v26/n23/mark-ford/love-and-theft](http://www.lrb.co.uk/v26/n23/mark-ford/love-and-theft). Accessed 15 June 2022.

Hewitt, Kenneth. "Indus." *The Encyclopedia Americana*, International ed., vol. 15, Grolier, 2002, p. 103.

Homer. *The Iliad of Homer*. Richard Lattimore, translator. University of Chicago Press, 1990, pp. 34-35.

Kesteven, Sophie. "Sanchez the Pug in His Christmas Outfit Ahead of the Race." *ABC News*, ABC, 20 Dec. 2016, [www.abc.net.au/news/2016-12-20/sanchez-the-pug-dressed-up-in-a-christmas-outfit-in-canberra/8134194](http://www.abc.net.au/news/2016-12-20/sanchez-the-pug-dressed-up-in-a-christmas-outfit-in-canberra/8134194). Accessed 29 June 2022.

Klein, Herbert S. *The Atlantic Slave Trade*. Cambridge University Press, 2010, pp. 67-69.

Littleton, C. Scott. "Atlantis." *World Book Advanced*, World Book, 2022, [www.worldbookonline.com/advanced/article?id=ar036120](http://www.worldbookonline.com/advanced/article?id=ar036120). Accessed 25 Aug 2012.

McGonigal, Jane. "Gaming and Productivity." *YouTube*, uploaded by Big Think, 3 July 2012, [www.youtube.com/watch?v=mkdzy9bWW3E](http://www.youtube.com/watch?v=mkdzy9bWW3E). Accessed 14 Oct. 2021.

McWilliams, James E. "Food Politics, Half-baked; Myths and Threats I." *International Herald Tribune*, 6 Feb. 2008, p. 6. *Global Issues In Context*, [link.galegroup.com/apps/doc/A180849211/GIC?u=acoll&xid=fe9fe7b8](http://link.galegroup.com/apps/doc/A180849211/GIC?u=acoll&xid=fe9fe7b8). Accessed 16 May 2012.

## In-text citations:

Within your text (on a PowerPoint slide, in your essay, etc.) you should have parenthetical citations at the end of sentences. This tells the reader where this specific information came from.

- Parenthetical citations lend credibility to your arguments and give appropriate credit to the authors for their ideas.
- Parenthetical citations are required for direct quotations and *are also necessary if the work you are referencing is not your own.*
- The keywords in the citation correspond directly to the bibliography. (i.e. if you identify by an author, “web page title”, *book title*, etc. the word used in your bibliography and your parenthetical citation must match).

### Basic Rules of In-Text Citations

#### In-Text Citations

- Use (Author Page) for books.
  - Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).
- If you mention the author’s name, you only have to give the page number.
  - Wordsworth extensively explored the role of emotion in the creative process (263).

#### Basic Rules of In-Text Citations (Books)

- (Author page) is standard for all printed sources.
  - Example: (Bell 34)
- If an author has 2 or more sources, include author’s name and a shortened title.
  - Example: (Bell *Librarianship* 34) (Bell “Library Learning”)
- Multiple authors are listed by last name.
  - Example: (Paz and Bell 68) (Paz et al. 72)
- If authors have the same last name, give the first letter of their first name.
  - Example: (S. Bell 68) (D. Bell 34)
- Corporate Authors can be abbreviated.
  - Example: (NAACP, American Library Assn.)
- If no author is given, go with a title –shortened versions are fine.
  - Example: (“How to Write” 34)
- If there are two of the same title, give a little more information.
  - Example:

“Dewey Decimal System.” *World Book Encyclopedia*. World Book, 2014, p. 27. (“Dewey” 27)

- Use the same style numbers as what was used in the source to indicate the page or section.
- For electronic books, you can use page numbers, sections or chapter numbers (whatever is indicated on the page of your device).
- No punctuation is used in basic parenthetical citation, but if there is more than one source or page number cited, use semi-colons to separate different sources or hyphens/commas to indicate more than one-page number.
  - Example: (“How to Write” 34; Paz and Bell 72)
  - Example: (Paz and Bell 68-69, 72)

### **Basic Rules of In-Text Citation (Internet)**

- As with books, if there is an author, begin with the person(s) last name.
- If no author given, use “titles” of web pages, articles, film names, etc.
- Do not include the URL if you are using it to identify the source (e.g. CNN.com, not www.cnn.com).

To find more information, go to Purdue’s OWL website:  
[owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](http://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)