



Academic Honesty Policy

LULEÅ GYMNASIESKOLA
IB PROGRAMME

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Academic Honesty Policy – Luleå Gymnasieskola

Luleå Gymnasieskola is committed to academic honesty and is aligned with the International Baccalaureate Organization's (IBO) objective to “encourage students to become active, compassionate life-long learners”¹. The goal for all students attending our school is to become prepared for future possibilities and challenges. Academic integrity is the foundation of our school's mission to foster a culture of excellence, innovation and collaboration. We believe that academic integrity is more than just avoiding plagiarism, cheating or dishonesty. It is a commitment to uphold the values of honesty, respect, responsibility and fairness in all aspects of our academic work. Academic integrity means that we acknowledge the contributions of others, give credit where it is due, and produce original and authentic work that reflects our own ideas and efforts. Academic integrity also means that we support each other in maintaining these standards and report any violations to the appropriate authorities. By practicing academic integrity, we not only demonstrate our respect for ourselves and our school community, but also prepare ourselves for future success in our academic and professional endeavors.

All people within the school community – teachers, students, parents, and other school staff – are working towards this very purpose. Luleå Gymnasieskola has a dedicated staff, safe and fair environments, and support for students with special needs for students to embrace the IBO learner profile and excel in their studies and achievements. Students are expected to “act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere [and to] take responsibility for [their] actions and their consequences.”² Academic misconduct in any form is unacceptable and will be reported to the head of school and dealt with according to Swedish school law and IB regulations.

How to uphold academic honesty

Learning is a personal and active process that requires students to engage with the material and apply their own skills and knowledge. Students should not rely on others to do their work for them, but rather show their own understanding and achievements with integrity.

Student's responsibilities

Students are expected to demonstrate academic honesty by:

- Familiarizing themselves with the Academic Honesty Policy and the IBO rules and regulations documents
- Producing their own work and citing all sources of information, including websites, audio-visual, emails, photographs, graphs and similar
- Submitting their work to platforms like Ouriginal or Digiexam to verify its originality when required by teachers and/ or by the Diploma Programme (DP) Coordinator

¹ International Baccalaureate Organization, Programme Standards and Practices, 2020.

² International Baccalaureate Organization, IB Learner Profile, 2017.

- Respecting internal deadlines
- Follow teacher instructions if there are any uncertainties
- Applying the appropriate citation style (APA or Oxford) for referencing
- Confirming that their work is authentic and fully acknowledged before submitting it to IB examiners

The role of the Head of School and the DP Coordinator

The school's academic honesty policy should align with IB expectations and be reviewed periodically. The school should also:

- Make sure that teachers, candidates and legal guardians know the IB requirements for academic honesty
- Agree on a timeline of due dates for candidates' assessment material with IB teachers
- Give candidates and invigilators relevant information about examination regulations
- Create calendars for assignments
- Meet regularly with faculty members to verify that everyone understands IB expectations
- Share policies and procedures with all interested parties (teachers, students and their legal guardians)
- Arrange regular briefings with student's legal guardians

The role of teachers

At Luleå Gymnasieskola, teachers are expected to:

- Explain to students what plagiarism is and how to avoid it when doing a research paper or an oral presentation
- Monitor the students' progress and look for signs of inconsistency in writing style, or of using sources that are too advanced for their level
- Review the final version and verify the originality of any work submitted to IBO (such as EE, TOK papers, Internal Assessment)
- Use Digiexam, Ouriginal or other tools to check for plagiarism in major IB assignments
- Remind the students that they are responsible for submitting authentic work and acknowledging the work or ideas of others properly
- Demonstrate academic honesty and integrity in your own teaching practice

What is academic misconduct?

Academic misconduct is defined by the IBO “as behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components”³. Academic misconduct can be deliberate or inadvertent. Examples of misconduct includes:

- Cheating. Cheating could be copying work from others, having or using materials during tests/quizzes without explicit teacher permission (notes, formulas, or a graphing calculator or other electronic devices), getting information about all or parts of a quiz/test from a student about all or part of a quiz or test, etc.
- Plagiarism. Plagiarism occurs when there is a lack of source information, meaning that ideas and works of others are misrepresented. Luleå Gymnasieskola
- Collusion, meaning you allow someone else to use your work.
- Duplication of work, meaning students use the same work for different assignments.
- Lying, meaning a deliberate attempt to deceive a member of the school. Lying is also misrepresenting your academic accomplishments, such as tampering with electronic or paper-based records, forging someone’s signature, or staying home to avoid school assignments such as handing in work, participating in a project presentation, taking a test, quiz, or exam.

Examples of misconduct

- Submitting to IBO someone else's work
- Copying the work of another candidate
- Allowing a peer to copy your work
- Not acknowledging sources
- Asking another person to write your work
- Falsifying data used in an assignment
- Falsifying CAS records and journals
- Impersonating another candidate

For exemplars of academic misconduct, see Appendix 2.

Examples of misconduct during examinations

The IBO states the following actions as examples of misconduct relating to the written examinations:

- stealing examination papers
- failing to obey the instructions of the coordinator/invigilator
- communicating with another candidate
- helping or receiving help from another candidate

³ International Baccalaureate Organization, Academic honesty – Principles to practice, 2014.

- impersonating another candidate
- possession of unauthorized material
- consulting material outside the examination room during a period of absence
- behaving in a way that may disrupt the examination or distract other candidates
- submitting work for assessment that is not authentic
- removing or attempting to remove from the examination room examination material, such as answer booklets or examination papers
- leaving the examination room without permission
- continuing to answer an examination paper when told to stop by an invigilator or the coordinator
- discussing the content of any examination paper with any person outside their immediate cohort within 24 hours after an examination ending
- attempting to either gain or solicit information about the content of an examination before the examination or within 24 hours of the examination ending. ⁴

If any of the actions above occur during examination, proper actions are required.

Investigations of misconduct during IB Diploma exams

As soon as the invigilator suspects any misconduct, he/she must notify the coordinator. The coordinator must conduct an investigation right after the exam is over. This involves interviewing the candidate and getting written statements from all the parties involved, including the candidate and the invigilator. The principal must be notified at the earliest opportunity. The candidate's parents/guardians must also be contacted, with the consent of the candidate if he/she is above 18 years old or without it if he/she is below 18 years old. The relevant section of the IB must receive full written statements and these must be shared with the candidate and his/her parents. The candidate must be allowed to take all the other exams in that Diploma session. The IB will have the final say on whether or not there should be any consequences.

An alleged misconduct is not reported to the examiner.

Investigations of misconduct during internal assessments:

The following steps may be taken when there is a possibility or evidence of misconduct in internal assessments:

- The candidate is informed that his/her work is suspected of not being original.
- If the candidate admits that the work is not his/her own, and if there is enough time and the cover sheet has not been signed by the candidate, then the work can be redone.
- If the candidate denies that the work is not his/her own, the subject teacher should provide a statement explaining why he/she thinks that this is not true.
- The candidate, his/her parents, the subject teacher and the IB Coordinator should have a meeting to discuss the situation thoroughly. A record of the meeting should be maintained.

⁴ International Baccalaureate Organization, Conduct of Examinations Booklet, 2023

- The candidate will be asked to show proof that the work is his/her own – such as revised drafts, previous work of similar style or quality in the subject, or a short test on the candidate's knowledge of the work and the subject.
- The subject teacher's decision will be final, and the candidate should know that the school can give an F for the work, which the IB will most likely accept without question or challenge.
- If there is not enough time, or the Declaration of authenticity has been signed, the candidate should be told about the situation, and that an F has been entered. Although the candidate can contest this, it may be too late, as IA marks have already been submitted. The school will remain open to dialogue with the candidate, but it should be clear that further investigation may not be useful or lead to a positive outcome.

Monitoring and sanctions

The formation of academically honest practices is a crucial skill for students in the Diploma Programme, and teachers have the responsibility to guide and monitor them in this regard. The work that students submit must adhere to the IBDP regulations, otherwise they may face academic misconduct issues. The Diploma Programme has internal and external sanctions to ensure academic integrity and to deal with any violations in a consistent manner. Internal sanctions are those taken by Luleå Gymnasieskola for offenses during non-assessment occasions (instances during the school year where students submit work where they practice and prepare for formal examinations), and external sanctions are those applied by the IB occurring during IB examinations and obligatory milestones, such as formal interviews.

Monitoring processes

The IB program aims to foster academic integrity among its students by providing them with various learning opportunities. Students will receive explicit guidance on how to conduct ethical research and cite sources appropriately. The IB staff will also support, educate and monitor the students' academic integrity, while taking preventive measures against academic misconduct. The following measures are taken to monitor students' academic integrity and to detect and prevent any kind of academic misconduct.

Authenticating student's work

Throughout the student's learning process, teachers are responsible for authenticating student's work and confirming that everything the student produces is based on their own knowledge and skills. Authentication is based on ongoing formative assessment of school tasks.

Software used to detect plagiarism

Luleå Gymnasieskola uses Ouriginal to detect plagiarized materials as well as the digital examination platform Digiexam to avoid copy-pasting from Internet during digital examinations such as essays or tests/quizzes.

Artificial Intelligence - AI

The IBO recognizes that AI will be a part of our everyday lives. However, students must learn how to use artificial intelligence ethically. If a student is discovered using artificial intelligence for their schoolwork without proper acknowledgement of the source (AI should be referenced as any other source) the work will be treated as plagiarism and will not be assessed or receive any marks. ⁵

Written exams

Students are monitored throughout their exams. All IB rules regarding conduct of examinations are followed by the school.

Luleå Gymnasieskola ensures that the school complies with IB regulations for monitoring examinations, including:

- Informing supervisors about the regulations, with particular emphasis on the specific IB-regulations.
- Making sure that there are enough supervisors on duty to monitor examinations and being in control of bathroom breaks and other situations.
- Making sure subject teachers do not supervise exams.
- Making sure students who, after due process and decisions, have the right to special arrangements for inclusion have these conditions met.

Professional development

One of the goals of professional development days is to enhance the teachers' understanding and application of academic integrity. To achieve this, sessions are organized where teachers learn about the principles, policies, and best practices of academic integrity and how to implement them in their teaching.

Internal sanctions

First offense: The coordinator invites the student for a discussion, issues a written warning and reminds the student of this policy. The student must redo the work if it is coursework (i.e. meant for submission as part of the IB grading process). The school informs the parents of students under 18 and students over 18 who consent to this. The school records misconduct on lectio and notifies the relevant teachers.

Second offense: The coordinator summons the student for a discussion, issues a second written warning, and contacts the parents (see above), and the student faces disciplinary actions based on the severity and the circumstances of the violation. This second incident of misconduct is recorded in school records (lectio) and the relevant teachers are informed. The meeting and the written warning clearly state to the student that a third violation may result in expulsion.

⁵ International Baccalaureate Organization, *Statement from the IB about ChatGPT and artificial intelligence in assessment and education*, 2023. [website]

Third offense: A student who commits a third serious act of academic misconduct will have an opportunity to present their case to the IB coordinator and the Head of School. However, unless there are valid reasons for leniency, the student will face one of two consequences: either they will not be allowed to take the exams in the subject where they violated the rules, and thus fail to complete the full DP, or they will be expelled from the school with a notice of usually two weeks. The student and their parents will receive a written notification of this decision (see above). For more information, please refer to the section 'Investigating academic misconduct' below.

Luleå Gymnasieskola will follow the Swedish law and give the student/parents a chance to defend themselves in writing before any sanctions are imposed. They must submit their written arguments to the school within one working week after receiving the written warning. The school will only contact the parents of students who are 18 years or older with the student's permission. This applies to expulsion cases as well.

External sanctions

The IB may impose sanctions for coursework submitted as final or for dishonesty during the final exams. The IBO will launch an inquiry into academic misconduct if it is suspected after the final submission and the student has affirmed that it is their own work by signing the cover sheet/clicking the box. The diploma may be revoked if academic misconduct is found after marks or after a diploma has been granted.

The IB initiates an investigation when:

- A coordinator reports a possible case of academic misconduct during an examination. An examiner provides evidence to support his or her allegation of academic misconduct.
- An IB staff member finds examination material that may not be the original work of a candidate and provides evidence to support his or her allegation.

The process of examining academic dishonesty detected by an external examiner may include these steps:

- The head of examinations administration will notify the IB Diploma coordinator about a candidate under suspicion of misconduct.
- The coordinator promptly informs the head of the school about the candidate under investigation.

The coordinator will submit to the IB:

1. A statement from the candidate
2. A statement from the subject teacher or extended essay supervisor
3. A statement from the coordinator
4. A summary of the conversation with the candidate regarding the plagiarism allegation.

If a student breaches the rules concerning examinations, the school will report this to the IB within 24 hours and take appropriate actions as described.

The school will conduct an investigation and submit statements from all parties involved and any other relevant documents to the IB if there is evidence to suspect academic misconduct by a student.

The coordinator:

- should initiate the investigation as soon as possible, unless there is a final written exam that the candidate has to take.
- should notify the candidate's parents, unless the candidate is an adult. (The parents of a minor candidate will always be notified.)
- has the authority to plan and conduct the investigation in a way that respects the candidate's personal rights.
- should normally interview the candidate in the presence of a relative or friend.
- should present the evidence to the candidate and allow them to explain or defend themselves.
- may record the interview and send it to IB, with the candidate's consent.

The candidate:

- should also have the opportunity to write a statement. The school will still investigate and decide if the student violated the regulations even if the student does not submit a statement; but the school must write a confirmation that the student did not want to submit a statement.
- have the right, together with their parents, to access evidence, statements, reports and correspondence related to the case, except when an informant's identity needs to be protected.
- should be given enough time to prepare a response to the allegation.

If a student is suspected of cheating or violating the rules during an IB Diploma exam, the following procedure may apply:

- The student will be allowed to finish the exam. The exam should not be interrupted or disturbed as much as possible. The coordinator can expel students from the examinations room if they deliberately obstruct the conduct of the examination.

The IB's Assessment Division at the IB Global Centre, Cardiff will have an internal panel of experienced staff members who will review cases of suspected academic misconduct. The Final Award Committee must approve their decision. The academic honesty manager will handle cases that the internal panel cannot decide on. The Final Award Committee will handle cases that are unprecedented and extraordinary.

Below are some sanctions outlined by the IB:

If a student plagiarizes someone else's work, there are two different sanctions. One possible consequence is 'Academic Infringement', which means that the student will receive no credit for the assessment component where plagiarism was detected but will still be able to pass the subject. This applies only if the plagiarized content is less than 51 words from an external source. However, if the student has copied more than 51 words from an external source, then the subject will be failed and the Diploma will not be awarded.

If a student plagiarizes or in any other way violates the academic integrity on final works such as the extended essay or the theory of knowledge essay, the work will be graded an F and the student will not be eligible for a grade in that subject. All academic misconduct concerning works submitted to the IB will be recorded to the IB by the DP coordinator.

If a student cheats on an exam, they will not receive a grade for that subject.

If a student lies about their CAS activities, they will not get their Diploma until one year after the exam session. They will have to complete their CAS requirements truthfully.

If a student commits a severe act of plagiarism or collusion, they may be banned from taking any IB exams in the future.

If a student is found to have engaged in academic misconduct after receiving their Diploma, the IB may revoke it at any time.

For further examples of penalties pertaining academic misconduct and school malpractices, see IBO Academic Integrity Policy Appendix 1 and 2.⁶

Complaints procedure

At Luleå Gymnasieskola, we want to provide excellent service and high quality. We value feedback and aim to have continuous improvements of our establishment. To ensure an effective complaints process, we use the following framework from the IBO to assess any complaints:

Fairness – we aim to have a fair complaints procedure that ensures everyone is treated equally.

Courtesy – all communication in relation to this procedure should be based on mutual respect, trust and courtesy.

Accessibility – we aim to have a complaints procedure that is easy to understand, easy to access and well publicized.

Timeliness – we aim to ensure that all complaints are dealt with in a timely manner.

Effectiveness – the complaints procedure is monitored and reviewed to ensure it continues to be effective.

Attentiveness – you will be given every opportunity to put forward your complaint, and you can be assured that we are listening. We will update you on the process and status of your complaint as appropriate.⁷

⁶ International Baccalaureate Organization, *Academic Integrity Policy*, 2023.

⁷ International Baccalaureate Organization, *The IB complaints procedure*, 2018

With this framework, we will address complaints submitted. We prefer if complaints can be dealt with in an informal and friendly manner by the individuals involved.

If a student or a legal guardian has a complaint about the school and/or a member of the staff, there are two steps:

Step 1:

The involved parts talk directly to each other or has a written exchange if appropriate.

Step 2, if the complaint is not resolved by Step 1:

Make a formal complaint in writing and submit it to the IB coordinator and/or the principal. The complaint will be investigated and responded to within 28 working days.

The written complaint should include:

- Name and contact information
- The details of your complaint including previous attempts to resolve the matter and copies of all relevant documentation (where available).

Bibliography

Garza, dr. Celina. Academic honesty – principles to practice. IB Africa, Europe and Middle East Regional Conference, 2014.

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International Baccalaureate Organization, *Statement from the IB about ChatGPT and artificial intelligence in assessment and education*, 2023. [website]

<https://www.ibo.org/news/news-about-the-ib/statement-from-the-ib-about-chatgpt-and-artificial-intelligence-in-assessment-and-education/> (accessed 2 May, 2023)

International Baccalaureate Organization, *The IB complaints procedure*, 2018

Karolinska institutet. *Reference guide for APA 7*, 2022 [website] <https://kib.ki.se/en/write-cite/writing-references-apa-vancouver/reference-guides/reference-guide-apa-7> (accessed 2 May, 2023)

Victoria University. *Oxford referencing*. Sydney, Australia, 2019.

https://libraryguides.vu.edu.au/ld.php?content_id=16746815 (accessed 2 May, 2023)

Appendix 1: Guidelines for proper citing and referencing

Students will learn to cite according to the APA system and the Oxford system, since it is good for students to be aware of systems using parenthesis and footnotes.

APA

The APA system is based on parenthesis, where you write the source in parenthesis within your text. When mentioning the source in-text, the author's surname and the year of the publication must be mentioned. Rule of thumb is to make the sources flow as nicely as possible in your text. You can either, for example, mention the author's surname as part of the text and only add the year within parenthesis, or you write the information from the source and at the end of the reference add the surname and year within parenthesis:

(Neumann, 2017)

(Strachan & Read, 2019)

Or

Neumann (2017) describes ...

Strachan and Read (2019) develop ...

At the end of the text there should be a list of all sources, structured alphabetically. Sources are written differently depending on what type of source it is (e.g. a printed book, an online article, a website...). Please use the following guide to see how to write the bibliography when using the APA-system:

<https://kib.ki.se/en/write-cite/writing-references-apa-vancouver/reference-guides/reference-guide-apa-7>

Oxford

There are two parts when using in-text citation:

1. A superscript number in the text.
2. A footnote at the end of the page. The notes are numbered sequentially as they appear in the document. When using Microsoft Word, use the footnote system by adding the footnote found in the top menu category "References".

At the end of the text there should be a list of all sources, structured alphabetically. Sources are written differently depending on what type of source it is (e.g. a printed book, an online article, a website...) Please use the following link to see how to write the bibliography:

https://libraryguides.vu.edu.au/ld.php?content_id=16746815

Quoting

If you write something exactly as it is written in the source material, you must quote to show that you are using someone else's words and not your own. There are two ways to quote:

1. Shorter quotes are marked with quotation marks "" at the beginning and end of the quote.
2. Longer quotes (approximately 40 words/3 lines) are written indented. Make a separate row for the quote. The text size is one or two sizes smaller. No quotation marks are needed.

After each quote it is important to reference the source, either by writing a parenthesis (APA) or a footnote (Oxford). Page number must be included in the reference after a quote.

Rule of thumb is to make the quote flow as nicely as possible with your own text. Brackets are used to show some kind of change/irregularity when quoting, e.g.:

[sic!] – used to show that the original source has some error (typo, grammatical mistake).

[...] – used to show that some parts of the original source have been omitted within your quote.

[f] (or any other letter) – used to show that you have changed the letter from capital to lower case. This is done so that you can quote within your own sentences. You can also do vice versa, write a capital letter within the bracket to show that you have changed the text.

[random word] – sometimes it is necessary to add a word to help the reader understand the context. Most common is to add a pronoun like [their] to show who the quote is referring to, if that is not visible for the reader.

Quotes MUST be written exactly as in the original source, meaning that you should NOT add italics to a quote unless the original source is written in italics.

Ibid.

Ibid. is used to indicate that the previous reference has been used again.

Appendix 2: Examples of academic misconduct

The examples below show a direct copy of the original text. Please note that these are examples and that other ways of plagiarizing also exists but are not shown with examples in this policy.⁸

Direct plagiarism

When someone copies another writer's work without crediting the source and without rephrasing the information.

Example Source Text

Normal science, the activity in which most scientists inevitably spend almost all their time, is predicated on the assumption that the scientific community knows what the world is like. Much of the success of the enterprise derives from the community's willingness to defend that assumption, if necessary at considerable cost. Normal science, for example, often suppresses fundamental novelties because they are necessarily subversive of its basic commitments (5).

Kuhn, Thomas. *The Structure of Scientific Revolutions*. 3rd ed. Chicago: University of Chicago Press, 1996.

Draft

Normal science, the activity in which most scientists inevitably spend almost all their time, is predicated on the assumption that the scientific community knows what the world is like. Some scientists say that the success of the enterprise comes from the community's willingness to defend that assumption, if necessary at considerable cost. Normal science often suppresses fundamental novelties because they are necessarily subversive of its basic commitments.⁹

Direct patchwork plagiarism

A patchwork plagiarism is when someone copies texts from several authors with no source credited:

Example Source Text

Colonialism had a destabilizing effect on what had been a number of ethnic groups that is still being felt in African politics. Before European influence, national borders were not much of a concern, with Africans generally following the practice of other areas of the world, such as the Arabian peninsula, where a group's territory was congruent with its military or trade influence.

"Africa : Politics." Wikipedia. 31 Aug. 2005. Retrieved Aug. 31 2005, from <http://en.wikipedia.org/wiki/Africa#Politics>

⁸ Northern Illinois University (2023). Academic Integrity Tutorials: Example of Plagiarism. <https://www.niu.edu/academic-integrity/faculty/committing/examples/index.shtml> (Accessed 2023-11-28).

⁹ Northern Illinois University (2023). Academic Integrity Tutorials: Direct plagiarism. <https://www.niu.edu/academic-integrity/faculty/committing/examples/direct-plagiarism.shtml> (Accessed 2023-11-28)

In the 1870s European nations were bickering over themselves about the spoils of Africa. In order to prevent further conflict between them, they convened at the Berlin Conference of 1884-1885 to lay down the rules on how they would partition up Africa between themselves. Between 1870 and World War I alone, the European scramble for Africa resulted in the adding of around one-fifth of the land area of the globe to its overseas colonial possessions.

Shah, Anup. "Introduction." Conflicts in Africa. 27 Feb. 2005. Retrieved Aug. 31 2005, from <http://www.globalissues.org/Geopolitics/Africa/Intro.asp>

Draft

Colonialism had a destabilizing effect on what had been a number of ethnic groups that is still being felt in African politics. In the 1870s European nations were bickering over themselves about the spoils of Africa. Between 1870 and World War I alone, the European scramble for Africa resulted in the adding of around one-fifth of the land area of the globe to its overseas colonial possessions. Prior to European influence, national borders were not much of a concern, with Africans generally following the practice of other areas of the world, such as the Arabian peninsula, where a group's territory was congruent with its military or trade influence.¹⁰

Insufficient citation of partial quotations

A common form of plagiarism is to use distinctive words or phrases from a source within a larger summary of the source's ideas, without indicating that those words or phrases are borrowed and without giving proper credit to the original author.

Example Source Text

The force that the electromagnetic field exerts on electrically charged particles, called the electromagnetic force, is one of the four fundamental forces. The other fundamental forces are the strong nuclear force (which holds atomic nuclei together), the weak nuclear force (which causes certain forms of radioactive decay), and the gravitational force. All other forces are ultimately derived from these fundamental forces. However, it turns out that the electromagnetic force is the one responsible for practically all the phenomena one encounters in daily life, with the exception of gravity.

"Electromagnetism." Wikipedia. 21 Aug. 2005. Retrieved Aug. 31 2005, from

<http://en.wikipedia.org/wiki/Electromagnetism>

Draft

Electromagnetism is defined as the "force that the electromagnetic field exerts on electrically charged particles," and it is "one of the four fundamental forces."
Electromagnetism and the other three fundamental forces (strong and weak nuclear forces

¹⁰ Northern Illinois University (2023). Academic Integrity Tutorials: Direct "Patchwork" plagiarism. Northern Illinois University (2023). Academic Integrity Tutorials: Direct plagiarism. <https://www.niu.edu/academic-integrity/faculty/committing/examples/direct-plagiarism.shtml> (Accessed 2023-11-28) (Accessed 2023-11-28)

and gravitational force) are the foundations for every other fundamental force, but electromagnetism itself dictates almost every phenomenon we witness daily.

Corrected draft

Electromagnetism is defined as the "force that the electromagnetic field exerts on electrically charged particles," and it is "one of the four fundamental forces" (Wikipedia "Electromagnetism"). Electromagnetism and the other three fundamental forces (strong and weak nuclear forces and gravitational force) are the foundations for every other fundamental force, but electromagnetism itself dictates almost every phenomenon we witness daily (Wikipedia, "Electromagnetism").¹¹

¹¹ Northern Illinois University (2023). Academic Integrity Tutorials: Insufficient Citation of partial quotations. <https://www.niu.edu/academic-integrity/faculty/committing/examples/insufficient-citation-of-partial-quotes.shtml> (Accessed 2023-11-28)