

Henry M. Gunn High School's Code of Honor and Integrity

Gunn's Student and Staff Handbooks both contain the following statement.

The primary goals of any educational institution should be to enhance the learning environment and to promote the pursuit of intellectual excellence. The Palo Alto Board of Education believes that the public school should reinforce the values of our democratic society, teach citizenship, and provide an environment conducive to ethical behavior. The Henry M. Gunn High School community believes that the school should maintain a climate in which honesty, courtesy, consideration, integrity, and a concern for others are highly valued.

Concern about the lack of academic integrity being exhibited by some students has encouraged us to put together an Honor Code that will be acknowledged and adhered to by all participants in the Gunn learning community. It is always our goal to create a culture of academic integrity.

At the start of the 2009-2010 school year, every student in every class will:

- be afforded the opportunity to discuss the Honor/Integrity Code's content and expectations.
- learn what behaviors are and are not acceptable at school overall.
- be given clear and consistent guidelines regarding expectations in every class.
- be fully informed of the penalties and consequences associated with breaches of the Honor/Integrity Code.

Gunn's Honor/Integrity Code is based on the premise that integrity, defined as adherence to a code of values that includes honesty, fairness, respect and responsibility is expected of all members of the school community in all aspects and facets of school life.

The following points are those on which we must all agree since students deserve to be treated consistently and fairly regardless of the classes they take.

1. Gunn's core values are integrity, respect, honesty, trust and responsibility.*
2. Academic and personal honesty are expected of all members of the Gunn community.
3. The core values that underlie the Honor/Integrity Code will be addressed at the beginning of each course. Every teacher will involve his/her students in some discussion or activity that will reinforce adherence to our core values, clarify expectations and help students anticipate possible issues and violations that could arise in that class.
4. Teachers will review and define possible Honor/Integrity Code violations as they relate to their particular courses.
5. Teachers will review Honor/Integrity Code expectations prior to tests, examinations and as needed as assignments are given and encourage students to ask for clarification if they are confused about rules or procedures.
6. Teachers will make an effort to avoid situations that create undue pressure or temptation for students such as too little time for completion of an assignment, use of the same or similar tests and assignments from year to year.

(* The template developed by St Francis High School, which in turn is based on a document produced by the Center for Academic Integrity at Kenan Institute for Ethics, Duke University, was distributed at the staff meeting in May. Additional copies will be available at the beginning of school for new teachers and those who would like a replacement copy. It provides some ideas and recommendations for teachers in leading a discussion about these core values.

One of the chief reasons for the Honor/Integrity Code is fairness. It is designed to prevent some students taking unfair advantage of their peers. Students should do their share and take an active part in ensuring that others, as well as themselves, adhere to the Honor Code by:

- Making sure they understand the rules and guidelines for the course and for particular assignments.
- Taking responsibility for themselves and their actions and decisions.
- Being prepared and not making important decisions when tired or under stress.
- Seeking help and direction when they are unsure of the rules.
- Doing their own work.
- Giving credit for all sources used
- Doing their fair share of work on group projects.
- Respecting the opinions and work of others
- Encouraging others to abide by the Honor Code

(* This list is derived from publications produced by Stanford University, Duke University, Emory College and St Francis High School.)

Violations of Gunn's Honor/Integrity Code* include, but are not limited to:

- Cheating, lying, dishonesty.
- Failure to respect peers or teachers.
- Giving or receiving **unpermitted** aid in classwork, homework, preparation of reports, papers, projects or any other work that will be the basis for assigning grades.
- **Unpermitted** collaboration on assignments.
- Plagiarism.
- Representing another's work as one's own.
- Copying from someone else's test paper or allowing someone else to copy from one's own paper.
- Copying and pasting from a website or other source written words or computer program codes authored by someone else.
- Giving test information to other students in other periods of the same teacher or same course.
- Giving or receiving aid on an academic assignment or under circumstances in which a reasonable person should have known that such aid was not permitted.
- Ignoring academic dishonesty manifested by others.
- **Unauthorized** use of any electronic device.

Consequences for Violation of Gunn's Honor/Integrity Code:

When a student is found to be in violation of the Honor/Integrity Code the consequences and procedures for each instance are as follows:

1. The teacher should contact parents.
 - a. The student will receive an "F" for the assignment/exam.
 - b. The teacher will confer with the student.
 - c. The teacher will notify the counselor who will meet with the student to ensure that he/she understands how he/she has broken the Honor Code and how to avoid such problems in future.

2. Repeated violations of the Honor Code will result in one or more of the following consequences:
 - a. The student will receive an "F" for the assignment/exam, and/or
 - b. The student's quarter grade will be lowered one full letter grade, or
 - c. If a new violation occurs in the same class the student will be dropped from that class with an "F" for the semester, and
 - d. The student will be suspended for one day and will be expected to spend that day researching the topic of integrity to prepare for a meeting with an administrator on his/her return to school. When possible, the parent and the teacher involved will also attend this meeting.

Informational motivators for ambitious students!

- At Stanford University the standard penalty for the first violation of the Honor Code includes a one-quarter suspension from the University and 40 hours of community service.
- Many college application forms ask students: "Have you ever been dismissed, put on probation or suspended for any academic reason?"
- Many counselor/teacher college recommendation forms ask: "Do you have any reason to doubt this student's integrity. Has this student ever been dismissed, put on probation or suspended for any academic reason?"

This information from the Emory College website may help students understand the meaning of plagiarism and how to avoid it.

THE USE OF SOURCES IN WRITING RESEARCH PAPERS (From EMORY COLLEGE)

A writer's facts, ideas, and phraseology should be regarded as his property. Any person who uses a writer's ideas or phraseology without giving due credit is guilty of plagiarism. Information may be

put into a paper without a footnote or some kind of documentation only if it meets all of the following conditions:

- It may be found in several books on the subject.
- It is written entirely in the words of the student.
- It is not paraphrased from any particular source. It therefore belongs to common knowledge.

Generally, if a student writes while looking at a source or while looking at notes taken from a source, a footnote should be given.

Whenever any idea is taken from a specific work, even when the student writes the idea entirely in his own words, there must be a footnote giving credit to the author responsible for the idea. Of course methods of documentation vary, and it is possible to cite in the text itself rather than a footnote. The point is that the student should give credit when credit is due and that he should give the credit in a manner specified by the instructor or the department.

The student is entirely responsible for knowing and following the principles of paraphrasing. "In paraphrasing you are expressing the ideas of another writer in your own words. A good paraphrase preserves the sense of the original, but not the form. It does not retain the sentence patterns and merely substitute synonyms for the original words, nor does it retain the original words and merely alter the sentence patterns. It is a genuine restatement. Invariably it should be briefer than the source."^{*}

* Floyd C. Watkins, William B. Dillingham, and Edwin T. Martin, *Practical English Handbook*, 3rd ed. (Boston, 1970), p. 245.

Any direct quotation should be footnoted (or documented in any acceptable fashion). Even when a student uses only one unusual or key word from a passage, that word should be quoted. If a brief phrase that is common is used as it occurs in a source, the words should be in quotation marks. The source of every quotation should be given in a footnote or in the prescribed manner. It is of course the prerogative of the instructor to prescribe that no secondary sources may be used for particular papers.

A student who uses a secondary source must remember that the very act of looking up a book or an article should be considered as a pledge that the student will use the material according to the principles stated above.