



Academic Integrity ~ Language Department

All work that you turn in should be your own. Not only is this the right thing to do, it also gives you the most value, since it's important to receive feedback from your teacher about your own production.

Your work is not yours if you draw on Internet resources without acknowledging it.

If you work with tutors, it's important they don't do your work but that, instead, you review areas where you need help.

If you are working on homework with peers, make sure this is authorized by the teacher.

Academic misconduct includes:

1. Using any of the following materials on assignments and assessments without the clear knowledge and expressed permission of the teacher: texts, notes, Internet resources (e.g. Google translation, searches, apps), or electronic devices (e.g. phone, watch)
2. Reading the English translation of a text
3. Giving unauthorized help to another student or receiving unauthorized help from another student, tutor or family member on assignments and assessments
4. Presenting the work of another person as your own
5. Submitting information from any source you looked at (whether or not you quote from them directly) without acknowledging its origin

In any case where academic dishonesty is suspected, the teacher will follow all school policies and procedures, as articulated in the Student Handbook.

The Student Handbook defines plagiarism as follows:

“Plagiarism is the use of another writer’s language or ideas as your own. In the words of the MLA Handbook for Writers of Research Papers, which UHS uses as its own definition, “to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from someone else.”¹ Students can plagiarize authors or their peers intentionally by deliberately attempting to pass off others’ language or ideas as their own. Or students can plagiarize a source unintentionally through careless research, note taking or documentation. While intentional plagiarism is a conscious act of dishonesty and constitutes one of the most serious breaches of integrity possible in the academic world, unintentional plagiarism is also unacceptable. It is the student’s responsibility to avoid any unattributed use of another writer’s language or ideas, whether that writer is a published scholar or another student. Students at UHS should be aware that we treat cases of plagiarism, whether intentional or unintentional, exactly the same way.

Responsibility in these matters lies always with the student. Students are expected to know the rules regarding academic honesty in the course and to ask teachers ahead of time whenever a specific action is in question. If you are uncertain about anything relating to an outside source, to group work, or to ideas you may have heard or read elsewhere, consult your teacher before you hand in any work.”

Sometimes students run late, panic, and make bad decisions. Please see your teacher the moment you feel you are falling behind; we are here to help.



SAN FRANCISCO UNIVERSITY HIGH SCHOOL

Guidelines for Tutors ~ Language Department

A student's Language teacher is their primary source of consultation and advice throughout the learning process. Some students, however, seek either occasional or regular homework help elsewhere. These guidelines are for those families: to clarify our expectations, to suggest a method that will best correspond with our curriculum, and to underscore our shared goal of helping every student reach his or her potential.

We expect that every example of a student's work contains only that student's ideas and words. Otherwise, if we cannot determine the student's actual ability, we will not be able to support that student's growth adequately. Therefore, we ask that tutors do not suggest specific ideas, grammar and vocabulary. Instead, the focus of any work with a student should be on helping his or her practice the grammar and vocabulary studied at school, and develop and express ideas as clearly as possible.

So that we can accurately determine what a student is and is not learning, if you are tutoring a student, we ask that you:

- Not focus solely on finishing what's due next. You could ask students for their understanding of the context and goals of the assignment, such as the topics covered in class and the instructions received.
- Not re-write students' sentences or alter their word choice. You could ask clarifying questions, such as "Can you find a stronger verb here?"
- Not correct students' errors in grammar or punctuation. You could circle errors and ask the student to name and correct each one, using what he or she has learned about grammar and mechanics in Language classes.
- Not "fix" homework by adding language, ideas or quotations. You could ask questions that encourage students to be more critical readers of their own work, such as "How does this sentence support your statement?"
- Not suggest a specific idea or interpretation to the students. You could ask their thoughts about the characters and themes, as well as open-ended questions such as "What else do you see in this passage?"