



SYMBIOSIS INTERNATIONAL SCHOOL

Research
 Standardized Citation
 Integrity LEARNERS Credibility
 Ethical *Lifelong Learner*
 Authentic Authorship *Fairness*
COMMUNICATION Academic
 Plagiarism Check *Style*
 Academic referencing *Sources*
Quality Chicago Manual Style **Acknowledge**
Expectations
 INTELLECTUAL PROPERTY
 Best Practices Principled
 Honesty **Legitimate**
 Evidence

ACADEMIC INTEGRITY POLICY

TABLE OF CONTENTS

Academic Integrity Rationale

What is Academic Integrity?

What is Academic Malpractice?

Defining Forms of Malpractice

School Responsibilities

Coordinators' Responsibilities

Facilitator Responsibilities

Student Responsibilities

PYP Specific

MYP & DP Specific

Teacher-Librarian Responsibilities

PYP Teacher-Librarian

MYP-DP Teacher-Librarian

Parent Responsibilities

PYP Specific

MYP & IBDP Specific

Guidance on Academic Integrity

PYP Specific

MYP & IBDP Specific - For Students.

Academic Referencing

PYP Specific

MYP-DP Specific

Monitoring Academic Integrity Implementation

Consequences of Malpractice

PYP Specific

MYP & IBDP Specific

Academic Integrity Policy

Learner profiles

International Mindedness

References

Academic Integrity Rationale

- To ensure academic integrity principles which will be observed by the IB and expected of all its stakeholders.
- To ensure good practice in embodying teaching and learning in a culture of academic integrity.
- To ensure good practice for Schools in their own academic integrity approaches and culture.
- To ensure fair and recognised outcomes to our students through valid assessments, and to have common understanding of the academic principles.
- To ensure confidence among students, parents, schools and other stakeholders in the value and credibility of IB grades.
- To ensure that it is a responsibility of the whole IB community by making commitment to academic integrity transparent.

What is Academic Integrity?

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

Academic integrity goes beyond a definition and a well-structured school policy; it should also be part of an “ethical culture” of any educational institution, be that a primary school or a university. It is an obligation which must be embraced and fostered by the entire school community, so students continue their future life, whether in higher education or in the workplace, in strict adherence to this principle.

At SIS, we see students’ understanding of Academic Integrity as a learning process. For SIS this process starts as early as EYP where students learn the meaning of being honest in their class work and home assignments. Teachers and students work together to develop and maintain a clear sense of the practices that support academic integrity. Clear criteria and expectations for academic honesty are explicitly taught and modelled throughout students’ time in school and beyond. We encourage appropriate expectations regarding references, citations, quotations and paraphrasing. In all grades, the learner profile and attitudes serve as a foundation for developing students’ respect for researching and communicating ideas in an academically honest manner.

As an IB student, we expect our learners to be ‘Principled’, act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. Learners will take responsibility for their own actions and the consequences that accompany them.

What is Academic Malpractice?

The IB defines malpractice as behaviour that results in, or may result in the student or any other student gaining an unfair advantage in one or more assessment components.

Malpractice can be defined as 'an attempt to gain an advantage over other students by the use of unfair and/or unacceptable methods'.

Defining Forms of Malpractice

- **Plagiarism:** this is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The IB defines plagiarism as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
- **Collusion:** Supporting malpractice by another candidate – allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work:** The presentation of the same work for different parts of the diploma (An example would involve submitting the same piece of work for a History Extended Essay and the History internal assessment).
- **Fabrication of data:** falsifying, misrepresenting or inventing data or information to support an argument, experiment or opinion.

Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

•Collusion v/s Collaboration

Collaboration involves working together with other students whereas 'Collusion' is malpractice and will be penalised. Working together is collaboration. Copying someone else's work is collusion. Even if you have 'collaborated' with another student, the work you present must be your own. Collaboration as a practice is actively encouraged but the final work must be produced independently by all collaborators.

•Paraphrasing

Paraphrasing is writing a piece of text out in your own words. This is permitted but the sources used must be acknowledged. The key to successful paraphrasing is to use as few words as possible from the original text and be mindful not to change the meaning that you are trying to convey as you rephrase.

School Responsibilities

- The school must adhere to the IB requirements to prevent academic misconduct and school maladministration; school administrators and teaching staff are expected to support the school in achieving the set standards.

- The school must ensure that the teachers, support staff, students and parents and legal guardians have a common understanding of the school's expectations with regards to academic integrity.
- The school must ensure that all stakeholders have a common understanding of the possible consequences for those that engage in academic misconduct and school maladministration.
- The school must ensure that students and teachers are held accountable, according to the schools own policies, when involved in academic misconduct incidents.
- The school must reiterate time and again in clear terms that, use of any form or method of academic dishonesty, like sharing of answers, or writing homework assignments for others is a serious offence of malpractice and which will lead to 'no promotion certificate' from grade 1 to Grade 8 and in IGCSE & IBDP, the student will be disqualified from getting the certificate of passing.

Coordinators' Responsibilities

- The coordinators must ensure that all stakeholders embrace, promote and maintain academic integrity to ensure a fair and genuine assessment process
- The coordinators must ensure that all teachers are trained and are well versed with the tenets of academic integrity by organizing PD sessions on academic integrity in a comprehensive manner so that expectations are clear for all
- The coordinators must monitor and ensure that student work is subject to quality assurance checks to confirm it does not have plagiarized content or evidence of student collusion
- The coordinators must clearly identify and define the investigation protocols that the program will observe when an incident of student academic misconduct or school maladministration is identified
- The coordinators must set up a system in the program for monitoring and evaluating the efficacy of the Academic Integrity policy.
- The coordinators must inform the learning and teaching community about the Symbiosis Academic Integrity policy from time to time
- The coordinators must ensure that any issues of authenticity arising from plagiarism and/or collusion before the submission of work for assessment must be filtered by the school.

Facilitator Responsibilities

- Learners are encouraged to be Principled and follow the guidelines while researching both in school and at home.
- The Facilitators should encourage students to have integrity and understand the key elements of academic integrity namely trust, fairness, respect, responsibility and honesty in an age appropriate manner.

- The Facilitators should explain what academic honesty means in specific terms. Clear criteria, examples and guidance should be provided throughout the teaching process and for all work, including homework that students are being asked to produce.
- The Facilitators to actively use correct referencing and citing conventions when providing students with reference material.
- The Facilitators should acquaint students with the terminology related to academic integrity and academic malpractice. Plan activities to show different forms of plagiarism.
- The facilitators must ensure that the students understand the consequences of academic malpractice.
- The Facilitators should keep the parents informed about the academic integrity guidelines given to the students.
- In addition to the above the MYP & DP teachers will also....
- Communicate the expectations they have for their students by clearly referring to the School's Academic Integrity Policy.
- Conduct orientation sessions every year for students, on how to document their investigation with references, using the Chicago Manual of Style 17th Edition.
- Guide students to maintain a process journal while working on all the culminating coursework.
- Devote teaching time for students to practise their chosen referencing and Bibliography format.
- Plan for activities where the facilitators can take through the different forms of Plagiarism.
- Explain that questionable or unreferenced content of the task will be cross-referenced using the internet.
- Teachers should use Turnitin to check major and final assignments and coursework of the entire course of study.
- Discuss with the students, the consequences in terms of breach of academic honesty and misconduct.
- Teachers should be a role model giving others credit for their work every day in their teaching.

Student Responsibilities

PYP Specific

- Students are responsible for ensuring that all work submitted for assessment is authentically their own work.
- Students are encouraged and expected to show academic integrity in all classwork and homework assignments.
- Students are expected to follow guidelines while researching in school and at home.
- Every resource used (including websites, books, magazines, videos, photographs) should be mentioned in the bibliography.

- Students are responsible for fully and correctly acknowledging the work and ideas of others as per the Citation style shared with them.
- Each student must follow the guidelines given by the teachers, mentors and the librarian while working on the PYP exhibition.

MYP & DP Specific

- The senior students should have a full understanding of their School's and the IB's Academic Integrity policies.
- The senior students should respond to acts of student academic misconduct and report them to their teacher and/or programme coordinators.
- Students should follow all the guidelines while researching in school or at home.
- Students are expected to familiarize themselves with what constitutes academic misconduct and also be aware of the consequences
- The senior students should give credits to used sources in all work submitted to IB for assessment in written and oral materials and artistic product.
- The senior students should Abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites.
- The senior students should abstain from giving undue assistance to peers in the completion of their work.
- The senior students should show a responsible use of the internet and associated social media platforms.
- The senior students are expected to submit authentic work at all times.

Teacher-Librarian Responsibilities

PYP Teacher-Librarian

- Acts as the custodian of imparting the culture of Academic Integrity. Ensures that all students and facilitators know where to locate the school Academic Integrity Policy for reference.
- Takes sessions for learners in 'Best practices for instilling academic Integrity' teaching through stories, quizzes, preparing word walls and poster making.
- Responsible for training the teaching staff and learners, offering workshops, designing support materials and establishing the appropriate strategy for students and/or teachers who need additional support to understand the requirements of academic integrity.
- Inducting all new staff members into the norms of referencing, and citation. Professional development sessions are conducted for reinforcement.
- To partner with Homeroom facilitators to develop information literacy skills like paraphrasing, quotations, and taking notes required to comply with academic integrity that supports learners in their PYP Exhibition.

MYP-DP Teacher-Librarian

- The teacher Librarian is responsible and very resourceful to all the students and teachers.
- Teacher Librarians teach and employ good academic practice for documenting the sources used.
- They will train the teachers and students to use the School preferred citation system The Chicago Manual of Style, 17th Edition.
- The teacher librarian is mainly responsible to inculcate academic honesty culture and provide ethical guidance alongside information on Academic integrity.

Parent Responsibilities

PYP Specific

- Support their children in understanding the ethos of the Academic Integrity policy of the school.
- Support and guide their children to present authentic work supported by proper referencing.
- Understand what constitutes learner academic misconduct and its consequences, support and assist their children to avoid academic misconduct.
- Abstain from giving or obtaining assistance in completion of work for their children.
- Understand the guidelines given for homework, assessment or research projects. Seek clarity from Homeroom facilitators if required.

MYP & IBDP Specific

- Parents and guardians are expected to support their child /ward and the school in developing and maintaining the highest standards in Academic Integrity.
- Parents have to engage in supporting the school in reinforcing the principles of academic integrity.
- Encouraging the students in developing good and appropriate study and research habits.
- Discouraging the student from indulging in academically dishonest action or behaviour.

Guidance on Academic Integrity

PYP Specific

- All facilitators are trained to understand the IB philosophy on Academic Honesty and are informed where to access the school Academic Integrity Policy.
- Remedial action is clearly explained to facilitators, students and the parent community.
- Trained team of facilitators headed by the PYP teacher Librarian is responsible for maintaining Academic Integrity across PYP.
- The library has resources related to Academic Integrity that are accessible by both facilitators and learners.

MYP & IBDP Specific - For Students.

- Making Penalties clear- Oral and written reprimand is given in case of slight inclination towards aiming for dishonesty for future assignments/assessments. The corrective measures include oral/written warning for the first offence.
- The incident will be noted and recorded in the personal file.
- A repetitive behaviour leads to Suspension, after the parent of the student is informed about the academically dishonest behaviour of the student.
- The student is permitted to join once he/she has given a written undertaking promising adherence to SIS Academic Integrity Policy.

ACADEMIC REFERENCING

Chicago Manual of Style - 17th Ed - Author – Date / In-Text Style

PYP Specific

- The learners in PYP follow a citation style inspired from the 'Chicago Manual of Style (Author-date). This has been designed keeping the needs of our young learners in mind.
- All learners are taught the usage of the PYP Citation Style explicitly during ICT and Homeroom classes.
- Academic referencing is regularly monitored by the Homerooms and learners are guided in case of any deviation to the citation style.

MYP-DP Specific

The Academic referencing system used for all internal and external assessment submissions is the Chicago Manual of Style 17 Ed Author-Date style. The Chicago Manual of Style was first published in 1906 under the title Manual of Style. It was one of the first guides created to standardize American English manuscript formats for publication. The manual provides guidelines on multiple aspects of creating a polished finished manuscript and is credited with leading the way in standardizing citation style in the bibliography.

Inserted at the point of reference, an in-text parenthetical citation containing the author's name and the date of publication interacts with the end documentation by pointing to a specific entry on the References List page.

Notes, similar to those used in the CMS Notes System, may be used in the Author/Date system, but only to provide further information about a particular idea. They do not replace entries found in the References List which contains the bibliographic information required to properly cite your sources.

Full Guide to Chicago Manual of Style - 17th Ed - Author – Date / In-Text Style is appended at the end of this document

Monitoring Academic Integrity Implementation

- School employs the attributes of the IB learner profile and the PYP attitudes when providing examples and models of academic honesty for students that support approaches to learning, classroom and homework practices, group work and other activities.
- Age-appropriate expectations and practice regarding references, citations, quotations and paraphrasing are communicated periodically
- Strategies and practices to follow academic integrity are discussed and devised by expert groups of facilitators.
- Agreements related to the responsible use of information technology and media resources are co- constructed with learners.
- All educators who support students in their learning collaborate periodically to develop the approaches to learning and to reinforce the concept of academic activity through all teaching, learning and assessment practices.
- We use Anti-Plagiarism Software TURNITIN for all the course works submitted.

Consequences of Malpractice

PYP Specific

- The homeroom facilitators will review the Academic Honesty Policy and citation again with the student and counsel the student on being principled and displaying ethical behaviour.
- Assignment in question should be submitted again with no plagiarism.
- On repeated misconduct, counselling and review by PYP Academic Integrity Committee to ensure the student understands the rules of academic integrity and citation style followed in PYP.
- On continuation of misconduct, a remedial plan to be discussed between the student, parents, homeroom and the PYP Coordinator.

MYP & IBDP Specific

- Oral and written reprimand is given in case of slight inclination towards aiming for dishonesty for future assignments/assessments. The corrective measures include oral/written warning for the first offence.
- If it's a second offence, it can also lead to Suspension, after the parent of the student is informed about the academically dishonest behaviour of the student.

IB External sanctions can lead to disqualifications according to the IB Academic Integrity Policy.

Academic Integrity Policy

- Last Policy Review – September 2016
- Policy Review – June 2021

Learner profiles

- The school strongly believes in providing an ethically rich, honest and fair academic environment for all. Hence it has formulated School Academic Integrity policy, defining “what is right and what is wrong”, and describing the roles and responsibility of students, school and parents. Thus, the supportive environment in school encourages the students to understand the importance of Academic Integrity and the role of this principle in education. This policy promotes a set of values and behaviours (informed by the attributes
- of the learner profile) in teaching, learning and assessment that not only develop appropriate knowledge, skills and attitudes in students but also promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

International Mindedness

- In the School Academic Integrity Policy, is reviewed time and again to ensure fair and equal treatment for all school staff and students (irrespective of their Origin). The roles and responsibilities are clearly mentioned and so are the consequences.
- “The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world”. (Includes all learner profiles).

References

International Baccalaureate Organization. 2014. Academic honesty in the IB educational context.

International Baccalaureate Organization. 2019. Academic integrity.

International Baccalaureate Organization. 2014. Effective citing and referencing.

Oakridge International Academic Honesty Policy

Chicago Manual of Style – 17th Ed

Author – Date / In-Text Style - Sample Citations

The following examples illustrate the author-date system. Each example of a reference list entry is accompanied by an example of a corresponding in-text citation. More details and many more examples can be found in Chapter 15 of The Chicago Manual of Style.

Book

Reference list entries (in alphabetical order)

Grazer, Brian, and Charles Fishman. 2015. *A Curious Mind: The Secret to a Bigger Life*. New York: Simon & Schuster.

Smith, Zadie. 2016. *Swing Time*. New York: Penguin Press.

In-text citations

(Grazer and Fishman 2015, 12)

(Smith 2016, 315–16)

More examples can be found in 15.40–45 in The Chicago Manual of Style.

Chapter or other part of an edited book

In the reference list, the page range for the chapter or part must be included. In the text, specific pages should be cited.

Reference list entry

Thoreau, Henry David. 2016. "Walking." In *The Making of the American Essay*, edited by John D'Agata, 167–95. Minneapolis: Graywolf Press.

In-text citation

(Thoreau 2016, 177–78)

In some cases, the collection as a whole may be cited instead.

Reference list entry

D'Agata, John, ed. 2016. *The Making of the American Essay*. Minneapolis: Graywolf Press.

In-text citation

(D'Agata 2016, 177–78)

More details can be found at 15.36 and 15.42 in The Chicago Manual of Style.

Translated book

Reference list entry

Lahiri, Jhumpa. 2016. *In Other Words*. Translated by Ann Goldstein. New York: Alfred A. Knopf.

In-text citation

(Lahiri 2016, 146)

E-book

For books consulted online, a URL or the name of the database in the reference list entry should be included. For other types of e-books, the format should be named. If no fixed page numbers are available, a section title or a chapter or other number in the text, if any should be cited (or simply omitted).

Reference list entries (in alphabetical order)

Austen, Jane. 2007. *Pride and Prejudice*. New York: Penguin Classics. Kindle.

Borel, Brooke. 2016. *The Chicago Guide to Fact-Checking*. Chicago: University of Chicago Press. ProQuest Ebrary.

Kurland, Philip B., and Ralph Lerner, eds. 1987. *The Founders' Constitution*. Chicago: University of Chicago Press. <http://press-pubs.uchicago.edu/founders/>.

Melville, Herman. 1851. *Moby-Dick; or, The Whale*. New York: Harper & Brothers. <http://mel.hofstra.edu/moby-dick-the-whale-proofs.html>.

In-text citations

(Austen 2007, chap. 3)

(Borel 2016, 92)

(Kurland and Lerner 1987, chap. 10, doc. 19)

(Melville 1851, 627)

Journal article

In the reference list, the page range for the whole article should be included. In the text, specific page numbers should be cited. For articles consulted online, a URL or the name of the database in the reference list entry should be included. Many journal articles list a DOI (Digital Object Identifier). A DOI forms a permanent URL that begins <https://doi.org/>. This URL is preferable to the URL that appears in the browser's address bar.

Reference list entries (in alphabetical order)

Keng, Shao-Hsun, Chun-Hung Lin, and Peter F. Orazem. 2017. "Expanding College Access in Taiwan, 1978–2014: Effects on Graduate Quality and Income Inequality." *Journal of Human Capital* 11, no. 1 (Spring): 1–34. <https://doi.org/10.1086/690235>.

LaSalle, Peter. 2017. "Conundrum: A Story about Reading." *New England Review* 38 (1): 95–109. Project MUSE.

Satterfield, Susan. 2016. "Livy and the Pax Deum." *Classical Philology* 111, no. 2 (April): 165–76.

In-text citations

(Keng, Lin, and Orazem 2017, 9–10)

(LaSalle 2017, 95)

(Satterfield 2016, 170)

Journal articles often list many authors, especially in the sciences. If there are four or more authors, up to ten in the reference list can be listed; in the text, only the first should be listed, followed by et al. ("and others"). For more than ten authors (not shown here), the first seven in the reference list should be listed, followed by et al.

Reference list entry

Bay, Rachael A., Noah Rose, Rowan Barrett, Louis Bernatchez, Cameron K. Ghalambor, Jesse R. Lasky, Rachel B. Brem, Stephen R. Palumbi, and Peter Ralph. 2017. "Predicting Responses to Contemporary Environmental Change Using Evolutionary Response Architectures." *American Naturalist* 189, no. 5 (May): 463–73. <https://doi.org/10.1086/691233>.

In-text citation

(Bay et al. 2017, 465)

More examples can be found at 15.46–49 in *The Chicago Manual of Style*.

News or magazine article

Articles from newspapers or news sites, magazines, blogs, and the like are cited similarly. In the reference list, it can be helpful to repeat the year with sources that are cited also by month and day. Page numbers, if any, can be cited in the text but are omitted from a reference list entry. If an online article has been consulted, a URL or the name of the database should be included.

Reference list entries (in alphabetical order)

Manjoo, Farhad. 2017. "Snap Makes a Bet on the Cultural Supremacy of the Camera." *New York Times*, March 8, 2017. <https://www.nytimes.com/2017/03/08/technology/snap-makes-a-bet-on-the-cultural-supremacy-of-the-camera.html>.

Mead, Rebecca. 2017. "The Prophet of Dystopia." *New Yorker*, April 17, 2017.

Pai, Tanya. 2017. "The Squishy, Sugary History of Peeps." *Vox*, April 11, 2017.

<http://www.vox.com/culture/2017/4/11/15209084/peeps-easter>.

Pegoraro, Rob. 2007. "Apple's iPhone Is Sleek, Smart and Simple." *Washington Post*, July 5, 2007.

LexisNexis Academic.

In-text citation

(Manjoo 2017)

(Mead 2017, 43)

(Pai 2017)

(Pegoraro 2007)

Readers' comments are cited in the text but omitted from a reference list.

In-text citation

(Eduardo B [Los Angeles], March 9, 2017, comment on Manjoo 2017)

More examples can be found at 15.49 (newspapers and magazines) and 15.51 (blogs) in *The Chicago Manual of Style*.

Book review

Reference list entry

Kakutani, Michiko. 2016. "Friendship Takes a Path That Diverges." Review of *Swing Time*, by Zadie Smith. *New York Times*, November 7, 2016.

In-text citation

(Kakutani 2016)

Interview

Reference list entry

Stamper, Kory. 2017. "From 'F-Bomb' to 'Photobomb,' How the Dictionary Keeps Up with English."

Interview by Terry Gross. *Fresh Air*, NPR, April 19, 2017. Audio, 35:25.

<http://www.npr.org/2017/04/19/524618639/from-f-bomb-to-photobomb-how-the-dictionary-keeps-up-with-english>.

In-text citation

(Stamper 2017)

Thesis or dissertation

Reference list entry

Rutz, Cynthia Lillian. 2013. "King Lear and Its Folktale Analogues." PhD diss., University of Chicago.

In-text citation

(Rutz 2013, 99–100)

Website content

It is often sufficient simply to describe web pages and other website content in the text ("As of May 1, 2017, Yale's home page listed . . ."). If a more formal citation is needed, it may be styled like the examples below. For a source that does not list a date of publication or revision, n.d. (for "no date") in place of the year should be used and an access date included.

Reference list entries (in alphabetical order)

Bouman, Katie. 2016. "How to Take a Picture of a Black Hole." Filmed November 2016 at TEDxBeaconStreet, Brookline, MA. Video, 12:51.

https://www.ted.com/talks/katie_bouman_what_does_a_black_hole_look_like.

Google. 2017. "Privacy Policy." Privacy & Terms. Last modified April 17, 2017.

<https://www.google.com/policies/privacy/>.

Yale University. n.d. "About Yale: Yale Facts." Accessed May 1, 2017. <https://www.yale.edu/about-yale/yale-facts>.

In-text citations

(Bouman 2016)

(Google 2017)

(Yale University, n.d.)

More examples can be found at 15.50–52 in *The Chicago Manual of Style*. For multimedia, including live performances, see 15.57.

Social media content

Citations of content shared through social media can usually be limited to the text (as in the first example below). If a more formal citation is needed, a reference list entry may be appropriate. In place of a title, up to the first 160 characters of the post may be quoted. Comments are cited in reference to the original post.

Text

Conan O'Brien's tweet was characteristically deadpan: "In honor of Earth Day, I'm recycling my tweets" (@ConanOBrien, April 22, 2015).

Reference list entries (in alphabetical order)

Chicago Manual of Style. 2015. "Is the world ready for singular they? We thought so back in 1993." Facebook, April 17, 2015. <https://www.facebook.com/ChicagoManual/posts/10152906193679151>.

Souza, Pete (@petesouza). 2016. "President Obama bids farewell to President Xi of China at the conclusion of the Nuclear Security Summit." Instagram photo, April 1, 2016. <https://www.instagram.com/p/BDrmfXTtNct/>.

In-text citations

(Chicago Manual of Style 2015)

(Souza 2016)

(Michele Truty, April 17, 2015, 1:09 p.m., comment on Chicago Manual of Style 2015)

Personal communication

Personal communications, including email and text messages and direct messages sent through social media, are usually cited in the text only; they are rarely included in a reference list.

In-text citation

(Sam Gomez, Facebook message to author, August 1, 2017)

Source: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html