China in Western Imagination
HIST 4499/03—Fall 2014

Instructor: Dr. Jiayan Zhang
Office: SO #4110
Phone: (470) 578-6340

W 2: 00pm-4: 45pm, SO #3032
Office hours: W 11: 00am-1: 00pm or by appointment
E-mail: jzhang3@kennesaw.edu

Please read carefully and KEEP a copy, you are responsible for the contents.

Contact policy

Please do not leave message to my office phone, contact the Department of History and Philosophy (470-578-6294) for emergency.

Course prerequisites

HIST 2275 and HIST 3376 with a grade of C or better. [HIST 3372 and/or HIST 3374 are not prerequisite but highly recommended.]

Catalog course description

Based on source materials such as the travels of Marco Polo, accounts of Jesuit missionaries, works of enlightenment thinkers, imperialists’ reports in the nineteenth century, stereotyped images of Chinese in Hollywood movies, personal observations of red China, and debates on the rising dragon, this seminar will explore how western understanding or imagination of China changed from the thirteenth century to the twentieth-first century. This will be an intensive reading and writing course, but all of these materials are in English, students do not have to know Chinese.

Course objectives

The Senior Seminar is the capstone course for all history majors. In the seminar you will build on the skills learned in HIST 2275 or 2270 as well as knowledge gained from other courses to write an original paper on a topic that relates to western imagination of China. Along the way you will refine your research and writing skills as well as your knowledge of this topic and its literature.

Required reading materials

4. Reader (will be posted on course D2L website)

Optional text
Attendance policies

1. This is a senior seminar, full attendance and active participation are required. Students will be graded on the quality of their comments as well as quantity. Students are expected to read the assignments prior to class time and to engage in a factual and analytical discussion over the material. Students are required to arrive punctually for class meetings and remain in the classroom until the class is dismissed; students are responsible for any changes in schedules announced in class even if they did not attend when the announcement was made.

2. It is rude to wander in and out of class; the instructor reserves the right to lower any student’s participation grade due to tardiness. Students engaged in inappropriate behavior (see classroom policies) may be counted absent, as well any student who leaves before class is dismissed. If you have to leave class early, inform the instructor at the beginning of class.

3. Attendance will be taken twice a day. In case of family emergencies, illness, or university mission (that is reported on or before the day of absence), students may miss two class meetings without penalty; three, four, five, and six absences will result in an attendance grade of 80, 60, 30, and 0 points respectively. SEVEN absences will automatically result in a final grade of F for the course.

<table>
<thead>
<tr>
<th>Absences</th>
<th>Attendance grade (points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>7 or more</td>
<td>F (fail the course)</td>
</tr>
</tbody>
</table>

4. Students who cannot commit to regular class attendance should immediately drop this class and enroll in another.

Classroom policies

1. Behavior properly; in an attempt to create an efficient learning environment, disruptive behaviors will not be tolerated. Some examples of disruptive behaviors include arriving late and/or leaving early, moving around and/or leaving the classroom, talking to your neighbor, reading newspapers, playing computer games, and texting during lecture, etc. Failure to comply with these requests will not only result in a penalty towards your attendance (e.g. two tardiness [15 minutes late]/leaving early etc. may count as one absence), but may also result in your dismissal from the classroom.
2. An atmosphere of mutual trust is essential to the success of this course. Lively debates are strongly encouraged. Students are required to respect each other’s opinions. Expressions of intolerance are discouraged. Those who interfere with the opportunity of other students to learn will be asked to leave, and this will affect their course grade negatively.

3. PLEASE TURN OFF YOUR CELLPHONE.

In the case of borderline grades, the instructor reserves the right to adjust grades upward for good class behavior or downward for frequent violation of class policies and repeated absences.

Class discussion

This is NOT a lecture course. It will be a discussion-driven and student-focused course. The quality of the seminar experience will largely depend on your dedication and participation. In the first half of the course, we will have weekly common readings. Each class one student will be assigned as discussion leader. Each student must serve in this capacity for at least one seminar meeting during the semester.

Reading reports

In the first half of the course, all students must prepare at least six weekly reading reports (500-800 or more words each, typed, double-spaced; twenty points for each, due on Wednesday [a hard copy to me, an e-copy (in word file) to course D2L Dropbox], short or unfinished report will be docked ONE point for each 25 words that is less than 500 words; no late report, no make up for report either; if you decide to write more, the lowest will be dropped). The readings will introduce you to the major themes and issues on how the Western imaged China, and will allow you to build a theoretical underpinning for your research project.

Each reading report should include, but not limited to, the thesis of the work (book or articles), how does the author develop her/his arguments, how the description of the book/article differs from China’s reality, what are the work’s major strengths and weaknesses, what is the motivation for the author to write that book/article, and your general comments.

Try to follow this outline to write your reading report: a one paragraph statement in your own words of the theme of the book/article, then several paragraphs summarizing the main supporting arguments and evidence, then your own observations and criticisms.

Research proposal

The research proposal is a description of your proposed topic and research plan. Your proposed topic should be interesting and significant to you, it is doable within the framework of one semester and a 4,500-6,000 words paper, and there are sufficient sources available. It should be 800-1,200 words (typed, double-spaced), well-organized, and grammatically correct (not include title page, footnotes/endnotes, and bibliography). Short or unfinished proposal will be docked ONE point for each 20 words that is less than 800 words; email a copy of your proposal to my
D2L account and bring a hard copy to class; late proposal will be docked 20 points for each class day after due time.

Your proposal should follow this pattern: a good working (descriptive) title, an introduction of your thesis and/or major arguments, a brief review of the past scholarship, a detailed explanation of your topic and research design, and a concise conclusion; followed by a preliminary bibliography which should be divided into primary and secondary sources.

First draft

The text of the first draft of your paper should be 1,500-2,000 or more words in length (not include title page, footnotes/endnotes, and bibliography). Short or unfinished first draft will be docked ONE point for each 15 words that is less than 1,500 words; email a copy of your first draft to my D2L account and bring two hard copies to class; late first draft will be docked 50 points for each class day after due time.

There is no hard-and-fast rule on how to organize your paper. Typically, however, scholarly essays begin with an introductory paragraph or two explaining the topic, then proceed to a discussion of the relevant historiography, then move into the presentation of the author’s findings (which should constitute the great bulk of the paper), and conclude with a summary that explains the significance of the paper. You must, of course, make clear in the paper how your study is meaningful, useful, and original, just as you did in the research proposal.

You must submit two hard copies of your first draft on time: one for me, one for your peer reviewer. Peer reviewer will carefully read the draft, critique it and suggest corrections and improvements, and return the marked copy to you and will submit a copy of the paper with his/her comments to me. Then some individual meetings with me to discuss the drafts will be held during the weeks following their submission.

Peer review

Each of you will be responsible for carefully reading, and considerately correcting and critiquing, one of your classmates’ first drafts. It is expected that you will mark errors that you find, indicate weak sections of text or flaws in argumentation, and generally make suggestions for improvement.

Oral presentation

You will give a formal oral presentation on your paper to your classmates. Your presentation should be well-organized and interesting, and last for about 10 minutes, after which the audience may ask questions.

Your oral presentation will be an abbreviated version of your paper. It should be written out and read in the format of PowerPoint presentation, not delivered from notes. You will be judged on how clear and cogent your presentation is, how well you respond to questions, how effective you are as a speaker, and how well you observe the time limit.
Final draft

The final draft of your paper must be approximately 4,500-6,000 words (that’s about 20-25 pages, double-spaced, 12-point font, not include cover page, endnotes or footnotes, and bibliography). Any shorter or unfinished paper will be docked ONE point for each 15 words that is less than 4,500 words. The bulk of the paper (more than 50%) must be based on primary sources.

Papers must be original contributions to scholarship; i.e., they must present new information and/or new interpretations. Papers will be graded on the quality of its scholarship (proper use of sources, adequate documentation, accuracy, etc), it should also be well written, readable and original in concept. Your bibliography should be extensive, containing a variety of (at least 5) primary and (at least 10) secondary sources. We will use the Chicago Manual of Style citation system. You can purchase the Manual yourself, or follow the on-line guide found here: http://www.chicagomanualofstyle.org/home.html.

The paper is due on Wednesday, December 10, 2:00pm-4:45pm, and must be submitted in two forms (in word file): electronically to course D2L Dropbox and a hard copy to me. There will be no class that day, but you must deliver the paper (hard copy) in person to my office. If you failed to submit an electronic copy at the same time, your paper will be a ZERO.

No late papers will be accepted, unless you have a very strong reason (with documented emergency or illness), in that case, paper turned in any time after 4:45pm, Dec.10, (up to Dec. 17) will be docked 50 points for each calendar day that it is late.

NO EXTRA CREDITS.

Please keep your returned writing assignments through the semester.

Points and Grade scale

<table>
<thead>
<tr>
<th>Points</th>
<th>Attendance</th>
<th>80 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class discussion</td>
<td>100 points</td>
</tr>
<tr>
<td></td>
<td>Reading reports</td>
<td>120 points</td>
</tr>
<tr>
<td></td>
<td>Research proposal</td>
<td>40 points</td>
</tr>
<tr>
<td></td>
<td>First draft</td>
<td>100 points</td>
</tr>
<tr>
<td></td>
<td>Peer review</td>
<td>30 points</td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
<td>30 points</td>
</tr>
<tr>
<td></td>
<td>Final paper</td>
<td>300 points</td>
</tr>
<tr>
<td></td>
<td>In total</td>
<td>800 points</td>
</tr>
</tbody>
</table>

Grade scale

A = 800-720 points
B = 719-640 points
C = 639-560 points
D = 549-480 points
F = 479-0 points
I—Indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work (C average or higher) up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair’s office.

Grades represent what students get on assignments and attendance, and cannot be negotiated because of special circumstances. After the final exam and course grade has been given, no extra work or retakes will be allowed.

The Family Educational Rights and Privacy Act protects confidentiality of educational records. Grades will not be given over the phone, through a fellow student, or by e-mail in this course.

ADA Compliance

The Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group in the areas of public accommodations, employment, transportation, state and local government services and telecommunications.

Any student who is entitled to special assistance because of a disability must present the appropriate form to the instructor. This should be done at the beginning of the term in order that arrangements can be made in a timely manner to furnish the needed assistance.

Should you require assistance or have further questions about the ADA, please contact: Ms. Nastassia Sanabria, ADA Compliance Officer for Students 470-548-6443.

Academic Honesty

The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University's grades and degrees depend upon it.

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged and cited. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

Students suspected of violating the KSU statement of Academic Honesty will meet with the
instructor to discuss the violation and will be reported to the Department of Student Conduct and Academic Integrity according to the process outlined at the following link: [https://web.kennesaw.edu/scai/content/scai-misconduct-procedures](https://web.kennesaw.edu/scai/content/scai-misconduct-procedures)

Cheating and plagiarism will result in an automatic failing grade for the assignment or the course and will be referred to the SCAI (Department of Student Conduct and Academic Integrity).

**Interpretation of and changes to this syllabus**

The instructor reserves the absolute right to make pedagogically appropriate adjustments to this syllabus. All questions on this syllabus shall be resolved by consulting the instructor. The instructor reserves the right to change the course schedule, the due dates of written assignments, the instructor’s office hours, and other components of this syllabus, as appropriate. Announcements of such changes and/or amendments will be given in advance.

**Course schedule: Discussion topics and reading assignments (subject to change)**

**Week 1 Introduction**

8.20 Introduction to the course
   Western imagination of China

Reading:


Suggested reading:


Gordon, Stewart. *When Asia was the world*. Cambridge: Da Capo Press, 2008. [KSU]


**Week 2 The Worlds of Macro Polo**

8.27 Truth vs. false
   Travels and understandings

Reading:

The Travels of Macro Polo, pp. 74-240.

Suggested reading:


**Week 3 The first encounters**

9.3 The Jesuits in China: Matteo Ricci

“China Fever”/China as a model

Reading:

Matteo Ricci on China (http://www.isop.ucla.edu/eas/documents/ricci.htm).

Reader: pp.1-19; 3-43; 26-82.

Suggested reading:


Week 4 Wind changed

9.10 Legacy of Cathay
   Was China that great? (or China: a giant with clay feet)

Reading:

Defoe, Danil. The Further Adventures of Robinson Crusoe. [different versions] [1719]. [online]
   Chapter 14: Arrival in China; Chapter 15: Attacked by Tartars.

Herder, Johann G. Outlines of a Philosophy of the History and of Man. New York: Bergma Publishers, 1800: 290-298 [online, not in copyright]


Reader: pp. 89-121; 92-103.

Suggested reading:


Goldsmith, Oliver. The Citizen of the World. 1762. [online book]


**Week 5 China’s troubled years**

9.17 China: the evil opium empire
   Rebellion, invasion, and humiliation

Reading:


Reader: pp.100-114; 123-127; 263-318.

Suggested reading:


1985.


**Week 6 The stagnated empire (the Asian model)**

9.24 Chinese people in the nineteenth century
Chinese society in the nineteenth century

Reading:


Reader: pp. 15-29, 312-338.

Suggested reading:

Bridgman, Eliza J. Gillett. *Daughters of China; or, Sketches of Domestic Life in the Celestial Empire*. New York: Robert Carter & Brothers, 1853. [online]


Taylor, Bayard. *A visit to India, China, and Japan, in the year 1853*. New York: G.P. Putnam & Co., 1855. [KSU]

**Week 7 China in struggle**

10.1 Rebellion, invasion, and civil war
   China’s revolution and the outside world

Reading:


Suggested reading:


Campbell, Helen L. *Wah Sing, our little Chinese cousin*. Boston: Educational Publishing Company, 1904. [online]

**Week 8 China turned to red**

10.8 The new China
- Revolutions and construction

**Research proposal due**

**Reading:**

Reader: pp. 1-16, 96-107; 128-152; 129-166; 235-257; 386-403.

**Suggested reading:**


10.8 **Last day to withdraw without academic penalty.**

**Week 9 The rising dragon**

10.15 Economic reform and social change
   Will China rule the world?

Reading:


Suggested reading:


Fishman, Ted C. *China, Inc.: how the rise of the next superpower challenges America and the world*. New York: Scribner, 2006. [KSU]


**Week 10 China in Western fictions and movies**

10.22 “The Yellow Peril” and Dr. Fu Manchu

Western imagination of China: a summing up

Reading:


Rohmer, Sax. *The Mystery of Dr. Fu-Manchu*. London: Methuen, 1913, pp. 53-105 (online);


Suggested reading:

Buck, Pearl S. *The Good Earth*. New York: Pocket Books, 1931. [KSU]


**Week 11-12** No class.

Writing paper; instructor is available for consultation.

Week 13 No class

11.12 **First draft due**

**Week 14** No class

11.19 Return first drafts with critiques

**Week 15** Fall break

11.26 Thanksgiving break, no class

**Week 16** Presentation

12.3 Presentation

**Week 17** The Final

This course has no final exam. Final Paper due on Wednesday, Dec. 10, 2:00pm-4:45pm.
Plagiarism

I. The following discussion of plagiarism was produced by Writing Tutorial Services, Indiana University, Bloomington, IN and can be found at http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml.

What is Plagiarism and Why is it Important?

In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

How to Recognize Unacceptable and Acceptable Paraphrases

Here's the ORIGINAL text, from page 1 of Lizzie Borden: A Case Book of Family and Crime in the 1890s by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for a large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which became the centers of production as well as of commerce and trade.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
• the writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

• accurately relays the information in the original
  uses her own words.
• lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into industrial laborers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these hubs "which became the centers of production as well as of commerce and trade" (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

• records the information in the original passage accurately.
• gives credit for the ideas in this passage.
• indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be PLAGIARIZING. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism EVEN IF THE WRITER CITES IN HER OWN TEXT THE SOURCE OF THE PHRASES OR SENTENCES SHE HAS QUOTED.
Plagiarism and the World Wide Web

The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or quote from a WWW site, she must cite that source.

If a writer wants to use visual information from a WWW site, many of the same rules apply. Copying visual information or graphics from a WWW site (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from WWW sites; for example, if a student is constructing a web page as a class project, and copies graphics or visual information from other sites, she must also provide information about the source of this information. In this case, it might be a good idea to obtain permission from the WWW site's owner before using the graphics.

Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.

2. Paraphrase, but be sure you are not just rearranging or replacing a few words.

   Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Terms You Need to Know (or What is Common Knowledge?)

Common knowledge: facts that can be found in numerous places and are likely to be known by a lot of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. You do not need to document this fact.

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According the American Family Leave Coalition's new book, Family Issues and Congress, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an interpretation; consequently, you need to cite your source.

Quotation: using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.
The following example uses the Modern Language Association’s style:

Example: According to Peter S. Pritchard in USA Today, "Public schools need reform but they’re irreplaceable in teaching all the nation's young" (14).

Paraphrase: using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

II. The following information is quoted from the official website of KSU’s Student Conduct & Academic Integrity (https://web.kennesaw.edu/scai/content/why-cheatingplagiarism-wrong-and-what-will-happen-if-i%E2%80%99m-accused-academic-misconduct):

What Exactly Is Plagiarism?

Section II A of the KSU student code of conduct states, “No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit as part of a course (including examinations, laboratory reports, essays, themes, term papers, etc.). When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged.”

1. Deliberate Plagiarism
   a. Buying a paper
   b. Getting someone else to write a paper for you
   c. Deliberately not acknowledging sources so that the teacher will believe the writing is yours
   d. Thinking that a few words or lines taken from another sources really don’t matter; that they’re trivial & don’t need to be acknowledged

2. Accidental Plagiarism (Sometimes called Misuse of Sources) Is Still Plagiarism and Will Get You in Trouble.
   a. Forgetting to put quotations around direct quotes (often happens with careless Internet “cut & paste” work)
   b. Paraphrasing too close to the original writing. (Just changing a few words isn’t sufficient)
   c. Thinking that if you list all sources in a bibliography or works cited page you don’t need to also cite within the body of the paper
   d. Not knowing the rules of the citation style book you’re supposed to follow

3. Too many direct quotations linked by a few sentences written by you may not be plagiarism, assuming you use quotation marks and cite properly, but it’s a poorly written paper (you need to do your own work and show your own thoughts & ideas) and will probably cause you to earn a bad grade.

What Can You Do To Avoid Plagiarism?

Ask for help on checking citation style from the KSU Writing Center (English Bldg. #242) or from your teacher before submitting the paper. Also, see the Purdue University Writing Lab website. http://owlenglish.purdue.edu/owl/resource/589/01
PLEASE READ AND SIGN THE FOLLOWING STATEMENT

I, ______________________________, certify that I have read and understand the ENTIRE instruction including the guidelines concerning plagiarism. I will address any questions I have concerning information on the instruction, including plagiarism, to the instructor BEFORE the due date of writing assignment.

__________________________________    _______________
(Signature)     (Date)

Note: The Instructor will not grade a student’s writing assignment until he has received this signed statement.