Course Overview and Objectives

This course, required of all history majors at Kennesaw State, serves as an introduction to the origins of several of the world’s most important religious and intellectual traditions. It is designed to give exposure to ideas that have molded the past and continue to shape the way peoples across the globe live today. Particular emphasis will be placed on the points of intersection and contrast between these traditions and on the ways in which these modes of thought and belief continue to evidence themselves in the current day.

Our chief means of studying these traditions will be through the careful examination of primary sources. Much of our class time will be taken up with discussion of these texts. The primary task of the student in this class will be to engage in the careful consideration of this material, in both written and spoken form.

Attendance & Participation

As the bulk of this course will include class discussion of texts and reflection on the traditions that we are considering, attendance is critical. It is essential that you come to class prepared to engage in creative and respectful discussion, participation will be a significant deciding factor in borderline grades. You may miss Six classes, excused or not. More than SIX absences for any reason will result in a failing grade for the course.

Technology Requirements

You will need a computer with a functioning internal or external camera & microphone (purchased for $10-$15 on Amazon if you do not have them), sound card, and dependable/strong Internet access.

This course is supported by D2L. All required course materials, apart from the texts available at the KSU Bookstore, are accessible online. You should familiarize yourself with the site early in the semester and check the site regularly for assessments, readings and announcements. In the case of inclement weather, check D2L for instructional notices.

Texts:

- Numerous additional readings available on this course’s D2L site.
**Required work**

- 10 Quizzes – On D2L, 10 pts each
- 3 Multiple Choice Exams – On D2L and recorded using Respondus Webcam Monitor, 100 points each.
- 1 Final Essay Exam – take home (submitted via dropbox on D2L), 200 points

**Portfolios (collected near the midterm and final – 200 points each)**

1. **Site Visits** – minimum 3 FULL page write-ups of visits to local cultural sites outside of your tradition.
2. **Interviews** – minimum 3 FULL page write-ups of interviews with knowledgeable individuals (preferably community leaders) outside of your tradition.
4. **Mini-reports** – 5-7 FULL page research reports on the topic which most interested you concerning your interview or site visit. Reports must be internally cited (footnotes) and include a bibliography (not part of the page count).

(Format: TYPED, 12 point Times New Roman font, DOUBLE SPACED, one inch margins. Information from sources other than personal interviews or class notes MUST BE CITED. Portfolio assignments must be secured to the spine of the portfolio folders via brad, ring, or clip. See the guides on D2L.)

**At the end of the semester, your portfolio will have:**
- Three Site Visits
- Three Interviews
- Two Restaurant Reviews
- Two Mini-reports

**IMPORTANT NOTE:**
You may NOT use the same tradition (including all sects) more than once per portfolio assignment category. The default assumption is that you are familiar with Christian traditions. Therefore, you must receive approval from the instructor for any Christian interview as you are not allowed to interview your own tradition. (Protestants denominations, Wiccan (pagan) sects, and Messianic Judaism are not permitted for these assignments)

**Grades:**

- 10 Quizzes x 10 points = 100 points
- 3 Multiple Choice Exams x 100 points = 300 points
- Final Essay Exam = 200 points
- Midterm Portfolio = 200 points
- Final Portfolio = 200 points
- Total = 1000 points

**Grading scale**

900-1000=A; 800-900=B; 700-800=C; 600-700=D; below 600=F
The nature of this course requires a fluid schedule to match the environment of the class. Therefore, this schedule is subject to change at the discretion of the instructor. It is up to the student to stay abreast of any announced changes (either in class or on D2L) in the schedule of assignments and readings.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>January 12</td>
<td>Syncretism: The Yezidi</td>
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<tr>
<td>January 14</td>
<td>Biblical Judaism</td>
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<td>January 19</td>
<td>Biblical Judaism</td>
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<tr>
<td>January 21</td>
<td>The Torah</td>
<td><strong>Quiz:</strong> <em>Genesis</em> selections</td>
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<tr>
<td>January 26</td>
<td>2nd Temple Judaism</td>
<td><strong>Quiz:</strong> <em>Book of Daniel</em>, Daniel debate</td>
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<tr>
<td>January 28</td>
<td>2nd Temple Judaism</td>
<td><strong>Quiz:</strong> <em>Haggadah</em></td>
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<tr>
<td>February 2</td>
<td>Rabbinic Judaism</td>
<td><strong>Quiz:</strong> <em>Avesta</em></td>
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<td>February 4</td>
<td>Whose Bible?</td>
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<td>February 9</td>
<td>Zoroastrianism</td>
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<td>February 11</td>
<td>Origins of Christianity</td>
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<tr>
<td>February 12-15</td>
<td>MC #1 Window</td>
<td><strong>Due by 11:59 PM, Feb. 15</strong></td>
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<tr>
<td>February 16*</td>
<td>The Gospels</td>
<td><strong>Quiz:</strong> Gospels: Nativity &amp; Passion</td>
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<tr>
<td>February 18*</td>
<td>Defining Jesus</td>
<td><em>Creeds</em> of Christianity</td>
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<td>February 23</td>
<td>Christendom</td>
<td><strong>Midterm Portfolio Due</strong></td>
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<td>February 25</td>
<td>Islam Created</td>
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<tr>
<td>March 1</td>
<td>Islam Defined</td>
<td><strong>Quiz:</strong> Divine Sayings, Selections from Muslim Jesus</td>
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<tr>
<td>March 2</td>
<td></td>
<td><strong>Last Day to Withdraw without academic penalty</strong></td>
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<td>March 3</td>
<td>Sharia</td>
<td><strong>Quiz:</strong> Divine Sayings, Selections from Muslim Jesus</td>
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<td>March 8</td>
<td>Islam Divided</td>
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<td>March 10</td>
<td>Vedic India</td>
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<tr>
<td>March 11-14</td>
<td>MC #2 Window</td>
<td><strong>Due by 11:59 PM, March 14</strong></td>
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<tr>
<td>March 15</td>
<td>Hinduism</td>
<td><strong>Quiz:</strong> RigVEDA &amp; Upanishads</td>
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<td>March 17</td>
<td>Hinduism</td>
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<tr>
<td>March 22</td>
<td>Hinduism</td>
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<td>March 24</td>
<td>Jainism</td>
<td><strong>TBA</strong></td>
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<td>March 29</td>
<td>Theravada</td>
<td><strong>Quiz:</strong> Buddhakarita</td>
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<td>March 31</td>
<td>Classical India</td>
<td><strong>Quiz:</strong> Ramayana &amp; Laws of Manu</td>
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<td>April 5&amp;7</td>
<td>Spring Break</td>
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<tr>
<td>April 12</td>
<td>Early China</td>
<td><strong>Final Portfolio Due</strong></td>
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<tr>
<td>April 14</td>
<td>Daoism</td>
<td><strong>Quiz:</strong> Tao Te Ching &amp; Dao of Pooh</td>
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<td>April 15-18</td>
<td>MC #3 Window</td>
<td><strong>Due by 11:59 PM, April 18</strong></td>
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<tr>
<td>April 19</td>
<td>Confucianism</td>
<td><strong>Quiz:</strong> Analects</td>
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<tr>
<td>April 21</td>
<td>Legalism</td>
<td><em>Han Feizi</em></td>
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<tr>
<td>April 26</td>
<td>Mahayana</td>
<td><strong>TBA</strong></td>
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<tr>
<td>April 28</td>
<td>3 Traditions = 1 China</td>
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<tr>
<td>May 5</td>
<td>Final Exam Essay</td>
<td><strong>Due by 11:59 PM</strong></td>
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</tbody>
</table>
Late Work: Late work will be penalized one letter grade for each class session it is late. No portfolios more than one week late will be accepted. Missed exams may be made up only with a documented medical excuse. Any grade appeals must be submitted to me in writing within a week of receiving the grade.

Academic Integrity and Integrity

Research has indicated that 40-60% of American college students reported cheating on examinations in college. Over half of the students who reported cheating in college were repeat offenders who used a variety of nefarious techniques to achieve their objective. While I assume the best of all students, I am well aware of these realities. Every KSU student is responsible for upholding the provisions of the Student Code of Conduct (Section II-A of the KSU Student Code of Conduct) which states:

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement. See also https://web.kennesaw.edu/scai/content/ksu-student-code-conduct.

Incidents of alleged academic misconduct will be handled through either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

I take instances of plagiarism very seriously. If I have questions about the integrity of your work, I will ask to meet with you. If outstanding questions remain, I will adhere to the established procedures of the University Judiciary Program above.

Please note: the penalty for cheating and/or plagiarism in this course is a failing grade for the semester.

Americans with Disabilities Act Statement:

- Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Office of Student Disability Services. Students requiring such accommodations are required to work with the University’s Office of Student Disability Services rather than engaging in this discussion with individual faculty members or academic departments.
- If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams.
- Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. For more information please visit their website, sss.kennesaw.edu/sds.

Contact information is as follows:
  SDS Email: sds@kennesaw.edu
  Primary number for Kennesaw campus: 470-578-2666
  Primary number for Marietta campus: 678-915-7244
General Essay/Paper Rubric

A = Excellent. Your essay will:
• Have a **strong** thesis (main point) that is clearly supported by an organized essay/letter/speech where appropriate.
• Provide excellent examples to support your thesis.
• Show **thorough** comprehension of the ideas presented **in class and in the readings**.
• **Demonstrate innovative ideas and approaches.**
• Have strong analyses of material and arguments found in lecture, reading, and research.
• **Contextualize** ideas and arguments to the overall historical period.
• Have proper citations as per syllabus.
• Be written clearly, with few errors in grammar, spelling, punctuation or usage.

B = Very Good. Your essay will:
• Have a good thesis that is supported by a mostly well organized essay/letter/speech where appropriate.
• Provide appropriate examples to support your thesis.
• Demonstrate comprehension of the ideas presented **in class and in the readings**.
• Analyze material and arguments found in lecture, reading, and research.
• Connect ideas and arguments to the overall historical period.
• Have proper citations with few mistakes as per syllabus.
• Be written clearly, with minor errors in grammar, spelling, punctuation or usage.

C = Good/Average. Your essay will:
• Have a thesis, perhaps flawed, or one that is incompletely supported by the essay/letter/speech where appropriate.
• Organized.
• Provide examples to support your thesis.
• Demonstrate basic comprehension of the ideas presented **in class and in the readings**.
• Reveal some incompleteness in the research.
• Incompletely analyze material and arguments found in lecture, reading, and research.
• Incompletely connect ideas and arguments to the overall historical period.
• Improper use of citations, or incorrect format as per syllabus.
• Be written clearly, with some errors in grammar, spelling, punctuation or usage.

D = Below Average/Barely passing. Your essay will have one or more major problems:
• A weak thesis; or one that is incompletely supported by the essay/letter/speech where appropriate.
• Incomplete or weak organization.
• Weak examples or neglect to include textual examples.
• Show minimal comprehension of the ideas presented **in class and in the readings**.
• Show incomplete research.
• Partially analyze material and arguments found in lecture, reading, and research.
• Missing, or use incorrect citation format as per syllabus.
• Show lack of coherence, or many errors in grammar, spelling, punctuation or usage.
• Less than the required length

F = Failing. Your essay will receive an F if it meets ANY of the criteria below:
• Does not meet the minimum requirements for a D.
• Minimal to no use of material covered in lectures evident in the essay.
• Shows clear evidence of plagiarism.
• Does not fulfill the requirements of the assignment, including failing to answer ALL parts of the question.
• Contains unacceptable amount of compositional errors.
• Written in stream of consciousness or incoherent argumentation (babbling)
• Significantly less than the required length

Plagiarism

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/wts/plagiarism.html.

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 the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

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 WRITERITES 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 peaking.

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 to 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.

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The following handout is quoted from the Purdue University Online Writing Lab and can be accessed at [http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html](http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html)

**Avoiding Plagiarism**

Brought to you by the Purdue University Online Writing Lab at [http://owl.english.purdue.edu](http://owl.english.purdue.edu)

Academic writing in American institutions is filled with rules that writers often don’t know how to follow. A working knowledge of these rules, however, is critically important; inadvertent mistakes can lead to charges of **plagiarism** or the unacknowledged use of somebody else’s words or ideas. While other cultures may not insist so heavily on documenting sources, American institutions do. A charge of plagiarism can have severe consequences, including expulsion from a university. This handout, which does not reflect any official university policy, is designed to help writers develop strategies for knowing how to avoid accidental plagiarism.
Since teachers and administrators may not distinguish between deliberate and accidental plagiarism, the heart of avoiding plagiarism is to make sure you give credit where it is due. This may be credit for something somebody said, wrote, emailed, drew, or implied.

**Actions that might be seen as plagiarism**

- Buying, stealing, or borrowing a paper
- Using the source too closely when paraphrasing
- Hiring someone to write your paper
- Building on someone’s ideas without citation
- Copying from another source without citing (on purpose or by accident)

**Deliberate Plagiarism**

**Possibly Accidental Plagiarism**

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### Choosing When to Give Credit

<table>
<thead>
<tr>
<th>Need to Document</th>
<th>No Need to Document</th>
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<tbody>
<tr>
<td>• When you are using or referring to somebody else’s words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium</td>
<td>• When you are writing your own experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subject</td>
</tr>
<tr>
<td>• When you use information gained through interviewing another person</td>
<td>• When you are using &quot;common knowledge&quot; — folklore, common sense observations, shared information within your field of study or cultural group</td>
</tr>
<tr>
<td>• When you copy the exact words or a &quot;unique phrase&quot; from somewhere</td>
<td>• When you are compiling generally accepted facts</td>
</tr>
<tr>
<td>• When you reprint any diagrams, illustrations, charts, and pictures</td>
<td>• When you are writing up your own experimental results</td>
</tr>
<tr>
<td>• When you use ideas that others have given you in conversations or over email</td>
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### Deciding if Something is "Common Knowledge"

**Material is probably common knowledge if . . .**

- You find the same information undocumented in at least five non-internet sources
- You think it is information that your readers will already know
- You think a person could easily find the information with general reference sources

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### Making Sure You Are Safe

<table>
<thead>
<tr>
<th>Action during the writing process</th>
<th>Appearance on the finished product</th>
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<table>
<thead>
<tr>
<th>When researching, notetaking, and interviewing</th>
<th>When paraphrasing and summarizing</th>
<th>When quoting directly</th>
<th>When quoting indirectly</th>
</tr>
</thead>
</table>
| • Mark *everything* that is someone else’s words with a big Q (for *quote*) or with big quotation marks  
• Indicate in your notes which ideas are taken from sources (S) and which are your own insights (ME)  
• Record all of the relevant documentation information in your notes | • First, write your paraphrase and summary without looking at the original text, so you rely only on your memory.  
• Next, check your version with the original for content, accuracy, and mistakenly borrowed phrases | • Keep the person’s name near the quote in your notes, and in your paper  
• Select those direct quotes that make the most impact in your paper -- too many direct quotes may lessen your credibility and interfere with your style | • Keep the person’s name near the text in your notes, and in your paper  
• Rewrite the key ideas using different words and sentence structures than the original text |

| | | | |
| Proofread and check with your notes (or photocopies of sources) to make sure that *anything* taken from your notes is acknowledged in some combination of the ways listed below: | • Begin your summary with a statement giving credit to the source: *According to Jonathan Kozol, ...*  
• Put any *unique words or phrases* that you cannot change, or do not want to change, in quotation marks: *... “savage inequalities” exist throughout our educational system (Kozol).* | • Mention the person’s name either at the beginning of the quote, in the middle, or at the end  
• Put quotation marks around the text that you are quoting  
• Indicate added phrases in brackets ([ ]) and omitted text with ellipses ( . . . ) | • Mention the person’s name either at the beginning of the information, or in the middle, or at that end  
• Double check to make sure that your words and sentence structures are different than the original text |

Sources used in creating this handout:


This page is located at http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html

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PLEASE READ AND SIGN THE FOLLOWING STATEMENT
(Must be included in your midterm portfolio)

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

_______________________________                         _______________
(Signature)                                           (Date)