

HIST 4497 Research Seminar in non-Western History
China in Western Imagination
Fall 2019

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MW 3: 30pm-4: 45pm, SO #3032

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

Electronic Communications

The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, **this is the sole email account you should use to communicate with your instructor or other University officials.** I will check my email on daily base (not including weekends or holidays). During the week, I will try to respond to emails within 48 hours, it will take longer during the weekends and holidays.

Please do not leave message to my office phone, contact the Department of History and Philosophy (470-548-6294) for emergency.

Prerequisites HIST 3100

Required reading materials

1. Polo, Marco. Tr. Ronald Latham. *The Travels of Marco Polo*. New York: Penguin Classics, 1958.
2. Edgar Snow. *Red Star over China*. New York: Grove Press, 1968 (first revised and enlarged edition). ISBN: 978-0-8021-5093-6.
3. Jacques, Martin. *When China Rules the World: the end of the Western world and the birth of a new global order*. The Penguin Books, 2012 (2nd edition). ISBN: 978-0-14-311800-8.
4. Reader (will be posted on course D2L website)

Optional text

1. Conrad Schirokauer, and Miranda Brown. *A Brief History of Chinese Civilization*. Boston: Wadsworth. 2012 (4th edition). ISBN: 0495913235

Learning outcomes

Students completing this course successfully will have the
Ability to conduct historical research

- Student will demonstrate familiarity with a variety of available historical sources
- Student will identify and distinguish primary sources from secondary sources

- Student will demonstrate understanding and appreciation of disciplinary conventions with regard to ethical research and use of sources (e.g., citation of sources, recognition of intellectual property of others, respect for interviewees in oral history projects)
- Student will organize sources into a bibliography

Ability to read and think critically

- Student will evaluate historical sources
- Student will conceptualize and formulate an historical problem/question
- Student will link a particular historical problem/question to a broader historical context
- Student will interpret various historical sources (e.g., draw inferences from census materials, newspaper accounts, diaries)
- Student will use primary and secondary sources appropriately

Ability to communicate effectively

- Student will write using recognized conventions of the discipline
- Student will present material clearly, grammatically and cogently both in writing and orally

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 Western literature (and movies), personal observations of red China, and debates on the rising China, 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

This seminar introduces students to the historiography of a particular topic or theme of a particular region in the non-Western world. It requires students to develop an original research paper on the topic or theme using primary and secondary sources and reflecting standard practices within the discipline. This course should not be taken before the second semester of the junior year and may be repeated once for credit.

Attendance policies

1. This is a research 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 materials. 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 classroom; 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 daily. In case of family emergencies and illness (that is reported on or before the day of absence), students may miss two class meetings without penalty; 3, 4, 5, and 6 or more absences will result in an attendance grade of 30, 20, 10, and 0 points respectively.

Absences	Attendance grade (points)
0-2	40
3	30
4	20
5	10
6 or more	0

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 Mondays [a hard copy to me, an e-copy (in word file) to course D2L Assignments], short or unfinished report will be docked ONE point for each 25 words that is less than 500 words). The readings will introduce you to the major themes and issues on how the West 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.

No late report, no makeup for report either; if you decide to write seven reports, the lowest one will be counted as the bonus one (with half points or up to 10 points); if you decide to write eight to nine reports, the seventh highest one will be treated as the bonus one, the lowest one to two reports will be dropped.

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 3,000-4,500 words paper, and there are sufficient sources available. It should be 800-1,200 or more words (typed, double-spaced), well-organized, and grammatically correct (not include title page, footnotes/endnotes, and bibliography); email a copy of your proposal to my D2L account and bring a hard copy to class; late proposal will be docked 10 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

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.

The first draft of your paper is due on November 18 (a hard copy to me, an e-copy [in word file] to course D2L Assignments). The text of the first draft should be 1,200-1,500 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 30 words that is less than 1,200 words; late first draft will be docked 10 points for each calendar day after due time.

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 3,000-4,500 words (that's about 10-15 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 30 words that is less than 3,000 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 4) primary and (at least 8) secondary sources. **We will use the *Chicago Manual of Style* citation system.** You can follow the online guide found here: <http://www.chicagomanualofstyle.org/home.html>.

The final draft of your paper is due on Wednesday, December 11, 3: 30pm-4: 45pm, and must be submitted in two forms (in word file): an e-copy to course D2L Assignments and a hard copy to me. There will be no class that day, but you must deliver the paper (hard copy) in person to our classroom. 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, December 11 will be docked 20 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

Points	Attendance	40 points
	Class discussion	50 points
	Reading reports	120 points
	Proposal	30 points
	First draft	40 points
	Presentation	20 points
	Final paper	100 points
	In total	400 points

Grade scale	A = 400-360 points
	B = 359-320 points
	C = 319-280 points
	D = 279-240 points
	F = 239-0 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 attendance, participation, and assignments, and cannot be negotiated because of special circumstances. After the final paper 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.

Academic Integrity Statement

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>.

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>

Plagiarism policy

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.

Cheating and plagiarism will result in an automatic failing course grade and will be referred to the Department of Student Conduct and Academic Integrity.

ADA Compliance

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 Department of Student Disability Services (SDS). Students requiring such accommodations are required to work with the University's Department 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, <https://sds.kennesaw.edu>

Contact information is as follows:

SDS Email: sds@kennesaw.edu

Primary number for Kennesaw campus: 470-578-2666

Primary number for Marietta campus: 470-578-7361

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 date of assignments, 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

Aug. 19 Introduction to the course

Aug. 21 Western imagination of China

Reading:

Hung, Ho-Fung. "Orientalist knowledge and social theories: China and the European conceptions of East-West difference from 1600 to 1900." *Sociological Theory* 21, no. 3 (2003): 254-280.

Zhang, Longxi. "The Myth of the Other: China in the eyes of the West." *Critical Inquiry* 15, no. 1 (1988): 108-131.

Week 2 The worlds of Macro Polo

Aug. 26 Truth vs. false

Aug. 28 Travels and understandings

Reading:

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

Week 3 The first encounters

Sept. 2 Holiday, no class

Sept. 4 The Jesuits in China

Reading:

Reader: pp. 26-82.

Week 4 China as a model

Sept. 9 "China Fever"/Legacy of Cathay

Sept. 11 China as a model

Reading:

Reader: pp. 1-19; 81-100; 89-121.

Week 5 Wind changed

Sept. 16 Was China that great? (or China: a giant with clay feet)

Sept. 18 China: the evil opium empire

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 [<https://archive.org/details/outlinesaphilos00churgoog/page/n318>]

Reader: pp. 92-103; 100-114; 123-127.

Week 6 China's troubled years/The stagnated empire (the Asian model)

Sept. 23 Rebellion, invasion, and humiliation

Sept. 25 Chinese people and society in the nineteenth century

Reading:

Reader: pp. 22-37, 51-60, 100-112; 15-29, 312-338.

Week 7 China in Western fictions and movies

Sept. 30 "The Yellow Peril" and Dr. Fu Manchu

Oct. 2 Stereotyped images of Chinese in Western literature (and movies)

Reading:

Seshagiri, Urmila. "Modernity's (Yellow) Perils: Dr. Fu-Manchu and English Race Paranoia", *Cultural Critique*, no. 62 (Winter, 2006), pp. 162-194.

Reader: pp. 182-187, 211-230, 246-265, 300-308.

Week 8 China in struggle

Oct. 7 Rebellion, invasion, and civil war

Oct. 9 China's revolution and the outside world

Reading:

Snow, Edgar. *Red Star over China*. New York, 1944, pp. 35-39, 129-316, 400-409.

Oct. 9 **Last day to withdraw without academic penalty.**

Week 9 China turned to red

Oct. 14 The new China

Research proposal due

Oct. 16 Revolutions and construction

Reading:

Reader: pp. 128-152; 235-257; 386-403.

Week 10 The rising China

Oct. 21 Economic reform and social change in China since 1979

Oct. 23 Will China rule the world?

Reading:

Jacques, Martin. *When China Rules the World: the end of the Western world and the birth of a new global order*. The Penguin Press HC, 2012, pp. 406-636.

Week 11 Western imagination of China

Oct. 28 Discussion of research proposal

Oct. 30 China in Western imagination: a summing up

Week 12-13 No class

Writing paper

Week 14 First draft

Nov. 18 First draft due

Nov. 20 Return first draft with critiques

Week 15 Fall break

Nov. 25/27 Thanksgiving break, no class

Week 16 Presentation

Dec. 2 Presentation

Dec. 4 Presentation

Dec. 6 2: 00pm Department outstanding papers presentation (optional)

Week 17 Presentation

Dec. 9 Presentation

The Final

This course has no final exam. Final Paper due on Wednesday, Dec. 11, 3: 30pm-4: 45pm.

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/pamphlets/plagiarism.shtml>

Plagiarism: What It is and How to Recognize and Avoid It

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 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 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.

Produced by Writing Tutorial Services, Indiana University, Bloomington, IN

The following information is quoted from the official website of KSU's Student Conduct & Academic Integrity (<https://scai.kennesaw.edu/students/general-info/cheating.php>)

Cheating & Plagiarism

Why Is Cheating/Plagiarism Wrong?

1. It is unfair to honest students who work hard for good grades.
2. It devalues our degrees. If KSU gets a reputation as a school where cheating is common & is tolerated, employers and other schools will not value it and will not hold our graduates in high esteem.
3. Cheating students succeed w/out learning, penalizing themselves and everyone who depends on them for the knowledge they lack. (example- brain surgeon who cheated his way through college & med school-how would you feel if you knew this person would operate on you or a loved one?)
4. Acceptance of cheating (ignoring it or considering it a trivial issue) creates a norm of dishonesty that spreads through the school and ultimately into society.
5. Cheating is a betrayal of the trust of one's teachers and classmates.
6. Plagiarism (whether it's deliberate or accidental) is stealing the academic work of others and passing it off as your own.

What Exactly Is Plagiarism?

See section 5C2 and 5C3 of the KSU Code of Academic Integrity for full explanation: [KSU Codes of Conduct](#)

These are some common examples of Plagiarism:

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. Self-plagiarism- submitting the same, or substantially the same paper, in more than one class.

4. 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](#).

How Do Faculty Members Detect Plagiarism?

1. Teachers recognize your style of writing.
2. Online Services such as Google can be used to check for the source of unusual phrases or ideas. If you can find something online so can your teacher.
3. Services such as Turnitin.com are available. The program will generate a report color coding materials taken from other sources and giving a list of the sources. A quick visual scan will then let your teacher know if each source has been cited. Some professors will use the service so you can submit your paper before turning it in. That way you can see if you omitted citations or used too many direct quotations or improper paraphrases and correct yourself before turning it in.

PLEASE READ AND SIGN THE FOLLOWING STATEMENT

I, _____, certify that I have read and understand the
(PRINT NAME)

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.