



School of
Distance Education
Andrews University



SYLLABUS

RELG 350 World Religions

202341

RELG 350 World Religions

School of Distance Education

Self-Paced Format

This course follows a self-paced online format. This format allows you to set your own pace of study. While you have 180 days from your start date to complete the course with Andrews University, it is your responsibility to meet any deadlines set by your home institution. The last day to withdraw with a full refund is 15 days after your start date. See [more withdrawal details here](#).

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

| | | |
|---|--|----------------------|
| Username and password assistance | helpdesk@andrews.edu | (269) 471-6016 |
| Technical assistance with online courses | dilit@andrews.edu | (269) 471-3960 |
| Exam requests and online proctoring | sdeexams@andrews.edu | Call: (269) 471-6566 |
| Distance Student Services - any other questions | sdestudents@andrews.edu | Text: (269) 397-4477 |

Part 1: Course Information

Course Description

RELG 350 – World Religions: Explores major world views and religious traditions and their fundamental teachings, beliefs, and practices. Considers each major religion's analysis of basic human problems and the proposed solutions. Students learn to respect and understand diverse beliefs and practices. Taught from a Christian perspective, the course seeks to explore common ground and challenges between Christianity and the major world religions.

Required Text/Material

Bowker, J. (2006). *World Religions: The Great Faiths Explored and Explained*. DK Publishing.
ISBN: 9780756617721

Dybdahl, P. (2017). *Before We Call Them Strangers*. AdventSource, Lincoln, NE.
ISBN: 9781629093604 (available for free in your course space)

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 hours total on this course. This course has 10 modules with 8 lessons, 2 exams, 8 reflective journals, 5 blogs, and 6 written assignments. Each module represents 1-2 weeks of a typical semester course. It is recommended that you budget at least 13.5 hours for studying and completing the activities for each module. There are suggested schedules to accomplish this work included in this syllabus.

Institutional Outcomes

- 3.a. Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.
- 3.b. Address the needs of diverse communities in a manner consistent with Christian thought and practice.

Program Outcomes

Graduates of this program will be able to:

- Possess a foundational knowledge in the areas of Bible, history, and theology, from a Seventh-day Adventist perspective. (Seek Knowledge)
- Possess skills in the major biblical languages of Hebrew & Greek. (Seek Knowledge)
- Be able to articulate the Seventh-day Adventist view of life both orally and in writing in the context of present society, history, and theology. (Affirm Faith)
- Exhibit growth in Christian life skills. (Change the World)
- Document experience & skills in personal ministry and evangelism on the level of local church and community and in a cross cultural context. (Change the World)

Student Learning Outcomes

Upon the completion of this course, students will be able to:

1. Understand and discern the basic beliefs and practices of the major world religions (Hinduism, Buddhism, Islam, Judaism and Christianity)
2. Intelligently and respectfully interact cross-culturally with those who practice other religions.
3. Analyze the influences of worldviews and world religions in contemporary society and culture.
4. Articulate a Seventh-day Christian worldview and integrate one's own journey of faith in the world of religions.

Mental Health Support

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.
- Contact your academic advisor if you are struggling in multiple classes or unsure whether you are making the most of your time at, or unsure what academic resources are available at Andrews University
- Students in the U.S., access [Andrews Telehealth](#) for new medical, counseling therapy, psychiatry, and diet & nutrition support to [schedule a consultation](#).
- **If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.**
- **Contact 911 for life threatening emergencies.**

Additional information and resources are at the [School of Distance Education Student Wellbeing webpage](#).

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, lecture presentation videos, short essays and reflections on the reading, assignments, quizzes, interactions with the instructor via discussions, and two exams. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub. Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule

In LearningHub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within LearningHub AND discipline yourself to make regular progress.

Assessment Descriptions

Video Presentations

Each module has video presentations that provide essential understandings of the module content. After reading the textbook chapters, students generally find the video presentation provides more concise summaries and analysis. Take careful notes since the content of these presentations will be included on quizzes and tests.

Content Reflective Journals

Each module will have a Content Reflective Journal that is based upon the textbook and articles as well as the video presentations. Each reflection should be 1.5 to 2 pages long, double-spaced. It should be written according to following criteria:

1. Write one paragraph summary of the main ideas of the religion explored in that module. This should not be longer than half a page.
2. Identify, critique, and respond to 3-4 significant ideas from the chapter. These do not have to be the main ideas; but should be significant ideas that caught your attention. These may be ideas with which you agree or disagree. You can also express your opinion on the particular religion or compare it to your own life or your religion.
3. Identify one positive principle from the religion in this module and show how it could be applied to your life.
4. Each journal should include clear references to the book (page numbers included).
5. Each journal should be double-spaced, 12 point font, and be minimum of 1.5 pages in length.
6. Journals must use proper grammar and be written in complete sentences developed in paragraph form. Bullet format is not appropriate for your journal.

Blogs

There are 5 blogs questions for 10 points each that appear throughout the course. Blogs are a fundamental part of this course in which the student to consider significant questions raised by the teacher and class content. Think of the blogs as an opportunity to express yourself in class, a chance to share your thoughts and in the process of having your perspective broadened. Blog answers should be approximately 250 words in length.

Quizzes

There will be one quiz for each module regardless of whether the module is one or two weeks in length. Each timed quiz will be 10 points. You may not use notes or any other assistance while taking the quiz. The quiz is intended to help you know what you understand and help you recognize where you need further study before the exams.

Sacred Text (50 points)

Choose from the following texts from one of the major religions that is different from your own religion. If you are a Christian you will have to choose the Bhagavad Gita, The Three Baskets or the Quran.

1. Read a significant portion of the selected text (at least 20 pages).
2. Write a 2–3 page reflection for the text. Include the pages (or chapters/verses) you have read.

The reflection should cover, but not have to be limited to the following questions:

- How would you summarize the basic teaching and the message of the text?
- How did this text reflect the foundational teachings of its religion?
- How does this text compare/contrast with your own religion and beliefs?
- How can this teaching be applied today? (this can be positive or negative).
- Could this teaching be taken out of context and misinterpreted and misused (do you know of any specific examples)? Does this teaching give you any further insight into its religion? (positive or negative).
- Is there anything from this teaching that you can learn and use in your everyday life?

The Kisagotami Story (20 points)

Read two narratives carefully. The Kisagotami Story and The Widow of Nain's Son (Luke 7:11-17). Both narratives deal with death and loss. Analyze what Buddha did and taught compared with what Jesus did and taught. Write a three or four paragraph analysis about these two events and their messages about mortality from a Buddhist and a Christian perspective.

Explore Essay (50 points)

Select a religion other than your own. (In other words, if you are a Christian, select a non-Christian religion not just a different denomination within Christianity.) Find and read three substantive articles (not blogs nor Wikipedia pages) published within the last year that deal with some aspect of the religion you have chosen. The articles can be positive or negative. You can choose any religion even if we have not covered it in this course. The two articles must be about the same selected religion. Then write an explore essay including the following items:

- Full article citation using proper format. Your essay should be about 2 pages double spaced 12-point font. This assignment is worth 50 points.
- One paragraph summary of each article
- Three paragraph response to each article analyzing the following: What are the presuppositions or positions of the author (supportive or attacking the religion)? What beliefs or practices of this religion are dealt with in the articles? What issues are raised in the article?
- Conclude your explore essay by articulating what you learned from these articles and identify positive or negative elements that can be applied to your life.

Worship Site Visit:

One of your assignments is to visit a religious worship site that is not of your faith background. In other words, if you are a Christian, visit a mosque, synagogue, temple, or community worship center that is non-Christian (not merely another denomination of Christianity). 80 points total

Worship Site Visit Part 1 Proposal (5 points)

One of your assignments is to visit a religious worship site that is not of your faith background. In other words, if you are a Christian, visit a mosque, synagogue, temple, or community worship center that is non-Christian (not merely another denomination of Christianity). Site visit part 1 – Proposal – is worth 5 pt. Search out religious worship sites in your area, close enough for you to visit in person, not virtually. Then select your preferred worship site for your visit. Remember the worship site should be from a different religion (not merely another denomination) than your own. Note: it is very helpful to make this visit with another person so you can observe and process the visit together.

In a thoughtful paragraph write out your proposal including the following: name of worship site, location/address; times site is available for a visit; any guidelines required for a visit (such as guidelines re attire, photography, etc.); intended schedule for your visit (when do you plan to make this visit). *Submit your proposal online. Due by the last day of this module week.*

Worship Site Visit Part 2 Preparation (35 points)

Research the history, beliefs, and practices of the religion whose site you have chosen. This should include material from a minimum of 2 books and 2 articles. Write a two page, double spaced, summary of history, traditions, and beliefs of this religion. Include a full bibliography. Use a recognized citation style. *Submit your paper online (Turnitin). Due by the last day of this module week.*

Worship Site Visit reflection report: (40 points)

Visit the place of worship for the religion you chose. Take these questions with you on your visit. In your paper, answer the questions below, but you do not have to limit your report to these questions. *Submit your reflection paper online (Turnitin) by the last day of this module week.*

- What are your 1st impressions?
- Does the place give you a sense of reverence or awe? Do you feel uneasy?
- Did you feel welcome?
- Describe the atmosphere of this place. Describe the worship service.
- What do you see, hear, smell, perhaps even taste, or touch?
- What symbols were there in the room (s)?
- Who were the leaders (imam, priest, rabbi, etc.) and what role did they have?
- What aspects of worship/practice were compatible with Christianity? (positive aspects)

- What aspects of worship/practice were not in harmony with scripture and Christianity?
- What insights did you gain into this faith community's beliefs and practices. What did you learn by your experience?
- Is there anything about their belief system or worship atmosphere that you would like to incorporate into your own way of life?

Rubrics

Blog Rubric: 10 points

| Discussion Rubric Objectives | Low Performance 4 points | Below average 6 points | Average or Above Average 8 points | Exemplary 10 points |
|--|---|--|--|--|
| Student response to the discussion question | Response fails to address the discussion question – Or an unacceptable response | Response has a minimal or merely adequate response to the discussion question. Little inclusion of module content. | Response indicates clear understanding and analysis of the discussion question. Inclusion of module content. | Response indicates an excellent, reflective, insightful response to the question. Inclusion of significant module content. |

Content Reflective Journal Rubric: 40 points

Each module includes an assignment to write a Content Reflective Journal based upon the textbook and articles and the video presentations. Each reflection should be 1.5 to 2 pages long, double-spaced. It should be written according to following criteria:

| Points per category | Low performance 5 pts | Below Average 7 pts | Average 8.5 pts | Good 9 pts | Exceptional 10 pts |
|-------------------------------------|--|--|---|---|--|
| Summary paragraph | Lacked content. | Minimal content or inaccurate summary. | Accurate summary of significant ideas. | A good summary of significant ideas. | Exceptional summary of significant ideas from the course content. |
| Response to 3 or 4 key ideas | Inadequate analysis of an idea. | Identification and analysis of 1 significant idea. | Identified and provided basic analysis of 2 significant ideas. | Identified and provided basic analysis of 3 significant ideas. | Clear analysis of article. At least 4 significant ideas analyzed. |
| Positive principle | Positive principle or application lacked clarity and insight. | Partially Identified positive principle but did not apply it to life. | Partially Identified 1 significant principle and/or did not apply it to life. | Identified 1 significant positive principle and applied it to life. | Clearly identified 1 significant positive principle and insightfully applied it to life. |
| Journal Mechanics | Many format and grammar errors which detract from the presentation of ideas. | 5 or 6 format and grammar errors. Below average presentation of ideas. | 3 or 4 format and grammar errors. Average presentation of ideas. | 1 or 2 format and grammar errors. Good presentation of ideas. | No format and grammar errors. Clear and concise presentation of ideas. |

Sacred Text Rubric: 50 points

| Criteria | Inadequate (6 pts) | Acceptable (7 pts) | Good (8.5 pts) | Outstanding (10 pts) |
|---|---|---|---|---|
| Organization & Format | Numerous formatting errors, lack of organization. | Some format requirements met, missing some key ideas. | Fulfilled most format requirements, Missing some key ideas. | Met all requirements, clear and cohesive. |
| Summary of beliefs of the religion | Minimal beliefs summarized, few key ideas. | Some beliefs summarized, missing some key ideas. | Basic beliefs summarized, missing some key ideas. | Excellent description of beliefs. |
| Summary of religious practices | Minimal practices summarized, Few key ideas. | Some practices summarized, missing some key ideas. | Basic practices summarized, missing some key ideas. | Excellent description of religious practices. |
| Comparison with your religion | minimal comparison summarized | Some comparison summarized, needed further depth | Basic comparison summarized, needed further depth | Clear, cohesive description of similarities and differences |
| Analysis and application | Minimal analysis and application | Some analysis and application | Solid analysis and application | Insightful analysis and application |

Kisagotami Grading Rubric: 20 points

| Category | Below minimum | Acceptable | Good | Very good |
|---|---|--|---|---|
| Summary of what Buddha taught & did | (3 pts) Lack of adequate summary | (4 pts) Adequate summary | (4.5 pts) good summary, good content | (5 pts) Clear summary, very good content |
| Summary of what Jesus taught & did | (3) Lack of adequate summary | (4) Adequate summary | (4.5 pts) Good summary, very good content | (5 pts) Clear summary, very good content |
| Analysis of the events and their meaning | (6 pts) Lack of analysis or minimal analysis | (7 pts) Adequate analysis; understood contrasting meanings | (8.5 pts) Good content & understood contrasting meanings | (10 pts) Clear analysis, very good content & understood contrasting meanings |

Rubric for Explore Essay: 50 points

| Points Per Category | Needs Improvement | Satisfactory | Very good | Outstanding |
|--|---|---|---|---|
| Summaries of the articles & accuracy of essay content | 10 pts Failed to summarize key ideas or only minimal summary | 11 pts Many of the main ideas and themes. Lacked some major ideas | 13 pts Summary of the main ideas and themes. Lacked some content | 15 pts Clear, accurate summary of the themes and ideas in the articles |
| Analysis of presuppositions, beliefs and practices | 10 pts Minimal analysis of presuppositions, beliefs, and practices | 11 pts Identified <u>some</u> of the presuppositions, beliefs and practices. Needed further analysis | 13 pts Clear analysis of <u>most</u> of the presupposition, beliefs and practices | 15 pts Effectively stated the central ideas. Provided a clear, cohesive analysis of the content |
| Personal Response: What you learned | 6 pts Little indication of what you learned | 7 pts Basic response with limited specifics. Needed more depth | 8.5 pts Generally identified what you learned | 10 pts Clearly identified specific aspects of what you learned |
| Citation and Organization of essay | 6 pts Numerous formatting errors, Errors of spelling and grammar, errors in citation of sources and lack of organization. | 7 pts Needed editing for spelling and grammar and use of sources or format. May not have been submitted on time | 8.5 pts Proper format; only minor errors | 10 pts Proper format and citation our sources; no editing needed; submitted on time |

Worship Site Visit rubric: 5 points

One of your assignments is to visit a religious worship site that is not of your faith background. In other words, if you are a Christian, visit a mosque, synagogue, temple or community worship center that is non-Christian (not merely another denomination of Christianity). 80 pt total

1. Site visit pt 1 – Proposal (5 pt)
2. Site visit pt 2 – Preparation (35 pt)
3. Site visit pt 3 – Reflection paper (40 pt)

| | | | | | |
|---|--|--|--|---|---|
| Visit Proposal: The proposal needs to contain the following visit components: * religious site * location * time of services * planned visit details | 1 pts Identified one of the key visit components | 2 pts Identified two of the key visit components | 3 pts Identified three of the key visit components | 4 pts Identified four of the key visit components | 5 pts Identified all key components |
|---|--|--|--|---|---|

Worship Site Visit Preparation rubric: 35 points

Research the history, beliefs and practices of the religion whose site you have chosen. This should include material from a minimum of 2 books and 2 articles. Write a two page, double spaced, summary of history, beliefs, and religious practices of this religion. Include a full bibliography. Use a recognized citation style.

| | | | | |
|---|--|--|---|--|
| 5 pt: Organization & format of paper: * minimum 2 books & 2 articles * 2 pages double-spaced * sources cited properly * bibliography | Insufficient 3 pts Fulfilled few of the organization and format requirements | Acceptable: 4 pts Fulfilled some of the organization and format requirements | Good 4.5 pts Fulfilled most of the organization and format requirements | Outstanding 5 pts Fulfilled all of the organization and format requirement |
| 10 pt: Summary of history of religion | 6 points Summative history: lacking | 7.5 pts Adequate summary of history of the religion | 9 pts Good summary of history of the religion | 10 pts Clear, cohesive, factual history of the religion |
| 10 pts: Summary of beliefs of religion | 6 points Summary of beliefs: lacking | 7.5 pts Basic overview of beliefs | 9 pts Good summary of beliefs | 10 pts Clear, cohesive factual summary of beliefs |
| 10 pts: Summary of the practices of the religion | 6 points Summary of practices: lacking | 7.5 pts Basic overview of religious practices | 9 pts Good summary of religious practices | 10 pts Clear, cohesive factual summary of religious practices |

Worship Site Visit final reflection paper rubric: 40 points

| Category & points | Low performance 5 pts | Below Average 7 pts | Average 8.5 pts | Good 9 pts | Exceptional 10 pts |
|----------------------------------|---|---|---|---|--|
| Understanding | Little knowledge of the beliefs and practices of selected religion. | Inadequate knowledge of the beliefs and practices of selected religion. | Adequate knowledge of the beliefs and practices of selected religion. | Good knowledge of the beliefs and practices of selected religion. | Excellent knowledge of the beliefs and practices of selected religion. |
| Observation and Attitude | Negative attitude toward the religion. Little indication of observation. | Indication of lack of empathy or interest. Minimal observation of site and experience. | Adequate Evidence of interest in site visit. Descriptive content. | Good evidence of interest in the site visit and desire to learn. Descriptive content. | Clear evidence of interest in the site visit and desire to learn. Descriptive content. |
| Discernment | Little discernment of similarities and differences to your faith. | Minimal discernment of similarities and differences to your faith. | Adequate Evidence of discernment of the similarities and differences to your faith. | Good discernment of similarities and differences to your faith. | Exceptional discernment of similarities and differences to your faith. |
| Reflection and Evaluation | Little reflection and evaluation of the visit experience | Minimal reflection and evaluation of the visit experience. | Adequate reflection and evaluation of the visit experience. | Good reflection and evaluation of the visit experience. | Insightful, thoughtful evaluation and reflection of the visit experience |

Exams

There are 2 exams in this course. The midterm exam covers material from Lessons or Modules 1-4, is made up of a variety of question formats such as true-false, matching, short-answer and essay questions and is worth 80 points. You will be allowed 60 minutes to take this exam. This exam is worth 10% of your grade. The final exam covers material from Lessons or Modules 5-8, is made up of a variety of question formats such as multiple choice, matching, short-answer and essay questions and is worth 105 points. You will be allowed 90 minutes to take this exam. This exam is worth 12% of your grade. Both exams must be taken under the supervision of a proctor.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. The follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. To aid studying for future exams, you may request the instructor to provide summary feedback on an exam.

Suggested schedule for completion in 10 weeks:

| Module | Lessons | Readings/Videos | Assignments | Outcomes Met |
|--------|---|--|--|--------------|
| Intro | These items will need to be completed before you will have access to the rest of the course | Orientation Course Overview Introductions Academic Integrity | Student Introductions Academic Integrity Quiz Academic Integrity Statement | |
| 1 | Module 1: Introduction and Origin | <u>Read:</u> WR “Ancient Religions” <u>Watch:</u> What is Religion? Theories of Origin pt 1 Theories of Origin pt 2 Theories of Origin pt 3 Basic Tribal Religions | Content Reflective Journal 1 Blog 1 Quiz 1 | SLO3 |
| 2 | Module 2: Worldviews and Philosophies | <u>Read:</u> BWCTS Ch. 1 & 2 <u>Articles:</u> Existentialism Summary Worldviews Transformed <u>Watch:</u> Introduction to Worldviews Theism Deism Pantheism Naturalism Nihilism Existentialism Postmodernism 1 & 2 | Content Reflective Journal 2 Worship Site visit Proposal Blog 2 Quiz 2 | SLO3, SLO4 |
| 3 | Module 3: Traditional Religions (Africa & the Americas) | <u>Read:</u> WR “Native Religions” <u>Articles:</u> Inca Religion: Peru Inca Religion: Britannica The People of the Sun – Inca Zulu Creation Myth How the World Was Made – Cherokee legend Yakama Creation legend <u>Watch:</u> African Traditional Religions pt 1 African Traditional Religions pt 2 | Content Reflective Journal 3 Sacred Text Assignment Blog 3 Quiz 3 | SLO2 |

| Module | Lessons | Readings/Videos | Assignments | Outcomes Met |
|--------|--------------------|---|--|------------------|
| 4 | Module 4: Hinduism | <u>Read:</u> WR "Hinduism" BWCTS: Ch 9, 10, 11 <u>Articles:</u> Hindu Creation myth Hindu Ethics: The Three Da's Hinduism 20 Ethical Guidelines Hindu practices: Chanting of Om Karma Hindu view Self in Hindu Upanishads The Practice of Yoga <u>Watch:</u> Hinduism pt 1: Origins Hinduism pt 2: Gods Hinduism pt 3: Practices Hinduism pt 4: Conclusion | Content Reflective Journal 4 Worship Site Visit Part 2: Preparation Blog 4 Quiz 4 | SLO1, SLO3 |
| 5 | Review & Midterm | | PROCTORED Midterm Exam | SLO1, SLO4 |
| 6 | Module 5: Buddhism | <u>Read:</u> WR "Buddhism" BWCTS: Ch 6, 7, 8 <u>Articles:</u> The Past Lives of Siddhartha Gotama The Four Signs The Four Noble Truths Buddhism: The "non-self" Buddhist ethics: Admonition Kisagotami Story <u>Watch:</u> Buddhism pt 1: Intro Buddhism pt 2: Practices Buddhism pt 3: Conclusion | Content Reflective Journal 5 The Kisagotami Story Assignment Quiz 5 | SLO1, SLO3, SLO4 |
| 7 | Module 6: Islam | <u>Read:</u> WR "Islam" BWCTS: Ch 3, 4, 5 <u>Articles:</u> Creation in Bible & Quran God Has No Son Allah's Book The call of Muhammad The Night Journey Mosque Visit Guidelines <u>Watch:</u> Islam pt 1: Origins Islam pt 2: Beliefs Islam pt 3: Practices Islam pt 4: Conclusion | Content Reflective Journal 6 Worship Site Visit pt 3: Reflection Essay Quiz 6 | SLO1, SLO2, SLO4 |

| Module | Lessons | Readings/Videos | Assignments | Outcomes Met |
|--------|------------------------|--|---|------------------------|
| 8 | Module 7: Judaism | <u>Read:</u> WR "Judaism" <u>Articles:</u> Rabbinic Debate: marriage and children <u>Watch:</u> Judaism pt 1: Origins Judaism pt 2: Developments Judaism pt 3: Beliefs & Practices | Content Reflective Journal 7 Explore Essay Quiz 7 | SLO1, SLO4 |
| 9 | Module 8: Christianity | <u>Read:</u> WR "Christianity" <u>Watch:</u> Biblical Christianity pt 1 Biblical Christianity pt 2 Biblical Christianity pt 3 Biblical Christianity pt 4 How Christianity Changed the World pt 1 How Christianity Changed the World pt 2 | Content Reflective Journal 8 Blog Forum 5 Quiz 8 | SLO1, SLO3, SLO4 |
| 10 | Review and Final | PROCTORED FINAL EXAM | | SLO1, SLO2, SLO3, SLO4 |

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

| Points | Description |
|--------|---|
| 320 | Content Reflective Journals: 8 modules x 40 pt = 320 pt |
| 50 | Discussion Forums: 5 discussion x 10 points each = 50 pt |
| 80 | Quizzes: 8 quizzes x 10 points each = 80 pt |
| 200 | Written Assignments: Worship Site visit (5 + 35 + 40 = 80 pt); Explore Essay (50); Sacred Text (50); Kisagotami story (20) = Total 200 pt |
| 185 | Exams: midterm (80) and final (105 pt) = 185 pt |
| 835 | Total Points Possible |

Viewing Grades in LearningHub

- Click into the course.
- Click This Course in the top menu
- Select Grades in the drop-down

Letter Grade Assignment

| Letter Grade | Percentage |
|--------------|------------|
| A | 93-100% |
| A- | 90-92% |
| B+ | 88-89% |
| B | 83-87% |
| B- | 80-82% |
| C+ | 78-79% |
| C | 73-77% |
| C- | 70-72% |
| D | 60-69% |
| F | 0-59% |

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at

<https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/webmlsc/moodle/public/incompletes.html>.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication.

Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

AI Generated Work

Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.