This course syllabus is intended as a set of guidelines for Introduction to Major World Religions 1304. Both North Lake College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

**Instructor Information:**

Professor: Bryan Morgan

Email: bmorgan@dccc.edu

**Course Information**

Course title: Introduction to Major World Religions
Course number: PHIL 1304
Section number(s): 7081
Credit hours: 3 credit hours
Class meeting location & time: 7081: T R 9:30 AM--10:50 AM; Bldg. NLC-S; Room I1109
Course Description: RELI 1304 Major World Religion (3)
The Texas Common Course Number is PHIL 1304.
Prerequisite: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading.
This course surveys the major world religions. Hinduism, Buddhism, Judaism, Islam, and Christianity are included. The history of religions is covered, but the major emphasis is on current beliefs. Other topics may also be included, such as the nature of religion, tribal religion, and alternatives to religion. (3 Lec.)
Coordinating Board Academic Approval Number 3802015212

**Required Textbooks and Materials**

PHILOSOPHY 1304 COURSE OBJECTIVES

1. Demonstrate an understanding of the major world religions. (CCIC-1, CCIC-2, CCIC-3, EEO-2)
2. Demonstrate an understanding of what the study of religion involves. (CCIC-1, CCI-2, CCIC-4, CCIC-5, EEO-1, EEO-3, EEO-5)
3. Demonstrate knowledge of the basic language of religious studies. (CCIC-1, CCIC-2)
4. Demonstrate an understanding of personal and social issues related to the major religions of the world. (CCIC-1, CCIC-2, CCIC-3, EEO-1, EEO-2)
5. Demonstrate an appreciation for the uniqueness of each religion. (CCIC-3, CCIC-4, CCIC-5, EEO-5, EEO-7)
6. Demonstrate an understanding and sensitivity to the various religions. (CCIC-2, CCIC-3, CCIC-5, EEO-5)

Note: Specific Educational Objectives and Intellectual Competencies addressed by course objectives have been noted.

COURSE-LEVEL STUDENT LEARNING OUTCOMES (SLO)

1. The students will identify and describe the central beliefs, practices, customs, traditions, and contributors of the five major religions of the world—Hinduism, Buddhism, Judaism, Christianity, and Islam at 85% proficiency as measured by the departmental pre & post-test. EEO#1, EEO#2, EEO #7, CCIC #1, CCIC #4; Gen Ed: 1, 2, 3, 4, 5

2. The student will compare and contrast the core doctrines, customs and practices of the major world religions at 85% proficiency. EEO #5; CCICs #2, #3, & #5; Gen Ed: 1, 3, 4, 5

3. The students will identify and explain the global influence and impact of religious worldviews on cultures and society at 85% level of proficiency. EEO #5 ; CCICs #2, #3, & #5  Gen Ed: 1, 2, 3, 4, 5
EXEMPLARY EDUCATIONAL OBJECTIVES (EEOs) in Philosophy 1304

As part of the Core Curriculum, Philosophy 1304 satisfies the following Exemplary Educational Objectives set forth by the Texas Higher Education Coordinating Board:

1. To demonstrate awareness of the scope and variety of works in the arts and humanities.
2. To understand those works as expressions of individual and human values within an historical and social context.
3. To respond critically to works in the arts and humanities.
5. To articulate an informed personal reaction to works in the arts and humanities.
7. To demonstrate knowledge of the influence of literature, philosophy and/or the arts on intercultural experiences.

CORE CURRICULUM INTELLECTUAL COMPETENCIES (CCICs)

This course reinforces 5 of the 6 Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board. The CCIC’s identified by the DCCCD which are reinforced by Philosophy 1304 are as follows:

1. **READING**: Reading at the college level means the ability to analyze and interpret a variety of printed materials -- books, articles, and documents. A Core Curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

2. **WRITING**: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a *sine qua non* in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

3. **SPEAKING**: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

4. **LISTENING**: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

5. **CRITICAL THINKING**: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.
**COURSE OUTLINE**

The following table lists the major assignments, a description of each, required readings, and due date for each assignment:

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Description</th>
<th>Required Readings</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter Readings</td>
<td>Assigned readings from the required course textbook and other resources.</td>
<td>See Course Syllabus</td>
<td>See weekly reading assignments</td>
</tr>
<tr>
<td>2. Research or Dialogue Paper</td>
<td>The student will write a research paper detailing the beliefs, traditions, practices, and/or history of one major world religion.</td>
<td>Grading Rubric in Syllabus</td>
<td>See Course Syllabus</td>
</tr>
<tr>
<td>3. Presentation</td>
<td>The student will research and create a presentation with the use of technology and visual aids on a topic(s) related to one of the major world religions.</td>
<td>Grading Rubric in Syllabus</td>
<td>See Course Syllabus</td>
</tr>
<tr>
<td>4. Quizzes &amp; Exams</td>
<td>Assessments detailing the beliefs, traditions, practices, people, and history of the major world religions.</td>
<td>Instructor lecture notes, course textbook, and other instructor assignment materials.</td>
<td>See Course Syllabus</td>
</tr>
</tbody>
</table>
Addendum A: Learning Activities, Outcomes, and Assessments for Philosophy 1304 (Form A)

1. Learning Activity: Both formal and informal student weekly discussions both in class and online.
   a. Learning Outcomes: The student will identify and describe the central, beliefs, practices and contributions of the five major religions of the world—Hinduism, Buddhism, Judaism, Christianity, and Islam.
   b. Assessment: Lesson Quizzes & Unit Exams
   c. EEO's and CCIC's: EEO#1, EEO#2, EEO #7, CCIC #1, CCIC #4

2. Learning Activity: Weekly review of vocabulary words from course textbook and lectures
   a. Learning Outcomes: The student will demonstrate a knowledge of the basic language of the major world religions.
   b. Assessment: Lesson Quizzes & Exams
   c. EEO's and CCIC's: EEO #5; CCICs #2, #3, & #5

3. Learning Activity: Research Paper:
   a. Learning Outcomes: The student will compare and contrast the central doctrines and practices of the major world religions.
   b. Assessment: This assignment [i.e., the research paper] will be evaluated using a grading rubric.
   c. EEO’s and CCIC’s: EEO #5; CCICs #2, #3, & #5

4. Learning Activity: Student Presentation: This assignments requires the student to develop a 15 minute presentation about any topic(s) related to one major world religion. This presentation must include the use of Power Point visuals and other media resources.
   a. Learning Outcomes: The student will demonstrate a knowledge and understanding about the central, beliefs, practices, traditions, and contributions of the five major religions of the world—Hinduism, Buddhism, Judaism, Christianity, and Islam.
   b. Assessment: This assignment [i.e., the student presentation] will be evaluated using a grading rubric.
   c. EEO's and CCIC's: EEO #5; CCICs #2, #3, & #5
INSTITUTIONAL POLICIES FOR STUDENT SUCCESS

ACADEMIC DISHONESTY
The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty", includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion. Academic dishonesty may result in the following sanctions, including, but not limited to:
1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

NOTIFICATION OF ABSENCE DUE TO RELIGIOUS HOLY DAY(S)
Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the college catalog for more explanation. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT
North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student's choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact North Lake College's Disability Services Office in person (A430) or by phone at 972-273-3165. [http://www.northlakecollege.edu/resources/disability.html](http://www.northlakecollege.edu/resources/disability.html)

DROP POLICY
If you are unable to complete this course, you must officially withdraw by Thursday, November 17, 2011. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you.

All Dallas County Community Colleges charge a higher tuition rate to students registering the third time for a course. This rule applies to the majority of credit and Continuing Education/Workforce Training courses. Developmental Studies and some other courses are not charged a higher tuition rate. Third attempts include courses taken at any DCCCD college since the fall 2002 semester. For further information, go online to: [http://www.DCCCD.edu/thirdcourseattempt](http://www.DCCCD.edu/thirdcourseattempt)

FINANCIAL AID STATEMENT
Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. If you fail to attend or participate after the drop date, you are also subject to this policy.

To apply for financial aid in the DCCCD, students must complete FAFSA (Free Application for Federal Student Aid) on the web at [http://www.fafsa.ed.gov](http://www.fafsa.ed.gov).
COUNSELING SERVICES
Counseling services for personal issues are provided to all students currently enrolled at North Lake College. These services are provided by licensed professionals who are bound by confidentiality (within ethical parameters) at no charge. With the assistance of a counselor, students are able to identify, understand, resolve issues and develop appropriate skills. If you are a currently enrolled student, you are eligible for free counseling services. You may schedule an appointment by calling 972-273-3333 or going to A-311.

THE ACADEMIC SKILLS CENTER (ASC)
The ASC is designed to provide assistance to students in the following areas:

Labs for students enrolled in foreign language, Developmental Reading, and ESOL courses. One-on-one tutoring is available.

The Writing Center can help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, and properly use and document sources. Rather than merely editing or "fixing" papers, tutors focus on helping students develop and improve their writing skills.

The Online Writing Lab (OWL) allows students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus. After logging on to eCampus, click on the Community Tab at the top. Type “Owl” in the search field and click “Go.” Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.” Once enrolled, students can receive services from the OWL.

For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.

STOP BEFORE YOU DROP
If you enrolled in college-level courses for the first time in the fall of 2007, the Texas Education Code 51.907 allows you to drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. The Counseling/Advising Center will give you more information about allowable exceptions.

Once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W.” Therefore, you need to exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. More information is available at http://www.northlakecollege.edu/admissions/drop.html or https://www1.dcccd.edu/catalog/ss/oep/dw.cfm.
STUDENT RESPONSIBILITIES:
1. Attend class. If you do miss class, be prepared for the next class session and complete all work assigned during your absence.
2. Submit assignments on time and in the form required by the instructor.
3. Read all assigned textbook selections and materials.
4. Visit the Writing Center (A332) or your instructor for help. However, do not expect your instructor to repeat a lecture delivered in your absence.
5. Make at least one friend in class so that notes and instructions can be exchanged.
Appendix A
COURSE OUTLINE

TENTATIVE WEEKLY SCHEDULE AND READING ASSIGNMENTS FROM TEXT

- Weeks 1-2: “What Is Religion?” Basic questions and concepts pp. 2-32, Molloy
- Week 2: Indigenous Religions, pp. 35-70 Molloy
- Weeks 3-4: Hinduism, pp. 75-123 Molloy
- Week 5: Buddhism, pp. 125-187 Molloy
- Week 6: Jainism and Sikhism, pp. 189-211 Molloy
- Week 7: Daoism and Confucianism, pp. 213-261 Molloy
- Week 8: Shinto, pp. 262-285
- Week 9: Judaism, pp. 289-341 Molloy
- Weeks 10-11 Christianity, pp. 343-421 Molloy
- Weeks 12-13: Islam, pp. 423-487 Molloy
- Week 14: Alternative Paths, pp. 489-525
- Week 15: The Modern Search, pp. 527-563

EVALUATION SYSTEM

The final grade will be based upon the averaging of seven grades, each of which will have equal weight. There will be four in-class exams, one research or dialogue paper, a presentation, and an evaluation of class participation.

TEST AND ASSIGNMENT SCHEDULE (TENTATIVE)

- Exam #1, Thursday, September 20
- Research or Dialogue Paper, Thursday, October 4
- Exam #2, Tuesday, October 16
- Exam #3, Tuesday, November 13
- Final Exam: TBA  FINALS WEEK, DEC. 10-13
- Date and Topic of Presentations will be made on an individual basis

GRADING SCALE

Grading scale

A = 90 to 100
B = 80 to 89
C = 70 to 79
D = 60 to 69
F = 59 and below

RESEARCH PROJECT
A research project is required, which may be either a research paper or a dialogue paper. A research paper should be organized around a clear thesis dealing with some aspect of the class subject matter and should use an accepted form of academic documentation. A dialogue paper should portray a serious discussion between two or more people from differing religious perspectives. It may be helpful if one of the participants in the dialogue shares your own particular perspective. The dialogue should demonstrate your understanding of the various perspectives, especially noting points of comparison and contrast. Length of either research paper or dialogue paper should be from 5-6 pages. There should be a minimum of 5 sources, at least three of which must be non-internet. 70% of your grade will be based on content and 30% on grammar and basic form.

FORMAT FOR WRITTEN WORK

Assignments should be neat, and any corrections must be legible. All writing must be double-spaced and either handwritten or typed/printed legibly using dark ink. All pages should be numbered and stapled. Please leave margins on all four sides and do not write on the back of any page. Research must be documented, and there must be a works cited or bibliography page.

PRESENTATION

The student will research and create a presentation with the use technology and visual aids on a topic(s) related to one of the major world religions. The presentation will be evaluated by the following criteria: 70% content and 30% visual elements and commutative style. Date and Topic of Presentations will be made on an individual basis.