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: Dr. Darryl E. Howard**

Email: DHoward1@dcccd.edu

Office Phone Number: (972) 273-3203

Office Location: A 304

**Course Information**

Course title: Introduction to Major World Religions

Course number: PHIL 1304

Section number(s): 7501

Credit hours: 3 credit hours

Class meeting location & time: [See Appendix A for location & time]

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, CCIC-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, EE0-7)
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)

I. 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: 1.1, 2.1, 3.2, 4.1, 5.1.6.1

II. 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: 1.1, 3.2, 4.1, 5.1

III. 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, 2.1, 3.1, 4.2, 5.1, 6.1

COURSE OUTLINE
Please see Appendix A attached to this syllabus for a complete course outline.

EVALUATION PROCEDURES
See Appendix B for an explanation of Evaluation Procedures. Also see Appendices C & D for assessment rubrics for specific assignments.

GRADING SCALE
Grading scale
A = 90 to 100
B = 80 to 89
C = 70 to 79
D = 60 to 69
F = 59 and below
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.
4. To articulate an informed personal reaction to works in the arts and humanities.
5. 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.
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 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.
   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 compare and contrast the core doctrines, customs and practices of the major world religions at 85% proficiency. 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 students will identify and explain the global influence and impact of religious worldviews on cultures and society at 85% level of proficiency.
   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 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. The students will identify and explain the global influence and impact of religious worldviews on cultures and society at 85% level of proficiency.
   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

NO LATE ASSIGNMENTS, EXAMS, QUIZZES, OR PAPERS WILL BE ACCEPTED!
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
In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the ADA/ACCESS Office at (972) 273-3165 or visit Room A-430 at North Lake College. It is the policy of NLC to provide reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ADA/ACCESS Office.

DROP POLICY
If you are unable to complete this course, you must officially withdraw by Thursday, November 15, 2012. 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.

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.

**WRITING CENTER (A332)**
The Writing Center supports and supplements classroom instruction by providing focused, individualized writing tutoring in response to the specific needs of the student. The tutors are skilled writing specialists who 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" your papers, the Writing Center staff focuses on helping you develop and improve your writing skills. Be sure to schedule an appointment in advance so that a tutor will be available to work with you. Walk-ins are welcome, but you may have to wait or come back at a later time.

You can also access the North Lake College Online Writing Lab through eCampus. Once you log into eCampus, click on the Community Tab at the top. Type in “Owl” in the search field to locate.

Follow the instructions on the site to enroll in and receive services from the OWL.

The Writing Center is housed in the Academic Skills Center, A-332. Hours are: Monday through Thursday 8:00 a.m. to 8:00 p.m., and Friday 8:00 a.m. to 2:00 p.m. Saturday hours are 9:00 a.m. to 1:00 p.m. during fall and spring semesters. Hours will vary during other sessions. Appointments may be scheduled by visiting the Writing Center, calling 972-273-3089, or emailing nlcwritingcenter@dcccd.edu.

**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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Assignments</th>
<th>In-Class Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 28th</td>
<td>Introduction and Syllabus</td>
<td>Get Acquainted Activity</td>
</tr>
<tr>
<td>Sept 4th</td>
<td>Read Molloy 74-109</td>
<td>(Introduction to Hinduism)</td>
</tr>
<tr>
<td>Sept 11th</td>
<td>Molloy pp. 109-123</td>
<td>Introduction to Hinduism-Con’t</td>
</tr>
<tr>
<td>Sept 18th</td>
<td>Molloy pp.124-159; Molloy pp. 160-187</td>
<td>(Introduction to Buddhism)</td>
</tr>
<tr>
<td>Sept 25th</td>
<td>Molloy pp.189-201</td>
<td>PRESENTATION #2— BUDDHISM</td>
</tr>
<tr>
<td>Oct 2nd</td>
<td>Study for Exam #1</td>
<td>EXAM #1</td>
</tr>
<tr>
<td>Oct 9th</td>
<td>Molloy pp. 234-261; Molloy pp.212-234</td>
<td>PRESENTATION #3-CONFUCIANISM</td>
</tr>
<tr>
<td>Oct 16th</td>
<td>Molloy pp.423-437; Molloy pp.437-452</td>
<td>(Introduction to Taoism)</td>
</tr>
<tr>
<td>Oct 23rd</td>
<td>Molloy pp.452-462; Molloy pp. 462-484</td>
<td>PRESENTATION #5-ISLAM</td>
</tr>
<tr>
<td>Oct 30th</td>
<td>Molloy 485-500;</td>
<td>EXAM #2</td>
</tr>
<tr>
<td>Nov 6th</td>
<td>Molloy pp. 293-316</td>
<td>(Introduction to Judaism)</td>
</tr>
<tr>
<td>Nov 13th</td>
<td>Molloy pp. 363-383</td>
<td>PRESENTATION #6-JUDAISM</td>
</tr>
<tr>
<td>Nov 20th</td>
<td>Molloy pp. 383-398</td>
<td>(Introduction to Christianity)</td>
</tr>
<tr>
<td>Nov 27th</td>
<td>Molloy pp. 398-421</td>
<td>(A Comparative Overview)</td>
</tr>
<tr>
<td>Dec 4th</td>
<td></td>
<td>Exam Review</td>
</tr>
<tr>
<td>Dec 11th</td>
<td></td>
<td>A Comparative Overview</td>
</tr>
</tbody>
</table>
COURSE ASSIGNMENT SCHEDULE [Con’t]
Introduction to Major World Religions -- Philosophy 1304-(7501) – Fall 2012
TUESDAY EVENINGS ONLY  7:15 P.M. – 10:05 P.M.
CENTRAL CAMPUS—ROOM A243

Presentation & Research Paper topics
#1 – Hinduism  #4 – Taoism  #7 – Christianity
#2 – Buddhism  #5 – Islam
#3 – Confucianism  #6 – Judaism

NO LATE ASSIGNMENTS, PRESENTATIONS, OR PAPERS WILL BE ACCEPTED!
APPENDIX B

COURSE POLICIES FOR STUDENT SUCCESS

TESTS, ASSIGNMENTS, AND WEIGHTING

- 3 Exams
- Assigned Readings from Textbook
- One (1) Research Paper
- One (1) Oral Presentation
- Daily Attendance and Class Discussions/Participation (includes purchase and reading of required textbooks and completion of personal reflection journals in class on campus)
- Discussion Board Responses

Exams, assignments, attendance and class participation are equal in weight and value. All assignments and requirements specified in this syllabus are mandatory.

FINAL COURSE GRADE CALCULATION

For On-Campus Lecture Course: Each of the following assignments (i.e., the presentation, the research paper, each exam, and the class attendance/participation) possess the same and equal value and weight. The final course grade is determined by calculating the AVERAGE of the sum total of all course grades.

STUDENT PRESENTATION REQUIREMENTS

The on-campus presentation (which can be an excerpt of the research paper) must be 15 minutes in length. The class presentation will either be individual or group, and the instructor will make this determination. All presentations must include Power Point visuals which compliment the topic selected. All presentations must reflect student creativity and innovation while remaining true to subject matter content. All presentations must adhere to factual information yet without being derogatory (i.e., Speak the Truth with Love”). The in-class presentation assignment will NOT be assigned in the online sections; but will be assigned in the blended sections.*

ATTENDANCE POLICY

For regular on-campus or blended courses: Students may miss two (2) classes without penalty. Each class missed after the two permitted will result in a ten (10) point subtraction for each class absence / each class missed from the final attendance grade. Active participation is expected in personal growth activities. Attendance / participation grade is based on the instructor’s assessment level of participation or attendance.
APPENDIX B

COURSE POLICIES FOR STUDENT SUCCESS—Con’t

RESEARCH PAPER REQUIREMENTS

Each student will be required to submit one (1) research paper and one (1) oral presentation. Completion & presentation dates for these assignments are listed in the course outline in Appendix A. The written research paper is to be approximately six (6) typed pages in length and must be completed in MLA format. Please refer to the current edition of the MLA manual and Dr. Howard’s writing sample provided with this syllabus for instructor’s expectations.

All research papers must be:

- One-sided
- On white paper
- Double-spaced

- First, submitted onto www.turnitin.com
- Second, handed in to the professor on time
- Typed in black ink only, not handwritten
- 12-point font (Courier/Times New Roman)
- 6 pages total (includes Bibliography)
- In MLA format (Current Edition)
- Handed in on-time.
- Research-based: Use of internet sources exclusively is unacceptable (Limit 1 internet source)

- Attach research paper grading rubric [located in syllabus] to research paper before handing in or submitting paper to Dr. Howard

- Also students who have not taken English 1301 & 1302 are required to visit the Writing Center at a dcccd campus (for online students) or NLC (for NLC on-campus students). The Writing Center staff will provide assistance in meeting the criteria listed in the grading rubric and syllabus. The Writing Center is in Building A-Room 332.

- All students must submit papers to www.turnitin.com to verify originality before submitting paper to instructor. See instructions below regarding www.turnitin.com
Instructions for Students Creating a New Account on www.turnitin.com

Go to www.Turnitin.com

Click on Support, then you will come to the Support and Training Resources page

Scroll down to Student Training Videos

View the following videos [each video is under 3 minutes in duration]
- Video 1–Creating a student user profile
- Video 2–How to enroll in a class
- Video 3–How to submit a paper

After viewing the videos create a new account or if you already have an account, enroll into the class using the following

Class ID: __________________________
Password ________________________:

Please contact the instructor for Class ID and Password

Submit paper to check for originality.

Turn in paper to professor for grading.

Suggested Textbooks and Materials for Research Papers and Additional Study


&


&


NO LATE ASSIGNMENTS, PRESENTATIONS, OR PAPERS WILL BE ACCEPTED!
# APPENDIX C
## Class Presentation Rubric

<table>
<thead>
<tr>
<th>Name (first and last)</th>
<th>Major World Religion</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Group or Individual Presentation
#### Criteria (100 points)

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Criteria</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td><strong>Content</strong> (e.g., demonstrates a commitment to the facts and unique nuances associated with the topics of the major religions of the world)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 High commitment  Some commitment  No commitment</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td><strong>Clear and Coherent Communication</strong> (e.g., good usage of grammar and standard English; effective use of public speaking skills)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 Highly effective  Effective  Not effective</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td><strong>Audio-Visual Aids</strong> (e.g., effective use of Power Point, and other visual aids)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 Great  Very helpful  Adequate  Inadequate</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td><strong>Collaboration</strong> (i.e., clear demonstration of teamwork)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 Excellent!  Good  Adequate  Inadequate</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td><strong>Creativity and Innovation</strong> (e.g., the use of unique personal talents)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 Excellent!  Good  Adequate  Inadequate</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td><strong>Observed Time Parameters</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 YES!  Somewhat  NO!</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td><strong>Appropriate Attire</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 YES!  Acceptable  NO!</td>
<td>0</td>
</tr>
</tbody>
</table>

100 **Total Points**

Instructor’s Comments:
## APPENDIX D
Research Paper Rubric

### Introduction to Major World Religions

<table>
<thead>
<tr>
<th>Student’s Name (first and last)</th>
<th>Major World Religion</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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</tbody>
</table>

### Introduction to Major World Religions Research Paper

Criteria (100 points)

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Criteria</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>MLA format -- attention to form and style</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Superb: good, adequate, inadequate</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>Typed on white 8½ x 11 paper one-sided and double-spaced</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good: acceptable, unacceptable</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>Use 5 to 7 references (e.g., books, periodicals or journals, only 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>internet sites, media)</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>Works Cited in alphabetical order &amp; in MLA format</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(i.e., as demonstrated in Dr. Howard’s writing sample)</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>Content (e.g., demonstrates a commitment to the facts and unique</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nuances associated with the topics of the major religions of the world)</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>Clear and Coherent Communication (e.g., good usage of grammar and standard English)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>MLA Documentation -- proper citing of sources throughout paper</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6 pages total</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>Total Points</td>
<td></td>
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Instructor’s Comments:
## Score Equivalency

<table>
<thead>
<tr>
<th>Rubric Score Total</th>
<th>Equivalent Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>59 and below</td>
<td>F</td>
</tr>
</tbody>
</table>