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@dccc.edu
Phone: (972) 273-3203
Office Location: A 304

Campus: North Lake College
Office Hours: Mon & Wed 8:30AM-9:30AM
Tues and Thurs 6:30AM-7:30AM
Fri 10AM-11AM

Course Information

Course title: Introduction to World Religions 1304
Course number: PHIL 1304
Section number(s): 73428
Credit hours: 3 credit hours
Class meeting location & time: ONLINE — FLEX-TERM MAR 20th - MAY 11th
Course Description: A comparative study of world religions, including but not limited to Hinduism, Buddhism, Judaism, Christianity, and Islam. (3 Lec.)
Prerequisite: College level ready in Reading. One of the following must be met: (1) Developmental Reading 0093 or (2) English as a Second Language (ESOL) 0044 or (3) have met the Texas Success Initiative (TSI) standard in Reading.
Coordinating Board Academic Approval Number: 3802015212

Required Course Textbook
Experiencing the World’s Religions: Tradition, Challenge, and Change (6th ed) by Michael Molloy. [ISBN: 978-0-07-812061-9 or 978-1-12-170892-1]. This textbook is also available for purchase and rental at the North Lake College/Follett bookstore.
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, 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)

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 75% 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 75% 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 75% 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, Religion 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 Religion 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.
MEANS OF ASSESSMENT OF COURSE OBJECTIVES, CORE CURRICULUM INTELLECTUAL COMPETENCIES, AND EXEMPLARY EDUCATIONAL OBJECTIVES

Instructors may select all or several of the activities below as well as develop additional activities to support the learning environment and the Core Curriculum Intellectual Competencies and the Exemplary Educational Objectives.

1. Compose Personal Response Papers
2. Compose Objective Essays
3. Compose Research Papers
4. Complete Journal Entries
5. Read and Respond to Professionally Written Texts (visual, verbal, or written)
6. Read and Respond to Student Written or Performed Assignments
7. Visit Course Related Sites (Museums, Churches, Temples, Mosques, etc.)
8. Interview Key Informants (Practitioners and/or Scholars)
9. Review Student Papers with the Instructor and/or Other Students
10. Collaborate with Other Students
11. Present Individual or Group Presentations
12. Watch Films, Plays, Skits, etc. Related to Course Content
13. Listen and Respond (verbally and/or in writing) to Guest Speakers
14. Research and respond to library resources and approved internet sources
15. Take Tests, Quizzes, and Other Evaluative/Formative Assessments

Note: See instructor’s appendices for assessment rubrics.

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
## 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 Appendix A in Course Syllabus</td>
</tr>
<tr>
<td>2.Research and or</td>
<td>The student will write a research paper detailing the beliefs, traditions,</td>
<td>Grading Rubric in Syllabus</td>
<td>See Appendix A in Course Syllabus</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>practices, and /or history of one major world religion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.Presentation</td>
<td>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.</td>
<td>Grading Rubric in Syllabus</td>
<td>See Appendix A in 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 Appendix A in 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 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
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

DROP POLICY
If you are unable to complete this course, you must officially withdraw by Saturday, April 29, 2017. This is the official drop date for this course section. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you. The attendance certification date is Saturday, March 25, 2017.
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.
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.

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.
THE ACADEMIC SUCCESS CENTER (ASC)

The ASC provides a variety of services designed to help students develop and improve their writing and language skills:

I. The Writing Center provides tutoring for any writing assignment for any class as well as personal writing projects, including college application essays, resumes, and letters. The tutors can help students clarify writing tasks, develop and organize papers, explore revision options, detect grammar and punctuation errors, properly use and document sources, and improve their writing skills.

II. The iRead Lab offers individual and small group tutoring, as well as workshops, to help current students improve their skills for reading, studying, and test taking.

III. The ESOL Lab, with 20 computer workstations, is for ESOL students to work on assignments, homework, lab activities, and any other related tasks. An experienced lab attendant is on duty during business hours to assist students. The lab also offers ESOL tutoring and a weekly conversation group to help students improve English listening and speaking skills.

IV. Foreign Language tutoring is available to students enrolled in foreign languages courses (i.e. Spanish and French). Students can receive assistance with homework, labs, and other foreign language related assignments.

V. The Online Writing Lab (OWL) allows students to submit papers to our writing tutors electronically and get feedback within 24-48 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, click “Submit Paper Here” to upload assignment.
   - Students in the NLC-OWL2 eCampus Community has access to all OWL related services.

VI. The Blazer Internet Lounge, with 12 computers, additional open seating, and WiFi Internet access, is available to students who are working on academic or personal projects individually or in groups. The Lounge also has books and DVDs available for student use.
APPENDIX A

ONLINE COURSE ASSIGNMENT SCHEDULE
Introduction to Major World Religions
Philosophy 1304 (Section 7342) – Spring 2017
Introduction to Major World Religions
03/20/2017 – 05/11/2017

Each new lesson will be posted online by 12 noon on the date indicated on the schedule (i.e., week of) indicated below. All assignments, quizzes, and exams must be turned in/posted by 12 noon of the due date indicated in the schedule below. All assignments must be submitted according to requirements outlined.

<table>
<thead>
<tr>
<th>Available</th>
<th>Reading Assignment</th>
<th>Online Lesson</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 20th</td>
<td>Introduction and Syllabus</td>
<td>Syllabus Quiz</td>
<td>March 25th</td>
</tr>
</tbody>
</table>

**Unit I—The Vedic Faiths (Hinduism, Buddhism & Jainism)**

<table>
<thead>
<tr>
<th>Available</th>
<th>Reading Assignment</th>
<th>Online Lesson</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 20th</td>
<td>Molloy: 72-93</td>
<td>Unit I-Lesson 1 [Hinduism]</td>
<td>March 25th</td>
</tr>
<tr>
<td>March 20th</td>
<td>Molloy: 94-117</td>
<td>Unit I-Lesson 2 [Hinduism]</td>
<td>March 25th</td>
</tr>
<tr>
<td>March 26th</td>
<td>Molloy: 122-145</td>
<td>Unit I-Lesson 3 [Buddhism]</td>
<td>April 1st</td>
</tr>
<tr>
<td>March 26th</td>
<td>Molloy: 146-176</td>
<td>Unit I-Lesson 4 [Buddhism]</td>
<td>April 1st</td>
</tr>
<tr>
<td>April 2nd</td>
<td>Molloy: 180-201</td>
<td>Unit I-Lesson 5 [Jainism]</td>
<td>April 8th</td>
</tr>
<tr>
<td>April 2nd</td>
<td></td>
<td>Exam #1</td>
<td>April 8th</td>
</tr>
</tbody>
</table>

**Unit II—The Eastern Religions (Confucianism & Taoism)**

<table>
<thead>
<tr>
<th>Available</th>
<th>Reading Assignment</th>
<th>Online Lesson</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 9th</td>
<td>Molloy 227-250</td>
<td>Unit II-Lessons 6A&amp; 6B [Confucianism]</td>
<td>April 15th</td>
</tr>
<tr>
<td>April 9th</td>
<td>Molloy 204-226</td>
<td>Unit II-Lesson 7 [Taoism]</td>
<td>April 15th</td>
</tr>
<tr>
<td>April 9th</td>
<td></td>
<td>Exam #2</td>
<td>April 15th</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Anarchy Paper</td>
<td>April 15th</td>
</tr>
</tbody>
</table>

**Unit III—The Abrahamic Faiths (Islam, Judaism, and Christianity)**

<table>
<thead>
<tr>
<th>Available</th>
<th>Reading Assignment</th>
<th>Online Lesson</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 16th</td>
<td>Molloy 406-435</td>
<td>Unit III-Lesson 8 [Islam]</td>
<td>April 22nd</td>
</tr>
<tr>
<td>April 16th</td>
<td>Molloy 436-466</td>
<td>Unit III-Lesson 9 [Islam]</td>
<td>April 22nd</td>
</tr>
<tr>
<td>Date</td>
<td>Location</td>
<td>Lesson Title</td>
<td>Due Date</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>-----------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>April 23rd</td>
<td>Molloy 280-309</td>
<td>Unit III-Lesson 10 [Judaism]</td>
<td>April 29th</td>
</tr>
<tr>
<td>April 23rd</td>
<td>Molloy 310-327</td>
<td>Unit III-Lesson 11 [Judaism]</td>
<td>April 29th</td>
</tr>
<tr>
<td>April 30th</td>
<td>Molloy 332-359</td>
<td>Unit III-Lesson 12 [Christianity]</td>
<td>May 6th</td>
</tr>
<tr>
<td>April 30th</td>
<td>Molloy 360-384</td>
<td>Unit III-Lesson 13 [Christianity]</td>
<td>May 6th</td>
</tr>
<tr>
<td>April 30th</td>
<td>Molloy 385-401</td>
<td>Unit III-Lesson 14 [Christianity]</td>
<td>No Quiz</td>
</tr>
<tr>
<td>April 30th</td>
<td>Exam #3-Final Exam</td>
<td></td>
<td>May 7th</td>
</tr>
</tbody>
</table>

**Note:** Each lesson assignment (except lesson 14) concludes with a quiz due by 12 noon of the date specified in the course assignment schedule. Each unit exam is due by 12 noon on the date specified in the course assignment schedule. Quizzes and exams cover content included in the online lessons and course textbook.

**LESSON ASSIGNMENTS & COMPREHENSION QUIZZES**

New lessons will be posted by 12 noon on the date specified in the syllabus. The assignment or comprehension quiz for the respective lesson will be due—7 days later—by the following Saturday at 12 noon. Comprehension quizzes include questions addressing content from both the online reading and the course textbook and generally conclude each lesson.

**EXAMS:** Quizzes and exams cover content included in the online lessons and course textbook. Each exam will cover a designated unit. An exam review will be posted a week prior to the exam. The exam must be taken by the date listed in the schedule in Appendix A.

*LATE ASSIGNMENTS ARE NOT ACCEPTED!*
APPENDIX B

COURSE POLICIES FOR STUDENT SUCCESS

ASSIGNMENTS AND WEIGHTING

- 13 Reading Assignments with 13 Quizzes
- 3 Exams
- One (1) Research Paper
- One (1) Reflection Paper [optional]
  
The Reflection Paper can be submitted in place of the Research Paper.
  Instructions for the reflection paper are located in Lesson 6A on Confucianism.

FINAL COURSE GRADE CALCULATION

For Online Course: Each of the following assignments (i.e., the quizzes, and the research paper, and exams) possess the same and equal value and weight. The final course grade is determined by calculating the AVERAGE of the sum total of all assignment grades. This course is NOT based on the number of points earned. All assignments and requirements specified in this syllabus are mandatory [except the reflection paper on social anarchy in Lesson 6A --Confucianism. Also the Discussion Board responses is an optional assignment.

ATTENDANCE POLICY

An individual attendance/participation grade is not assigned for online sections. However, it is the student’s responsibility to complete and submit all assignments by the deadlines and due dates indicated in the course syllabus and to login daily to check for new announcements posted by the instructor.

EXTRA CREDIT—Instructor’s Option

This course has an extra credit assignment already included referred to as the Discussion Board Topics. During final course grade calculations if a student’s grade sits 2 or 3 percentage points from the next highest grade, then the instructor will go to the discussion board topics to see if the student has satisfactorily posted a response to all topics listed. For example, if a student’s final course grade at the end of the course is 87.5% then I will look to see if that student has posted well-written and thoughtful responses to the discussion board topics listed. The student is allowed to miss only one topic. This extra activity does NOT replace any of the other assignments in the course.

REMEMBER: LATE ASSIGNMENTS ARE NOT ACCEPTED!
RESEARCH PAPER REQUIREMENTS
Each student will be required to submit one (1) research paper. 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.

Suggestions and Tips for Earning the Best Grade on Your Research Paper
In order to earn the best grade on your research paper, refer to the following: (a) the current edition of the MLA manual, (b) Dr. Howard’s research paper example provided on the course homepage in eCampus, (c) the research paper grading rubric at the end of this syllabus and (d) the requirements listed below. Also at least a week before your paper is due, submit it to www.turnitin.com for an originality check. Then make any corrections recommended on the report from www.turnitin.com. Lastly, you can always schedule an appointment to see a tutor in the Writing Center located in the Academic Success Center in A332 here at North Lake College or any of the DCCCD colleges.

All research papers must be:
- One-sided, On white paper
- Typed in black ink only, not handwritten
- 12-point font (Courier/Times New Roman)
- Double-spaced
- 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)
- Attached to research paper grading rubric [located in syllabus] before turn in.
- 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.
- Students must submit papers to www.turnitin.com to verify originality before submitting paper to instructor. Then make any necessary corrections before turning in paper to instructor. See instructions below regarding www.turnitin.com
- Lastly, students must email your research paper to the instructor at DHoward1@dcccd.edu.

RESEARCH PAPER DUE DATE-WED, APRIL 19, 2017

LATE ASSIGNMENTS ARE NOT ACCEPTED!
PAPER RE-WRITES WILL NOT BE PERMITTED!
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 ___________________

Do not contact the instructor for Class ID and Password. This information is located in the first course announcement in the eCampus course homepage.

Submit paper to turnitin.com to check for originality. Make any necessary corrections to paper.

Turn in paper to professor via email at DHoward1@dcccd.edu for grading.

The Following is a List of Textbooks and Sources Referenced and Cited Frequently in Handouts, Lectures, Lecture Notes, Power Points visuals, and Course Reading Assignments


NO LATE ASSIGNMENTS, EXAMS, QUIZZES, OR PAPERS WILL BE ACCEPTED!
### APPENDIX C

**Philosophy 1304 – Introduction to World Religions**

**Personal & Social Responsibility Assignment Rubric [4 Page Research Paper]**

<table>
<thead>
<tr>
<th>Value Rubric Criterion – Description of Capstone level of mastery</th>
<th>Students must respond to each of the questions or items listed in this column.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Global Self-Awareness – Effectively addresses significant issues in the natural and human world based on articulating one’s identity in a global context.</td>
<td>Describe your thoughts and feelings about the traditional attire/dress of Muslim women. What thoughts and feelings do you have when you see a Muslim woman wearing a hijab or burkah or niqab? [1 paragraph required] <strong>Worth 10 points.</strong></td>
</tr>
<tr>
<td>2. Perspective Talking – Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e., cultural, disciplinary, and ethical).</td>
<td>What do you think a Muslim feels when she is challenged or asked to remove her traditional attire in favor of traditional European or American attire? [1 paragraph required] <strong>Worth 10 points.</strong></td>
</tr>
<tr>
<td>3. Cultural Diversity – Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.</td>
<td>Using the steps of information literacy online databases describe the <strong>historical</strong> and <strong>cultural</strong> significance of traditional Islamic attire for Muslim women. [2 paragraphs required] <strong>Worth 15 points.</strong></td>
</tr>
<tr>
<td>4. Personal and Social Responsibility – Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.</td>
<td>Based on the research you discovered on this topic what is your responsibility toward Muslim women participating in this religious and cultural practice? [1 paragraph required] <strong>Worth 15 points.</strong></td>
</tr>
<tr>
<td>5. Understanding Global System – Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.</td>
<td>Based on the research you discovered on this topic explain how you can advocate for the rights of Muslim women who practice this religious tradition in Texas. [1 paragraph required] <strong>Worth 10 points.</strong></td>
</tr>
<tr>
<td>6. Applying Knowledge to Contemporary Global Context – Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.</td>
<td>Give three or four recommendations or strategies that can be applied to bring forth workable solutions into society to replace fear rooted in ignorance with acceptance based on understanding. [1 paragraph required] <strong>Worth 10 points.</strong></td>
</tr>
<tr>
<td>7. Attention to designated college-level form and style – MLA Format Required</td>
<td>Follow the form &amp; style demonstrated in the research paper example provided by instructor in eCampus. <strong>Worth 15 points.</strong></td>
</tr>
<tr>
<td>8. MLA Documentation - Proper citations of sources throughout the body of research paper.</td>
<td>Failure to correctly cite sources throughout the body of research paper will result in an automatic zero on entire paper for plagiarism. <strong>Worth 15 points.</strong> Also be sure to attach this rubric to your paper as a 5th page before turning in to instructor.</td>
</tr>
</tbody>
</table>

**Due Date for Paper: Wed., April 19, 2017**

**Total Point Value of Assignment = 100**
Assignment and Course Grade Equivalency

<table>
<thead>
<tr>
<th>Score</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>

LATE ASSIGNMENTS, EXAMS, QUIZZES, OR PAPERS WILL NOT BE ACCEPTED!