



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3-8-09

1. ACADEMIC UNIT: Religious Studies

2. COURSE PROPOSED: REL 200 The study of religious traditions 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Pat Power Phone: 5-0642
Mail Code: 3104 E-Mail: patricia.power@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L [x]
Mathematical Studies-MA [] CS []
Humanities, Fine Arts and Design-HU []
Social and Behavioral Sciences-SB []
Natural Sciences-SQ [] SG []

- Global Awareness-G []
Historical Awareness-H []
Cultural Diversity in the United States-C []

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [x] No [] Yes; Please identify courses:

Is this amultisection course?: [x] No [] Yes; Is it governed by a common syllabus?

Joel D. Gereboff

/s/

Chair/Director (Print or Type)

Chair/Director (Signature)

Date: 3/9/09

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i></p>	<p>1) Below, in the organizer on pg 5 of this form, is a description of the assignments that are considered in the computation of course grades and the proportion of the final grade determined by each assignment is clearly indicated.</p> <p>2) Attached is a recent syllabus and the section describing the percentage of grade dependent upon writing is labeled as "C-1".</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="margin-top: 10px;">C-1</p>			

ASU - [L] CRITERIA

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence</p>	<p>1) Below, on pg 5 of this form, is a description of the ways in which the course design requires students to complete composition tasks involving the gathering, interpretation and evaluation of evidence. 2) On the attached syllabus the section of verifying the ways in which the C-2 criteria are met by the course design and grading process are labeled as "C-2".</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; background-color: yellow;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div>			
C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams</p>	<p>1) Below, on pg 5 of this form, is a detailed description of four substantial writing tasks that are included in the course requirements. 2) On the attached syllabus, the section verifying the ways in which the assignments and grading process meet the C-3 criteria are labeled as "C-3".</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; background-color: yellow;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div>			
C-3			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p>	<p>1) Below, on pg 5 of this form, is a description of the sequence of course assignments and the nature and timing of the feedback provided. 2) On the attached syllabus, the section verifying the ways in which the assignments and grading process meet the C-4 criteria is labeled as "C-4".</p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; background-color: yellow;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div>			
C-4			

Course Prefix	Number	Title	Designation
REL	200	The Study of Religious Traditions	L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>Criterion 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations.</p>	<p>100% of the final grade for this course is dependent upon writing assignments. These assignments include essays, revised essays written with benefit of the instructor’s feedback and suggestions for improvement, and weekly discussion board postings. The computation of the final course grade is dependent upon the following writing assignments:</p> <ol style="list-style-type: none"> 1) Three essays of 4-7 pgs each 2) One essay of 8-15 pgs. 3) Revised versions, based on instructor’s feedback and suggestions for improvement, of Essays 1, 2, & 3. 3) Discussion board postings: “Original Responses”–weekly written responses by students to questions designed to provoke student analysis of the concepts, information, and issues presented in the readings and lectures. “Colleague Responses” – weekly substantive written responses by students to the "Original Responses" of fellow students. <p>75 % of the final course grade is dependent upon the assignments listed under 1, 2, & 3 above and 25% of the final course grade is dependent upon the assignments listed under 3 above.</p>	<p>Computations for determining the final course grade, percentages of the course grade determined by specific written assignments, and detailed instructions and grading rubrics for each writing assignment are labeled as “C-1” on the attached syllabus.</p>

<p>Criterion 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence.</p>	<p>Each writing assignment in this course requires the student to demonstrate his/her ability to (a) identify, evaluate, and summarize in writing the key concepts, information, and issues discussed in assigned textbooks, articles, and lectures; to (b) apply the various theoretical tools of the academic discipline of Religious Studies in analyzing this material; and to (c) articulate this critical analysis in clear, grammatically correct prose.</p>	<p>The specific tasks involved in each writing assignment, including the ways in which students are required to gather, interpret and evaluate evidence, are detailed in the attached syllabus and labeled as C-2. In addition, the individual grading rubric used for each essay is labeled as C-2.</p>
<p>Criterion 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.</p>	<p>The syllabus includes the following substantial writing tasks: --Essay One (4-7 pgs.) --Essay Two (4-7 pgs.) --Essay Three (4-7 pgs.) --Essay Four (8-15 pgs.) --Revised versions, based on instructor's feedback and suggestions for improvement, of Essays 1, 2, & 3. Each of the four assigned essays focuses on specific approaches to describing, interpreting, explaining and evaluating the material covered in the texts and lectures using the methodologies of Religious Studies. For example, in writing Essay One (4-7 pgs.), the student is required to (a) demonstrate the ability to engage in critical analysis of the concepts, issues and ideas covered in the Modules on Hinduism and Buddhism; (b) describe various beliefs and practices of religious traditions without evaluating religious truth claims, (c) employ typologies effectively in descriptions of religious beliefs and practices, and (d) articulate the above in clear, grammatically correct prose. In Essay Four (8-15 pgs.), the student is required to (a) summarize the key ideas, issues and information covered in the modules on Islam and Taoism, (b) provide a critical analysis of this material in terms of some of the major concepts discussed in the textbooks and</p>	<p>Detailed instructions and grading rubrics for each of these substantial writing tasks are included in the attached syllabus and are labeled C-3.</p>

<p>Criterion 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. Intervention at earlier stages in the writing process is especially welcomed.</p>	<p>lectures over the course of the semester, (c) summarize and evaluate various theoretical approaches to the study of the world's religions, (d) provide concrete examples of how these approaches can be applied to the study of specific religious traditions, and (e) articulate the above in clear, grammatically correct prose.</p> <p>Each student receives individual feedback from the instructor on each of the first three essays. This feedback includes suggestions for improvement and revision. Based on this feedback, students write a revised version of each of the first three essays. A successful revision results in an increase in the points earned for that essay. This increase in points is proportionate to the improvement in the quality of that essay achieved through revising. Below is the Timetable for Instructor Feedback and Student Revisions: Essay 1: due from students by 2/15 Feedback on Essay 1: available on Blackboard by 2/26. Essay 2 and revised version of Essay 1: due from students by 3/16 Feedback on Essay 2: available on Blackboard by 3/23. Essay 3 and revised version of Essay 2: due from students by 4/5 Feedback on Essay 3: available on Blackboard by 4/12. Revised version of Essay 3: due from students by 4/19. Essay 4: due from students by 5/5.</p>	<p>The Course Schedule at the bottom of the attached syllabus reflects the sequence and timing of course assignments including revisions of essays, as well as the sequence and timing of instructor feedback. The nature of instructor feedback and the opportunities for student revision are detailed in the syllabus in the section titled "Portfolio Essays". These sections of the attached syllabus are labeled C-4.</p>
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Syllabus
The Study of Religious Traditions

REL 200 (23333)
Spring Semester 2009
Credits: 3 General Studies: (L or HU) & G

Instructor: Loretta Bludworth
Email: Loretta.Bludworth@asu.edu

Required Textbooks: *Annual Editions: World Religions*, ed. Ramdas Lamb.
McGraw-Hill/Dushkin, 2003.

Studying Religion: An Introduction Through Cases (3rd ed.),
Gary E. Kessler, McGraw-Hill, 2007

Course Description

This writing-intensive course introduces and strengthens analytical skills necessary for understanding, discussing, and writing about religious traditions. We examine six major religious traditions of the world—Hinduism, Islam, Judaism, Christianity, Taoism, and Buddhism—in terms of their historical development, their basic teachings and practices, and their relationship to diverse social, political, and cultural dimensions of human experience. Students will develop and refine skills in describing, interpreting explaining, and evaluating phenomena using methodological approaches of the discipline of Religious Studies.

How to get started

First, read this syllabus in its entirety. The schedule at the bottom of the syllabus tells you what you need to do and when. This course is in Internet-format and we will be utilizing Blackboard to deliver the course content. Blackboard is accessed through MyASU. On our Blackboard course site you will find the course schedule, PowerPoint lectures narrated by the instructor, discussion questions for each module, and links to resources that may be useful to you in this course. Blackboard is very user-friendly, but if you would like to look at a Blackboard tutorial you'll find a link in the "Tools" section. Your instructor is available by email to answer your questions, so don't hesitate to ask. After you read the schedule at the bottom of the syllabus you will have an idea of how to pace yourself in this course. On the course Blackboard site you will find everything you need to get started.

Resources

The "Resources" section of our Blackboard course site contains links to various scholarly sources related to topics discussed in this course.

Announcements

Students are responsible for reading all messages posted in the “Announcements” section of Blackboard. The section appears on your screen as soon as you enter Blackboard. The “Announcements” section will contain messages from the instructor to the class, instructions for assignments, and any updates to the schedule. Be sure to check the “Announcements” section regularly.

A Note Regarding the Readings

Students are welcome to disagree with any portion of the assigned texts. The readings are intended to provoke discussion, and a number of the discussion questions are designed to give you an opportunity to engage in critical analysis and formulate a well-reasoned response to the textbook authors’ arguments. In evaluating your discussion board responses, I’m not looking for a “correct” answer or a “correct” opinion but rather for thoughtful and well-supported engagement with the concepts and information presented in the texts and lectures.

Narrated PowerPoint Lectures

PowerPoint lectures narrated by the instructor are accessed through the Learning Modules on our Blackboard course site. These lectures are an important part of your learning experience and are designed to supplement your assigned readings. A number of discussion questions will be drawn from the material presented in these lectures, and your portfolio essay must demonstrate substantial knowledge of the concepts and information contained in the lectures. Be sure to turn on your audio during the lectures—some parts of the lectures are spoken but are not represented in the visuals on the screen.

Grading

Your overall grade for the course will be calculated on a point system. The total number of possible points you can earn for your work in the course is 400 which translates to an A+. See the table below for the break-down.

Discussion Board Postings (25% of final grade)	100
Portfolio Essays 1-4 & Revised Essays (75% of final grade)	<u>300</u>
Total	400 points

These points translate into the following grades:

A+	= 386 – 400
A	= 358 – 385
B+	= 346 – 357
B	= 318 – 345
C+	= 306 – 317
C	= 278 – 305
D	= 240 – 277
E	= Below 240

C-1 As indicated in the “Grading” section on the left, 100% of the final course grade is dependent upon writing assignments. These writing assignments (Portfolio Essays 1, 2, 3, & 4; revisions to Portfolio Essays 1, 2, & 3; and discussion board postings) are described in detail in the sections immediately following the “Grading” section of this syllabus.

Portfolio Essays

The discussion board postings and portfolio writings and revisions assigned in this course are designed to facilitate development of skills in accessing, evaluating, and synthesizing information. The portfolio essays are opportunities for you to analyze the material covered in this course and to synthesize it into coherent presentations. There are four portfolio essays required. Based on feedback from the instructor, students will write a revised version of each of the first three essays. A successful revision will result in an increase in the grade/points assigned for that essay. Each essay will focus on specific approaches to describing, interpreting, explaining and evaluating the material covered in the texts and lectures using the methodologies of Religious Studies. Each essay may earn up to a maximum of 75 points.

C-2

C-4

Portfolio Essay One

The focus of Essay One is on “description,” that is, on approaches to describing the material covered in the texts and lectures. The academic study of religion involves describing various religious practices, beliefs, etc. without expressing any evaluations of the truth claims of various religious groups. Every religious tradition makes truth claims—claims about the nature of the sacred or divinity or deity or ultimate reality. Your task in this essay (and in all writing in an academic Religious Studies context) is to describe the truth claims and practices of various religious traditions without voicing judgment or evaluation (whether negative or positive) about the truth, reality, accuracy, or value of these beliefs and practices. You are welcome (in fact, you are encouraged) to comment upon what you are describing, but in your comments be careful to avoid pronouncing judgment on the value/validity of the beliefs and practices that you describe.

One important aspect of “description” is typology. Typologies are systems of classification in which data is organized by types. An example of this is provided in Lecture One’s discussion of the classification of religious traditions as “monotheistic” or “polytheistic.” Typologies are very useful for organizing information. However, typologies have limitations and can sometimes contribute to inaccuracies in description, thus care must be exercised in their use. The advantages and difficulties associated with typological classification are discussed in your Kessler text. As a first step in writing Essay One, read the section of your textbook on “Description” and “Typologies” (Kessler 35-36). In your essay you will focus on (a) describing without evaluating truth claims and (b) making some use of typologies in your description of religious beliefs and practices. In your Essay One you will summarize and comment upon the material we cover in Modules 1-4.

C-2

C-2
C-3

Write your essay as if you were writing a 4-7 page letter to a friend who knows very little about the academic study of religion or about the religious traditions of Hinduism and Buddhism. In your "letter" explain to your friend the concepts, information, and issues discussed in Modules 1-4. Obviously, in a 4-7 page letter you can't cover every detail discussed in the lectures and textbooks, so you need to give your friend an overview of key points and, along the way, perhaps some more focused discussion of things you found particularly interesting or controversial.

C-2
C-3

Don't concentrate on just one aspect of the course such as the textbook---be sure you draw upon the material covered in the lectures and discussion board responses in addition to the readings. The goal is to do a good job of teaching your friend about the topics we

cover in Modules 1-4 and to demonstrate to your instructor your knowledge and understanding of this material. Your letter also should demonstrate your ability to describe religious beliefs and practices without evaluating religious truth claims as well as your ability to make use of typologies in your description.

You will receive a grade for Essay One along with feedback for use in revising. If you submit a successful revision, your grade for Essay One will be modified to reflect the improvements. Essay One must be 4-7 pages (exclude any title page or bibliography from the count). All essays must be double-spaced, 12 pt., Times New Roman, and must be submitted via Blackboard using the appropriate links in the modules on Blackboard. Please use Microsoft Word. If you don't have Microsoft Word, you must save your attachments as Rich Text documents (.rtf) by following the instructions at:

<http://asuonline.asu.edu/StudentSupport/Tutorials6/SaveRTF.cfm>

Your Portfolio Essay One will be evaluated on how well you do the following:

- 1) Demonstrate that you have read and understood the assigned portions of the texts.
- 2) Demonstrate that you have viewed/listened to and understood the PowerPoint lectures.
- 3) Demonstrate your ability to engage in critical analysis of the concepts, issues and ideas covered in the course modules.
- 4) Demonstrate your ability to describe various beliefs and practices of religious traditions without evaluating religious truth claims.
- 5) Demonstrate your ability to employ typologies effectively in descriptions of religious beliefs and practices.
- 6) Communicate your summary and analysis of this material in clear, grammatically correct prose.

Portfolio Essay Two

The focus of Essay Two is on "Interpretation and Comparison," that is, on approaches to interpreting and comparing some of the material covered in the texts and lectures. As a first step in writing Essay Two, read the sections of your textbook on "Interpretation" and "Comparison" (Kessler 36-37). In your essay, you will focus on two tasks:

- 1) Summarize and comment upon the material covered in Modules 5-7.
- 2) Provide comparative analysis of some aspects of Judaism with some aspects of Buddhism and/or Hinduism.

When making your comparisons, the challenge is to compare without evaluating truth claims or passing judgment on the validity of beliefs and practices. Keep in mind what your Kessler text emphasizes regarding comparison in an academic religious studies context: "Comparison involves selecting significant examples and then looking for similarities and differences among them. No attempt should be made to determine whether one example is "better" than another in the sense of truer or morally superior. (Avoid judgments such as the Christian saint is really a saint, and the Buddhist saint is a fraud.)"

Write your essay as if you were writing a 4-7 page letter to a friend who knows very little about the academic study of religion. In your "letter" provide your friend with a summary and analysis of the materials covered in Modules 5-7 and provide your friend with some comparative analysis of these religious traditions. You will receive a grade for Essay Two along with feedback for use in revising. If you submit a successful revision, your grade for Essay Two will be modified to reflect the improvements.

C-2
C-3

C-4

C-2
C-3

C-2
C-3

C-2

C-2
C-3

C-3

C-4

Essay Two must be 4-7 pages (exclude any title page or bibliography from the count). All essays must be double-spaced, 12 pt., Times New Roman, and must be submitted via Blackboard using the appropriate links in the modules on Blackboard.

Your Portfolio Essay Two will be evaluated on how well you do the following:

- 1) Demonstrate that you have read and understood the assigned portions of the texts.
- 2) Demonstrate that you have viewed/listened to and understood the PowerPoint lectures.
- 3) Demonstrate your ability to engage in critical analysis of the concepts, issues and ideas covered in the course modules.
- 4) Demonstrate your ability to engage in comparative analysis of aspects of religious traditions without evaluating truth claims.
- 5) Communicate your summary and analysis of this material in clear, grammatically correct prose.

C-2
C-3

Portfolio Essay Three

The focus of Essay Three is on “Explanation and Evaluation.” As a first step in writing Essay Three, read the sections of your textbook on “Explanation” and “Evaluation” (pages 31-33 of Kessler). In your essay, you will focus on two tasks:

- 1) Summarize and comment upon the material covered in the three modules on Christianity.
- 2) Discuss some of the interactions between Christianity and social and/or political forces. You may discuss this in terms of history—e.g. Constantine, rise of city-states, Henry VIII, etc.— or in terms of contemporary life.

C-2
C-3

You will receive a grade for Essay Three along with feedback for use in revising. If you submit a successful revision, your grade for Essay Three will be modified to reflect the improvements.

C-4

Essay Two must be 4-7 pages (exclude any title page or bibliography from the count). All essays must be double-spaced, 12 pt., Times New Roman, and must be submitted via Blackboard using the appropriate links in the modules on Blackboard.

Your Portfolio Essay Three will be evaluated on how well you do the following:

- 1) Demonstrate that you have read and understood the assigned portions of the texts.
- 2) Demonstrate that you have viewed/listened to and understood the PowerPoint lectures.
- 3) Demonstrate your ability to engage in critical analysis of the concepts, issues and ideas covered in the course modules.
- 4) Demonstrate your ability to engage in comparative analysis of aspects of religious traditions without evaluating truth claims.
- 5) Demonstrate your ability to analyze interactions between religion and social and/or political forces.
- 6) Communicate your summary and analysis of this material in clear, grammatically correct prose.

C-2
C-3

Portfolio Essay Four

In Portfolio Essay Four you will:

- 1) Summarize the material covered in the modules on Islam and Taoism and provide analysis of this material in terms of some of the major concepts discussed in the modules over the course of the semester.
- 2) Incorporate some discussion of your readings in BOTH the Lamb textbook and the

C-2
C-3

Kessler textbook in addition to the material covered in the lectures.

- 3) Summarize and evaluate what you have learned in this course about academic approaches to the study of the world's religions. To support your analysis, provide concrete examples of how these approaches can be applied to the study of specific religious traditions.

Portfolio Essay Four must be 8-15 pages (excluding any title page or bibliography from the page count). The essay must be double-spaced, 12 pt., Times New Roman font, and must be submitted via Blackboard using the appropriate link in Module 15.

Your Portfolio Essay Four will be evaluated on how well you do the following:

- 1) Demonstrate that you have read and understood the assigned portions of the texts.
- 2) Demonstrate that you have viewed/listened to and understood the PowerPoint lectures.
- 3) Demonstrate your ability to engage in critical analysis of the concepts, issues and ideas covered in the course modules.
- 4) Demonstrate your ability to make use of the theoretical approaches we have studied in this course in analyzing specific religious traditions.
- 5) Communicate your summary and analysis of this material in clear, grammatically correct prose.

Discussion Board Postings

Throughout the course, students are required to make “postings” to a Blackboard Discussion Board. There are two types of postings required:

- “Original” postings in which you respond to the discussion questions provided by the instructor (minimum 350 words—longer postings are encouraged)
- “Colleague” postings in which you respond to your fellow students’ responses to the discussion questions (minimum 100 words—longer postings are encouraged).

The schedule at the end of the syllabus lists each assigned posting, what type of posting is required (“original” or “colleague”), and the posting deadline. Each posting has a specific deadline which is 11:59 PM on the due-date listed in the schedule. Original and colleague postings must be substantive. Simply responding to a fellow student’s post with “I agree” or “Good point” or “Couldn’t have said it better myself” and leaving it at that is not acceptable and will not earn you full credit. Your postings should contribute something to the ongoing conversation. You are welcome to agree with fellow students as long as you add something of your own to the discussion; and you are welcome to disagree with your fellow students and argue a different point of view but this must be done respectfully and politely as would be expected in any classroom discussion.

This is a writing-intensive course—please carefully proofread your discussion question responses before posting them to the discussion board. There are 25 required postings (this total includes original and colleague postings). Each posting is worth up to a maximum of 4 points. Discussion Questions and instructions on how to post can be accessed under “Learning Modules” on Blackboard. Late postings or comments will not receive any credit/points. Posting to the discussion board represents a substantial part of your grade and will help enrich your understanding of the course material, so be sure to participate.

C-2

C-3

C-2

C-3

C-2

C-2

Drops and Withdrawals

You are responsible for knowing the policies of the university regarding drops or withdrawals from courses and the dates by which they must be processed. You may access the academic calendar for withdrawal deadlines at <http://www.asu.edu/calendar/academic.html>

Sensitive Course Content

Some course content may be considered sensitive.

Academic Integrity

The writings you submit in class should be in your own words, except where you clearly indicate that you are using someone else's words by setting them in quotation marks and indicating the source. This applies to your work on the discussion board and your portfolio essay. It is your responsibility to familiarize yourself with, and abide by, ASU's "Student Academic Integrity Policy." See:

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

Support Services for Students

Counseling and Consultation – provides confidential mental health and career counseling services for all ASU students. <http://www.asu.edu/studentaffairs/counseling/>

Learning Resource Center – provides students with academic support services such as tutoring, peer advising, computer assisted instruction, and supplemental instruction. The LRC offers both free and fee-based services. www.asu.edu/vpsa/lrc/

Writing Center – provides on-site tutors to help students increase their confidence as writers and improve writing skills free of charge: www.asu.edu/duas/wcenter/

ASU Libraries - offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours the libraries are open. www.asu.edu/lib/

Career Services – offers assistance to students in choosing a major, setting career goals, interviewing and job hunting strategies. <http://career.asu.edu/>

Student Financial Aid Office – offers information and applications for student funding such as grants, loans, scholarships and student employment. www.asu.edu/fa/

Student Health and Wellness Center – provides non-emergency medical health care to all ASU students regardless of insurance status. Most visits with a physician or nurse practitioner are free of charge, but fees will be incurred for x-rays, lab results, etc., www.asu.edu/health/

Student Recreational Center – offers individual and group fitness opportunities, as well as information on nutrition and wellness, and massages. Use of the general facilities

(weights, circuit training and cardio machines) are free, other services (yoga classes, massages) are fee-based. www.asu.edu/src/

Student Legal Assistance – provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability of scholarships and grants, etc. Notary service is also available at no charge. <http://www.asu.edu/mu/legal/>

Help Wiki – provides a frequently asked questions resource for technology users at ASU. <http://wiki.asu.edu/help/>

EMPACT Crisis Hotline – offers free 24-hour support for mental health crises. Call (480) 784-1500 in the Phoenix area, (866) 205-5229 for the toll-free number outside of Phoenix, and (480) 736-4949 for the sexual assault hotline. All services are free and confidential. <http://www.empact-spc.com/>

Course Schedule (“Due by” or “complete by” means by 11:59pm on the date indicated)

Module 1: Introduction

- **Post** your “original” response to Question 1, which is simply “Who are you?” Briefly introduce yourself to your instructors and fellow classmates. Tell us a little about yourself and what interests you about this course. Click on “Discussion Board” to get started with your posting. Due by 1/22.
- **Reading:** Kessler Chapter 2. Complete by 1/25.

Module 2: Hinduism Part One

- **Lecture:** View/listen to PowerPoint Lecture “Hinduism Part One”. Complete by 1/29.
- **Reading:** Lamb articles 1, 4, & 13. Complete by 1/29.
- **“Original Response”:** Post your own “original” response to Discussion Group Question 2. Due by 1/29.
- **“Colleague Response”:** Respond to one of your fellow students’ responses to Question 2. Due by 2/1.

Module 3: Hinduism Part Two and the Problem of Evil

- **Lecture:** View/listen to PowerPoint Lecture “Hinduism Part Two”. Complete by 2/5.
- **Reading:** Kessler Chapter 8 and Lamb article 14. Complete by 2/5.
- **“Original Response”:** Post your own “original” response to Question 3. Due by 2/5.
- **“Colleague Response”:** Respond to one of your fellow students’ responses to Question 3. Due by 2/8.

Module 4: Buddhism Part One

- **Lecture:** View/listen to PowerPoint Lecture “Buddhism Part One”. Complete by 2/12.
- **Reading:** Lamb articles 17 and 18 and Kessler 313-315. Complete by 2/12.
- **“Original Response”:** Post your “original” response to Question 4. Due by 2/12.
- **“Colleague Response”:** Respond to one of your fellow students’ responses to Question 4. Due by 2/15.
- **Portfolio Essay One due 2/15 by 11:59pm:** Portfolio Essay must be submitted using the link in Module 4.

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Module 5: Buddhism Part Two and Experiencing the Sacred

- **Lecture:** View/listen to PowerPoint Lecture “Buddhism Part Two”. Complete by 2/19.
- **Reading:** Lamb article 20 and Kessler Chapter 7. Complete by 2/19.
- **“Original Response”:** Post your own “original” response to Question 5. Due by 2/19.
- **“Colleague Response”:** Respond to one of your fellow students’ responses to Question 5. Due by 2/22.

Module 6: Judaism Part One

- **Lecture:** View/listen to PowerPoint Lecture “Judaism Part 1”. Complete by 2/26.
- **Reading:** Lamb articles 30, 32 and 33. Complete by 2/26.
- **Feedback on Essay One:** Each student receives individual feedback from the instructor on Essay One including suggestions for improvement and revision. Feedback will be available on Blackboard by 2/26.
- **“Original Response”:** Post your own “original” response to Question 6. Due by 2/26.
- **“Colleague Response”:** Respond to one of your fellow students’ responses to Question 6. Due by 3/1.

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Module 7: Judaism Part Two and Ritual as Sacred Action

- **Lecture:** View/listen to PowerPoint Lecture “Judaism Part 2”. Complete by 3/5.
- **Reading:** Kessler Chapter 5. Complete by 3/5.
- **“Original Response”:** Post your own “original” response to Question 7. Due by 3/5.
- **“Colleague Response”:** Respond to one of your fellow students’ responses to Question 7. Due by 3/7.
- **Portfolio Essay Two and revised version of Essay One due 3/16 by 11:59pm:** Submit using the link in Module 7.

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Module 8: Spring Break 3/8 – 3/15

Module 9: Christianity Part One

- **Lecture:** View/listen to PowerPoint Lecture “Christianity Part One”. Complete by 3/19.
- **Reading:** Lamb articles 34, 35, 38. Complete by 3/19.
- **“Original Response”:** Post your own “original” response to Question 8. Due by 3/19.
- **“Colleague Response”:** Respond to one of your fellow students’ responses to Question 8. Due by 3/22.

Module 10: Christianity Part Two

- **Feedback on Essay Two:** Each student receives individual feedback from the instructor on Essay Two including suggestions for improvement and revision. Feedback will be available on Blackboard by 3/23.
- **Lecture:** View/listen to PowerPoint Lecture “Christianity Part Two”. Complete by 3/26.
- **Reading:** Kessler Chapter 6. Complete by 3/26.
- **“Original Response”:** Post your own “original” response to Question 10. Due by 3/26.
- **“Colleague Response”:** Respond to one of your fellow students’ responses to Question 10. Due by 3/29.

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Module 11: Christianity Part Three and Human Existence and Destiny

- **Lecture:** View/listen to Lecture “Christianity Part Three”. Complete by 4/2.
- **Reading:** Kessler Chapter 11. Complete by 4/2.
- **“Original Response”:** Post your own “original” response to Question 11. Due by 4/2.
- **“Colleague Response”:** Respond to one of your fellow students’ responses to Question 11. Due by 4/5.
- **Portfolio Essay Three and revised version of Essay Two due 4/5 by 11:59pm:** Submit using the link in Module 11.

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Module 12: Islam Part One

- **Lecture:** View/listen to PowerPoint Lecture “Islam Part One”. Complete by 4/9.
- **Reading:** Aslan article and Islamic hip-hop article (access articles under Module 12 on Blackboard). Complete by 4/9.
- **“Original Response”:** Post your own “original” response to Question 12. Due by 4/9.
- **“Colleague Response”:** Respond to one of your fellow students’ responses to Question 12. Due by 4/12.
- **Feedback on Essay Three:** Each student receives individual feedback from the instructor on Essay Three including suggestions for improvement and revision. Feedback will be available on Blackboard by 4/12.

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Module 13: Islam Part Two

- **Lecture:** View/listen to PowerPoint Lecture “Islam Part Two”. Complete by 4/16.
- **Reading:** Nasr and Juergensmeyer articles (access articles under Module 13 on Blackboard). Complete by 4/16.
- **“Original Response”:** Post your own “original” response to Question 13. Due by 4/16.
- **“Colleague Response”:** Respond to one of your fellow students’ responses to Question 13. Due by 4/19.
- **Revised version of Essay Three due 4/19 by 11:59pm.** Submit using the link in Module 13.

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Module 14: Islam Part Three and Religion and Morality

- **Lecture:** View/listen to PowerPoint Lecture “Islam Parts Three and Four”. Complete by 4/23.
- **Reading:** Kessler Chapter 9 and Lamb articles 42 and 44. Complete by 4/23.
- **“Original Response”:** Post your own “original” response to Question 14. Due by 4/23.
- **“Colleague Response”:** Respond to one of your fellow students’ responses to Question 14. Due by 4/26.

Module 15: Taoism and Religious Diversity

- **Lecture:** View/listen to PowerPoint Lecture “Taoism”. Complete by 4/30.
- **Reading:** Kessler Chapter 13 and Lamb articles 23 and 50. Complete by 4/30.
- **“Original Response”:** Post your own “original” response to Question 15. Due by 4/30.
- **“Colleague Response”:** Respond to one of your fellow students’ responses to Question 15. Due by 5/3.
- **Portfolio Essay Four due 5/5 by 11:59pm.** Submit using the link in Module 15.

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