

## **HUM 270: Introduction to World Religions**

### **School of Health and Social Sciences**

5 Credits

Effective Date: Spring 2024

Grading Type: Decimal

List any Pre-requisite or Co-Requisite: N/A

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

## Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

## Course Description

This course provides an overview of the history, beliefs, and practices of major religions and religious traditions around the world. Students use theoretical, practical, and sociological perspectives to explore Judaism, Christianity, Islam, Hinduism, Buddhism, traditions of Indigenous Peoples, and other religions. Students analyze how various religions influence economic, political, and social systems. Through this analysis, students are better able to navigate diverse and global professional fields that require cultural competence and mutual understanding.

## Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Reading List” button).

**Note:** Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## Course Outcomes

This course will prepare students to:

- CO.1 - Examine various major religions and their belief systems.
- CO.2 - Analyze the impacts that systems of faith have had on culture and history.

- CO.3 - Investigate intergroup relationships between varying religions.
- CO.4 - Evaluate the influence of modern religions on current political, economic, and social systems.

## **Grading Scale**

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current [University Catalog](#).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

## **Course Assignments and Grading**

<b>Overview of Required Assignments</b>	<b>% of Final Grade</b>
Course Activities	20%
Quizzes	10%
Major Holy Day Celebration Presentation	20%
Religious Service Observation Portfolio	30%
Religion and Globalization Case Study	20%
<b>TOTAL</b>	<b>100%</b>

### **Course Activities (20% of Final Grade)**

**Purpose:**

Class participation through discussion is an integral part of this online course, although it is typically less formal than other work submitted throughout the course. Participation is defined as active engagement in a discussion or other online activity. Discussions provide students the opportunity to share new knowledge about world religions through their online interactions with the instructor and peers.

**Task:**

To provide a structure for balanced participation and allow students to maximize the benefit of the discussion boards, it is recommended that students follow these guidelines:

1. Participate in the “Part of the Fold Activity” and be prepared to describe the experience in detail.

2. Post responses to discussion questions during the first three days of a module (Monday through Wednesday).
2. Post three or more thoughtful and topic-relevant replies to the initial posts made by classmates during the last four days of the module (Thursday through Sunday).
3. Reply to questions the instructor or peers have regarding the initial post by the end of the module.

**Criteria for Success:**

As a rule, to score high and exceed standard:

- Participation should be early and consistent throughout the module week.
- Initial posts should respond to all parts of the prompt.
- Required replies to classmates’ initial posts should be submitted before Sunday and contribute more to the discussion than already provided.
- Participation should be more than the minimum expectations. In other words, to *exceed* standard, students should participate at a level beyond *meeting* standard.

Course activities are evaluated using the following criteria. A detailed rubric is included at the end of the syllabus.

<b>Criteria</b>	<b>% of Grade</b>
Initial Post: Content & Contribution	25%
Initial Post: Timeliness	5%
Replies: Content & Contribution	25%
Replies: Timeliness	5%
A Part of the Fold Activity	20%
Grammar, Style, & Mechanics	20%
<b>TOTAL</b>	<b>100%</b>

**Course Outcome(s) assessed:** COs 1-4

**Quizzes (10% of Final Grade)**

**Purpose:**

The quizzes reinforce the course materials and test students’ ability to utilize course concepts and terminology.

**Task:**

Students complete ten equally weighted quizzes, one in each module. Students should endeavor to complete quizzes without the use of the textbook or other resources.

**Criteria for Success:**

Students have two attempts to complete each quiz. Answers are graded on correctness.

**Course Outcome(s) assessed:** COs 1-4

## **Major Holy Day Celebration Presentation (20% of Final Grade)**

### **Purpose:**

Most modern religions celebrate important days or times of the year that are holy to their beliefs. For this assignment, students research a major holy day from a religion that they are unfamiliar with and make a presentation describing its cultural and religious significance. The purpose of this assignment is to broaden one's knowledge of how various people celebrate important cultural events.

### **Task:**

The presentation should cover the important events that take place during the celebration, special foods, traditional dress, ceremonial behaviors, and the philosophical reasons behind each element of the celebration. This voice-over slide presentation should be between 5-6 content slides and run about 5-7 minutes in length when presented. In addition to the content slides, a title slide and a final slide with APA citations should be included.

### **Criteria for Success:**

The presentation is evaluated using the following criteria. A detailed rubric is included at the end of the syllabus.

<b><i>Criteria</i></b>	<b><i>% of Grade</i></b>
Connection to course concepts	40%
Analysis of cultural significance	40%
Organization, coherence, and APA	10%
Visual design	10%
<b>TOTAL</b>	<b>100%</b>

**Course Outcome(s) assessed:** COs 1-2

## **Religious Service Observation Portfolio (30% of Final Grade)**

### **Purpose:**

The purpose of this assignment is to broaden student's understanding of belief and faith by experiencing diverse religious systems. Students attend a religious event for a religion that differs from their own or one they are not familiar with to observe activities taking place. Students are reminded to attend the religious service with an open attitude that is respectful and preserves the dignity of the people who regularly attend these services.

### **Task:**

Using course concepts and terms, students summarize and reflect on their experience in a detailed portfolio. Students are expected to take notes during the service and collect literature or brochures, and other evidence or artifacts from the experience. Students should include these

elements in their portfolio and analyze their experiences critically, which includes a comparison to services that they are familiar with. Students are also encouraged to express their own feelings, attitudes, and personal growth in the reflection using the first person.

In their portfolios, students are expected to combine their own thoughtful analysis with ideas and information found in at least two sources other than a textbook. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

**Criteria for Success:**

The reflection paper is evaluated using the following criteria. A detailed rubric is included at the end of the syllabus.

<b>Criteria</b>	<b>% of Grade</b>
Organization and coherence	20%
Evidence of attendance	10%
Analysis and use of course concepts	30%
Cultural competence	30%
Style, mechanics, and APA	10%
<b>TOTAL</b>	<b>100%</b>

**Course Outcome(s) assessed:** COs 1 & 3

**Religion and Globalization Case Study (20% of Final Grade)**

**Purpose:**

The purpose of this assignment is to evaluate how modern global systems interact with traditional belief systems and faiths. As globalization continues to grow, it is becoming more common for believers of world religions to encounter each other and attempt to navigate modern political and social value systems.

**Task:**

In this assignment, students choose a specific real-world scenario where religion has either facilitated or hindered the process of globalization. The field can be economic, political, or social, but must exemplify how world religions come into play when non-religious goals are sought after. Students are encouraged to use both traditional academic resources, as well as explore non-western systems of knowledge in their analysis.

The following elements should be included in the 5-6 page paper.

- A brief description of the religion(s) involved in the case.
- A short history of the non-religious goals that the stakeholders are trying to meet.
- A discussion of how the history, philosophy, beliefs, and values of the religion(s) involved have shaped the outcome.
- Possible suggestions or strategies: To either avoid further conflict in the future or to build upon cooperation for a more effective outcome.

Examples include (but are not limited to):

- Local or national: Australia and laws against face veils
- International or regional: Rohingya Genocide/refugee crisis
- Multinational or global: UN Faith for Rights framework - The Beirut Declaration

Students must cite the sources of all ideas, facts, and information used that are not their own even if they have put the information into their own words. Failure to do so is a violation of the Academic Integrity Policy even if the oversight is unintentional.

**Criteria for Success:**

The 5–6-page paper is evaluated using the following criteria. A detailed rubric is included at the end of the syllabus.

<b>Criteria</b>	<b>% of Grade</b>
Description of religious beliefs	20%
Analysis of the causes and effects of outcomes	30%
Evidence and use of course concepts in analysis	20%
Suggestions or strategies	20%
Style, mechanics, and APA	10%
<b>TOTAL</b>	<b>100%</b>

**Course Outcome(s) assessed:** COs 3 & 4

## **Course Policies**

### **Late Assignments**

Per School of Health and Social Sciences policy, undergraduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 15 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 30 percent of the grade will be deducted. No late submission is accepted beyond 48 hours past the final day of the course, without instructor approval. Coursework received after one week (seven days) will not be graded and will receive a zero grade.

## **Participation**

Participation is an active engagement in class discussions and activities in the form of sharing new ideas, examples and resources, as well as constructive disagreement and incorporation of course materials and concepts in comments. This requires frequent monitoring of the discussion forum, timely responses, integration of course material and other sources, and ongoing conversations that extend, modify, and add to understanding, creating a vibrant learning community.

Participation through course activities and discussions to exchange knowledge, ideas, and thoughts is an integral, mandatory part of this course. It enhances the student's learning process and experience in this course. Lack of participation will result in a reduction in grade (see grading rubric).

## **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

# **University Policies**

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

## **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

## **Non-Discrimination & Prohibition of Sexual Harassment**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the

education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the [CityU website](#) or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at [CityU in Canada](#) website.

### **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

## **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

## **Final Assignment Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

# **Support Services**

## **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 visit the [Disability Support Services](#) page in the my.cityu.edu portal or in the *Start Your Course Here* module in your course under *Support Services*. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

## **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

## **Online Tutoring**

CityU students have access to free online tutoring offered through Brainfuse, including writing support, from certified tutors 24 hours a day, seven days a week. Visit the [Brainfuse](#) page on the my.cityu.edu portal for more information.

# **Course Rubrics**

## **Course Activities**

	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
<b>Percentage scale:</b>	<b>0.00 – 61.99%</b>	<b>62.00 – 74.99%</b>	<b>75.00 - 91.99%</b>	<b>92.00- 100.00%</b>
<b>Scaled score</b>	<b>0.0 – 0.6</b>	<b>0.7 - 1.9</b>	<b>2.0 - 3.6</b>	<b>3.7 - 4.0</b>
<b>Initial Post: Content &amp; Contribution</b>  <b>25%</b>	Initial post is mostly superficial or undeveloped and does not adequately respond to all parts of the initial prompt.	Initial post is generally competent and reasonably developed, but lacking detailed connection to relevant course topics or does not adequately respond to all parts of the initial prompt.	Initial post provides a competent and adequately-developed response to all parts of the prompt with detailed connection to relevant course topics and resources.	Initial post provides an insightful and well-developed response to all parts of the prompt with detailed connection to relevant course topics/resources and includes new ideas or real-world examples.
<b>Initial Post: Timeliness</b>  <b>5%</b>	Initial post is late and submitted on Saturday or Sunday.	Initial post is late but submitted before Saturday.	Initial post is submitted on Wednesday.	Initial post is submitted early, before Wednesday.
<b>Replies: Content &amp; Contribution</b>  <b>25%</b>	Replies are mostly superficial or undeveloped and do not contribute beyond what is already provided in the discussions.	Replies are generally competent and reasonably developed, but do not contribute beyond what is already provided in the discussions.	Replies are competent, adequately developed, and provide limited contribution beyond what is already in the discussions.	Replies are insightful, well-developed, and provide new or extended contributions beyond what is already in the discussions.
<b>Replies: Timeliness</b>  <b>5%</b>	Some, or all, required replies are missing or submitted late.	Fewer than three replies submitted by Sunday or all replies on the same day.	Three replies submitted by Sunday and on at least two separate days.	At least four replies submitted by Saturday and on

				at least three separate days.
<b>Part of the Fold Activity</b> <b>20%</b>	Does not complete the activity or describes the experience in a way that might be considered disrespectful or offensive.	Describes the experience in a superficial way that does not reflect the intended learning outcome of the activity.	Describes the experience but does not include evidence such as photos or video.	Describes the experience in detail and includes evidence such as photos or video.
<b>Grammar, Style, &amp; Mechanics</b> <b>20%</b>	Pervasive obvious errors in grammar or style/mechanics interfere somewhat with readability or understanding. No sources provided (if applicable).	Multiple obvious errors in grammar or style/mechanics interfere somewhat with readability or understanding. No or incomplete sources provided (if applicable).	Several errors in grammar or style/mechanics, but not interfering with readability or understanding. Credit provided for sources used (if applicable).	Few, or no, errors in grammar with proper writing style/mechanics ensuring readability and understanding. Credit provided for sources used (if applicable).

### Major Holy Day Celebration Presentation

	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
<b>Percentage scale:</b>	<b>0-61%</b>	<b>62 - 74%</b>	<b>75 - 91%</b>	<b>92.00- 100%</b>
<b>Scaled score</b>	<b>0.0 – 0.6</b>	<b>0.7 – 1.9</b>	<b>2.0 - 3.6</b>	<b>3.7 - 4.0</b>
<b>Connection to course concepts</b> <b>40%</b>	Fails to incorporate concepts learned in the course and does not connect the traditions of the holy day to the belief system	Mentions at least one-course concept learned in the class so far but draws a loose connection between the practice of the tradition and the belief system	Discusses at least two major course concepts learned so far and draws a connection between the belief system and the practice of holy traditions	Synthesizes multiple ideological and philosophical points learned in the course so far by drawing solid connections between the belief system and traditions of

				the major holy day
<b>Analysis of cultural significance 40%</b>	Presents the traditions and behaviors of the holy day without any analysis of its impact on the cultures that celebrate it.	Presents a brief and superficial analysis on how the major holy day has had an impact on the cultures that celebrate it	Presents a limited analysis on how the major holy day has had an impact on cultures that celebrate it	Thoroughly analyzes the cultural, social, and economic significance of the holy day and its impact on historical events
<b>Organization, coherence, and APA 10%</b>	Unclear with no or minimal organization, so ideas appear to be arranged in a random order. Few or inappropriate transitions between slides, and ideas are not developed clearly. Does not appropriately respond to the assignment.  Format and references are incomplete and have many errors in APA style.	Minimal organization so ideas appear as a list. Transitions between ideas are minimal, and development of ideas may lack coherence. Not all aspects of the assignment are addressed.  Uses relatively vague or general words and sometimes inappropriate words. Format and references have some errors in APA style and/or are incomplete.	Follows a logical organization. Ideas are developed but not all pertain directly to the topic. The topic is communicated clearly but not completely, and most or all aspects of the assignment are addressed.  Format and references are complete and have few errors in APA style.	Uses logical structure with introduction, body, and conclusion. Sophisticated development of one idea to another, and audience is guided through the progression of ideas. Clearly communicated topic, and all aspects of assignment are addressed.  Format and references are in correct APA style and are complete.
<b>Visual design 10%</b>	Visuals are unattractive, unclear, and/or distracting. Visuals are unrelated to the topic and make little or no use of color, space, or the capabilities of the application.	Visuals are sometimes unattractive, unclear and/or distracting and are weakly related to the topic. Visuals make use of space, color and the capabilities of	Visuals are attractive, informative and engaging and reinforce and support the topic. Visuals make good use of color, space and the capabilities of the application	Visuals are attractive, informative, engaging and creatively designed/applied. They reinforce, support and enhance understanding of the topic, and

	Formatting makes it very difficult to read the material.	application in ways that are unwise and/or distracting. Formatting complements the content but is often hard to read.	without overwhelming the audience. Formatting complements the content.	they make good use of color and space that maximizes the capabilities of the application without overwhelming the audience. Formatting enhances readability and content.
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**Religious Service Observation Portfolio**

	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
<b>Percentage scale:</b>	<b>0-61%</b>	<b>62 - 74%</b>	<b>75 - 91%</b>	<b>92.00- 100%</b>
<b>Scaled score</b>	<b>0.0 – 0.6</b>	<b>0.7 – 1.9</b>	<b>2.0 - 3.6</b>	<b>3.7 - 4.0</b>
<b>Organization and coherence 20%</b>	Unclear with no or minimal organization, so ideas appear to be arranged in a random order. Few or inappropriate transitions between paragraphs, and ideas are not developed clearly. Does not appropriately respond to the assignment.	Minimal organization so ideas appear as a list. Transitions between ideas are minimal, and development of ideas may lack coherence. Not all aspects of the assignment are addressed.	Follows a logical organization. Ideas are developed but not all pertain directly to the topic. The topic is communicated clearly but not completely, and most or all aspects of the assignment are addressed.	Uses logical structure with introduction, body, and conclusion. Sophisticated development of one idea to another, and reader is guided through the progression of ideas. Clearly communicated topic, and all aspects of assignment are addressed.
<b>Evidence of attendance 10%</b>	Vaguely recalls the events of the service and does not include any artifacts	Recalls major events of the service but the details are not clear. Artifacts	Recalls major events of the service, however, some artifacts or	Shows evidence of attending religious service by attaching artifacts from

	from the service.	from the service are not attached or unrelated to the service.	evidence of attendance of the service is missing.	the service such as personal notes or pamphlets. Gives a detailed description of the events within the service which proves that they attended.
<b>Analysis and use of course concepts 30%</b>	Explains a basic progression of events common in the typical religious service without drawing connections to any course concepts.	Loosely contextualizes the beliefs and practices exhibited in the religious service with course concepts. Analysis is superficial with minor connections drawn to course concepts.	Analyzes their experiences in the religious service by contextualizing major course concepts learned so far but does not go into depth about how the history and philosophy have impacted the practices of the faithful.	Presents a strong connection between their experiences in the religious service and major course concepts pertaining to the history and philosophy of the belief system.
<b>Cultural competence 30%</b>	Appears resistant to the new experience and approaches the assignment in a way that can come across as disrespectful to others who have different beliefs.	Approaches the new religious experience with apprehension and is unwilling to see the value from a new point of view. Shows apathy toward the beliefs and traditions of others.	Approaches the new religious experience with an attitude that respects the dignity and human rights of the participants.	Approaches the new religious experience with an attitude that respects the dignity and human rights of the participants. In addition, expresses the value and new understanding of the human experience.
<b>Style, mechanics and APA 10%</b>	Contains spelling, punctuation, and/or grammatical errors, so understanding is difficult. Contains numerous	Contains spelling, punctuation, and/or grammatical errors which may temporarily confuse the reader but	Contains spelling, punctuation, and/or grammatical errors, but does not impede understanding. Sentences are	Almost entirely free of spelling, punctuation, and/or grammatical error. Sentences are varied, clearly structured,

	awkward or ungrammatical sentences, and sentence structure is simple or monotonous. Misuses words or uses words that are too vague and abstract or too personal and specific for the topic. Format and references are incomplete and have many errors in APA style.	does not generally impede the overall understanding. Sentence structure is generally correct but may be wordy, unfocused, repetitive, or confusing. Uses relatively vague or general words and sometimes inappropriate words. Format and references have some errors in APA style and/or is incomplete.	generally clear, well structured, and focused, but some may be awkward or ineffective. Generally, uses words accurately and effectively, but sometimes may be too general. Format and references are complete and have few errors in APA style.	carefully focused, and fit the assignment's purpose and audience. Words chosen for their precise meaning and an appropriate level of specificity is used. Format and references are in correct APA style and are complete.
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### Religion and Globalization Case Study

	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
<b>Percentage scale:</b>	<b>0-61%</b>	<b>62 - 74%</b>	<b>75 - 91%</b>	<b>92.00- 100%</b>
<b>Scaled score</b>	<b>0.0 – 0.6</b>	<b>0.7 – 1.9</b>	<b>2.0 - 3.6</b>	<b>3.7 - 4.0</b>
<b>Description of religious belief 20%</b>	Overlooks major tenets of the religion(s) involved	Describes some important tenets of the religion(s) involved in a superficial way that glosses over important details that might be important	Describes the major tenets of the religion(s) involved	Gives a thorough background of the tenets of the major religion(s) involved
<b>Analysis of the causes and effects of outcomes 30%</b>	Misses major events that led up to the conflict or cooperation and offers little to no analysis of the outcomes	Describes some of the important events leading up to the conflict or cooperation and provides	Outlines important events in the development of the cooperation or conflict and provides	Outlines important events in the development of the cooperation or conflict and provides a

		some analysis of the outcomes	sufficient analysis of the outcomes.	detailed analysis of the impact that belief has had on the outcomes
<b>Evidence and use of course concepts in analysis 20%</b>	Does not refer to any course concepts learned in class. Uses concepts in a way that does not apply to the case study	Uses one or two course concepts to loosely support a superficial analysis of the case study	Applies important course concepts to support their analysis of the events in the case	Synthesizes lessons learned in class and major course concepts related to world religions, philosophy, culture, and faith and applies them to the case study in a meaningful way
<b>Suggestions or Strategies 20%</b>	Does not make a suggestion or present any ideas to mitigate conflict or bolster cooperation. Presents a scenario that would cause a breakdown in interfaith relations or is otherwise not grounded in realistic thinking.	Provides ideas that are wishful but not necessarily practical or achievable.	Provides thoughtful strategies to either build upon the cooperation or avoid future conflicts. However, the ideas are not especially practical or achievable	Provides practical and achievable strategies to either build upon the cooperation or avoid future conflict.
<b>Style, mechanics, and APA 10%</b>	Contains spelling, punctuation, and/or grammatical errors, so understanding is difficult. Contains numerous	Contains spelling, punctuation, and/or grammatical errors which may temporarily confuse the reader but does not generally	Contains spelling, punctuation, and/or grammatical errors, but does not impede understanding. Sentences are generally clear,	Almost entirely free of spelling, punctuation, and/or grammatical error. Sentences are varied, clearly structured, carefully

	<p>awkward or ungrammatical sentences, and sentence structure is simple or monotonous. Misuses words or uses words that are too vague and abstract or too personal and specific for the topic. Format and references are incomplete and have many errors in APA style.</p>	<p>impede the overall understanding. Sentence structure is generally correct but may be wordy, unfocused, repetitive, or confusing. Uses relatively vague or general words and sometimes inappropriate words. Format and references have some errors in APA style and/or are incomplete.</p>	<p>well structured, and focused, but some may be awkward or ineffective. Generally, uses words accurately and effectively, but sometimes may be too general. The format and references are complete and have few errors in APA style.</p>	<p>focused, and fit the assignment's purpose and audience. Words chosen for their precise meaning and an appropriate level of specificity is used. Format and references are in the correct APA style and are complete.</p>
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