Course Number: THT 301E

Course Title: Comparative Religions: Origins & Development of World Religions

Credits: 4 credits

Instructor: Teri MacGill, MDiv

Term: Fall 2016

Meeting Dates/Times: September 26, 2016 to December 11, 2016 Online

Department Approval: Dr. Jerry Roussell, Jr.

General Education Requirements:

If you are enrolled under a catalog previous to 13-14, this course meets the following Liberal Arts Core outcome:

AIC3 Compare and contrast the worldviews of two major religious traditions, including their different understandings of what counts as a self, the divine, good and evil, and the afterlife.

If you are enrolled under the 2014-16 catalogs, this course meets the following MU Core category:

Interfaith Perspectives
If you are enrolled under the 2016-17 catalog, this course meets the following MU Core category:

*Values and Beliefs*

**Course Description:**

This course studies the values, teachings, and histories of various religions, with the objective of growing in a personal and cultural understanding and acceptance of religious pluralism. Special attention will be given to the worldview offered by each tradition, and its unique expression of reality's unity, worth and mystery.

**Extended Course Description:**

This is an introductory course in which students will survey the history, teachings, and values of the following world religions: religions of antiquity, indigenous religions, Hinduism, Buddhism, Judaism, Christianity, Islam, and the religions of east Asia. The aim is to focus on the virtues of the enduring religions. This includes their sacred texts, metaphysical truths, and established rituals. The intent is to let the best of each shine through. Doing this will help students grow in a personal and cultural understanding and acceptance of religious pluralism.

**Texts:**

Order textbooks here: [http://bookstore.mbsdirect.net/marylhurst.htm](http://bookstore.mbsdirect.net/marylhurst.htm) (Links to an external site.).


**Learning Outcomes:**

<table>
<thead>
<tr>
<th>Program Learning Outcomes for Religious Studies (2013-2014 Online Catalog)</th>
<th>Specific Learning Outcomes for This Course</th>
<th>Means of Assessment</th>
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1. Comprehend the cultural foundations, visions, origins, histories, major literary expression, and teachings of religious or philosophical systems through an understanding of theological positions, either as ethical and social teachings of major world religions, primarily Judaism, Christianity, Islam, Hinduism, Buddhism, and Native American traditions.

1a. Survey the history, teachings, and values of the following world religions: Hinduism, Buddhism, Confucianism, Taoism, Islam, Judaism, Christianity, and the Primal Religions.

1b. Read the selected portions of the literature and liturgies presented in the required reading for each of the above named world religions.

1a. Completing required readings and written assignments, and participating in online class discussions.

1b. In online class discussions, briefly citing or restating a particular portion of the required reading. In written assignments, documenting quotes and references wherever used.

2. Identify and clarify one’s own position, on theology, spirituality, morality, or philosophy of life, and goals in relation to historical spiritual traditions.

2. Consider one’s own position on theology, spirituality, and morality in relation to the major religions studied in this course.

2. Completing required readings and written assignments, participating in online class discussions, and engaging in self-analysis.

3. Apply values and knowledge of spiritual and philosophical traditions to personal, social, political, international, economic, multicultural, or interfaith situations through collaboration bringing about connections among people, with the environment, and with transcendent realities.

3. Respond with greater understanding, compassion, acceptance, and cooperation to persons who embrace religious traditions different from one’s own.

3. Visiting and engaging in activities in diverse settings. Briefly reporting on these in online class discussions and written assignments.

4. Examine Western and Eastern spiritualities or teachings of Eastern schools of philosophy through exposure to spiritual practices and values of the major Western and Eastern religious traditions.

4. Reflect upon the practices and values discussed in the required reading for each of the above named world religions.

4. Completing required readings and written assignments, and participating in online class discussions.
5. Experience some of the prayer practices of some spiritual traditions or interact with a philosophical tradition through engaging in community rituals, personal reflective prayer, contemplation, and meditation; or engage in one’s life mission.

6. Explore ethical approaches arising from theological or philosophical systems through comparing applied ethical positions (ethics of medicine, business, and ecology).

7. Appreciate the diversity and richness in a spiritual tradition other than one’s own through discovering ways to learn about different spiritual traditions.

6. Dialogue more effectively with those from other religious traditions when ethical issues surface in discussions about politics, economics, literature, art, and so on.

6. Dialoguing with a recognized leader or representative of one of the religious traditions studied on an ethical issue of interest. Briefly reporting on these in online class discussions and written assignments.

7. Appreciate some of the literature and liturgies presented in the required reading for each of the above named world religions.

7. Appreciate some of the literature and liturgies presented in the required reading for each of the above named world religions.

Teaching Philosophy and Methodology:

"A teacher can open the door to learning, but students must make the effort to enter on their own." This statement reflects an underlying premise of this online course, namely, that education is primarily self-education. Online courses, by their very nature, require that the student play a more active role in ensuring that he or she understands the material. It is incumbent on student participation, and active questioning, to ensure that the student achieve the learning goals.

Education is a combination of basic knowledge and learning to think, explore, and express oneself. In any course of a philosophical or religious nature, a combination of readings, lectures, and discussions, of laying a basic foundation of knowledge and “philosophizing,” serves this goal well. Learners should come with an attitude of seeking to comprehend. My role as the instructor is to help guide and inform those who choose to become educated. My task is to help lay the foundation for continued learning.
Because learning is an active process on the part of the learner. Reading and integrating the assignments each week prior to class is the most important learning tool available to the learner. Participating in class each week and being prepared to analytically absorb information is the second task of the learner. Investigating outside reading material and information is a responsibility each learner should determine to undertake in order for the educational process to be complete. Reading the newspaper, professional journals, and weekly or monthly publications within one’s discipline is the mark of a real learner.

College is a time for honing talents and learning new proficiencies. Of all the skills you can strengthen that will benefit you during your lifetime, proficiency in writing is one of the most important. It helps you to communicate, and together with reading, thought, and discussion, writing can also help you to learn more about the knowledge you already possess and why you have and hold the morals, values, and beliefs you do. Learning to communicate one’s thoughts orally and in written form is a learned skill that requires effort for each undertaking. Writing well is not an easy task, but with participation in class activities, practice, and sustained effort, you can and will become a better writer.

This web-based course has been designed as a discussion-focused learning experience. There will be no long lectures regarding the information you read in your textbook(s). Instead, I am relying on all of you to read the assigned sections in the text(s), read the on-line text information, visit the assigned web-sites (if any), review any other assigned materials and then complete the weekly discussion assignments based upon those materials. If and when questions arise regarding the course material and/or regarding a course assignment, I will jump into the discussion area to pass along any information you may need. If you are encountering difficulty with the material, or have other questions, it is your responsibility to contact the instructor to seek resolution.

The grades I assign are a matter of “objective” criteria, such as required readings, on-line class discussions, and course assignments.

Class Routine:

I. Introduction

In order to facilitate your learning of the course material at a distance, it will be necessary for us as a class to meet on-line. By this is meant making postings on the course site or Discussion area for the course on Canvas. Since the Fall 2016 term begins on Monday, 09/26, and ends on Sunday, 12/11, we will have about ten (10) times to “meet” as a class. A week is defined as beginning on Monday and ending on Sunday. Each week will constitute the time we have to get together on-line for an individual class meeting.

Because our class meetings occur over the course of the entire week, it will be necessary for you and your classmates will log on several times to post a question or give a response. These individual sessions will vary in
II. Overview of the Procedure

By Monday of each week throughout the course, I will make the first posting on the appropriate class discussion forum of the course site. Sometime before midnight on Tuesday, you should log on to Canvas, review my posting and that of other students (if any have posted something by the time you visit), and post a message of your own in the class discussion forum. Then throughout the remainder of each week, I, you, and the other students should log on to the course site several more times to post a question or give a response.

A Word about Attendance Adult learners in the course do better if they are in touch with the class material several times per week (see Assignment #2). This underscores an important element, namely, that of regular and sustained student participation in class discussion.

In the course site, discussion means following a thread of replies to a question or issue that is posted on the forum for that week. The idea is to enter replies yourself (in the specific forum that is activated for the current week of class) to gain the most benefit from the discussion area.

Just as in a live class, frequency of comment, relevance, and cogency are all important. Thus, faithful involvement is vital. Note that by Sunday evening of each week, I will “lock out” that week’s forum, thus bringing to a close the discussion for that week.

In summary, adult learners are strongly encouraged to be online several times a week so that you see the “flow” of discussion and participate at different points in the “conversation.” A participant’s grade could be negatively affected if she/he consistently comes in only at the end of conversations. (This is necessary because asynchronous conversations go on for some time, not like a chat room.)

Ground Rules:

First, in order to be successful in this course, you will want to keep up with the weekly reading. In other words, it is recommended that the required reading be completed before the start of a new week of class. Maintaining this is the only way for all of us to be informed and substantive participants in the ongoing discussions taking place on the Canvas course site.

Second, you are encouraged to actively respond with your learners-peers to the discussion questions I have posted on the weekly forum of the Canvas course site. Please note that it is not necessary for you to respond to all the discussion questions listed.

Third, you will want to avoid entering into a discussion only with me, the instructor for the course. We are all co-learners, and each of us has a wealth of knowledge and experience to share. So that this dynamic doesn’t become a one-on-one individualized tutorial session between each of you and myself, you will want to dialog with each other even more so than with me.

Finally, please note that it won’t be possible for me to respond to every question that is asked or statement that is made. The reason is that there are far too many of us for me to maintain such a high level of interaction. Also, trying to do so might stifle any incentive you have to interject your own thoughts. My desire in this regard is to foster independent and creative thinking among each of you.
Assessment and Evaluation:

- Quizzes, mid-term and final exams are replaced by required readings, on-line class discussions, and various written assignments.

- Each student is expected to participate in on-line class discussions and test ideas and insights in a safe learning environment.

- Prior to the class times, students are expected to read the designated portions from the assigned text.

- Attendance at all on-line class sessions is required. If an emergency arises, the student should contact the instructor.

*Final grades will be based on the total number of points earned:*

A: 100 – 95 points
A-: 94 – 90 points
B+: 89 – 87 points
B: 86 – 83 points
B-: 82 – 80 points
C+: 79 – 77 points
C: 76 – 73 points
C-: 72 – 70 points
D+: 69 – 67 points
D: 66 – 63 points
Special Note about Due Dates: Unless you are experiencing a personal emergency (such as a death in the family, a terminal illness, etc.), assignment due dates are firm. Common issues (such as “I forgot about the assignment,” “I’m taking too many classes,” “My personal and professional life are too hectic right now,” “My computer won’t work,” etc.) are not considered emergencies and thus do not preclude meeting the requirements of the class and the deadlines. Thus, please give yourself plenty of time to complete the assignments by the stipulated deadlines.

- **Assignment 1: Successfully complete the required readings.** Your input in weekly discussion will demonstrate that you have done the required reading. You will report that you have done this (by means of a brief, clear statement to that effect) to the course instructor via private e-mail on Canvas by midnight of Friday, December 2, 2016. *Maximum total: 20 points*

In order to get 15 points, please complete 80 percent of the required reading. In order to get 18 points, please complete 90 percent of the required reading. In order to get 20 points, please complete 100 percent of the required reading.

- **Assignment 2: Substantively participate in online class discussions.** The course instructor will monitor this week by week. *Maximum total: 20 points*

Here is what I mean by substantive participation. When you post a message on the appropriate class discussion forum of the Canvas course site, be sure to do more than give your general thoughts about whatever is being discussed. You should give some evidence that you have carefully and thoughtfully read through the assigned material and are able to contribute concretely to the discussion.

For example, throughout the body of your posting, you might consider briefly quoting or restating a particular portion of the required reading (be sure to cite it appropriately, including page number) and using that as *the basis for your own observations, reflections, analysis, and critique of the material* and what other students in the class are discussing. You should seek to do more than merely restate what appears in the required reading. The goal is for you to advance the discussion in some helpful way, either by sharing additional information you gleaned from your reading or insights you gained from your own reflection on the material and the discussions of other students in the class.

*In order to get 15 points for class participation,* you will interact in a substantive way (as described above) a minimum of 2 times in any given week with others (whether the course instructor or other students) who post their messages on the forum.

*In order to get 18 points for class participation,* you will interact in a substantive way a minimum of 3 times in any given week with others who post their messages on the forum.
In order to get 20 points for class participation, you will interact in a substantive way a minimum of 4 times in any given week with others who post their messages on the forum.

These thresholds are to be maintained for each week the class meets throughout the duration of the course.

- Assignment 3: Write a Research Paper on the history, teachings, and values of one of the world religions (other than one’s own) studied in this course. The due date is indicated below in the Course Outline. The paper is to be submitted electronically as a separate file attachment in MS Word (or compatible) format via private e-mail on Canvas.

PLEASE NOTE: The grade on the paper will be reduced 5 points if the assignment is turned in late, and papers will not be accepted greater than 7 days beyond due date (excluding any prior approval from the instructor for a late submission). Maximum total: 30 points

The goal of the Research Paper is to survey the history, teachings, and values (in that order) of the religious tradition you have selected to discuss. Be sure to focus on the key people, events, literature, art, and ideas found in this religious tradition. In addition to the required reading, it is expected you will consult, list, and cite (in the approved referencing style – e.g. either APA or MLA) at least five other authoritative outside resources (for instance, dictionaries, encyclopedias, single-volume texts, websites, and so on). This is to be done within and throughout your research paper. Your paper is to have the following elements embedded as sectional headings within the body of the essay: an introduction (in which you briefly state what you intend to do in your paper and broach the subject to be investigated), several subheadings (which reflect major divisions of your paper; for example, History, Teachings, and Values), a conclusion (in which you briefly summarize what you have done in your paper and highlight some of the findings of your research), and a bibliography (in which you list, according to the approved style, both the actual sources you formally cite within the body of your paper and those consulted).

Thus, if you chose (for instance) to do your paper on Hinduism, it is to be structured as follows, with the following headings embedded (that is, included or appearing) word-for-word in the essay:

1. Introduction
2. The History of Hinduism

III. The Major Teachings of Hinduism

1. The Key Values of Hinduism
2. Conclusion
3. Bibliography
Please note that the following page and source requirements for each point level are minimums to achieve that score.

*In order to get 22 points*, your paper should be at least 750 words in length and be structured as noted above. In your paper, please consult and interact with no less than 3 outside authoritative resources. If you quote from an outside resource, please do so briefly and sparingly. More important will be your ability to restate in your own words what the resource is saying. Also, please do not use the outside resource to make your argument or carry forward your discussion. Rather, please use it to substantiate, validate, or illustrate the train of thought you are developing. Excessive amounts of typographical and grammatical errors will diminish the overall point total below 22.

*In order to get 26 points*, your paper should be at least 850 words in length and be structured as noted above. In your paper, please consult and interact with no less than 4 outside authoritative resources. If you quote from an outside resource, please do so briefly and sparingly. More important will be your ability to restate in your own words what the resource is saying. Also, please do not use the outside resource to make your argument or carry forward your discussion. Rather, please use it to substantiate, validate, or illustrate the train of thought you are developing. Excessive amounts of typographical and grammatical errors will diminish the overall point total below 26.

*In order to get 30 points*, your paper should be at least 1000 words in length and be structured as noted above. In your paper, please consult and interact with no less than 5 outside authoritative resources. If you quote from an outside resource, please do so briefly and sparingly. More important will be your ability to restate in your own words what the resource is saying. Also, please do not use the outside resource to make your argument or carry forward your discussion. Rather, please use it to substantiate, validate, or illustrate the train of thought you are developing. Excessive amounts of typographical and grammatical errors will diminish the overall point total below 30.

- **Assignment 4:** Write an Interview Paper in which you highlight a formal conversation you conducted with a recognized leader or representative of one of the religious traditions (other than your own) on an ethical issue of interest. (You are free to choose the topic of discussion.) The paper is to be submitted electronically as a separate file attachment in MS Word (or compatible) format via private e-mail on Canvas. **PLEASE NOTE:** The grade on the paper will be reduced 5 points if the assignment is turned in late, and papers will not be accepted greater than 7 days beyond due date (excluding any prior approval from the instructor for a late submission). **Maximum total: 30 points**

First, conduct the formal conversation either by phone, e-mail, or in person. Second, write an Interview Paper in which you: summarize the interviewee’s views on the ethical issue you choose to discuss; compare what he/she has said with what you have learned in the course (e.g. by making repeated reference to the class text through the use of formal citations in either APA or MLA); and state how this encounter has helped you to grow in your personal and cultural understanding and acceptance of the religious tradition, especially as it applies to the ethical issue being explored.

Your Interview Paper is to have the following elements embedded as sectional headings within the body of the essay: an introduction (in which you contextualize your thoughts), a summary of the interviewee’s views, a
comparison of the interviewee’s views with the course content (e.g. by formally citing the class text at various places in this section using either APA or MLA, with page numbers), and a conclusion (in which you summarize the key points of your paper). Thus, your paper is to be structured as follows:

1. Introduction
2. Summary of the Interviewee’s Views

III. Comparison of the Interviewee’s Views with the Course Content

1. Conclusion

Please note that the following page and source requirements for each point level are minimums to achieve that score.

In order to get 22 points, your paper should be at least 750 words in length and be structured as noted above. In your paper, please show evidence of consulting the required reading for the course no less than 4 times. If you quote from an outside resource, please do so briefly and sparingly. More important will be your ability to restate in your own words what the resource is saying. Also, please do not use the outside resource to make your argument or carry forward your discussion. Rather, please use it to substantiate, validate, or illustrate the train of thought you are developing. Excessive amounts of typographical and grammatical errors will diminish the overall point total below 22.

In order to get 26 points, your paper should be at least 850 words in length and be structured as noted above. In your paper, please show evidence of consulting the required reading for the course no less than 6 times. If you quote from an outside resource, please do so briefly and sparingly. More important will be your ability to restate in your own words what the resource is saying. Also, please do not use the outside resource to make your argument or carry forward your discussion. Rather, please use it to substantiate, validate, or illustrate the train of thought you are developing. Excessive amounts of typographical and grammatical errors will diminish the overall point total below 26.

In order to get 30 points, your paper should be at least 1000 words in length and be structured as noted above. In your paper, please show evidence of consulting the required reading for the course no less than 8 times. If you quote from an outside resource, please do so briefly and sparingly. More important will be your ability to restate in your own words what the resource is saying. Also, please do not use the outside resource to make your argument or carry forward your discussion. Rather, please use it to substantiate, validate, or illustrate the train of thought you are developing. Excessive amounts of typographical and grammatical errors will diminish the overall point total below 30.

Course Outline:

<table>
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<tr>
<th>Class</th>
<th>Assigned Materials</th>
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<tr>
<td>Date</td>
<td>(Additional materials may be announced)</td>
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<tr>
<td>Date</td>
<td>Intro to World Religions, Part 1 Understanding Religion</td>
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</tbody>
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| 9/26   | Video: *Religion: Definitions and Approaches*  
         | [https://www.youtube.com/watch?v=27BCpcNlCq0](https://www.youtube.com/watch?v=27BCpcNlCq0) |

Introductory material and basic definitions setting the stage for the remainder of the course.

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<tr>
<th>Date</th>
<th>Intro to World Religions, Part 2 Religions of Antiquity</th>
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| 10/03  | Videos: Celts, Romans, Greeks, Egyptians, Inca, Maya  
         | [https://www.youtube.com/watch?v=zXlnTU_1s&list=PL1F7B95FB9C5B9B12](https://www.youtube.com/watch?v=zXlnTU_1s&list=PL1F7B95FB9C5B9B12) |

Survey of the history, teachings and values of the religions of antiquity.

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<tr>
<th>Date</th>
<th>Intro to World Religions, Part 3 Indigenous Religions</th>
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| 10/10  | Videos: *Indigenous Religions*  
         | [https://www.youtube.com/watch?v=zrmPQl3a0qE&feature=youtu.be](https://www.youtube.com/watch?v=zrmPQl3a0qE&feature=youtu.be) |

Indigenous Religions. Survey of the history, teachings and values of indigenous religions.

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<tr>
<th>Date</th>
<th>Intro to World Religions, Part 4 Hinduism</th>
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<tr>
<td>10/17</td>
<td>Video: <em>Religions of the World: Hinduism</em> <a href="https://youtu.be/6kWT0My-w5g">https://youtu.be/6kWT0My-w5g</a></td>
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Survey of the history, teachings and values of Hinduism.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Video Title</th>
<th>Video Link</th>
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<tr>
<td>10/24</td>
<td><em>Intro to World Religions, Part 6 Buddhism</em></td>
<td>The Buddha</td>
<td><a href="https://youtu.be/P-ArMtK7Vpk">https://youtu.be/P-ArMtK7Vpk</a></td>
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<tr>
<td>11/07</td>
<td><em>Intro to World Religions, Part 10 Christianity</em></td>
<td>From Jesus to Christ: The First Christians</td>
<td><a href="https://youtu.be/kZPKCDOeYmg?list=PLF1KKotI5AsMG7DUExe9owYFLzLtiBaBm">https://youtu.be/kZPKCDOeYmg?list=PLF1KKotI5AsMG7DUExe9owYFLzLtiBaBm</a></td>
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<tr>
<td>11/14</td>
<td><em>Intro to World Religions, Part 11 Islam</em></td>
<td>Islam: Empire of Faith</td>
<td><a href="https://youtu.be/UHhbSvOcz4g">https://youtu.be/UHhbSvOcz4g</a></td>
</tr>
</tbody>
</table>
Intro to World Religions, Part 6 Jainism, Part 7 Chinese Religions, Part 8 Korean and Japanese Religions

11/21

Video: Buddhism, Taoism and Confucianism in China  https://youtu.be/-gZY4i4Kg3s

Video: Shintoism Documentary, parts 1 – 4 https://youtu.be/n5yWj7UMBfw

** Interview Paper (Assignment 4) due on 11/21

11/28

Intro to World Religions, Part 13 Religion in Today's World

Discussion of religions and religiosity in today's world.

** Statement of Completion of Course Readings (Assignment 1) due on 12/02

** University Policies and Procedures:**

**Marylhurst Writing Standards:** Writing is one of the central activities through which students learn, communicate, and demonstrate learning. Academic writing differs from other forms of writing in that it usually:

- is appropriately narrow in focus,
- presents an argument based on sound critical thinking,
- draws upon and properly acknowledges the work of others, and
presents new understanding in an organized fashion.

Unless otherwise indicated by the instructor, all writing in Marylhurst University classes, from electronic bulletin boards, to personal essays, to formal research papers, will be evaluated on the basis of Standard American English, quality, creativity, effectiveness of argumentation and reasoning, and accuracy of information. In addition, academic writing will be evaluated on the selection and use of appropriate supporting material.

**Documentation Style:** Any information not original to the student must be cited in a recognized format—for example, APA, MLA, or Chicago—appropriate to the academic discipline.

**Preventing Plagiarism:** Plagiarism is a form of academic dishonesty that occurs when a student uses information or material from outside sources without proper citation. Plagiarism is grounds for disciplinary action at Marylhurst. It is a student's responsibility to understand plagiarism and its consequences. Students should consult their instructor, their department chair, the Writing Center, or staff at Shoen Library if they have any questions about preventing plagiarism. Plagiarism occurs if:

- The student doesn’t cite quotations and/or attribute borrowed ideas.
- The student fails to enclose borrowed language in quotation marks.
- The student doesn’t write summaries and paraphrases in his/her own words and/or doesn’t document his/her source.
- The student turns in work created by another person (e.g., another student, downloaded from the internet, etc.).

Students who submit or use their own prior work for a current course or work from one current course in another course without express permission from their professors may also be guilty of academic dishonesty.

**Consequences:** If it is determined that a student has plagiarized or engaged in other forms of academic dishonesty, the student will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action by the Provost. Engaging in plagiarism and other forms of academic dishonesty can result in dismissal from the University. For additional information, see “Academic Honesty” in the 2016-2017 online Marylhurst Catalog and “Conduct Code” in the Student Handbook.
**Writing Resources**: Marylhurst’s undergraduate programs have adopted a writing handbook, *Diana Hacker’s A Writer’s Reference*, 8th Edition, to help students develop their writing skills. The 6th edition of Hacker’s handbook can be accessed online at or is available in the Marylhurst bookstore. Writing help is also available at the [Marylhurst Writing Center](mailto:writing@marylhurst.edu) that is located in the Shoen Library. Call for an appointment, 503.699.6277 or email [writing@marylhurst.edu](mailto:writing@marylhurst.edu)


**Student Rights and Responsibilities**: All members of the Marylhurst community are expected to act in ways that foster the university’s primary function of education. Conduct that interferes with this educational responsibility will be dealt with directly.

Please refer to the [Marylhurst University Student Handbook](http://www.marylhurst.edu) for specific information about student rights and responsibilities, as well as the policies and procedures.

For further information contact the Director of Student Services Dr. Joan Jagodnik

T: 503.534.4073 jjagodnik@marylhurst.edu

Are you an United States Veteran. Contact our [Resources for Veterans](http://www.marylhurst.edu) Site.

Note: Marylhurst University offers the [Military Service Scholarship](http://www.marylhurst.edu).

Need For Accommodations: Students who experience disabilities are encouraged to contact the [Office of Accessibility and Disability Services](http://www.marylhurst.edu).

Phone: 503.534.4073
Email: adaservices@marylhurst.edu

**IMPORTANT NOTICE REGARDING ACADEMIC POLICIES**

*Course Completion:*

Students are expected to complete all courses for which they register.
**Dropping a Course:**

Students may drop a course without penalty until the published add/drop deadline.

**Withdrawal From A Course:**

Students who encounter unexpected difficulties after the add/drop deadline may officially withdraw from the course through the Office of the Registrar through the last scheduled class meeting (or last class date for online courses) as per the Schedule of Courses.

**Incomplete:**

An Incomplete (I) grade may be granted at the discretion of the instructor when:

No more formal instruction is needed;

At least 75% of the coursework (e.g., assignments, class participation) has been completed; and

The quality of work has been satisfactory; but some coursework cannot be completed before the grading deadline due to illness or unexpected circumstances beyond the student’s control.

The Incomplete is granted for a period of one academic term.

For more information on course completion and other academic policies, see [www.marylhurst.edu/registrar/policies.php](http://www.marylhurst.edu/registrar/policies.php) or the Marylhurst University Catalog.

**Select Bibliography**


