



## I. Course and Instructor

Format: Canvas

Instructor Information:

Name: Erik M. Hanson, PhD  
Phone: 719-344-0240 (Cell)  
Email: [ehanson@coloradomtn.edu](mailto:ehanson@coloradomtn.edu) (Office)  
Office Hours: By email

Course Information:

Course Title: World Religions East	Synonym Number: 71370
Course Code: PHI-116-DS21	Credits: 3
Semester: Spring 2013	Prerequisite: None
Meeting Times and Days: Web	
Class Location: Web	
Start Date: 01/14/2013	End Date: 05/03/13
Refund Date: 1/30/2013	Withdraw Date: 04/07/2013

**Orientation Note:** Please read the Start Here document in the Announcements Discussion on your first day of class

**Computer Access:**

Online courses require frequent computer use and access to the internet. It is highly recommended that students have a personal computer for use in online courses. If you need to use a computer at your local Colorado Mountain College location, you will be able to do so during open lab hours. Please check with your local site for times. Labs will not be available for Collaborate (web conferencing) sessions, if included as part of your course, due to the verbal interaction involved. *If you have general questions about online learning*, please contact **Colorado Mountain College Online Learning** at 800-621-8559, extension 8341 or [virtual@coloradomtn.edu](mailto:virtual@coloradomtn.edu).

**Introductory Assignment:** Please contribute to the introductory assignment discussion: "Using Wikipedia Wisely" and "Avoiding Plagiarism." These can be found in the Course Tools Module. You should answer both of the questions as completely as you can after you have read the material supplied.

**PLEASE NOTE THE DUE DATE: TUESDAY January 22nd, 2013.**

**No-show reporting and financial aid:** If you have not completed your introductory assignment(s) in Canvas by **TUESDAY, January 22nd** you will be reported as a no-show and dropped from the course. The resultant loss in credit hours may cause a reduction and/or cancellation of your financial aid award. Neither financial aid awards nor class reinstatement can occur after this point without significant documented extenuating circumstances. If you have questions or concerns about this please contact your campus financial aid specialist. ([http://coloradomtn.edu/financial\\_aid](http://coloradomtn.edu/financial_aid))

## II. Course Description:

**PHI 116 World Religions East:** Introduces students to religions of the Eastern world: Hinduism, Buddhism, Jainism, Taoism, Confucianism, Sikhism, Shinto, and influential pre-literate traditions. Utilizes religious studies methods (historical, sociological, legal, psychological, and phenomenological), to understand the historical development of each religious tradition in terms of communities, cultural context, and modern manifestations; paying particular attention to differences between sects, denominations, schools, and factions within each tradition. Focus will include the examination of the charismatic leaders, prophets, and narratives that inform the worldview of each tradition.

## III. Student Learning Outcomes, Competencies, and Skills:

### Course Competencies

1. Explain the difference between different definitions of "religion"
2. Differentiate between arguments of where religion came from
3. Demonstrate the difference between Religious Studies, Philosophy of Religion, and Theology
4. Develop the ability to use religious studies as a "lens" for looking at a culture
5. Critique different methodological approaches used in the study of religions
6. Discuss how religion can be defined a cultural system
7. Develop the ability to speak and write critically about religion in such a way as to present a nuanced argument that contextualizes religious traditions and religious people in a way appropriate to a complex historical understanding
8. Develop an understanding of the history, major figures, significant texts and modern context of Hinduism, Buddhism, Jainism, Taoism, Confucianism, Sikhism, and Shinto
9. Demonstrate knowledge of the modern religious context, including New Religious Movements, globalization, revitalization movements, and sectarianism
10. Recognize and interpret religious symbolism
11. Develop critical thinking through an analysis of religious phenomena
12. Demonstrate improved ability to communicate both orally and in writing

### I. Overview

- A. Develop an appreciation and insight into various religious belief systems such as those of Hinduism, Buddhism, Jainism, Sikhism, Taoism, Confucianism, and Shinto.
- B. Articulate, defend, and criticize the major tenets of each religion, and relate such concepts to the human condition and to contemporary situations.
- C. Discuss the historical and cultural situation and its relationship to religious practice.
- D. Discuss the culturally diverse beliefs and practices, with the objective of cultivating an appreciation of the diversity and unique contribution of each particular faith.

### II. Ways of Studying Religion

- A. Discuss the difference between theology and religious studies.
- B. Discuss different methods used in the study of religions.
- C. Discuss how religion is defined within a cultural system.

### III. Basic Religions

- A. Discuss the evidence for prehistoric belief systems.
- B. Analyze the significance of some of the common features of basic religions, and how they find their way into 'modern' religions.

#### IV. Hinduism

- A. Discuss the origins of Hinduism.
- B. Discuss some of the important teachings of the Vedic period.
- C. Discuss some of the differences between Vedic and postclassical Hinduism.
- D. Discuss the evolution of modern Hinduism.
- E. Describe the role of women in Hinduism.
- F. Analyze the status of Hinduism in India and the world today.

#### V. Jainism and Sikhism

- A. Discuss the origins of Jainism and Sikhism..
- B. Identify the common and distinctive elements that Jainism and Sikhism share in relation to Hinduism.
- C. Discuss the moral significance of Jainism and Sikhism to world history, and in comparison with other religions.

#### VI. Buddhism

- A. List the important events in the life of Siddhartha Gautama.
- B. Discuss the teachings of the Buddha.
- C. Analyze how Buddhism developed and spread.
- D. Discuss the differences between the schools of Buddhism.
- E. Discuss the significance of Buddhism today, especially in the West.

#### VII. Chinese Religions

- A. List basic Chinese religious concepts.
  1. Taoism
  2. Discuss the significance of the story of the life of Lao-tzu.
  3. Discuss the teachings of the Tao Te Ching.
- B. Confucianism
  1. Discuss the significance of the story of the life of Confucius.
  2. Discuss the significance of the teachings of Confucius.
  3. Discuss the difference between ancient and modern Taoism and Confucianism.

#### VIII. Shinto

- A. Discuss the elements of Shinto found in Japanese mythology.
- B. Discuss the historical development of Shinto.
- C. Discuss the different forms of Shinto -- state, sectarian, and domestic.
- D. Discuss the importance of Shinto in modern Japan.

#### IV. **IDEA Student Ratings of Instruction:**

In addition to the course competencies, successful completion of this course will provide training in the following IDEA Student Ratings:

1. *Gaining factual knowledge (terminology, classifications, methods, trends).*
2. *Learning fundamental principles, generalizations, or theories.*
3. *Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.*
4. *Developing skill in expressing oneself orally or in writing.*
5. *Acquiring an interest in learning more by asking questions and seeking answers.*

## V. Methods and Class Management:

- A. **Course Activities and Design:** The course 'process' will consist of textbook and supplemental readings lecture notes, discussions, essays, reflective journal entries, quizzes, a research paper, and a final exam.

**Lectures:** The lecture notes are drawn primarily from the Molloy textbook, and are meant to be a brief introduction to the material covered in each unit; they are not meant to be exhaustive, and you will be responsible for your own further reading and research.

**Discussions:** There will be one discussion section per unit which will be a more formally structured '*Main Discussion*' section for each unit, where you will be given specific questions to discuss based upon the readings for the unit. However there will also be an informal '*Coffee Shop*' section, in which I will post an initial general question for discussion. However, you are also welcome to post a comment or ask a question here.

**Essays:** There will be 2 to 3 essay topics to choose from, per unit. For each unit, you will be expected to write a **4-6 page** essay/@ 1500 words, on one of these topics, and submit it by the end of each unit. The purpose of this assignment is to assess your understanding of the 'objective data' – the specific scriptures, doctrines, practices, and teachings of a particular religion.

**Journal Entries:** You will be expected to submit one reflective journal entry, at least **1.5 pages** in length/@375 words, per unit. The purpose of this assignment is to give you an opportunity to reflect more personally and deeply upon the readings and materials for each unit.

**Quizzes:** There will be a multiple-choice quiz for each unit, drawn from the readings in both the main textbook and the companion anthology. The quizzes are obviously 'open note' and 'open book. You should allot at least three hours to complete the quiz

**Research Paper:** There will be one research paper, on the Eastern-religion-related topic of your choice, which will be **due** by the end of **Unit 4** (check the Course Schedule for dates).

**Final Exam:** In addition to the unit quizzes, there will be a comprehensive, essay-style final exam. It will consist of **five short** essay questions, and **one longer** essay question requiring you to synthesize the material from several different units. You will have a time period of **three hours** in which to complete the Final.

## Assignments

During this course, your grade will be determined by *six* factors (summarized above): completion of (1) **Essay Questions**; writing (2) **Journal Entries**, (3) participation in **Threaded Discussions**; taking (4) **Unit Quizzes**; submitting (5) a **Research Paper**, and taking (6) the **Final Exam**.

**A note on submitting written assignments:** All assignments must be completed and submitted to the Assignment tool in CANVAS (for a tutorial on how to submit assignments, see: <http://guides.instructure.com/s/2204/m/4212/l/41972-how-do-i-submit-an-online-assignment>). They are due before **midnight** of the due date (this information will be provided with the assignment, but also see the course Schedule). It is the student's responsibility to inform the instructor if you are having any problems in this regard. If work is submitted in any other format, there's no guarantee that I'll be able to read it! After you submit your assignment, I will endeavor to have it read and graded within seven days after submission.

All written assignments should include an **introductory paragraph with a thesis statement, followed by supporting arguments and then a summary conclusion. All written work should also include proper citation of your sources (even if it is the course textbook)**. Acceptable citation of sources includes putting **the author, title, date, and page number in parentheses** after initially drawing from a particular source -- e.g., (Molloy, M., *Experiencing the World's Religions*, 2003, p. 14). For subsequent citations from the same source, it is sufficient simply to reference the source by **name and page number** -- e.g., (Molloy, p. 22). If you use more than one source, please include a **bibliography**. For Internet sources, please cite the Web site, and in your bibliography include the date accessed; be warned that *failure to indicate sources can constitute plagiarism* (even if you do not quote the source directly). For further information on proper citation of sources, see [www.dianahacker.com/resdoc/humanities.html](http://www.dianahacker.com/resdoc/humanities.html). FOR FURTHER INFORMATION, look at the material that I have provided in the **Course Information** tab under the **Course Tools**

## (1) Essays

There will be an **Essay Question** for each unit. Your essays should reflect a concerted effort to deal with the issue addressed in the question. Answers should be YOUR OWN answers; cutting and pasting answers from the text, or from the Internet, is NOT an acceptable answer (*and technically constitutes plagiarism -- a serious offense!*). They should be submitted to me through the Assignment Dropbox tool. Please see the course Calendar to determine when the essays for each section are due.

Your answers will be evaluated on a scale of one to thirty; if an answer receives a grade below 'A' (e.g., a 27 or less), I may include **general** comments, which you can read in the Comments section of the assignment in the Grade Book; if you would like more detailed comments on your paper, please email me from within the course email system. If you are not satisfied with your grade, you may rewrite your paper once, and you will receive whichever is the higher of the two grades. However, the paper must be resubmitted to me within the course email system within **two weeks of the original due date in order** to receive a grade or credit. When submitting your answers, please type your name, and the question you are answering, at the top of the page.

**Points possible per essay:** 30 points.

**Please note:** It is very important that you take a clear position on your subject, and then support it with arguments and examples, articulating as best you can the relevant philosophical views and arguments as presented in the texts (along with your assessment of their strengths and weaknesses), where applicable.

Grade/Points	Essay Requirements
A (27-30)	The student has demonstrated excellent comprehension of the readings for the unit, and is able to articulate a well-reasoned response and a clear thesis.
B (24-26)	The student has demonstrated good comprehension of the readings for the unit, and is able to articulate a reasoned response and a thesis.
C (21-25)	The student has demonstrated a basic comprehension of the readings for the unit, and is able to articulate a relevant response and a vague thesis.
D (16-20)	The student has demonstrated little comprehension of the readings for the unit, and is unable to articulate a relevant response, let alone articulate an adequate thesis.
F (1-15)	The student has demonstrated no comprehension of the readings for the unit, and is unable to articulate a relevant response, and has no discernable thesis of any kind.

## (2) Journal Entries

You will be required to submit a **Journal Entry** for each Unit. These journal entries should be reflective, and their primary purpose is to help you to formulate your own personal responses to the material. In each of these entries, you will be asked to address two areas of discussion:

1. Discuss a topic, reading, or issue of your choice which is directly relevant to the current unit; and
2. Discuss your own personal reaction to the topic at hand, elaborating as to why or how it might be relevant for you personally, and/or for generally understanding religion today.

The journal entries are not necessarily meant to be entirely 'academic' in nature, and you will be graded on honesty, thoughtfulness, and effort. FOR FURTHER INFORMATION, look at the material that I have provided in the **Writing Aids** folder under the **Course Information** tab.

**Points possible per journal entry: 15 points.**

The criteria for grading the journal entries are as follows:

Grade/Points	Journal Requirements
A (13.5 -15.0)	The student answers both questions in detail, obviously demonstrating the relevance of the material with a clear thesis and with well-supported points or examples.
B (12 - 13.49)	The student has answered both questions in detail, and attempts to show the relevance of the material, yet lacks a clear thesis, or well-supported points or examples.
C (10.5-11.90)	The student has attempted to answer the questions in detail, yet lacks clarity in how the questions are answered, and lacks well-supported points or examples.
D (9.00-8.49)	The student shows little attempt to answer the questions in detail, and fails to provide well-supported points or examples.
F (0.00 - 8.99)	The student has not demonstrated that the material has been understood, lacks supporting examples, and fails to show how the material may be relevant.

### (3) Discussions

You will also be required to participate in **Threaded Discussions**. There are two kinds of threaded discussions in each unit. In one area -- the *'Main Discussion'* -- I have placed specific question(s) for you to address. We also have a *'Coffee Shop'* area -- a more open and less structured forum which, in addition to the more general question(s) on the material for the unit, will provide an opportunity for you to relate more informally, and allow you to post your own comments and questions. Please remember to treat everyone with courtesy and respect; in many cases, we are discussing controversial issues pertaining to religion, and the discussion should be focused on the issue, rather than upon personalities. For each unit, you will be graded on the quality of your responses. Starting relevant discussions in the open forum will be considered when evaluating quality. Be aware that these minimum requirements do not guarantee a grade, but they must be met in order to receive a given grade.

NOTE: You will find that the rubric requires that your initial posting for each question, you are required to have a posting of **high quality**. For the purpose of these assignments, **'high quality'** is defined as a posting that demonstrates some knowledge of the material, and/or the ability to pose a genuinely pertinent question. No late discussion postings will be accepted, unless arranged with me ahead of time.

ADDITIONALLY: *While I am giving you the option of creating your own posts to the unit discussion forums, you should respond to each question in a separate posting (i.e., don't combine your initial responses into a single post).*

**Points possible for discussion per unit: 30 points.**

The criteria for grading the discussions are as follows:

Grade/Points	Discussion Requirements
A (27 - 30)	At least 5 postings, on different days, that are high quality, and engage others in conversation.
B (24 - 26)	At least 4 postings, on different days, that are high quality, and some of which engage the idea of others.
C (21 - 23)	At least three postings on at least two different occasions, at least two of which are high quality.
D (18 - 20)	At least two postings, one of which is high quality.
F (0 - 17)	Less than two postings, or no postings of high quality.

#### (4) Introductory Assignment:

For details, see above.

**Points possible for Introductory Assignment:** 10 points.

#### (5) Research Paper

You will be required to write a 3000-3500 word **Research Paper**. You are welcome to focus in depth on any particular aspect of any Eastern religion covered in class; alternately, you may choose to take some common theme which is found in several different Eastern religions (e.g., reincarnation), and discuss its common significance, as well as how different Eastern religions treat it, and its role within each Western religion itself. Your paper should focus on how the topic discussed is related to other beliefs within the Eastern religion, and how the particular topic affects the lives of its practitioners. **Your paper must contain proper references/citations, and must include a bibliography;** please use either the suggested method of citation of references provided above, or any of the commonly-accepted style guidelines for referencing sources (such as APA), including internal notes and a bibliography. For sources, you are encouraged to use the Resources page in each unit; however, **you must include at least two or three sources from traditional print media (e.g., books)**, as well. For traditional print media sources, you are encouraged to use the bibliography at the end of the chapters in the textbook. Also, if possible, you may include a personal interview with a practitioner of a particular Eastern religion. The research paper is **due** by the end of Unit 4. FOR FURTHER INFORMATION, look at the material that I have provided in the **Writing Aids** folder under the **Course Information** tab.

*Points possible for research paper: 100 points.*

#### (6) Quizzes

There will be **quizzes** for each unit, which must be completed by **11:55 PM of the unit's due date**. You will have up to **one hour** to take each quiz, and the quizzes are 'open book'.

*Points possible per quiz: 15 points/each.*

#### (7) Final Exam

There will be a comprehensive **Final Exam**, which will take place during the last week of class. The final will test your knowledge of the reading material, as well as your ability to draw general conclusions based on that material. You may use your texts, notes, and any other materials you find helpful. The exam will be in essay format, with one short essay question for each of the five units (worth 20 points each), together with a longer essay question (100 points) which relates together all the material of the course as a whole. You are welcome to use your book; however, see the note on plagiarizing in the Course Information section. You should expect to take **three hours** to complete the final exam.

*Points possible for the final exam: 140 points.*

## Extra Credit Assignment

You are encouraged to take a **field trip** of your own to a center of worship that is outside of the tradition you grew up with, or are most familiar with (e.g., if you grew up Christian, visit someplace that is not), be it a temple, synagogue, church, monastery, or mosque. If you live in Colorado, there are a number of such places located throughout the state. Write a report describing your visit, and in addition to mentioning where and when you went, be sure to include answers to the following questions:

1. What elements of the experience were you familiar with, and what elements were new to you?
2. Speak to the other worshippers/practitioners, or to the leader/person in charge; ask them about what they believe about ultimate reality (e.g., God, Allah, etc.), and how those beliefs affect the rest of their lives. What did you learn from speaking with them, and how did it fit with what you learned in class?
3. How did this experience inform, reinforce, or change what you knew about that religion? How might it change how you think of your own religion (if applicable)? If you plan on taking such an excursion, please let me know where and when you plan to go (if you are looking for ideas and/or places to go near to where you live, I might be of some assistance). This Extra Credit Assignment is **due** the final unit of the class.

**Points possible for the extra credit assignment:** 100 points.

## Late Written Assignments (essays, journals, papers):

In the event of an unforeseen circumstance, and with my permission, you may be eligible for a *24-hour 'grace period'* from the due date/time within which to submit your assignment if it is late. Late papers will be accepted up to two weeks after the due date; however, they may not be graded until the last week of the course (and, as mentioned, points will be deducted for late papers).

**Missed Quizzes:** You are responsible for taking each unit quiz by the last day of its unit; when a unit is closed, so is its quiz. If you miss a quiz, or if you incur technical difficulties, you may retake the quiz for a particular unit during the last week of class (when the quizzes will be open until the last day of class). The quizzes will not normally be reset without sufficient reason, and you will need to email me.

## Mutual Respect in CMC Communications:

A very important aspect of online learning is respectful communication. The CMC Learning Community is based on the value of mutually respectful communication.

Upon enrolling in programs in CMC, students assume responsibility for respectful communications with other students and with course instructors, including communications which do not disrupt the online environment.

## Disruptive Communications (Definition):

- communications which disrupt the learning environment
- use of profanity, and/or insulting or harassing remarks, in email, discussions, chat, or telephone communications.

## Plagiarism

Plagiarism is the act of using words and/or ideas from another person or source without acknowledgment of debt to that person or source, and is a serious academic crime. Students are expected to do their own work. Students are expected to follow the Academic/Plagiarism policies of their home institutions (available in your college catalogue). You may not cut and paste (or in any other way copy) text into your short answers or your essays. That is plagiarizing, and not only is it unethical, but anyone caught intentionally plagiarizing text(s) may receive an "F" for the course. If you quote other sources, use quotation marks, and let me know the source. I will be glad to answer any questions you have in this regard.

## Behavior

When participating in threaded discussions, chats, or e-mail conversations, your language must appropriately reflect the academic discussions in which you will be participating. Remember that you are in a virtual classroom, and you should act with the same courtesy that is expected in a traditional classroom. Therefore, you should not use obscenities. Also, you should respond fairly and responsibly to the posted responses of other students. We will be covering many controversial questions, which may lead to honest disagreements. Remember to focus on the arguments in question, and not on attacking the character of the person making the arguments. Failure to heed this protocol will result in a lower grade. In addition, remember that sexual harassment is a violation of students' rights, and can be punishable by failure in the class, along with further penalties as may be deemed necessary. Finally, if you come across any postings of any sort that you find offensive, please e-mail me, or use your journal, to discuss your reaction. We need to balance the concerns of free academic speech with those of students to operate in a comfortable atmosphere.

## Special Services

If you have a learning or physical disability that will require special accommodation, please notify me immediately upon enrollment.

## End of Semester

You will be able to access the online class for one week after the end of the semester. However, the last day to turn in any work will be the last day of the semester. The extra week of access is only to check your grades.

## NOTICE:

A student judged to have engaged in academic misconduct as defined in the "Academic Policies and Requirements" section of the [Colorado Mountain College Student Handbook](#) will, at a minimum, receive a "zero" for the work in question. The student may also be removed from the class, resulting in a failing grade. All student course material may be submitted to Turnitin (or another anti-plagiarism program) at the instructor's discretion. "Academic Expectations," the "Student Code of Conduct and Judicial Process" and more information about academic misconduct can be found in the [Student Handbook](#), online version at: [www.coloradomtn.edu/File/student\\_handbook.pdf](http://www.coloradomtn.edu/File/student_handbook.pdf).

Students are responsible for course materials from assigned text(s) and reading, lectures, labs, and other assignments as required.

The instructor may alter any, or all, of this syllabus during the semester as the

learning environment requires. Students will be notified of changes in the Canvas course shell.

If you have a disability protected by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and feel you may need classroom accommodations based on the impact of your disability, please contact the Disability Services Coordinator on your campus.

- Edwards and Steamboat Springs: Deb Farmer at 970-870-4450
- Aspen, Carbondale, Glenwood Springs (including Spring Valley), and Rifle: Dr. Anne Moll at 970-947-8256
- Breckenridge, Dillon, Leadville, and Chaffee County: Sandi Conner at 719-486-4200

Students wishing to withdraw from this course must INITIATE the course withdrawal/drop process at the site Registration Office.

This class could be cancelled one week prior to the census date if a sufficient number of students are not enrolled by that date.

#### **VI. Grading System & Options:**

Information about grading is available in the Colorado Mountain College catalog. You will receive a grade report for current semester courses at the end of each term. This grade report is mailed to your permanent mailing address. Reports are mailed approximately two weeks after the end of the academic term. Additional information is available at:

[http://catalog.coloradomtn.edu/content.php?catoid=3&navoid=620#Grading\\_System\\_and\\_Options\\_](http://catalog.coloradomtn.edu/content.php?catoid=3&navoid=620#Grading_System_and_Options_)

#### **VII. Required Course Materials**

Michael Molloy, *Experiencing the World's Religions*, 6/e, McGraw-Hill, 2012.  
ISBN: 978-0078038273

Robert E. van Voorst, *Anthology of World Scriptures*, 7/e, Thomson Wadsworth, 2012.  
ISBN: 978-0495808794

#### **ORDERING BOOKS**

Colorado Mountain College has chosen to partner with Follett Virtual Bookstores to operate textbook services. You will find the official textbook list at [www.coloradomtn.bkstr.com](http://www.coloradomtn.bkstr.com). If you ever have any online bookstore questions, you can email [coloradomtn@fvb.follett.com](mailto:coloradomtn@fvb.follett.com) or call 800-621-4088.

Students can sell back books anytime online or in-person at Follett's CMC buyback events. Sign up for the online store's email list at [www.coloradomtn.bkstr.com/email](http://www.coloradomtn.bkstr.com/email) for more information on future buyback dates/times and to receive other important messages from Follett.

Ordering Textbooks with Financial Aid:

Students wishing to use their Financial Aid to purchase their textbooks from the Colorado Mountain College Online Bookstore (Follett) may be set up with a *CMC Flex Pay account*. Contact your local CMC Accounts Manager for instructions and your specific username and password information. If you are not close to a CMC site contact CMC Online Learning at 970-947-8341 or [virtual@coloradomtn.edu](mailto:virtual@coloradomtn.edu).

## Other Information:

### Grading Policies

Points for the final course grade will be determined as follows:

<b>Class Assignment</b>	<b>Total Points</b>
Discussions	150 points
Introductory Assignment	10 points
Essays	150 points
Journals	75 points
Research Paper	100 points
Quizzes	75 points
Final Exam	140 points
<b>Final Grade</b>	<b>700 points</b>

The grade for each assignment will be recorded in the Grade Book. Final grades will be based upon the following scale:

<b>Grade</b>	<b>Points Necessary</b>
A	630 to 700 points
B	560 to 629 points
C	490 to 559 points
D	420 to 489 points
F	0 to 419 points

### Canvas

Canvas by Instructure is the online learning management system (LMS) used by Colorado Mountain College. You access Canvas via your web browser, i.e.: Mozilla/Firefox, Internet Explorer, Opera, etc. Students, faculty and staff members use the CMC Canvas site to access course announcements, documents, research links and library resources, to receive and deliver completed assignments, take tests, and to communicate with each other via email, discussion boards and chat.

For instructions on How to Access your Canvas Account, Canvas How To's, and who to contact for all your Canvas questions and support needs, please visit: [www.coloradomtn.edu/web/departments/faq-for-students](http://www.coloradomtn.edu/web/departments/faq-for-students).

## **Student Email**

All CMC students enrolled in a credit-based class (0.5 hour credit class or more) will be assigned a CMC student email address through Google mail (Gmail). Please allow at least 48 hours after you register for this account to be activated. For more information on your CMC student email account, please visit the Student page of the MyCMC Portal: [mycmc.coloradomtn.edu](http://mycmc.coloradomtn.edu).

## **A Few Words About Microsoft Word**

Microsoft Word is the standard word processing program for the majority of CMC instructors. Students without Microsoft Word may use the free software from [www.OpenOffice.org](http://www.OpenOffice.org) to create Word-compatible documents. The program also includes spreadsheet, presentation, drawing, and database applications. The program is available for Windows, Macintosh, or Linux operating systems. Microsoft Word is installed on computers available in computer labs at CMC locations.

## **Virtual Library Information**

<http://library.coloradomtn.edu/>

The Virtual Library has its doors open 24/7, providing access to thousands of online journals and newspapers, books and art images, downloadable videos and audio books, career resources and practice tests.

If you need help with the Virtual Library, email [reference@coloradomtn.edu](mailto:reference@coloradomtn.edu) or call us at 800-621-8559, extension 2926.

## **Colorado Mountain College Online Learning**

Information is available at: [http://www.coloradomtn.edu/online\\_learning/](http://www.coloradomtn.edu/online_learning/).