



## I. COURSE DESCRIPTION:

The CICE student, with assistance from a learning specialist, will be introduced to a comprehensive survey of a wide range of religious traditions, both Eastern and Western, including Tribal Religions, Religions of Ancient Civilizations, Hindu, Jewish, Buddhist, Confucian, Taoist, Christian, Islamic, Atheist, Marxist and Existentialist. CICE students will examine the rich historical, cultural, and theological background of each tradition in terms of its original founders, views on nature, self, society and ultimate reality. Each religious tradition will be approached in an analytical and philosophical manner which will allow the CICE students to identify with and to maintain a distance from each of the traditions covered. The course will emphasize clarity, critical thinking and argumentation in an effort to gain an appreciation for the textual roots, fundamental concerns, similarities and differences of each religious tradition.

Here are a few quotations that set the tone for the Religions of the World ...

*“Treat not others in ways that you yourself would find hurtful.”*  
(The Buddha)

*“Whatever you wish that men would do to you, do so to them.”*  
(Jesus)

*“Do not unto others what you would not have them do unto you.”*  
(Confucius)

*“This is the sum of duty; do naught onto others what you would not have them do unto you.”* (Mahabharata)

*“Not one of you truly believes until you wish for others that which you wish for yourself.”* (Mohammed)

*“What is hateful to you, do not do to your neighbor that is the whole Torah.”* (Rabbi Hillel)

*“Regard your neighbour’s gain as your gain, and your neighbour’s loss as your own loss.”* (Lao Tzu)

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

**Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will demonstrate the basic ability to:**

1. **Identify and describe some of the most influential religious figures, scriptures, and practices.**

Potential Elements of the Performance:

- Define basic terminology from each religious system of thought.
- Summarize essential elements from each tradition.
- Describe the connection between inherent values and the fundamental concepts within each worldview.
- Outline the founders and movements from each religion.

2. **Explain religion's importance on the development of civilization.**Potential Elements of the Performance:

- Describe how religious teachings can shape a culture.
- Explore how religious worldviews can impact both the social and political spheres of society.
- Describe the impact religion has on artistic expression.
- Recognize how religion influences gender roles.

3. **Identify and describe various religious beliefs and practices.**Potential Elements of the Performance:

- Explain various views on nature, self and society.
- Recognize conceptions of ultimate reality.
- Explore some of the similarities and differences between worldviews
- Recall some of the strengths and weaknesses of each tradition.

4. **Explore the present and future role that religion has in the world.**Potential Elements of the Performance:

- Examine the influence that religion has on individual and social behavior.
- Outline the impact religion has on peace and wellbeing.
- Recognize the use of religious ideologies to justify conflicts and violence.
- Review atheistic arguments against the importance of religion and existence of God.

**III. TOPICS MAY INCLUDE:**

*Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.*

1. Hinduism
2. Buddhism
3. Confucianism
4. Taoism
5. Judaism
6. Christianity
7. Islam
8. Aboriginal Spirituality
9. Atheism

#### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

There is no specific textbook for this course. The instructor will provide supplemental handouts, essays, online material, etc. throughout the semester. There will also be additional reading material/textbooks available at the Sault College Library reserve desk.

#### V. EVALUATION PROCESS/GRADING SYSTEM

Activities	20%
Tests/Exams	50%
Major Assignment	30%
Total	100%

**The following semester grades will be assigned to students in postsecondary courses:**

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in	

	field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

## VI. SPECIAL NOTES:

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

## VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

All modifications to evaluation components and/or assessments must be discussed and agreed upon by the instructor and the learning specialist in advanced of assigned competition date.

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.