

MONTE VISTA CHRISTIAN SCHOOL

BIBL 3120 World Religions

Course Syllabus

Course Description:

An introduction to the study of comparative world religions. We will examine the history, teachings and practices of a selection of religions including Hinduism, Buddhism, Judaism, Islam, and the modern developments of Christianity. Throughout the study we will be taking note of the similarities and conflicts between these religions and Christianity, including comparing the Bible to other religious texts. The purpose of this study is to offer students a fuller knowledge of Christianity by placing it in its context alongside other religious systems.

Curricular Mapping:

Students will be guided to a deeper understanding of various belief systems across time and culture and will be challenged to examine their own worldviews and convictions alongside the world's most prevalent religious traditions. Christian students will also be given the opportunity to defend their beliefs in a loving and respectful environment. Our goal will be to see the ways God has planted a longing for Him in the hearts of people all over the world, and to understand the various ways this longing has been nurtured and pursued, as well as corrupted and compromised so that we may see how Christ truly is the satisfaction of the longing of every human soul.

Course Objectives:

Upon the successful completion of this course the student will be able to:

1. Name and describe the major religions of the world and their corresponding beliefs and practices
2. Relate the history of the world's major religions.
3. Compare and contrast the differing doctrines of the world's religions.
4. Observe the ways in which adherents of different religions worship and live.
5. Develop a sense of how to defend the truth claims of Christianity in comparison conflicting religious ideas
6. Question and confirm their own worldview and personal perspectives on the diverse religions of the world

Text:

*No required textbook. Resources will be provided in class.*

Prerequisites:

*None*

Course Outline:

1. Introduction to Worldview and World Religions
  - 1.1. Defining a worldview
  - 1.2. Overview of major religions and belief systems of the world
2. Hinduism
  - 2.1. The history of India and Hindu belief
  - 2.2. Hindu doctrines and comparison to Christianity
  - 2.3. Hindu life and practice
3. Buddhism
  - 3.1. The history of Buddhism
  - 3.2. Buddhist beliefs and comparison to Christianity
4. Judaism
  - 4.1. Judaism before Christ
  - 4.2. Divergence from Christianity in the 1st Century
  - 4.3. Judaism today
5. Islam
  - 5.1. The history of Islam
  - 5.2. Islamic traditions, beliefs, and practices compared with Christianity
  - 5.3. Islam today
6. Christianity
  - 6.1. Review of Church History
  - 6.2. Independent Research Project

Grading:

<u>Grade Book Categories</u>		<u>Semester Weighted Grading Configuration</u>	
Active Participation	10%	Quarter	45%
Tests	30%	Quarter	45%
Memory Work & Quizzes	20%	Final	10%
Projects & Assignments	40%		

Explanation of Gradebook Categories:

*Active Participation Grade:*

Students will receive points for active participation in the class on a daily basis. At the beginning of each class, the expected standard for participation in that day's class will be posted on the whiteboard so all students know what is expected of them. Students will lose participation points on days when an unexcused absence or tardy attendance is recorded. Students who record an excused absence will not lose points for participation. However, that student must make up any in-class projects and assignments they missed.

*Tests:*

This gradebook category includes any and all unit exams. There will generally be one exam per unit.

*Memory Work & Quizzes:*

This gradebook category includes any and all memory verses assigned over the course of the year as well as various reading quizzes assigned on the text.

*Projects & Assignments:*

This gradebook category includes both in-class and out-of-class assignments and projects. There will generally be one major project assigned per unit. **When assigned homework, students should expect to spend around 20 minutes per day completing an assignment.** Time will also be given in class to work on assignments, projects, and worksheets. If students do not manage their time responsibly in class, their workload at home may exceed 20 minutes.

*On-Task Behavior*

When time is given in-class to work on assignments, the student is expected to be on-task. When students are off-task (e.g. playing games, messaging, working on other courses, etc.), the Instructor has the discretion to deduct points from the assignment's total point value, up to 50%.

*Late Policy*

Any assignment posted on the Focus gradebook must be turned in at the start of class on the selected due date. Assignments turned in after this time will be marked late. Late assignments will receive a 50% point deduction **before** they are graded. Any student wishing to make up a late assignment must do so before the late assignment deadline for that quarter and must send a corresponding email to the teacher informing them of the late submission to the assignments folder.

Deadlines to submit late work:

3rd Quarter: Friday, March 3rd

4th Quarter: Friday, May 19th

### *Make-Up Work and Extensions*

When an **excused** absence prevents a student from completing an in-class gradebook assignment, that student will have the option to make up the assignment for full credit. In certain rare circumstances, the teacher may grant additional time to complete an assignment or project, especially when a student knows they will miss a class in the future. To request an extension on an assignment, the student should send an email to the teacher ahead of time listing the assignment as well as the reason for the extension request.

### High School Standard Grading Policy:

Please refer to the policy and procedures posted online in our Parent-Student Handbook.

### Class Expectations:

Students will be expected to show outward respect for themselves and others in the classroom by:

1. Demonstrating respect for God and His word and following the command of Christ to love one another as we love ourselves. This environment of love and respect will form the foundation of class behavior expectations this year.
2. Arriving to class on time, prepared to begin class activities. Any student not in their seat at the bell will be marked tardy.
3. Respecting the views and beliefs of others and presenting one's own worldview with love and respect toward the teacher and other students.
4. Using iPads and personal computers ONLY for class-related activities. Violation of this rule may result in that student losing technology privileges in the classroom.
5. Following the MVCS dress code and other school policies, as defined in the student handbook.
6. Turning in all required assignments by the due date scheduled on Focus. Any assignment counted late will be automatically marked down by 50%.

### Disciplinary Procedures:

1. In the situation that a student shows disrespect to the teacher or fellow students in the classroom, that student will first be warned and informed that their behavior is unacceptable. The student will be encouraged to find ways to positively amend their behavior in the classroom to show proper respect toward the teacher and other students.
2. For a second offense, the student will receive a second warning along with an email to their parent informing them of the infraction. The teacher may suggest a meeting with the parent to discuss the situation further.
3. For a third offense, the student will receive a referral, depending on the severity of the incident.

4. **Note:** A severe infraction of student behavior standards as set forth in the student handbook may warrant an immediate referral at the teacher's discretion.

School Policies and Expected Student Learning Results (ESLRs):

Students are subject to all academic policies of the school as found in the Parent-Student Handbook. Furthermore, it is each student's responsibility to read and follow all academic policies of Monte Vista Christian School. In addition to addressing each ESLR every year, we target a specific ESLR each academic year for particular focus.