

RLST 371 History & Development of Islamic Thought: The Beginning to 1258

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GENERAL INFORMATION

Internet:

This section is offered via the Internet. There are no on-campus meetings. All assignments, including all exams, will be conducted online. You must use a computer with an Internet connection (cable/DSL; not dial-up).

This course is a user-friendly, step-by-step learning endeavor. Taking an on-line course requires motivation and commitment. You must keep up with the assignments. You will participate in this class through your on-time completion of the assignments. This is a three-unit course, requiring approximately five hours of your time per week – usually a minimum of three hours and no more than eight hours. Each week is a “module.” If you ever have any questions or difficulties, the instructor is readily available via Email, telephone, and on-campus office. Email responses are normally returned within 12 hours (seven days a week). Please resend if you do not receive a response within 24 hours, and leave a voicemail. Be sure to read this entire syllabus, including “Technical Competencies” below.

Prerequisite: Completion of GE Area C2 Introduction to the Humanities.

Catalog Course Description:

Islamic theology, law, culture, and spirituality up to the close of the classical period in 1258. Interpretation of the Qur’an, formation of Hadith literature, development of Islamic law, divisions within Islam, rise of Mysticism, contributions to science and art.

Syllabus Course Description:

In 1445 years, Islam, as a religion, came to embody some sophisticated genres of thought. This thought consists of diverse disciplines that emanated gradually with the birth of Islam. With the inception of the Qur’an, to the collected sayings and actions of the Prophet Muhammad as the foundation, Islamic thought is perceived to encompass the exegetical sources of both the Qur’an and the Hadith, law and jurisprudence, systematic and dogmatic theology, philosophy and Mysticism. This course traces the history and the development of this array of thought from its rudimentary forms in the early seventh century (610 CE) to its height of sophistication in the thirteenth century (1258 CE).

General Education:

WHAT GE REQUIREMENT DOES THIS CLASS FULFILL?

All CSUF students are assigned a “Catalog Year” that determines the requirements for their degree program, including requirements in their major(s) and in General Education. You can find your catalog year on your TDA.

For students with a Catalog year of Spring 2018 or earlier (e.g. Fall 2017), this course fulfills the following GE Requirement: GE AREA *C3 and Z*. For students with a Catalog Year Fall 2018 or Spring 2019, this course fulfills the following GE Requirement: GE AREA *C4 and Z*. For Students with a Catalog year of Fall 2019 or later, this course fulfills the following GE Requirement: GE AREA *C3 and Z*.

READINGS: Required Books are available at:

- (1) Book # 1: Titan Bookstore. Go pick your copy or make an order; or purchase online.**
- (2) Book # 2: Titan Bookstore. Go pick your copy or make an order; or purchase online.**

Required:

1. Saeed, Abdullah. *Islamic Thought: An Introduction*. London & NY: Routledge, 2007.
2. Elias, Jamal J. *Islam*. Upper Saddle River, NJ: Prentice Hall Inc., 1999.

Recommended:

3. Fakhry, Majid. *A History of Islamic Philosophy*. New York: Columbia University Press, 2004.
4. Hallaq, Wael B. *The Origins and Evolution of Islamic Law*. Cambridge: Cambridge University Press, 2005.
5. Other articles

2 IMPORTANT INSTRUCTIONS:

1. Meeting with the Instructor:

To discuss their progress in the class, every student **MUST** meet the instructor (either in-person or via ZOOM) two (2) times per semester (before the end of September; and before the end of November). It is your responsibility to arrange to meet the instructor during these periods either at in-person at his **office (GH 312), or via ZOOM ID: 711 213 9268**. To schedule an appointment, send an email to: **zibrahim@fullerton.edu, with your course number in the subject line.**

2. Integrity Pledge:

In week 1 of the semester, every student **MUST** sign an "integrity pledge," as follows and send to the instructor via email: **zibrahim@fullerton.edu, with your course number in the subject line.**

I, (your full name.....), affirm that in this class (course #.....),

· *I will do my own work in this course and not have someone else do any of my course work, including answering the Workbooks/Study Guides, quizzes, exams, paper, and postings.*

· *I will not give my course work (answers to Workbooks/Study Guides, quizzes, exams or other course work) to other students (by any means, including, but not limited to, social media, posting online, texting, uploading to sharing sites, email, voice and paper copies).*

- *I will not accept or copy course work (answers to Workbooks/Study Guides, quizzes, exams or other course work) from other students (by any means, including, but not limited to, social media, online, texts, downloading from sharing sites, email, voice and paper copies).*
- *I will not plagiarize and will write my own paper, postings, and essay answers.*
- *I will not consult any form of Artificial Intelligence (AI) tools for any of my assignments, including ChatGPT, and others.*
- *I will not engage in any other actions in this course that may be considered cheating.*
- *I understand that the minimum penalty for cheating or for plagiarism will be an “F” on the assignment (zero points), without the possibility to re-do the work. In addition, my final course grade will be no higher than a “C” regardless of the final point total. Depending upon the severity of the offense, a final course grade of “F” may be assigned. In all cases the Dean of Students Office, Judicial Affairs will be notified, and a meeting will be required with a representative from the Dean of Students Office.*

Type your name and date to affirm.

(.....)

ASSESSMENT OF LEARNING

Grade Points:

NO extra credit. A total of 1000 points will be available for assessment based upon the following:

- 20 points— Email Reflections: 5 reflections; 4 points each; each 0.4% of total grade.
- 150 points— Workbook; 10 points/15 modules; each 1% of total grade.
- 70 points— Postings & etc.: 4 posts +3 responses (10 points each; ea 1% of total grade).
- 260 points— Review Quiz: 13 quizzes; 20 points each quiz; each 2% of total grade.
- 60 points— Book Review 1 (three-four pages); 6% of total grade.
- 90 points— Book Review 2 ((five –six pages); 9% of total grade.
- 150 points— Midterm Exam; 15% of total grade.
- 200 points— Final Exam; 20% of total grade.

Grading Scale:

Plus-minus +/- will be used. Final grades will be calculated on the following basis:

A+	97.0-100%	970-1000 points
A	94.0-96.9%	940- 969 points
A–	90.0-93.9%	900- 939 points
B+	87.0-89.9%	870- 899 points
B	84.0-86.9%	840- 869 points
B–	80.0-83.9%	800- 839 points
C+	77.0-79.9%	770- 799 points
C	74.0-76.9%	740- 769 points
C–	70.0-73.9%	700- 739 points

D+	67.0-69.9%	670- 699 points
D	60.0-66.9%	600- 669 points (no D-)
F	0-59.9%	0- 599 points

The grading scale is firm. “Faculty members are expected to maintain high standards regarding student achievement” (University Policy Statement 210.000, IV, C, 1, c). A grade of “C” is the “average” grade which describes what most students can reasonably accomplish. Average work includes completing all assignments and learning the class material. A grade of “B” means “above average” and requires achievement beyond normal expectations. A grade of “A” is reserved for “outstanding” work which is the mark of true excellence; such work exhibits profound comprehension of the material and creative insights. There is no extra credit.

Learning Goals:

General Education Learning Goals applied to this Course:

Learning Goals for GE C.2 Introduction to the Humanities (UPS 411.201). Students completing courses in Areas C2 and C3 (C4) shall

- Cultivate their intellectual reasoning skills, expand their capacity for creative imagination, develop their reasonable moral sensibilities, and increase their capacity for sensitive engagement through studying great works of human imagination and reason (which are to be primarily—although not exclusively—written texts and literature).
 - *To investigate worldviews/belief systems and their expression in scripture, ritual, art forms and ethical standards—ancient and powerful ways of being human;*
 - *To clarify the distinctions between the comparative study of religion and the study of other humanities disciplines by focusing on religious traditions in and of themselves, rather than as aspects of history, philosophy, literature or one of the social sciences.*
 - *To study the major texts, key figures, significant traditions and important themes in the main religions of our world that have so profoundly influenced every society that they have encountered.*
 - *To analyze key religious texts from the Western religious traditions, including selections from the Hebrew and Christian scriptures, and the Qur’an. Non-Western texts include passages from the Vedic Upanishads, the Bhagavad-Gita, as well as the Pali and Mahayana canons of Buddhism.*
- Understand how the humanities have contributed to the development of culture, including the comparative study of the humanities in diverse cultures.
 - *To understand the historical and cultural aspects of Hinduism, Buddhism, Judaism, Christianity, and Islam, as they are practiced throughout the world.*
 - *To acknowledge the unique challenges faced by Hindus, Buddhists, and Muslims in adapting their religions to the American situation.*
 - *To possess a familiarity with certain new religious movements and the perspective of secular humanism.*
 - *To identify how religion is a central component of culture. In many societies, in fact, religion and culture are nearly inseparable, so that the humanistic and academic study of a religious tradition is a window into the*

evolution of a culture.

- *To gain a general awareness of how religious presuppositions--for good and bad--influence the actions and ideas of individuals and the general society.*

- Understand how the humanities have sought to provide answers to complex problems facing humanity, including the relationship of the self to culture and the natural world, the nature of moral and legal obligations, and the meaning and purpose of human existence.
 - *To study a principal humanistic component in the lives of at least four-fifths of the earth's inhabitants, namely, their religious traditions.*
 - *The "Humanities" are so named because they deal with the study of the essential components of being human: the quest for meaning and fulfillment gained through the encounter with art and literature, and the study of history, religion, and philosophy. To study religion academically is to encounter an important aspect of what it means to be human.*
 - *To understand and appreciate why religious faith provides meaning and a system of values to billions of people worldwide.*
 - *To appreciate the values, experiences, and meanings held by others and in one's own life.*
 - *To understand the benefits and challenges of a pluralistic approach to the religious views of others.*

In addition to the Learning Goals of C.2, students taking courses that are GE Area C.3 (C.4) Explorations in the Arts or Humanities shall :

- Understand broad, unifying themes from cross-disciplinary perspectives in the humanities.
- Understand the relevance of the humanities for the thoughtful consideration of complex contemporary problems.
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- Appreciate the complex relationship and interaction between the humanities and other fields of learning, including the natural sciences, social sciences, and arts.
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Learning Goals for Category Z. Cultural Diversity -- Students completing courses in Area Z shall:

- Demonstrate understanding that culture is socially constructed and fundamental to social interaction.
- Demonstrate appreciation of the complex relationships that various factors such as gender, ethnicity, race, sexual orientation, religion, and class bring to a discussion of society and culture.
- Demonstrate understanding that because we live in an inter-connected world, we need to understand the diversity and relationships within and among cultures.
- Recognize and evaluate how one's cultural history affects one's sense of self and relationship to others.

Religious Studies Department Learning Goals & Outcomes applied to this Course:

- Learning Goal: Students possess the ability to perform research and interpret materials related to the study of religion.
 - Outcome 1: Students can analyze written materials related to the study of religion.
 - Outcome 2: Students have acquired information literacy in the study of religion.

- Learning Goal: Students can effectively communicate in written and spoken mediums.
 - Outcome 3: Students are able to write well-organized critical and analytical research papers related to the study of religion.
 - Outcome 4: *not applied to this course.*
- Learning Goal: Students can demonstrate an understanding of the beliefs, rituals, texts, and figures related to a variety of religious traditions.
 - Outcome 5: Students can describe the basic teachings and practices of major religious traditions and can compare and contrast the principal similarities and differences between them.
 - Outcome 6: Students are able to identify the history and development of specific religions and their contemporary relevance.
 - Outcome 7: *not applied to this course.*
 - Outcome 8: Students can interpret key thinkers and figures within religious traditions.

Specific Learning Goals for this Course:

- facilitate an insight into the intricacies and diversity of Islamic thought.
- expose students to the intellectual output emanating from the different readings of the basic sources of Islam.
- develop in the students a sense of appreciation for the intellectual contribution of Muslims.
- prepare the students and provide them with more tools for further research about Islam and Muslims.
- familiarize students to some of the important Western sources on Islam.
- make students aware of the relationship between some aspects of Islamic thought and Western sciences.

Participation & Assignments:

Taking an on-line course requires motivation and commitment. You must keep up with the assignments. You will participate in this class through your on-time completion of assignments. **Each week is one “module.” For this course, the week begins on Monday and ends on Sunday night. Assignments are due every week on Sundays at 11:55 PM.** Failure to demonstrate serious commitment to the course will result in the lowering of your overall grade. **If you fail to demonstrate progress during the first week of class, you will be dropped from the course.**

Workbooks:

10 points/15 modules; each 1% of total grade; total 150 points.

From Canvas, download each “Workbook.” Each Workbook provides step-by-step instructions of all assignments for that specific module and questions for you to answer. **You will use these pages to answer the module quiz and study for the mid-Term and final exam.** Completing the Workbook is essential to understanding exam material. *It is expected that YOU will answer questions in the Workbook based on your reading, and watching the presentations and videos. Copying from another student’s Workbook is cheating; (see “policy on academic dishonesty” below).* At the end of each module you will upload your completed Workbook on Canvas. An overall grade will be assigned to your Workbook based on completion and the overall correctness of your answers. **Please note that every incorrect answer will not necessarily be marked. It is your responsibility to ask for help if you cannot answer a specific question.** *Workbooks uploaded after a due date will be accepted for reduced credit (one point deduction if submitted on-or-before the due date of the next module; two points deduction if submitted on-or-before the due date of two modules later; not accepted after the due date of two subsequent modules). The Workbook for module 15 will not be accepted late.*

Table 1 Workbook Rubrics

Criteria	A+	A	A-	B+	B-	C	D	F
Completion	All questions are thoroughly answered. 5.0	All questions are answered, and most are answered thoroughly. 4.8	All questions (or all but one) are answered, and many are answered thoroughly. 4.6	All but one or two questions are answered, and many are answered thoroughly. 4.4	All but one or two questions are answered, and some are answered thoroughly. 4.0	All but three or four questions are answered, and some are answered thoroughly. 3.8	Most questions are answered, but many answers are brief. 3.4	Less than half of the questions are answered. 0
Accuracy	All answers are perfectly accurate. 5.0	All answers (or all but one) are accurate. 4.8	All answers (or all but one) are accurate, but some lack precision. 4.6	Almost all answers are accurate, but some lack precision. 4.4	Almost all answers are accurate, but many lack precision. 4.0	Most answers are accurate, but many lack precision. 3.8	Some answers are accurate, and many lack precision. 3.4	Most of the answers are incorrect. 0
Max Total	10.0							

Canvas Discussion Postings & Reponses:

4 Postings + 3 Responses (10 points each; each 1% of total grade); 70 points total.

You will be grouped with approximately six to eight other students in a Canvas community. As assigned, you will add a post on Canvas to the discussion question. Also, each member will add one response to another person's posting for one specific assignment. *Postings and responses added after a due date will NOT be accepted or graded.* Your postings and responses will be graded upon the following:

Table 2 Posting Rubrics

Criteria	Exceeds Expectations		Meets Expectations		Below Expectations	
Focused on topic & Insightful	Clear indication that the posting is focused on the question/prompt and that the writer has developed an interpretation. 6.0		The posting responds to the question/prompt with limited insight. 5.0		Posting does not clearly relate to the question/prompt. Makes short or irrelevant remarks. 1.0	
Organization of ideas	There is a sense in the posting that ideas lead to each other and that there are connections being made. 2.0		Some ideas are connected, but others appear tangential or disconnected. Needs some editing. 1.5		There is a lack of organization of ideas or insight. Posting appears hasty. 0	
Grammar/mechanics	There are few (if any) spelling or grammar errors. 2.0		A few (to some) errors in spelling and/or grammar in posting. 1.5		Poor spelling and grammar in much of the posting. 0	
Max TOTAL	10.0					

Table 3 Response Rubrics

Criteria	Exceeds/Meets Expectations		Below Expectations	
Critical thinking evident in responses	The response is not just a summary but an attempt by the respondent to push toward a particular meaning. 3.0		The response mostly summarizes the original posting without adding particular insight. 0-1.0	
Correlation of response to question/prompt and/or posting	The response refers consistently to the question/prompt and/or to particular ideas from a posting that have made an impression. 3.0		The response is inconsistent in its focus on the question/prompt (or overall focus). 0-1.0	
Thoughtfulness in interactions	Evidence of college level thinking and professional response. 2.0		Possible "gut response" without reflection and/or abrupt tone. 0-1.0	
Grammar/mechanics	There are few (if any) spelling or grammar errors. 2.0		Errors in spelling and/or grammar in response. 0-1.0	
Max Total	10.0			

For your response, your grade is not contingent on whether you agree or disagree with someone else's posting, but if there was a new insight or possibility you raised in your response. This is not a forum to discuss other issues.

Please be polite and professional in your postings and responses. For Appropriate online “netiquette” see <http://www.albion.com/netiquette/corerules.html>

View Presentations and Answer Questions:

On Canvas, watch the presentations for each module and answer the questions on the Workbooks.

View Videos and Answer Questions:

On Canvas, watch the video(s) for each module and answer the questions on the Workbooks.

Get Help from Pollack Library:

<https://www.library.fullerton.edu/help/index.html>

Canvas Review Quiz:

13 quizzes; 20 points each quiz; each 2% of total grade; total 260 points.

Each module (except for modules 7 & 15) concludes with a twenty-question, multiple choice quiz; each question is worth 1 point, for a total of 20 points for each quiz. There is a 20 minute time limit for each quiz. Do not open a quiz until you are ready to complete it. The quiz will automatically close after the time limit expires. These quizzes are *open notes and open book*. However, *YOU must answer each question yourself without the assistance of another person. Copying another student's quiz answers is cheating; (see “policy on academic dishonesty” below)*. Unlike the workbooks, you CANNOT do the quiz after the due date. It will be locked. But under certain extraneous circumstances, permission will be given to a student to complete a module quiz after a due date.

If you are accidentally disconnected from the quiz page, you can re-open the quiz within the allotted time limit. If you experience a technical problem and the timer goes over 20 minutes, please send me an email and in certain cases I will reset the quiz for you, while keeping the score of your previously answered questions. **Do not use a public connection that might time-out!**

Email Reflection:

5 reflections; 4 points each; each 0.4% of total grade; 20 points total

As assigned on the schedule (below), send me an Email, using whatever Email address you check regularly. I will send a reply to all Email reflections and include an update on your progress. The first email must also include the "Integrity Pledge." However, the usual length of each reflection should be between a few sentences (25 words) to a paragraph (250 words). The purpose of this Email is to: 1) provide direct interaction between you and me; 2) demonstrate that you can reflect upon the course material in a brief and concise manner; 3) give you an opportunity to ask any questions; 4) illustrate that you are still “out there in cyberspace,” especially if you have fallen behind on the assignments; 5) allow your instructor to reply with a progress report. Your grade will *not* be based on your level of success for the past module(s), but on the clarity of your reflection (including grammar). Remember, this is not a text-message or Twitter posting, but an informal academic/business Email. *Because your Email reflection is not contingent upon completion of any other assignments, Email reflections will NOT be accepted late for credit.*

Here's an example:

Hi Dr. Ibrahim,

I must admit this was a very busy week for me. In addition to my usual family and work responsibilities, my car needed service. However, in the midst of it all, I'm happy to report that I was able to complete all of this week's assignments for our course. What I have found most interesting in the past modules is the wearing of hijab by many Muslim women in the United States. I must admit that this has always intrigued

me. I understand from the readings that this is not considered oppressive, but rather a sign of modesty. I definitely will have to reflect on this more, especially the next time I see a woman wearing a hijab. Have a good week,
Samantha

GE Writing Requirement/Book Reviews:

150 points—Two Book Reviews (1 at 60 points and 1 at 90 points); combined 15% of total grade.

These book reviews are designed to meet the General Education writing requirement. The substance as well as the manner of organization and expression of the information and ideas will be evaluated. In other words, the content as well as the style and grammar of each book review will be graded. See “Grading Rubrics for Book Reviews” (below) and “Writing Checklist” (on Canvas). To encourage each student to advance his/her writing competence, the assessment of all book reviews will include suggestions for improvement.

Book Review 1:

In the first three weeks, each student must read the book (Elias, Jamal J. *Islam*. Prentice Hall Inc.: Upper Saddle River, NJ, 1999), and in the fourth week, provide a three (3) page report (typed, double spaced text, 750 words) consisting of detailed and interesting points that have been learned (refer to the page numbers). Sample book reviews will be provided on Canvas.

Book Review 2:

Each student must submit a review of a book chosen on their own, but to be approved by me. The book must be an academic, non-fiction related to Islam in general or specific topic in the syllabus. The review must be five (5) pages (typed, double spaced text, 1250 words; criticism and observation included). Sample book reviews will be provided on Canvas.

No outside research is required, but you *must* identify all other sources (including our textbooks) you use for all book reviews. *All direct quotations must be placed in quotation marks and properly referenced (in-text references). All paraphrases of key ideas must be properly referenced (in-text references). It is expected that *all* book reviews will contain citations.*****

In quoting or paraphrasing any book or Internet source, including our textbooks, **cite author and page** in your text, and add a full reference (“Works Cited”) at the end of your book review (use APA or MLA for the full references at the end of your book review).

If your book review is not referenced properly (but no sentences are plagiarized word-for-word) it will be returned to you and you will have one week to resubmit the book review for a maximum grade of “C” on the book review. If some or all of your book review is plagiarized word-for-word, you will receive a zero on the assignment, without the possibility to resubmit the work and the Academic Dean will be notified; (see “Policy on Academic Dishonesty” below.)

In the following examples, in-text parenthetical references are used.

- Paraphrase Example: Though Muslims are expected to love their wives equally, `A'isha was considered Muhammad's favorite wife (Denny, 69).
- Quotation Example: "After Khadija, `A'isha was the favored wife of Muhammad" (Denny, 69).

If you use Internet sources (not required), be sure to give the *full* Internet address at the end of your book review. For your in-text reference use a short name (no page number).

Quotation Example: Wicca is a "neopagan, earth-centered religion" (Robinson, Wicca: Neopagan).

Paraphrase Example: The roots of modern-day Wicca extend back to 800 BCE (Robinson, Wicca: Introduction).

Bibliography/Works Cited Example:

Robinson, Bruce. "Wicca: A Neopagan Earth-Centered Religion." Ontario Consultants on Religious Tolerance.

Robinson, Bruce. "Wicca: An Introduction." Ontario Consultants on Religious Tolerance.

--Most book reviews will contain some citations (but don't submit a book review that is simply a string of quotations).

Submission of Book Reviews:

Book Reviews must be submitted to Canvas on or before the due dates in the schedule (below).

Book reviews must be uploaded to Canvas in order to be graded. Please do not Email your book review to me. Do not bring a paper-copy to the office. Canvas uses Turn-It-In to check book reviews for plagiarism. By using Canvas, students acknowledge that their paper will be checked. A student will be able to view their graded book review on Canvas within one week of the due dates.

Late submissions of the book reviews will be accepted, but any book review not uploaded to Canvas by 11:55PM on the due date will be marked down ten percent, up to one week after the due date (certain health problems or emergencies may be exempt, if you notify me within 48 hours of the due date). **No book reviews accepted after one week of the due date.** *In all cases it is the student's responsibility to possess a back-up copy (paper copy or electronic) of written work, and to keep all graded assignments, in the unlikely event that proof is necessary.*

Examinations:

There are two exams; the midterm is 150 points; 15% of total grade. The final is 200 points; 20% of total grade.

Both the midterm and final exams will be conducted online. **The midterm exam will be available on Canvas from Friday, 10/6, 8:00 AM to Sunday, 10/8, 11:55 PM.** To prepare for the midterm exam, study Workbooks 1-7.

The final exam will be available on Canvas from **Friday, 12/8, 8:00 AM to Tuesday, 12/12, 5:00 PM.** To prepare for the final exam, study Workbooks 7-15.

Each exam will consist of four sections: 1) multiple choice questions; 2) true/false questions; 3) questions requiring short answers; and 4) an essay question. Each section will have a separate time limit.

Material for both exams will come from the course Workbooks. You may use your Workbooks while you take the exam, but your time is limited. It is expected that you have memorized enough of the material to complete the exam in the time allotted. You will need to memorize information *and* be able to synthesize the material. The midterm exam will cover material from Workbooks 1-7. The final exam will also cover Workbooks 8-15. Note: **no make-up exams** will be given except for reason of illness or other verified emergencies.

Policy on Academic Dishonesty:

http://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20300/UPS%20300.021.pdf

“Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty” (UPS 300.021).

Cheating: “Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor” (UPS 300.021). In addition:

Your Canvas usage will be tracked. Anomalies will be discussed with the student and reviewed for possible plagiarism (e.g., copying another person’s quiz answers).

It is expected that YOU will answer questions in the Workbook based on your reading, and watching e-book presentations and videos. Copying from another student’s Workbook is cheating. Copying another student’s quiz answers is cheating.

Plagiarism: “Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. When sources are used in a paper, acknowledgement of the original author or source must be made through appropriate references and, if directly quoted, quotation marks or indentations must be used” (UPS 300.021). Having another person write one or more of your book reviews or paragraph postings is plagiarism.

Penalties: The minimum penalty for cheating or for plagiarism will be an “F” on the assignment (zero points), without the possibility to re-do the work. In addition, the final course grade will be no higher than a “C” regardless of the final point total. Depending upon the severity of the offense, a final course grade of “F” may be assigned. In all cases the Dean of Students Office, Judicial Affairs will be notified.

Plagiarism is a serious issue. It is the student’s responsibility to be clear of the meaning of plagiarism. Examples of how to avoid plagiarism are available on Canvas.

Students with Special Needs:

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses. Additional information can be found at the [DSS website](#), by calling 657-278-3112 or email dsservices@fullerton.edu.

If you are a coursematch student and require ADA accommodations for access to this course and are registered with Disability Services at your home campus, please contact the Disability Support Services office at CSU, Fullerton by emailing dsservices@fullerton.edu or by calling (657) 278-3112 for assistance.

Office Location: Gordon Hall 101 (GH-101)

DSS Website: <https://www.fullerton.edu/dss/>

Emergency Procedures; Actions to take in an Emergency:

In the event of a public emergency (e.g., earthquake), please continue to check Canvas as our course work will continue—provided there is electricity and Internet connectivity. For more information, please see the following link:

<http://prepare.fullerton.edu>

TECHNICAL COMPETENCIES

Overview:

To complete this course, you will need a computer with high speed Internet access (e.g., DSL or cable).

Minimum Hardware:

- 1.0 GHz processor (recommended 2.0 GHz or higher, e.g., AMD Athlon 64 3200; Intel Celeron D; Intel Pentium D; Intel Pentium 4; Intel Core 2; Intel i3, i5, i7)
- 1 GB RAM; (2 GB recommended)
2 GB of hard drive space or 150 MB on a removable disk.
- Modem – DSL or cable modem is required; (not dial-up).
- Computer speakers or headphones [as an alternative, all spoken words are captioned]
- Printer (strongly recommended, but not required)

Minimum Software:

- Windows 2000/XP, Vista, Windows 7, or Mac OS X 10.2 or later
- Microsoft Word, OR WordPerfect, OR word processing software compatible with Turnitin.com (save as rtf).
- Web browser: Firefox preferred; Internet Explorer 7.0 or higher, Safari and Chrome are usually compatible.
Firefox: www.mozilla.com ; Internet Explorer free download:
<http://www.microsoft.com/windows/ie/>
- Adobe Reader (PDF) <http://get.adobe.com/reader/>

Additional Requirements:

- By the end of the first week of the course, you must test and resolve any technology issues.
- Your Canvas usage will be tracked. Anomalies will be discussed with the student and reviewed for possible plagiarism (e.g., copying another person's quiz answers).
- You will complete work on Canvas. Failure to demonstrate serious commitment to the course will result in the lowering of your overall grade. (See above "Participation.")
- Authentication of Student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including postings, quizzes, essays, and a final exam.
- Appropriate online "netiquette." See <http://www.albion.com/netiquette/corerules.html>
- In the event of technical problems, contact the helpdesk or use another computer (e.g., at the library) to complete tasks on-time; Email the instructor for permission for alternate submission procedures.

Technical Help:

- View the "Canvas Moodle for Students" Tutorials by CSUF OASIS (Online Academic Strategies and Instructional Support) at <http://oasis.fullerton.edu/tutorials.aspx>
- CSUF OASIS is available to help students with Canvas from 8:00 A.M. to 2:00 A.M., Monday through Friday and will address inquiries received over a weekend upon return Monday morning. 657-278-4866; oasis@fullerton.edu; <http://oasis.fullerton.edu>
- CSUF Help Desk for technical problems: 657-278-8888; helpdesk@fullerton.edu
- If you have technical difficulties (e.g., in completing a quiz or posting a paper) do not panic (even if you miss the due date/time, don't panic). As you try to resolve the difficulty, send me an Email explaining the problem and I will make allowance and/or provide an alternate delivery method.
- If your computer crashes, it is your responsibility to find another computer to use, such as the library computers.

COMPLETE SCHEDULE

One module is assigned per week. Failure to demonstrate serious commitment to the course will result in the lowering of your overall grade. You should anticipate working three to five hours per module. All topics may NOT be covered.

Table 4 Course Schedule

Week & Days	Assignments and Due Dates
<p>Week 1</p> <p>Monday 8/21- Sunday 8/27</p>	<p>Module Topic: Introduction; Different Areas of Islamic Thought</p> <p>1) Download Workbook 1 2) Purchase required books 3) View Canvas Presentation 1 4) View Videos 5) Canvas Review Quiz 1 6) Communication 1: Send Email Reflection 1 7) Upload Workbook 1 8) Start working on Book Review (Due Week 4 on 9/17) ALL ASSIGNMENTS DUE SUNDAY 8/27 @ 11:55 PM</p>
<p>Week 2</p> <p>Monday 8/28- Sunday 9/3</p>	<p>Module Topic: Transmission of Religious Knowledge and Islamic Thought</p> <p>1) Download Workbook 2 2) View Canvas Presentation 2 3) View Videos 4) Read: Saeed, <i>Islamic</i>, pp. 1- 14. 5) Canvas Review Quiz 2 6) Communication 2: Send Email Reflection 2 7) Upload Workbook 2 8) Continue writing Book Review (Due Week 4 on 9/17) ALL ASSIGNMENTS DUE SUNDAY 9/3 @ 11:55 PM</p>
<p>Week 3</p> <p>Monday 9/4- Sunday 9/10</p> <p>9/4 Labor Day</p>	<p>Module Topic: The Qur'an : The Primary Foundation Text</p> <p>1) Download Workbook 3 2) View Canvas Presentation 3 3) View Videos 4) Read: Saeed, <i>Islamic</i>, pp. 15-24; Article by Charles Adams. 5) Canvas Review Quiz 3 6) Communication 3: Post Canvas Discussion Posting 1 7) Upload Workbook 3 8) Continue writing Book Review (Due Week 4 on 9/17) ALL ASSIGNMENTS DUE SUNDAY 9/10 @ 11:55 PM</p>
<p>Week 4</p> <p>Monday 9/11- Sunday 9/17</p>	<p>Module Topic: Approaches and Methods of Qur'an Interpretation</p> <p>1) Download Workbook 4 2) View Canvas Presentation 4 3) No Videos</p>

<p>Book Review 1 DUE Sunday 9/17</p>	<p>4) Read: Saeed, <i>Islamic</i>, pp. 25-32; Article from the Encyclopaedia of Qur'an 5) Canvas Review Quiz 4 6) Communication 4: Post Canvas Response 1 7) Upload Workbook 4 8) Upload Book Review 1 ALL ASSIGNMENTS DUE SUNDAY 9/17 @ 11:55 PM</p>
<p>Week 5 Monday 9/18- Sunday 9/24</p>	<p>Module Topic: The Sunnah of the Prophet 1) Download Workbook 5 2) View Canvas Presentation 5 3) View Videos 4) Read: Saeed, <i>Islamic</i>, pp. 33-39; Article in Eycyclopaedia of Religion 5) Canvas Review Quiz 5 6) Upload Workbook 5 ALL ASSIGNMENTS DUE SUNDAY 9/24 @ 11:55 PM</p>
<p>Week 6 Monday 9/25- Sunday 10/1</p>	<p>Module Topic: Collection, Authentication and Disseminating of Hadith 1) Download Workbook 6 2) View Canvas Presentation 6 3) View Videos 4) Read: Saeed, <i>Islamic</i>, pp. 39-42; Article in Eycyclopaedia of Religion 5) Canvas Review Quiz 6 6) No Communication 7) Upload Workbook 6 ALL ASSIGNMENTS DUE SUNDAY 10/1 @ 11:55 PM</p>
<p>Week 7 Monday 10/2 Sunday 10/8 Midterm Exam 10/6- 10/8</p>	<p>Module Topic: Review of the Previous Modules 1) Download Workbook 7 2) View Canvas Presentation 7 3) Read; Review Workbooks 1-7 5) Communication 7: Send Email Reflection 3 6) Upload Workbook 7 7) Midterm Exam: Available from Friday, 10/6, 8:00 AM to Sunday, 10/8 @ 11:55 PM. Exam on all material covered to date. To prepare for the exam, study Workbooks 1-7. ALL ASSIGNMENTS DUE SUNDAY 10/8 @ 11:55 PM</p>
<p>Week 8 Monday 10/9- Sunday 10/15</p>	<p>Module Topic: Legal Thought 1) Download Workbook 8 2) View Canvas Presentation 8 3) View Videos 4) Read: Saeed, <i>Islamic</i>, pp. 43-59; 5) Canvas Review Quiz 8 6) Communication 8: Post Canvas Discussion Posting 2 7) Upload Workbook 8 ALL ASSIGNMENTS DUE SUNDAY 10/15 11:55 PM</p>

<p>Week 9</p> <p>Monday 10/16- Sunday 10/22</p>	<p>Module Topic: Theological Thought</p> <ol style="list-style-type: none"> 1) Download Workbook 9 2) View Canvas Presentation 9 3) View Videos 4) Read: Saeed, <i>Islamic</i>, pp. 60-73; 5) Canvas Review Quiz 9 6) Communication 9: Post Canvas Response 2 7) Upload Workbook 9 8) Start writing Book Review 2 (due Week 12 on 11/12) <p>ALL ASSIGNMENTS DUE SUNDAY 10/22 @ 11:55 PM</p>
<p>Week 10</p> <p>Monday 10/23- Sunday 10/29</p>	<p>Module Topic: Mystical Thought: Sufism</p> <ol style="list-style-type: none"> 1) Download Workbook 10 2) View Canvas Presentation 10 3) View Videos 4) Read: Saeed, <i>Islamic</i>, pp. 74-84; 5) Canvas Review Quiz 10 6) Communication 10: Send Email Reflection 4 7) Upload Workbook 10 8) Continue writing Book Review 2 (due Week 12 on 11/12) <p>ALL ASSIGNMENTS DUE SUNDAY 10/29 @ 11:55 PM</p>
<p>Week 11</p> <p>Monday 10/30- Sunday 11/5</p>	<p>Module Topic: Artistic Expression</p> <ol style="list-style-type: none"> 1) Download Workbook 11 2) View Canvas Presentation 11 3) View Videos 3) Read: Saeed, <i>Islamic</i>, pp. 85-92; 4) Canvas Review Quiz 11 5) Communication 11: Post Canvas Discussion Posting 3 6) Upload Workbook 11 7) Continue writing Book Review 2 (due Week 12 on 11/12) <p>ALL ASSIGNMENTS DUE SUNDAY 11/5 @ 11:55 PM</p>
<p>Week 12</p> <p>Monday 11/6- Sunday 11-12</p> <p>Book Review 2 DUE Sunday 11/12</p> <p>Veterans Day 11/10</p>	<p>Module Topic: Philosophical Thought</p> <ol style="list-style-type: none"> 1) Download Workbook 12 2) View Canvas Presentation 12 3. View Videos 4) Read: Saeed, <i>Islamic</i>, pp. 93-112; 5) Canvas Review Quiz 12 6) Communication 12: Post Response 3 7) Upload Book review 2 8) Upload Workbook 12 <p>ALL ASSIGNMENTS DUE SUNDAY 11/12 @ 11:55 PM</p>
<p>Week 13</p>	<p>Module Topic: Political Thought</p>

<p>Monday 11/13 Sunday 11/19</p>	<ol style="list-style-type: none"> 1) Download Workbook 13 2) View Canvas Presentation 13 3) View Videos 4) Read: Saeed, <i>Islamic</i>, pp. 113-128; 5) Canvas Review Quiz 13 6) Communication 13: Post Canvas Discussion Posting 4 7) Upload Workbook 13 <p>ALL ASSIGNMENTS DUE SUNDAY 11/19 @ 11:55 PM</p>
<p>RECESS WEEK</p> <p>Monday 11/20- Sunday 11/26</p>	<p>No Assignments this week (FALL RECESS)</p> <p>Next Assignments due: 12/3</p>
<p>Week 14</p> <p>Monday 11/27- Sunday 12/3</p>	<p>Module Topic: Trends of Renewal and Reform in Classical Islam</p> <ol style="list-style-type: none"> 1) Download Workbook 14 2) View Canvas Presentation 14 3) View Videos 4) Read: Saeed, <i>Islamic</i>, pp. 129- 141; 5) Canvas Review Quiz 14 6) Communication 14: Send Email Reflection 5 7) Upload Workbook 14 <p>ALL ASSIGNMENTS DUE SUNDAY 12/3 @ 11:55 PM</p>
<p>Week 15</p> <p>Monday 12/4- Sunday 12/10</p>	<p>Module Topic: Review of the Previous Modules</p> <ol style="list-style-type: none"> 1) Download Workbook 15 2) View Canvas Presentation 15 3) Review all Workbook pages from all Modules. No reading assignment. 4) Communication 15: Anonymous survey (optional) 5) Upload Workbook 15 <p>ALL ASSIGNMENTS DUE SUNDAY 12/10 @ 11:55 PM</p>
<p>Final Exam</p> <p>Tuesday 12/12</p> <p>(Available: 12/8- 12/12)</p>	<p>▲ Final Exam: Available from Friday, 12/8, 8:00 AM to Tuesday, 12/12, 5:00 PM. Exam on all material covered to date. To prepare for the exam, study Workbooks 7-15.</p>

GRADING RUBRICS FOR BOOK REVIEWS

Table 5 Grading Rubrics for Book reviews

Criteria	Excellent A+/A/A-	Good B+/B/B-	Average C+/C/C-	Poor D+/D/D-	Failure F
Content					
The writing contains all necessary information of the topic as related to the assignment.	Information is complete and clearly relates to the assignment.	Information is mostly complete and clearly relates to the assignment.	Information is somewhat complete and mostly relates to the assignment.	Information has little to do with the assignment or consists of some misstatements.	Information does not relate to the assignment and consists of many misstatements.
The writing contains an identifiable, central focus.	Central focus is clear and consistent throughout.	Central focus is apparent.	Focus is somewhat unclear or inconsistent.	The writing wanders in many directions.	No identifiable focus.
Development and Organization					
The writing fully develops each idea in a clear, logical sequence and, when appropriate, offers evidence supporting the thesis or central focus.	There is a logical progression of ideas that is unified and complete. Supporting evidence is presented as needed.	There is a logical progression of ideas that is relatively complete, although a few minor lapses may be present. Supporting evidence is presented.	Many minor lapses in the logical progression of ideas are evident. Limited supporting evidence is presented.	Major lapses in the logical progression of ideas are evident. Limited supporting evidence is presented.	Ideas are presented in a random fashion. No supporting evidence is presented.
The writing effectively uses transitions to connect sentences and paragraphs.	Transitions between sentences and paragraphs are flowing and varied.	Transitions between sentences and paragraphs are varied.	A few transitions between sentences and paragraphs are choppy or disconnected.	Many short, choppy, or disconnected sentences and paragraphs.	No clear use of transitions between sentences and paragraphs.
The writing demonstrates an ability to share ideas or information in the author's own words.	Ideas or information are expressed elegantly in the author's own words.	Ideas or information are expressed clearly in the author's own words.	For the most part, Ideas or information are expressed in the author's own words.	Minimal ability to express ideas or information in the author's own words.	No clear ability to express ideas or information in the author's own words.
Format, Style, and Mechanics					
The writing uses credible sources effectively and with proper citations.	Credible sources are properly cited and woven seamlessly into the writing.	Credible sources are properly cited and used in the writing.	Sources are mostly credible and properly cited.	Minimal use of credible sources or proper citations.	Most sources are not credible and/or most sources are not properly cited.
The writing contains few if	No errors in spelling,	A few minor errors in	Many minor errors in	Major errors in spelling, syntax,	The number of errors makes

any errors of spelling, syntax, word usage or punctuation.	syntax, word usage or punctuation.	spelling, syntax, word usage or punctuation.	spelling, syntax, word usage or punctuation.	word usage or punctuation.	the writing almost unreadable.
The writer strives to achieve an original voice where appropriate.	An original writing style that is a joy to read.	An informative and interesting writing style.	A readable presentation.	Writing is tedious to read.	Writing is extremely difficult to comprehend.