



REL 150: Introduction to Major World Religions

Fall 2021, CRN 60075

Zoom Meeting Date: Mondays 10:00-11:15am

Professor: Sarah Hadmack
Office: Hale Palanakila 140
Office Hours: by appointment
Email: minnis@hawaii.edu

Zoom Class link:
<https://hawaii.zoom.us/j/93593683832?pwd=bzZCeHJ1dVlGTzJhbjJoSFk5OVNrZz09>

Meeting ID: 935 9368 3832
Passcode: 706075



Supplemental Instructor: Bethany Senn

Email: bsenn@hawaii.edu

About This Course-

This course is an introduction to the world's major religions: Indigenous, Hinduism, Jainism, Buddhism, Sikhism, Confucianism, Daoism, Shinto, Zoroastrianism, Judaism, Christianity, and Islam. WCC: FGC

Student Learning Outcomes

After successfully completing this course, you will be able to:

1. Identify the following elements or dimensions: origin, doctrines, ethics, sacred literature, important figures/founders, rituals, worship, and institutions for each of the world's major religious traditions.
2. Identify the similarities and differences between two or more religions on the basis of the aforementioned dimensions.
3. Examine the relationship between religion and culture/society.
4. Question and think critically.

Global Multicultural Perspectives Focus Hallmarks (FG)

This course fulfills an FG requirement. The hallmarks of FG courses are:

1. provide students with a large-scale analysis of human development and change over time.
2. analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) and using multiple perspectives.
3. offer a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions.
4. examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.
5. include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.

- engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.

Course Format

I'm so excited you're here! This course is structured to broaden your understanding of the world's religious traditions. Each week you can expect to do the following:

1. Read my lecture notes on a specific religion.
2. Read one or two articles about that religion.
3. Answer review questions and/or complete an assignment/game to demonstrate your knowledge of the religious tradition.
4. Watch a video clip or film about a belief or practice of that religion.
5. Discuss elements of the religion in break-out rooms during our weekly Zoom meeting.



Most tasks will be due on Thursdays, except for our weekly Zoom meeting. Occasionally you will have a quiz (two attempts allowed) or a Learning Festival to complete. I look forward to working with you!

Required Materials

All required resources are freely available. Textbook readings, my notes, and videos are all embedded in the weekly lessons in [Laulima](#). Please ensure that you have all of the following before Week 1:

Hardware/software

- Daily access to a desktop or laptop computer (**Using a smartphone or tablet is not sufficient.**) You may rent a laptop for the entire semester from the WCC library. To reserve one go to this [library webpage](#).
- Reliable high-speed Internet connection
- A recent version of the [Chrome](#) or [Firefox](#) browsers (free) Please use either of these browsers when using Laulima.
- A word-processing program, such as web-based [Google Docs](#) (free with UH username and most recommended), [Word](#) (free student version), or [Pages](#) (free with Apple hardware).
- Presentation program, such as [Powerpoint](#) (free student version), [Keynote](#) (free with Apple hardware), or web-based [Google Slides](#) (free with UH username).
- [Zoom](#) video conferencing tool (free)
- [Padlet](#) account (free)
- [Adobe \(Acrobat\) Reader](#) (free)

Course Policies

Communication

Participating in our Course

While most of your coursework will be completed independent of your classmates, you will have ample opportunities to work together during our weekly Zoom meetings, and through the Forum tool. We learn more when exposed to diverse viewpoints, we challenge ourselves when we have to articulate and sometimes defend our knowledge, and group activities develop a sense of community and responsibility for one another. Thus, this course prizes collaborative learning. Feel free to bounce ideas off of one another when working on an assignment or answering review questions, just be sure that your answers are not written identically!

Contacting the Instructor

You can contact me via email or through the Forums tool on Lualima. Common courtesy is greatly appreciated!- please review this syllabus to see if your question has already been answered. For other questions and communication, I will do my best to reply to you within 48 hours Monday-Friday. I do not regularly check my email on the weekends.

Attendance & Grading

Attendance/Participation

Attending our weekly Zoom meeting is very important. Think of it as participating in a face-to-face class. Our Zoom classes will be structured as follows:

1. Main ideas (15 min.): In the beginning we will briefly cover main ideas from the content that you would have already read/viewed the week before.
2. Clarification (15 min): If there was a review question(s) that I noticed several students answered incorrectly, then I will take this time with everyone present to clarify and/or I might ask for students who answered it correctly to volunteer (not required) to further elucidate the topic to our class.
3. Discussion and games (40 min): the largest chunk of time will be dedicated to games, activities, and break out sessions where we practice higher order thinking. This is where we will analyze, synthesize, and evaluate ideas, building on the knowledge we gained the previous week.
4. Reminders (5 min): our Zoom class will end with reminders of what is coming up.

The Zoom classes are heavily weighted due to the fact that more creative and critical thinking is practiced during this time. For every three Zoom classes missed, your final grade will be dropped by one letter grade.

Late Work/ Make-up Policy

Students are provided with three virtual 'No Questions Asked' (NQA) coupons that enable them to make up an assignment, quiz, or Learning Festival up to one week past the due date. NQA coupons may also be used to excuse a Zoom class absence. NQA coupons cannot be applied to the Review Question sets (since we cover the answers during Zoom classes.) Anytime that you submit an assignment late or take a quiz or Learning Festival late, then I will automatically apply one of your NQA coupons to it. If you use all three of your NQA coupons, future late work will result in an automatic zero. Coupons may not be shared or replicated. Unused coupons will be counted toward extra credit if the student submitted all assignments, quizzes, and Learning Festivals on time.

While I talk quite a bit about god, gods, and goddesses, I certainly don't want to play one! I am not the judge of your priorities. Thus, you do not need to provide me with a doctor's note or an explanation of your personal emergency. YOU decide when you need to use a NQA coupon. However, use them wisely since no further late work will be accepted, regardless of reason, once you have used the three NQA coupons.

Grading

Assessments and Weighting:

| | |
|--|------|
| Review Questions (4 sets graded, 4% each)..... | 16% |
| Quizzes (4, 3% each)..... | 12% |
| Learning Festivals (3, 8% each)..... | 24% |
| Zoom Class Participation: Discussion and Games (16 classes)..... | 24% |
| Assignments (6, 4% each)..... | 24% |
| TOTAL..... | 100% |

Letter Grades and Percentage Ranges

You will receive a letter grade based on the following scale:

A = 90-100%

B = 80-89%

C = 70-69%

D = 60-69%

F = 0-59%

N= The 'N' grade indicates that the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning outcomes and is not prepared to succeed at the next level, or the student has made consistent progress in class but is unable to complete the class due to extenuating circumstances, such as major health, personal, or family emergencies.

Course Schedule

Please review the course schedule below where you will find the dates, course topics, and assessments to be completed each week.

Specific topics to be covered each week, requirements and expectations for each assignment, and additional details for each week are available in the weekly lesson plans on Lulima. The following schedule is subject to change. Should changes occur, you will be notified by email.

All tasks, except our Zoom class, are due on Thursdays by 11:55pm HST.

Week 1, Aug. 23-27: Introduction to the Course and The Study of Religion

Zoom Class- Monday 10:00-11:15

Assignment- Introduce yourself in the discussion forum and respond to two of your classmates' posts.

Review Questions- The Study of Religion

Quiz- Syllabus

Now that you have completed the introductory unit, we will move on to study:



Week 2, Aug. 30- Sep. 3: Hinduism

Zoom Class- Monday 10:00-11:15

Review Questions- Hinduism

Week 3, Sep. 6-10: Hinduism continued and Jainism

Zoom Class- Monday 10:00-11:15

Review Questions- Jainism

Assignment- Hinduism Web (Concept Mapping)

Week 4, Sep. 13-17: Theravada Buddhism

Zoom Class- Monday 10:00-11:15

Review Questions- Theravada Buddhism

Assignment- Choose Your Own Adventure!

Week 5, Sep. 20-24: Sikhism

Zoom Class- Monday 10:00-11:15

Review Questions- Sikhism

Quiz- Hinduism, Jainism, and Theravada Buddhism

Week 6, Sep. 27- Oct. 1: Review and Learning Festival 1

Zoom Class- Monday 10:00-11:15

Learning Festival- Hinduism, Jainism, Theravada Buddhism, and Sikhism

Congratulations! You have completed the first unit of the course. Next we will study:



Week 7, Oct. 4-8: Daoism

Zoom Class- Monday 10:00-11:15

Review Questions- Daoism

Week 8, Oct. 11-15: Confucianism

Zoom Class- Monday 10:00-11:15

Review Questions- Confucianism

Assignment- Daoism and Confucianism Scriptural Identifications and Analysis

Week 9, Oct. 18-22: Shinto

Zoom Class- Monday 10:00-11:15

Review Questions- Shinto

Quiz- Daoism and Confucianism

Week 10, Oct. 25-29: Mahayana Buddhism

Zoom Class- Monday 10:00-11:15

Review Questions- Mahayana Buddhism

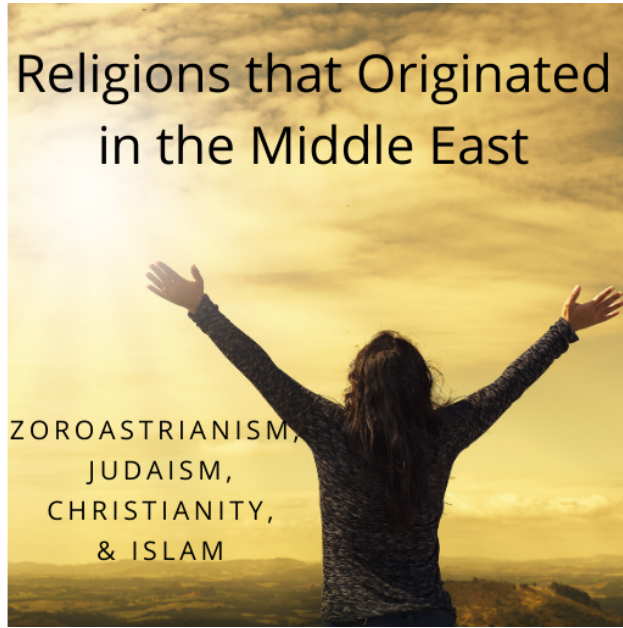
Assignment- Mahayana Buddhist sect: Slogan or Jingle

Week 11, Nov. 1-5: Review and Learning Festival 2

Discussion Forum- Studying for Learning Festival 2

Learning Festival 2- Daoism, Confucianism, Shinto, and Mahayana Buddhism

Congratulations! You have completed the second unit of the course! Next we will study:



Week 12, Nov. 8-12: Zoroastrianism and Judaism

Zoom Class- Monday 10:00-11:15
Review Questions- Zoroastrianism

Week 13, Nov. 15-19: Judaism continued

Zoom Class- Monday 10:00-11:15
Review Questions- Judaism
Assignment- Holocaust and Zionism reflection

Week 14, Nov. 22-26: Christianity

Zoom Class- Monday 10:00-11:15
Review Questions- Christianity
Quiz- Judaism and Christianity

Week 15, Nov. 29- Dec. 3: Islam

Zoom Class- Monday 10:00-11:15
Review Questions- Islam

Week 16, Dec. 6-10: Islam continued and Review

Zoom Class- Monday 10:00-11:15
Discussion Forum- Studying for Learning Festival 3
Assignment- Travel scrapbook, article, or blog on the major rituals of the Hajj

Final Exam Week: Learning Festival 3

Learning Festival 3- Zoroastrianism, Judaism, Christianity, and Islam
Congratulations! You have completed the third and final unit of the course.

Descriptions of Course Tasks and Assessments

Reading and Notetaking

Each week you will read my notes and a textbook article on a religious tradition. Some weeks you will have additional articles to read. Most people's retention of the material greatly diminishes in only a day if they didn't take notes or share what they read. Note taking improves your ability to learn, understand, and remember the material. Smart note taking ensures that you are an active participant in your learning, requires you to think about what you are reading, helps you to form connections between topics, and serves as an organized, concise review for studying. There are several note taking strategies! I recommend using either the [Cornell method](#), [Mapping method](#), or the [Outlining method](#). If you Google these note-taking methods, you can find plenty of examples online. I have provided you with one guide for each.

Review Questions

You will answer Review Questions for each religious tradition. I recommend reading these questions PRIOR to reading my notes or the textbook article. These questions will help guide your focus while completing the readings.

There is a set of review questions in each Laulima Lessons week except for the Learning Festival weeks. Each link will take you to a Google document or a quiz with that week's questions. Please add your last name to the title of the Google document (ex. Hadmack_Confucianism Review Questions), type your answers in complete sentences, click on the "share" button to get the link, change the permissions from 'viewer' to 'commenter,' and copy that link into the relevant Assignment on Laulima to submit your work.

Your answers to the Review Questions will be read and reviewed throughout the semester. However, **only four "Review Questions" sets will be graded, and I will select them at random.**

The answers to the review questions come from my notes and the textbook readings. Merely 'googling' for the answers is unacceptable because:

1. it will either provide you with an oversimplified answer that misses the greater context (and thereby understanding!) that the notes and textbook provide you with (such as the case with question 5 of the Hinduism review questions- Krishna is actually a form of which Hindu god?) or
2. it will provide you with too much information and it will be difficult to ascertain the most essential part (such as would be the case if you googled question 6 of the Hinduism review questions- Where does the caste system come from according to the mythological perspective?). Therefore, use my notes and the textbook chapter to answer the review questions. After that, feel free to conduct further research in any manner you like!

Please note, since we will discuss the answers to the Review Questions during our Zoom classes, they cannot be made up for points, regardless of reason.

Discussion Questions

Each week we will discuss several topics from within that week's religious tradition. You have been provided with Discussion Questions in the Laulima Lesson pages. We will discuss those questions during our Zoom class the following week, both as a whole class and in smaller breakout rooms. **Please jot down some of your thoughts for each of the questions prior to our Zoom class.** I will be floating through the breakout rooms (just as I would float around from group to group in a face-to-face classroom) to ensure that everyone is participating. That being said, don't be anxious when I stop by! Obviously not everyone can speak at once or this won't work. Active listening and asking follow-up questions of your peers are also forms of participation.

For example, here are the Discussion Questions for Week 13: Judaism-

1. What can you deduce about Jewish scholarship by studying the way Talmudic text is organized on the page? See page 125 of Judaism Chapter 9
2. Is being 'Jewish' a cultural, ethnic, and/or religious identity? Explain.
3. Following the reading from Exodus on p.127 of your textbook, the author provides an interesting interpretation on what being a "chosen people" means. Do you agree or disagree? Explain.
4. What is your opinion of the five Jewish responses to how and why the Holocaust occurred?
5. Sadly, genocide is not a thing of the past. Recent genocides include what happened in Rwanda and Darfur, among other places. How might genocide be prevented?
6. Answer the question on p.150 of your textbook reading: "What does this timeline of modern Israel suggest about the ability of Israel and its neighbors to coexist in the Middle East?"
7. Several pop music stars, though not Jewish, practice Kabbalah. Many non-Hindu Americans practice yoga. Are there any problems in someone participating in a practice of a religion to which they do not belong? Explain.

Quizzes

There are four quizzes in this class:

1. Syllabus Quiz (Week one)
2. Hinduism, Jainism, and Theravada Buddhism Quiz (Week five)
3. Daoism and Confucianism Quiz (Week nine)
4. Judaism and Christianity Quiz (Week fourteen)

Quizzes consist of multiple choice and true/false questions. Once started, the quiz cannot be paused so please be sure that you have a reliable internet connection before you begin. All questions will appear on one webpage; feel free to save whenever you like but do not click 'submit' until you have finished. Quizzes are timed except for the Syllabus Quiz. Quizzes consist of 10-20 questions. You are typically given between 20-45 minutes to complete a quiz. You are allowed to take each quiz two times and your highest score will be recorded.

Learning Festivals

After each of our three units, we will have a Learning Festival. Learning Festivals can consist of: short essay, fill in the blank, multiple choice, and true/false questions. Think of this as a time in which you get to celebrate your understanding of all that you have learned! You are allotted one hour and 30 minutes to complete the festival. Once started, the Learning Festival cannot be paused so please be sure that you have a reliable internet connection before you begin. You can only submit once so please double check your answers. All questions will appear on one webpage; feel free to save whenever you like but do not click 'submit' until you have finished. Learning Festivals can only be taken once. Before each Learning Festival, we will play games and create study guides to further celebrate our knowledge. The course is organized by geographical location of origin for each religious tradition.

- Learning Festival 1 covers Hinduism, Jainism, Theravada Buddhism, and Sikhism. (Week 6)
- Learning Festival 2 covers Daoism, Confucianism, Shinto, and Mahayana Buddhism. (Week 11)
- Learning Festival 3 covers Zoroastrianism, Judaism, Christianity, and Islam. (Final Exam week)

Assignments

You have six assignments to complete in this course:

1. Hinduism Web/ Concept Map (Week 2)
2. Choose Your Own Adventure- Indian Religions (Week 4)
3. Daoism and Confucianism Scriptural Passages Identifications and Analysis (Week 8)
4. Mahayana Buddhist Sect: Slogan or Jingle (Week 10)
5. Holocaust and Zionism Reflection Paper (Week 13)
6. Travel Scrapbook, Article, or Blog on the Major Rituals of the Hajj (Week 16)

For an example of the assignments, please see the description and directions for the Mahayana Buddhist Sect Slogan or Jingle assignment below:



Please note: This assignment has three required parts: 1) creating a slogan or jingle that is posted and discussed in the forum, 2) writing a narrative on the sect you chose, and 3) providing an annotated bibliography for your sources. All three parts are equally weighted in the grading of this assignment.

A slogan is a short and memorable phrase. A jingle is a tune or verse that is designed to be catchy. What are some slogans? How about "Just Do It" (Nike) or "Melts in your mouth, not in your hand" (M&Ms)? Have you ever heard, "Ba Da Ba Ba Ba, I'm lovin' it!"? If so, then you know one of McDonald's jingles. Does reading just these seven digits: 422-2222 evoke a sing-song reading of the phone number in your head? If so, then you've probably heard Hawaii's TheCab commercial.

Your task is to create either a slogan or a jingle for one of the Mahayana Buddhist sects covered in this course (Pure Land, Zen, Nichiren, or Vajrayana). How would you best represent the essence of that sect? What beliefs and practices are most important to that sect's adherents? Those questions should guide your creation. The more creative, the better! You can create a poster-esque drawing of the slogan and upload a photo of it in your post. You could record a brief video of your jingle. Whatever you choose, do NOT outright state nor write what sect you chose.

After you post your own slogan or jingle in the discussion forum, check out your classmates' posts. Reply to at least two slogans or jingles with:

1. what sect you think they chose
2. what you liked and/or what confused you about their post

In the past students have asked me if they could perform a rap or a slam poem in lieu of a slogan or jingle. Feel free to do so if the muse is with you! However, do not feel pressured to do that; a brief slogan or jingle is also great.

In addition to posting your slogan/jingle to the discussion forum, please write the following in a Google Document:

1. Write a narrative (approximately 1/2 to 1 full page, double spaced) in which you describe the main beliefs, practices, important founders, and/or history for the sect you chose. Also include a description of why you feel your slogan/jingle represents that sect.
2. Create an annotated bibliography of at least three sources you used while researching the sect you chose for your slogan/jingle. I expect you to find three sources in addition to what has already been provided in this course. For each source:
 1. cite it in proper MLA format
 2. provide an annotation. Your annotation might be content-based (describe what the reader can learn by reading this source) or your annotation could be process-based (share how you found this source and which parts were especially instructive to your work.) For books, cite specific chapters and page numbers you used. For websites,

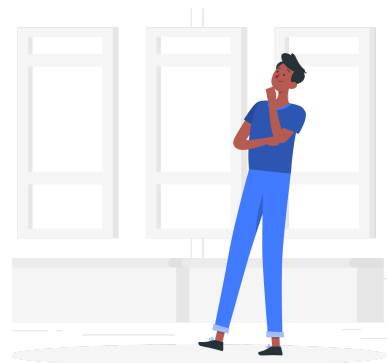
provide the URL you used, and, if the webpage is long, copy/paste the specific sections you used.

3. describe why this source is [credible](#). Include a sentence that begins with: "This source is [highly/moderately] credible because _____." For example, "This source is highly credible because the author is listed, her credentials support her work on this topic, her works cited is relevant to the topic, the information is current, and I did not detect any bias or agenda other than to educate."
4. Prove your sources' credibility by answering these questions for each source: Who wrote it? What are their credentials? When was it written? What makes this source authoritative for your topic? Why does this source exist? For more guidance, see the [6 Ws](#).

Please reflect:

If you are the type of student who prefers to plan ahead and have full knowledge of the course tasks and assessments, then please feel free to read the descriptions and directions for the other five assignments here: [REL150 Assignments](#), and then come back to read the remainder of the syllabus.

If you are the kind of student who prefers being introduced to assignments as they come along in the course, or if you have a tendency to become overwhelmed when presented with too much information, then please refrain from clicking on the link above with the assignment details. They will be introduced in weekly modules. Please continue reading this syllabus.



Additional Information

College Policies

Academic Honesty:

Students are expected to act with personal integrity, to respect other students' opinions and property, and to help create an academic environment in which discussion is encouraged. Students are expected not to engage or tolerate acts of plagiarism: cheating, copying, fabrication of citations, or other acts of academic dishonesty. Plagiarism is treated seriously in this course. If you are quoting someone verbatim, then you must use quotation marks and cite the source immediately after the quotation in parenthetical form, (author's last name, page number). If you are unsure whether or not you are citing sources correctly, please ask me. Ignorance is no excuse. Students charged with academic dishonesty face serious consequences that range from an F grade for the assignment to an F grade for the course.

Disabilities Accommodation:

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Roy Inouye can be reached at 808-235-7453, royinouye@hawaii.edu, or you may stop by Hale Kako'o 106 for more information.

Title IX:

Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. Windward Community College is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence,

WCC has resources to support you. To speak with someone confidentially, please go to: [Title IX | Windward Community](#) to find the appropriate contact person.

Alternate Contact Information:

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office in Alakai 121, 808-235-7422, wccaa@hawaii.edu

Services:

Windward is one of the most supportive colleges! Please don't be shy! Utilize all of the wonderful services that are available to help you succeed. For information on counseling/advising, careers and student employment, tutoring (including services such as the Writing Center, Math Lab, Speech Lab, test proctoring, Trio, etc.), HINET, peer mentors, childcare, and more please see: [Services For Students | Windward Community](#)

Extra Credit

Extra credit can be earned by turning in responses to the Think Log prompts. The prompts are embedded in the Professor's Notes by religious tradition. Think Logs are essentially journal prompts. There are no right or wrong responses to Think Log prompts. Think Logs are used to encourage critical thinking, self-analysis, and to reflect on the topics covered in this course. You can earn the full amount of extra credit for this course by typing your responses to six of the Think Log prompts. Each Think Log response should be approximately one full, typed page, double-spaced (please use 1 inch margins and 12 point font). Think Logs can be submitted throughout the semester. However, no more than two extra credit Think Logs per student will be accepted during the last two weeks of classes. All extra credit must be received by December 10, 2021.

Syllabus Change Policy:

Information contained in the course syllabus may be subject to change with reasonable advance notice, as deemed appropriate by the instructor. Updates to the syllabus will be communicated via email.

Mission Statement:

'O keia ka wā kūpono e ho'onui ai ka 'ike me ka ho'omaopopo i kō Hawai'i mau ho'oilina waiwai. Aia nō ho'i ma ke Kulanui Kaiāulu o ke Ko'olau nā papahana hou o nā 'ike 'akeakamai a me nā hana no'eau. Me ke kuleana ko'iko'i e ho'ohiki ke Kulanui e kāko'o a e ho'okumu i ala e hiki kē kōkua i ka ho'onui 'ike a nā kānaka maoli. Na mākou nō e ho'olako, kāko'o a paipai i nā Ko'olau a kō O'ahu a'e me nā hana no'eau ākea, ka ho'ona'auao 'oihana a me ka ho'onui 'ike ma ke kaiāulu — hō'a'ano a e ho'oulu i nā haumāna i ka po'okela.

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide the Ko'olau region of O'ahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

Secrets of Success

1. Keep up with the readings and note taking. Since the course is set up to discuss the readings, if you do not read you will feel completely lost during our Zoom class and not have an enriching educational experience. Additionally, by completing the readings and note taking, you will be well prepared for the Review Questions, Discussion Questions, Assignments, Quizzes, and Learning Festivals.



2. Only check social media and your other favorite websites at set times each day. You're working on your computer for this course. Instagram and Reddit are only a click away. Classwork is hard! Reading streams and looking at photos is fun and easy! Oh, and that great feeling we get every time someone acknowledges something we posted... I get it. Distraction is everywhere. Here are some things you can do to avoid temptation. Choose which ones can work for you given your family's needs and your specific distractions:
 - a. do not leave any distracting websites open on your computer when you're completing class work.
 - b. leave your phone in the next room. I assume that if there's an emergency then someone will call me, not text. Thus, I do not go to my phone unless it rings.
 - c. if you have a smartwatch that vibrates every time you get a notification, take it off during your work time.
 - d. designate specific times in which you allow yourself to go to your favorite websites, check email, etc. Whatever you tend to check out or click on incessantly, try scheduling in certain blocks of time for that activity and do not check them out at other times.
3. Stay organized. Use a planner! Put important deadlines for assignments from all of your courses' syllabi into the planner. Create a weekly schedule with your school and work hours. The majority of online course tasks do NOT occur during the 75 minute weekly Zoom meetings. Thus, be sure to schedule in blocks of time when you plan to read, study, and complete assignments.
4. Contact me if you have any questions. Never think that your question is "too stupid" to ask. We are all on a life-long journey in which we learn and synthesize information everyday, act according to that knowledge, trust what has become reliable wisdom, and reassess other knowledge with newfound information. I'm not out to trick you; I want you to succeed! I am here to help you. Let me know how I can make this the best educational experience for you.

Let's get started!

