COURSE SYLLABUS
HONORS SEMINAR: SEVEN DEADLY SINS
IDH3034 SEMINAR V VII FALL 2015

GENERAL INFORMATION • IMPORTANT INFORMATION • COURSE DETAIL • COURSE CALENDAR

GENERAL INFORMATION

PROFESSOR INFORMATION - INSERT RECENT PHOTOGRAPH BELOW (BLUE SHIRT WITH PRINTED SCARF)

Instructor: Prof. Mary Lou Pfeiffer, LL.M., MA,  
Office: DM 233, Honors College (MAMC) and AC I 214, Honors College (BBC)
Office Hours: By appointment at BBC or MAMC
Phone: 305-348-4100
Fax: 305-348-2118
E-mail: Please use Blackboard course messages or if necessary pfeiffer@fiu.edu

COURSE DESCRIPTION

Upper division Honors V, VI, VII, VIII, “Aesthetics, Values and Authority”

The Seven Deadly Sins [“seven” is referenced hereafter using the number 7 for convenience] is a fully online, 3 credits/semester continuum Honors course that investigates what appears to be a simple, three-letter word “sin,” and its evolution into the list of the 7 deadly [capital/mortal] sins: anger, envy, gluttony, greed (avarice), lust, pride and sloth. These sins are central to moral philosophy and human behavior. They have been examined through art, music and literature for more than fifteen hundred years, and recently through multimedia and texts. The course offers the student a background to recognize, define and analyze the 7 sins, their historical roots as well as the corresponding virtues as they emerged from Eastern and Western societies throughout written history. Required books (the series titled by the name of each sin- Oxford University Press/New York Public Library from the following authors: Dyson, Epstein, Wasserman, Prose, Tickle, Thurman and Blackburn) plus another text, Sin: the Early History of an Idea by Paula Fredriksen. These explore the complexity of sin and how it affects humanity. Students are required to view films/DVD’s throughout the course posted in the movie folder. Electronic readings, works of art and music are included.

COURSE OVERVIEW

Each topic from (Pope) Gregory’s original list (The 7 Deadly Sins Sampler, Chicago: The Great Books Foundation, 2007 with its “Introduction” by Al Gini, p xii) is complimented with discussions from the BBC Poll, (Mohandus) Mahatma Ghandi’s list (p xiv) and Pope Benedict XVI’s newer list that includes murder, contraception, abortion, perjury,
paedophilia (pedophiles) adultery, and of course, lust. These serve as the study of sins for two semesters.


Online folders are titled accordingly for the two semesters. The instructor reserves the right to make changes or additions as deemed necessary during the semester. Information regarding updated postings is sent through the course message system or announcements; thus, **it is important that you check your course email on a regular basis.** All essays, papers, projects, discussions and assessments are submitted online; papers and essays should be **DOUBLE-LINE SPACED** with your name and a word count if required. You are expected to view, listen and reference the DVD’s, electronic readings, music and art in your written or creative assignments. Discussion blogs and live chat questions are single-line spaced and do not require a word count. “Academic Essay/Paper Guidelines and Recommendations” is posted in the “INFORMATION” folder on the homepage. Live online chats are required using Adobe Connect through Bb Learn (see Adobe Connect information).

**COURSE OBJECTIVES**

**ALL OBJECTIVES FULFILL THE GLOBAL LEARNING INITIATIVES**

After completion of this two semester fully online course, the students should:

- Recognize and define the 7 deadly sins, their virtues that counter each sin, (see the individual folders in the Course Content accordingly, for literary works, religious documents, historical definitions/references and media works); all modules fall and spring.
- Examine in detail each sin: its constituent components (color, animal representative, place in hell) and describe its relevancy in society from the past and how it prevails today; all modules fall and spring.
- Generalize and explain the term, “Devil” or “Satan” as the fallen angel that tempts humans to sin (Christianity and Islam) or from the Old Testament, the *ha-satan* as the adversary who tempts humanity and brings evil;
- Apply the concepts of sins in a moral society and why they create conflicts for humanity; module 1-4 fall.
- Recognize what it means to be humane and sinful; all modules fall and spring.
- Analyze and evaluate religious v. secular thinking regarding the 7 sins and the vices that accompany them.
- Describe how these 7 sins lead to the debasement of our society; all modules fall and spring.
- Interpret how the struggle to overcome the 7 deadly sins allows fortunes to be made economically; all modules fall and spring.
- Identify “intellectual hubris” and formulate its relevancy today rather that dispelling it as obsolete or passé in philosophical/theological traditions; module 1-2 fall, module 1 spring.
- Define and discuss *schadenfreude*, module 3 fall, module 1 spring.
- Synthesize the sins and vices in the fall semester: pride, envy and sloth that operate and permeate every level
of society and conclude how we can be morally, mentally and physically the better citizens on Earth; modules 1-4.

- Describe the sins and vices in the second semester: gluttony, greed, anger and lust that operate and permeate every level of society and conclude how we can be morally, mentally and physically the better citizens on Earth modules 1-4 spring.
- Analyze the gender issues that presented from the past regarding women as representing the 7 deadly sins and men having power over women; module 4 spring.

PROFESSOR BIOGRAPHY

Prof. Mary Lou Pfeiffer:

- Holds advanced degrees: LL.M in Intercultural Human Rights from St. Thomas University School of Law and MA in Religion from Florida International University;
- Fellow, Senior Instructor in The Honors College at FIU;
- Her undergraduate degrees include religious studies, biology (minor-geology) and allied health breast care;
- Owns and operates an art glass studio specializing in stained/etched glass, stone and wood sculpting;
- Studied architectural glass in Germany with renowned glass artists and sculpting with Elliot Miller;
- Her specialty areas include human rights law (rights of women, the child, internally displaced persons/refugees, and global indigenous peoples) and specifically North American Indian cultures;
- Attended the UN Sub-Commission on Human Rights for Indigenous Working Peoples in Geneva, Switzerland;
- Her research areas encompass human rights, indigenous sacred sites, the Miami Circle and the Tequesta village in Miami, earth ethics, and studies involving breast cancer and asbestosis;
- Completing a project of her uncle's original "V" mail letters from WWII, and two current manuscripts - the Miami Circle, and a work from her life as the wife of a Naval fighter pilot who participated in a "seagull society" during the Vietnam years;
- Served as Past President of the Women's Studies Board, participates in the Pre-Professional Advisement and Evaluation Committee (PPAEC) and is a member of BBC's Vice-Provost's Council and FIU's Global Indigenous Forum;
- Is a recipient of the Alumni Torch Award at FIU, the Bronze Torch Society and has received two Outstanding Service Awards from Religious Studies;
- Has two sons- avid surfers, one is a Miami-Dade Country paramedic firefighter who shapes custom surfboards and the other a chef and café owner on Oahu- their wives and 5 grandchildren;
- Her “other” family includes 2 dogs, a cat, an Umbrella cockatoo and an aviary of finches

GLOBAL LEARNING INITIATIVES

The Honors College Seminars: Aesthetics, Values, and Authority, examine the aesthetic underpinnings of culture and foundations of what commonly are held to be “western values.” Discussions will focus not only on these paradigms, but
also on the authority and power relationships associated with them. This course aims to fulfill the goals of the global learning initiative. Innovative pedagogical strategies will be utilized to raise students’ awareness of the interrelatedness of local, global, international, and intercultural issues. The interdisciplinary nature of the Honors College will facilitate students’ ability to develop a multi-perspective analysis of local, global, international, and intercultural problems, as well as their willingness engage in problem solving in diverse settings. **Global Learning Initiatives:**

- **Global Awareness (GA on the syllabus)** - Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
- **Global Perspective (GP on the syllabus)** - Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, and cultural.
- **Global Engagement (GE on the syllabus)** - Students will be able to develop solutions to local, global, international, and/or intercultural problems and be able to articulate the causes and contributions to these problems through the paradigm of aesthetics, values and authority. Appropriate assignments are designated GA, GP, and GE, respectively on the weekly schedule.

In The Honors College, the term "honor" refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability.

**Religious Observances** - Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

**Physical, Mental and Sensory Challenges** - Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already.

**Honors Policies**

Review policies of the university in the student handbook.

Policy on religious holidays, accommodations for disabilities, and academic misconduct.

**Academic Standing**

**Academic Misconduct**

**The Honors College’s Continuous Improvement**

**NEW CITIZENSHIP POINT SYSTEM**

**New Citizenship Requirements:** Beginning in Fall 2014, Honors College students are required to accumulate at least 20 citizenship points each academic year (Fall and Spring) by attending Honors College activities (listed below). Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. The point value of an event will be noted on emails and flyers when it is promoted. For a general breakdown, see the value table below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Colloquium</td>
<td>3</td>
</tr>
<tr>
<td>Club Meeting</td>
<td>1 (max of 3)</td>
</tr>
</tbody>
</table>
** There will be a few online events to choose from as well. **Because of the added flexibility of the new system, all students must fulfill the annual requirement-no exceptions.** Students must arrive at the activities on time. After 10 minutes, they will be turned away at the door. Students will track their points at [http://myhonors.fiu.edu](http://myhonors.fiu.edu). We encourage students to earn as many points as they can. At the end of each academic year, the top ten point earners will be recognized by appointment to the [Dean's Citizenship](#).

**List Volunteer Hours:**

As always, Honors College students must also complete **20 volunteer service hours**. These hours DO NOT count toward the 20 citizenship points discussed above. **Honors Hours** Honors Hours provide seminars, lectures, informational sessions, and workshops to expand your undergraduate experience. If you have ideas for Honors Hours workshops you would like to see, email us at honors@fiu.edu. Each Honors Hour session has a 2 point value. For a full list of Honors Hours for the current semester, go to [Honors Hours Colloquia](#). Every semester we invite Honors College faculty fellow to give a presentation on a topic of interest. Each Colloquium has a 3 point value. For a full list of Colloquia for the current semester, go to [Events Community Service](#). 20-hours of Community Service per Academic Year (Fall/Spring). Being an Honors College student is more than just seeking academically challenging experiences, it’s also about giving back. The Honors College volunteering requirement is meant to get you outside of the classroom, giving back to your community. We ask that you commit at least 20 hours.

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already.

**Honors College**

**Below are sections on student portfolios, Honors College citizenship requirements, academic misconduct and plagiarism.**

**Student Portfolios**

The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. The purpose of the portfolio is to assess how successfully our curriculum fulfills its goals, and is not graded. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each course will include at least one assignment that could potentially fit portfolio requirements. For more information on the student learning outcomes and constructing a portfolio for your senior year, see [Portfolios](#).

**Honors Citizenship Requirements**

All members of the Honors College are expected to be active citizens of the College, the University, and the community at large. To be a committed Honors College student is to take advantage of enhanced learning opportunities and to assume a leadership role in the world. Attendance will be taken at events where appropriate and practical. All College members are expected to participate in the community-building activities listed below:
• Attend one Honors Excellence Lecture per academic year and one Honors Colloquium per semester (fall and spring).
• Attend at least three Honors Hour sessions per semester or enrichment events specified by the Honors College as satisfying this requirement.
• Perform at least twenty hours of community service per academic year (summer excluded) either through the Honors College service partnerships (Sweetwater, Overtown Youth Center, etc.) or through other community service projects and/or events. If you want to apply this service to your graduation portfolio, be sure to document your hours. Please contact an Honors College Academic Advisor if you have any questions.
• For more information on Honors citizenship requirements, see the Honors College Student Handbook.

ACADEMIC HONESTY AND PLAGIARISM FIU ACADEMIC MISCONDUCT STATEMENT

Procedures

An Honors faculty member may bring charges of Academic Misconduct against an Honors student. If the faculty member suspects plagiarism or other forms of academic misconduct, within one week of the discovery of the suspected act the faculty member will hold an informal meeting with the student in order to inform him/her of the allegation(s), provide any evidence available, and allow the student to respond. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures, available at Academic Misconduct.

The student will have the right to appeal the outcome of the meeting with the instructor within one week of the faculty member’s decision, when the decision is to pursue informal resolution or file formal resolution charges. The appeal will take the form of a letter to the Dean outlining the circumstances of the case and the reason for the objection to the professor’s recommendation. The Dean or his designee will examine the case and make a final determination about the pursuit of Informal Resolution or the filing of formal resolution charges.

Penalties

An Honors College student found responsible for plagiarism or other academic misconduct by informal resolution or formal resolution will receive an F in the relevant Honors course, and will be dismissed from the Honors College by the Dean, effective from the end of the semester in which the infraction occurs. Dismissal will be in writing and will entail the loss of all privileges and benefits of being in The Honors College, and the student will not be readmitted to The Honors College. The decision of the Dean will be final. This decision relates solely to the student’s status in The Honors College and does not affect the student’s right to appeal the original faculty decision. The penalty of dismissal from The Honors College may apply to academic misconduct in any course within Florida International University and not only to courses offered by The Honors College. In the case of courses outside The Honors College, the Dean of The Honors College will rely on the Office of the Provost for notification about the infraction(s). More stringent penalties, such as dismissal from the university, may be pursued through the university’s established academic misconduct process.

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College. Academic misconduct is a violation of the University Code of Standards, the Code of Academic Integrity, the ethical relationship between the student and the academic community, and especially between the student and the instructor. It is the responsibility and prerogative of the instructor to ensure adherence to these policies.

IMPORTANT INFORMATION

POLICIES

Please review the policies page as it contains essential information regarding guidelines relevant to all courses at FIU.
and additional information on the standards for acceptable netiquette important for online courses.

**STATEMENT OF UNDERSTANDING BETWEEN PROFESSOR AND STUDENT**

Every student must respect the right of all to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students must adhere to a standard of academic conduct, demonstrating respect for themselves, their fellow students, and the educational mission of the University. As a student in the College of Business taking this class:

I will not represent someone else's work as my own.
I will not cheat, nor will I aid in another’s cheating.
I will be honest in my academic endeavors.
I understand that if I am found responsible for academic misconduct, I will be subject to the academic misconduct procedures and sanctions as outlined in the Student Handbook.

**COURSE PREREQUISITES**

The only prerequisite or requirement is the student must be Honors upper division 3rd or 4th year.

**TEXTBOOK**

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
<th>Year</th>
<th>ISBN</th>
</tr>
</thead>
</table>
Envy
Joseph Epstein,
New York: Oxford 2006


Sloth
Wendy Wasserstein,
New York: Oxford 2006


Gluttony
Francine Prose,
New York: Oxford 2006

ISBN: 0-19-515699-4

Greed
Phyllis A. Tickle,
New York: Oxford 2006


Sin: The Early History of an Idea
Paula Fredriksen,
Princeton: Princeton University Press

ISBN: 978-0-691-213890 and ebook

Click here to buy your textbook online at the FIU Bookstore.

EXPECTATIONS OF THIS COURSE
This is an online course; thus 100% of the course work is conducted online. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.
Students are expected to:

- Review the “Welcome” and “How to Get Started” located on the Home Page.
- Introduce yourself to the class during the first week by posting a self-introduction with a photo of yourself in the appropriate discussion forum. [See student Bio Activity]
- Take the practice quiz to ensure that your computer is compatible with Blackboard.
- Interact online with instructor/s and peers and keep up with all assignments.
- Review and follow the course calendar.
- Log in to the course several times per week; on occasion as there may be changes to the course calendar if deemed necessary; these will be announced and sent via course messages.
- Respond to discussion boards, blogs and journal postings as required.
- Submit assignments and assessments by their corresponding deadlines.

COURSE DETAILS

COURSE COMMUNICATION

Communication in this course will take place via course messages. Message sent via my FIU email cannot be moved into Blackboard; thus it is important that you post all messages or course information through the Blackboard course.

The message feature is a private, internal Blackboard only communication system. Users must log on to the blackboard system to send/receive/read messages. There are no notifications in Blackboard to inform users when a new message has been received; therefore, it is recommended that students check their messages routinely to ensure up-to-date communication. This is the best method to communicate with your instructor privately.

Discussions: Discussions are posted in the Discussion tool with a Discussion Rubric; see information posted below in the Course Assignments/Information.

Live Chats: Adobe Connect will be used for “live” on line chats. Preferred- a headset with a microphone. For complete information, review the Adobe Connect folder; the chats will be about 1 hour in length, usually from 21:00-22:00 on Thursday evenings from (9 PM to 10 PM). These are required; there is a special accessibility to review the chat and post comments if one cannot actively participate. This is by permission of the instructor and must approved in advance.

Wikis: (information is post from Blackboard section designer)

Time for this course is listed in the 24-hour clock to avoid confusion regarding submissions, due dates and times, i.e., 08:00 is 8 AM, 12:00 is noon, or 20:00 is 8 PM. (See the 24-hur clock posted in the Information folder).

STUDENT BIO ACTIVITY

Please provide a brief biographical overview with a photograph of yourself on the Student Bio Forum under
Discussions. You are encouraged to include following in your bio: Name, status in your current program, educational background to date, the reason you take this course, your expectation of this course, your experience with any aspect of online learning, work experience, career plans, and personal plans. (No longer than 200 words). This is a requirement for the fall semester only.

**COURSE ASSIGNMENTS / INFORMATION**

- **Podcasts** of appropriately selected music and other items for each topic in the 7 Deadly Sins are available to download; PPT’s are used throughout the course; some lyrics are provided to accompany musical genres: classical (including operatic), rock and roll, punk, ska, rap.

- **Discussions Required discussion "blogs" are found under the discussion tool [see above information on the left drop down menu];** A Discussion Rubric for grading discussions is posted in the Information folder under “Rubrics.” Discussions are required responses regarding the topics and other points that are directly related to the course and allow you to post comments to each other. Do not post private information. Discussions (protocol):

  - Discussions are conducted through online posts and online “live” chats. An “initial” post (5 points) by each student for each topic is required; response to at least 3 others is required, 5 points. The initial post has deadline date to allow the follow-up commentary by classmates to interact with each other’s ideas. Grade range -10 points. Discussion grades consider the quality of your posts in addition to the quantity. Missing or minimal responses result in a deduction of points. All discussions are due by the dates posted. Please be courteous and respectful of others ideas. Negative aggressive comments will not be tolerated. The topics are selected from: A) Required readings, B) Video presentations, C) Music/lyrics, and D) Works of art imaged online in each module, the texts and possible current events that may arise in the media.

- **Assignments (Essays, wikis, PPT's or creative social media presentations)**- Essays or creative projects are a major part of the online course used to access your abilities in the class. A zero “0”, grade will be assigned for any late work or lack of work submitted.

- **All Bb Learn course material is listed in separate folders that are ‘titled’ according to “sinful” topics, as well as not so sinful ones.**

**NO MAKE-UP ASSIGNMENTS, QUIZZES OR EXAMS FOR THIS COURSE. PLEASE DO NOT REQUEST A CHANGE OR DELAY!** THIS POLICY WILL BE STRICTLY ENFORCED. All assignments are due as indicated; a zero (0) grade will be awarded for anything turned in after the due date, with the following exceptions: If some unforeseen emergency arises that prevents you from taking an exam or submission for an assignment, documentation must be provided (i.e., a summons for jury duty, letter on Physicians letterhead stating explicitly why student could not turn as assignment or take an exam). This documentation will be verified by contacting the appropriate individuals. Once verified a decision as to how to proceed. This will be at the discretion of the Professor.

The instructor reserves the right to make changes or additions as deemed necessary. Information regarding updated postings is sent through the course announcements and via course email; thus, **it is important that you check your course email on a regular basis.**
CLASS INTRODUCTION TO THE 7 DEADLY SINS

Why does it often feel good to do something bad or indulge in schadenfreude? In a world where we are encouraged to lavishly splurge, the question becomes the topic for commentary and controversy. Has the ancient religious concept of sin lost its sway over the moral imagination? The electronic files in topic modules [PDF’s] allow the student peruse the hidden arena of sin and non-virtuous behavior: The 7 Deadly Sins Sampler, "Foreward" by Al Gini; Solomon Schimmel's The Seven Deadly Sins: Jewish, Christian and Classical Reflections on Human Psychology; “Chapter One, The Persistence of Sin;” and Sympathy for the Devil, Art and Rock and Roll Since 1967 by Dominic Molon.

From Gini’s "Foreword," "According to Jewish and Christian Biblical tradition, we are all sinners, doomed because of the first couple’s (that is Adam and Eve) disobedience in the Garden of Eden. St. Augustine describes humankind as “full of evil lusts and inclinations from our mothers’ wombs.” In other words, we succumb to our passions from birth. Fifteen hundred years ago, St. Gregory the Great created a list of seven sins as a tool for religious contemplation to help monks maintain their vows to help monks of chastity, poverty, and obedience…Through Platonic thought, from Socratic teaching, "The unexamined life is not worth living."

Gini continues, in dealing with the sins of human nature as from Catholic and Christian viewpoints, the capital vices or cardinal sins of The Roman Catholic Church are divided into two major categories: venial and mortal; venial sins are considered minor sins that can be forgiven through sacramental offerings to the Church (Roman Catholic) while mortal sins destroy the line of grade to God and carry the threat of eternal damnation unless there is some form of extreme absolution. Mortal sins are voluntary acts [those which cannot be committed accidentally], contradictory to eternal law. During the 14th Century, the "sins" became a major theme in European art and literature for superbia (pride), avaritia (greed), luxuria (lust), invidia (envy), gula (gluttony), ira (anger), and acedia (sloth, apathy) and helped to deep seat them generally throughout the world. The sins will be discussed in context with the seven virtues: humility, charity, chastity, meekness, zeal, moderation, and generosity."

LIBRARY

The FIU library provides a number of services to distance learning students. For example:

- Students can request a chat session in Learn 9 for an explanation on how to access library resources.
- Students can request detailed instructions on how to access library resources.
- One-on-One assistance from the Distance Learning Librarian.

Don't struggle through your library research alone! Help is available. For further information, contact Sarah Hammill, Distance Learning Librarian, via email at hammills@fiu.edu or call 305-919-5604.

You can visit the FIU Library at: http://library.fiu.edu/

ADOBE CONNECT PRO MEETING

The Adobe Connect Pro Meeting is an online meeting room in which you can interact with your Professor and fellow students by sharing your computer, screens or files, chat, broadcast live audio and take part in other interactive online
Meeting rooms and instructions for using Adobe Connect can be found under the Adobe Connect tool page in the course menu.

- Use of a combination **headset and microphone** with USB connection is recommended to ensure quality sound and reduce technical difficulties.

**GRADING**

<table>
<thead>
<tr>
<th>COURSE REQUIREMENTS</th>
<th>WEIGHT</th>
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<tbody>
<tr>
<td>Discussions (5)</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes- required (6)</td>
<td>15%</td>
</tr>
<tr>
<td>Live Chats w/Adobe Connect, participation required, (3)</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment/Essay (#1-#4) assigned as either an essay (approximately 300 words), PPT or media presentation like Prezi (no required word count for creative presentations in PPT or social media form)</td>
<td>20%</td>
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<tr>
<td>Assignment/Essay Synthesis (#5) PPT, Prei or social media presentation project from the fall sins pride, envy, sloth and gluttony, rating them from least to worst or vice versa; use Fredriksen's book as a reference for the synthesis</td>
<td>15%</td>
</tr>
<tr>
<td>Final course essay (#6) has two parts: Part A (5%), a thesis statement, an abstract of 200 words for the topic listed as your selection for the more deadly sins from the fall semester an outline for your research paper that includes all reference material in a bibliography;</td>
<td>5%</td>
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<tr>
<td>Part B (15%), research the sin that you select as the more deadly and present it in a creatively constructed essay.</td>
<td>15%</td>
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**LETTER GRADE**  

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<tr>
<td>A</td>
<td>Above 93</td>
<td>B-</td>
<td>81-83</td>
<td>D+</td>
<td>67 - 70</td>
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<tr>
<td>A-</td>
<td>90 - 92</td>
<td>C+</td>
<td>77 - 80</td>
<td>D</td>
<td>64 - 66</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
<td>C</td>
<td>74 - 76</td>
<td>D-</td>
<td>61 - 63</td>
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<tr>
<td>B</td>
<td>84 - 86</td>
<td>C-</td>
<td>71 - 73</td>
<td>F</td>
<td>&lt; 61</td>
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</table>
This course follows modular topics: “Introduction,” “pride,” “envy” and “sloth,” divided into weekly segments for required reading, listening, viewing, assignments and assessments.