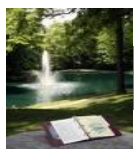


**CHAMINADE UNIVERSITY OF HONOLULU**  
**RE 346-90: Influential Women in Christianity (3 credits)**  
Fall Day Session: August 21 – December 8, 2023  
Classroom/Meeting: Online

**Instructor:** Dr. Malia D. Wong, O.P.  
Office Henry 208A / Hours: T/W/TH:9AM-12:30PM; or by appt.  
Office Phone: 735-4867  
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## COURSE OVERVIEW

*"I am not thinking of reward. I am working for God and do so cheerfully."*

Saint Marianne Cope, OSF

*\*Celebrating 10 years after her canonization in Rome*

**Catalog Description:** This course surveys the life and work of especially significant women in Christianity with an emphasis on the Catholic Church. Analytical discussion employing socio-cultural, philosophical, theological, and feminist approaches will help students to understand how women have been perceived in Christian history and literature. The struggles and successes of these women will exemplify how strong faith can overcome obstacles based on stereotypes and other images.

**Prerequisites:** RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core requirement. Offered annually.

**Orientation:** This study is presented in a way that parallels the positive influence of women through different periods of time according to various topic areas. It highlights their contributions and exemplariness as steadfast models for women today. In addition, it includes periods of guided self-reflection to accompany one's personal growth in the same Spirit that ignited and sustained them along life's fluid journey.

**Methodology:** This course is delivered entirely online via the course management system Canvas (<http://chaminade.instructure.com>) The role of the instructor in a course that operates in an online environment is to facilitate and invite discussion. The instructor will present additional material not in the text or assigned readings, clarify material contained in the text and encourage students to engage in critical thinking.

Students will be expected to participate in online discussions and to share insights and questions with one another. Because the class requires personal interaction, students are expected to respect one another's opinions and ideas.

### Required Texts:

- ◆ Bible – one of the following versions: New American, New Revised Standard with Apocrypha, New Jerusalem with Apocrypha
- ◆ Hanley, Sr. Mary Laurence and O.A. Bushnell. *Pilgrimage & Exile: Mother Marianne of Moloka'i*, Mutual Publishing, HI, 2009. ISBN-10: 1-56647-916-9
- ◆ Heidish, Marcy. *Defiant Daughters: Christian Women of Conscience*, Liguori Pub., Liguori, MI, 2010. ISBN-978-0-7648-1950-6
- ◆ Other materials, as posted on the Canvas board

### Course Requirements:

- ◆ Access to Canvas
- ◆ Familiarity with Microsoft Word and Microsoft Powerpoint

In the event that technical difficulties disrupt access or utilization of the web board, the instructor may elect to utilize e-mail to conduct discussions and maintain dialogue.

**Technical Assistance:**

Chaminade University Helpdesk: Email: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu). Phone: (808) 735-4855  
 Canvas Support: Email: [support@instructure.com](mailto:support@instructure.com) Phone Hotline: (844) 358-6881

**Library:** Chaminade library [www.chaminade.edu/library](http://www.chaminade.edu/library)

**Tutoring and Writing Services:** Chaminade offers free one-on-one tutoring and writing assistance to all students on campus at Kōkua `Ike: Center for Student Learning from trained peer and professional tutors. Free online tutoring is also available via Smarthinking from your Canvas account. For more information, contact Kōkua `Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.



## COURSE OBJECTIVES

### LEARNING OUTCOMES

**General Education Learning Outcomes (GELO's)**

The Value Learning Outcome students will gain from this course lies under the category of Education for Formation in Faith, of the Marianist Values.

The student will integrate faith and reason as complementary methods to explore questions of ultimate reality, leading to enhanced social awareness and service for peace and justice.
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**Program Learning Outcomes (PLO's)**

Students successfully completing the Religious Studies program will be able to:

1	Utilize the key concepts of Catholic theology in a critical reflection on integral human experience.
2	Engage in respectful dialogue on religious meaning in our globalized, multicultural society.
3	Employ understanding of interfaith traditions and behavior to Christian moral reasoning and decision making that affirms and/or challenges secular and cultural values.
4	Generate a substantive project that is animated by the Marianist Charism.

**Course Learning Outcomes (CLO's)**

On completion of this course, students will be able to:

1	Discuss the role of faith in the lives of significant women honored in Christian history and literature for their heroic response to the influences of culture, religion and social reform movements.
2	Demonstrate examples of the work of these women on the issues of peace and social justice to Marianist values and mission as presented in Chaminade Core Academic Beliefs.
3	Develop personal self-knowledge of parallel strengths and weaknesses, inspired faith and action in addressing challenges and effecting positive personal and societal good.

**Marianist Values**

The Characteristics of Marianist Education as applied to this course.

1	<b>Formation in Faith</b> <i>'Ike E Kululu Mana'o'i'o</i> (Knowledge embodying a sanctifying spirit)	What drove Marie Thérèse de Lamourous and Adèle de Batz de Trenquelléon to continue to share the Gospel, even though it was dangerous during the French Revolution? This course will explore the strength of faith in being able to move mountains, especially the mountains of our times.
2	<b>Provide an Integral, Quality Education</b>	The hallmarks of Marianist education can be seen through the gifts, virtues and legacy the three founders of the Marianist family gave and left behind. These are integral to a quality education. In the

	<i>'Ike Ulana Ho'omana Kina'ole (Unblemished weave of empowering knowledge)</i>	course of this study students will be exposed to these standards of learning, that they may create their own meaningful legacies.
3	<b>Educate in Family Spirit</b> <i>'Ike Pilipo'ohala Kū'ono (Knowledge bound in deep family values)</i>	The French Revolution was a turbulent time in France dismantling even the Church. But, there were three people that stood out with one mission. In this course we will take a look at the skill set that each Founder brought to the establishment of the comprehensive Marianist Family.
4	<b>Educate for Service, Justice and Peace</b> <i>'Ike Kuleana Kaiāo (Knowledge of enlightened duty)</i>	From the Marianist tradition, we have two great examples of vision and leadership. In this course, we will take a look at the examples of Marie Thérèse de Lamourous and Adèle de Batz de Trenquelléon in their works of service, justice and peace to encourage our own.
5	<b>Educate for Adaptation and Change</b> <i>'Ike Huli Wānana (Knowledge of Prophetic Change / Searching)</i>	The prostitutes Marie Thérèse de Lamourous worked with were known as “unedifying and contrary to the Christian principles she had embraced.” (Cawley, Alison) Yet, impelled by Christ, she continued to educate knowing that those served had grown as persons. In this course we will be challenged to look at the lens through which we serve and raise the bar.

### Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3
<b>General Ed. Learning Outcome</b>	✓	✓	✓
<b>Program Learning Outcomes</b>	1	4	
<b>Marianist Values</b>	1	4	2



## COURSE EXPECTATIONS AND ACTIVITIES

**Attendance:** Attendance consists of weekly collaborative participation in the online learning experiences. Students who miss two consecutive weeks of class, prior to the withdrawal deadline, may be withdrawn from class by the instructor.

**Homework:** This course is organized into 15 sessions. Students should plan to spend approximately 3 hours per week online exploring and examining internet sites and related materials, reading and responding to weekly discussion questions, and completing online assignments. In addition, you should plan to spend an equal amount of time offline, reading the text, researching, and reflecting over course concepts. The main parts of the course delivered on Canvas are:

- A. **DISCOVER & DREAM : Seeing Things Anew & Inspiration** - which includes:
  - \*Introduction & Overview– where you will find an overview into the content for the Week
  - \*Gathering Exercise- an informal space to collectively gather where everyone is at the beginning of the Week
  - \*Opening Reflection Blog – guided reflective pauses
- B. **DESIGN & DELIVER: Collaborative Processing & Creative Applications** - which includes:
  - \*Discussion: Resources & Prompts – where you will find discussion prompters, and other supplementary resources such as powerpoints and video links and post your wisdom
  - \*Closing Prayer & Journal – guided reflective pauses

**Discussion Forums - 3 Responses/Week:** A substantial portion of the final grade is based on online participation on the Discussion board. Discussion forum posts must be completed by the dates outlined below. Points will be deducted for late posts.

**Overview of Course Week:** Our course week extends from Sunday through Saturday. Each Sunday, announcements and supplementary resources for the upcoming week will be posted. Course activities

follow a recurring format throughout the term. Typically, weekly course activities adhere to the format below:

<b>Sunday</b>	<b>Weekly course content posted and criteria</b>
<b>by Wednesday (midnight)</b>	<b>First post due.</b> Students compose and post own in-depth response to the discussion.
<b>by Saturday (midnight)</b>	<b>Second and Third posts due.</b> Students build on class discussion by responding with an affirmation, agreement, request for clarification, or explanation of personal disagreement at least one classmate's post.
<b>by Thursday</b>	All other assignments, papers, etc. due as specified below.
<b>Due Date (four days later)</b>	Graded assignments (paper, projects) are scored and returned.

*In addition to checking at least once a day for notes, etc, the main days the instructor will be checking online are Sunday; Wednesday, Thursday and Saturday (for discussion forum, etc.)*

**Format for Written Assignments:** Written assignments and papers, must be typed, double-spaced, 12-point font only with 1 inch margins with required and appropriate citations using MLA style. If using WordPerfect or Notepad, files must be converted to Microsoft Word document or html format.

**Book Reports: *Due Week 5 and Week 11.*** Two (2) Book Reports over the book Pilgrimage in Exile are to be submitted on the dates found on the Syllabus. 1 page, typed. Report is to include a paragraph, or so on each of the following:

- a. Characters. Which characters intrigued you the most thus far? Why?
- b. Setting: What is your overall feeling for the setting of the chapters read?
- c. Conflict: Describe one of the conflicts encountered. How was it resolved?
- d. Like It. Which point of the reading did you like best thus far?
- e. Quote: Share a favorite quote from one of the characters, or expression from the author.



**Film Reviews: *Due Week 4 and Week 8.*** Two (2) full-length film reviews are to be completed on the dates found on the Course Schedule. Post these on the Discussion Board. As you view the films, take notes on some sayings or events that may have impressed you. After sharing the title of the film reviewed, write a paragraph, or so on each of the following points:



- a) What are some of the ways in which people in positions of power and/or influence in the society or church can, and sometimes do, exploit their power and influence in order to manipulate public opinion and undermine leadership? How did the woman featured, address the problem/s?
- b) What parallels can be made between her and one of the women read about in the textbook this week? In which ways did they both draw their strength?
- c) Were you able to connect to the film on a personal level? What is your response to it?
- d) Which part of the film did you like/not like the best? Share a saying, a lesson, or an event that impressed you, or caused you to ponder your life/purpose further.

**Research Projects:** There are two (2) research projects required in the course. Research projects are intended to provide an opportunity for you to demonstrate competence in the learning outcomes listed above, through reflection upon the meaning and implications of the material covered in the course.

**Midterm Project: Viriditas - Soul Greening & Spiritual Mentor *Due Week 7.***

Throughout the history of the Church, great women have emerged as leaders in sharing the seeds of God's infused wisdom as mystics, visionaries, prophets, and more. St. Hildegard of Bingen used the term "viriditas" to express the "greening of a soul in its turning to and growing in the Lord." Through their writings, musical compositions, artwork, apothecary formulas, etc. people have drawn closer to God through their spiritual guidance on living the Christian life.

*Project description:*

<p><b>1. Choose a theme or contemporary issue you are interested in.</b> For example: dignity of the human person; common good; solidarity; stewardship of creation; spiritual growth and virtue; moral and ethical conduct; sacramental life; formation and education; service and charity; family and community; conversion and repentance, etc.</p>	<p><b>2. Conduct research</b> into the life of a historical Christian woman that showed leadership in the topic or issue you are interested in. Take note of challenges encountered, examples from her life of prayer and faith, and how she was able to make a difference. <i>*Note: final project must reference at least 5 sources from 3 different multimedia sources. For example: film, music, books and other writings, art, and social media</i></p>	<p><b>3. Generate a multi-media presentation</b> on the life of this influential Christian woman and how she has inspired your life according to the theme or topic you selected to explore.</p> <p><i>Project suggestions: Written work (8 -10 pages) -a small book of poetry with simple drawings, or a skit Other media: -short video; powerpoint (6-8 minutes) -creating a piece of art or composing a piece of music with explanation</i></p>
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*Project length: will vary depending on the creative medium chosen for expressing the life and spirit of this woman. Criteria for an “A,” that which will “awe” and inspire others through their own life challenges.*

**Journal:** There are numerous nuggets of wisdom that can be gained from the women studied in this course that can be applied to our own lives. As you complete the readings and/or Journal Prayer Activities found on Canvas each week, jot a few lines down of any thoughts that may have inspired or compelled you, or take note of a person you want to remember in the Journal space. You could also compose your own prayer here, or add pictures, doodles, etc. Points will be given for journal submission.

**Final Integrated Project: “Influential Christian Women in Hawai’i” Due Week 14**

The purpose of this field exposure and research project is for students to creatively apply knowledge from the classroom to real life experience. Students need to work in groups of 2-3 members to identify 5 living influential Christian women with Hawai’i connections either on campus or in the larger community. Choosing one of the Marianist values to serve as a lens through, students will focus on how these women are making a difference in the lives of others. With, a personal tie-in of “What inspiration have you found through their lives for your own?” Suggested formats- *\*see “midterm multimedia suggestions.*



**GRADING**

*Excellence in this course requires not only academic mastery of the course content and meeting the qualitative and quantitative criteria, but also personal reflection upon the academic issues raised in the course.*

**LEARNING OUTCOME ASSESSMENT**

**Student’s work will be evaluated for:**

- ◆ knowledge of the subject matter from textbooks, discussions, videos, research and outside class activities
- ◆ critical application of content knowledge to current issues in society
- ◆ thoroughness of answers in quizzes, reflective assignments and research
- ◆ continuing development of understanding
- ◆ demonstration of the following 5 Core Competencies:
  1. Written communication
  2. Oral communication
  3. Quantitative reasoning
  4. Critical thinking
  5. Information Literacy

## Grade Calculation

Core Competency	Item	Quantity	Points Available	% of Grade
1,3,4,5	Online Participation / Discussion Forums	15 forums	150	20%
1,4,5	Film Reviews	2 reviews	20	15%
1,4,5	Book Reports	2	20	15%
1,2,4,5	Midterm	1	10	15%
1,3,4	Opening Reflection Blog & Closing Prayer & Journal	30 posts	300	15%
1,3,4,5	Final Integrated Project	1	10	20%
		<b>Total:</b>	<b>510</b>	<b>100%</b>

Your grade is calculated using the following scale:

A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-60%

**A** = Outstanding scholarship and an unusual degree of intellectual initiative.

**B** = Superior work done in a consistent and intellectual manner.

**C** = Average grade indicating a competent grasp of subject matter.

**D** = Inferior work/the lowest passing grade, not satisfactory for fulfillment of prerequisite course work.

**F** = Failed to grasp the minimum subject matter; no credit given.

*The instructor reserves the right to adjust the point scale in the event that fewer assignments are required of the students because of adequate demonstration of knowledge. The percentage will remain the same.*

**Late Work:** Students are expected to assume responsibility for knowing, observing and meeting assignment deadlines as described in the course schedule. Points will be deducted for late posts and assignments (e.g. if the first post is not up by Wednesday 11:59PM, and the second post by Saturday (11:59PM) unless properly excused.

**Incompletions and Withdrawal:** Students who have more than two weeks of non-participation, fail to submit assignments or comply with other requirements, are advised to withdraw from the course in order to avoid a final course grade of "F." Grades of "Incomplete" will only be given in cases of documented extraordinary circumstances.



## COURSE SCHEDULE

Week	Topic	Assignments
<b>Week 1</b> August 21-26	<b>Introduction &amp; Overview</b>	<p>☒ <i>Welcome to RE 346!</i></p> <p><b>Textbook Readings:</b> *No textbook readings this week</p> <p><b>Supplementary Resources, etc.:</b> Familiarize yourself with the course website and complete assignments on Canvas board</p>
<b>Week 2</b> August 27-Sept. 2	<b>Women of Early Christianity: Old Testament &amp; Desert Mothers</b>	<p><b>Textbook Readings:</b> 1) Hanley: Chapt. 3: "An Irresistible Force," p. 41-77 (optional reading skip p. 44-64)</p> <p><b>Assignments:</b> See Canvas board for supplementary resources and assignments</p>

<b>Week</b>	<b>Topic</b>	<b>Assignments</b>
<b>Week 3</b> September 3-9	<b>Women of Early Christianity: Hellenistic &amp; Roman Perspectives</b>	<b>Textbook Readings:</b> 1) Heidish: p. 143-152 (Perpetua of Carthage) 2) Hanley: Chapt. 4: "The Journey," p.79-90; and Chapt. 5: "Respite," p. 91-102 <b>Assignments:</b> See Canvas board for supplementary resources and assignments
<b>Week 4</b> September 10-16	<b>Women of the Medieval Ages; Monastic Life</b>  <b>FILM REVIEW</b>	<b>Textbook Readings:</b> 1) Heidish: p. 3-12 (Joan of Arc) <u>or</u> : Heidish: p. 153-161 (St. Teresa of Avila) <b>Assignments:</b> See Canvas board for supplementary resources and assignments
<b>Week 5</b> September 17-23	<b>Women of the Eastern Orthodox Tradition: Saints and Marian-Devotion</b>	<b>Textbook Readings:</b> 1) Heidish: p. 113-121 (Maria Skobtsova of Latvia) 2) Hanley: Chapt. 6: "Branch Hospital at Kakaako," p. 103-120; and Chapt. 7: Working for God," p. 121-135 <b>Assignments:</b> 1) See Canvas board for supplementary resources and assignments 2) Book Report on Pilgrimage and Exile, #1 due
<b>Week 6</b> September 24-30	<b>Personal Retreat: Spiritual Friendship With a Saint</b>	<b>Textbook Readings:</b> *No textbook readings this week <b>Assignments:</b> See Canvas board for supplementary resources and assignments
<b>Week 7</b> October 1-7	<b>Midterm</b>	<b>Textbook Readings:</b> Hanley: Chapt. 8: "Trials," p. 136-154; and Chapt. 9: "Resolution," p. 155-175 <b>Assignments:</b> Post midterm and peer reviews on Canvas board
<b>Week 8</b> October 8-14	<b>Women of the Renaissance &amp; Reformation: Pioneers of the Faith</b>  <b>FILM REVIEW</b>	<b>Textbook Readings:</b> 1) Heidish: p. 73-82 (Anne Askew) <u>or</u> : Heidish: p. 163-172 (Elizabeth Seton) <b>Assignments:</b> See Canvas board for supplementary resources and assignments
<b>Week 9</b> October 15-21	<b>Women of the Industrial Revolution; Leaders for Human Rights</b>	<b>Textbook Readings:</b> 1) Heidish: p. 43-52 (Mary Jones) <u>or</u> : Heidish: p. 93-101 (Honora "Nano" Nagle) 2) Hanley: Chapt. 10: "The Sacrifice," p. 176-198 <b>Assignments:</b> See Canvas board for supplementary resources and assignments
<b>Week 10</b> October 22-28	<b>Women in Colonial America: Preachers in the Abolition Movement</b>	<b>Textbook Readings:</b> 1) Select 2 out of the 3 below to read: Heidish: p. 33-42 (Harriet Tubman) Heidish: p. 103-111 (Sojourner Truth) Heidish: p. 131-140 (Fannie Lou) 2) Hanley: Chapt. 16 (*notice skip of 6 chapters) "My Yoke is Sweet and My Burden is Light," p. 283-304 <b>Assignments:</b> See Canvas board for supplementary resources and assignments
<b>Week 11</b>	<b>Women in the 19<sup>th</sup> century: Modern</b>	<b>Textbook Readings:</b> 1) Select 2 out of the 3 below to read:

<b>Week</b>	<b>Topic</b>	<b>Assignments</b>
October 29-November 4	<b>Perspectives and Challenges</b>	Heidish: p. 183-192 (Dorothy Day) Heidish: p. 213-221 (Immaculee Ilibagiza) Heidish: p. 53-62 (Corrie & Betsie ten Boom) 2) Hanley: Chapt. 19: "Dark Days," p. 342-353; and & Chapt. 21 "Sister Death," p. 374-388 <b>Assignments:</b> 1) See Canvas board for supplementary resources and assignments 2) Book Report on Pilgrimage and Exile, #2 due
<b>Week 12</b> November 5-11	<b>Missions, Cultural Encounters and Voluntary Organizations</b>	<b>Textbook Readings:</b> 1) Select 2 out of the 3 below to read: Heidish: p. 123-130 (Satoko Kitahara) Heidish: p. 193-201 (Ita Ford) Heidish: p. 203-212 (Mothers of the Disappeared) <b>Assignments:</b> See Canvas board for supplementary resources and assignments
<b>Week 13</b> November 12-18	<b>Field Exposure &amp; Final Research Integrated Project</b>	<b>Textbook Readings:</b> *No textbook readings this week <b>Assignments:</b> *Complete late, missing or make-up work
<b>Week 14</b> November 19-25	<b>Final Project Due</b>	<b>Textbook Readings:</b> *No textbook readings this week <b>Assignments:</b> *Complete late, missing or make-up work
<b>Week 15</b> Nov. 26-December 2	<b>Final Processing</b>	



## POLICIES

*As subjects examined during this course may touch upon topics, beliefs, and/or issues considered sensitive by some students, it is imperative that all students demonstrate courtesy and respect concerning the views, opinions, and beliefs of others.*

**Academic Conduct:** "Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is home, school, recreation center, and work, all in one. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. The university expects students to remain in good conduct standing, which is defined as not currently being under a resolution status (i.e., student conduct probation, suspension, or expulsion." (*Student Handbook*) For more details, a copy of the Student Handbook is available on the Chaminade website.

**Academic Honesty:** Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Student is responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism. Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.



**Disability Access:** If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

**Title IX Compliance:** Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

**Credit Hour Policy:** The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

#### *Specific Credit Situations*

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

#### *How This Course Meets the Credit Hour Policy*

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 30 hours in discussion and collaborative group work, 8 hours in watching, critiquing and creating film reviews, 29 hours in reading and writing book reports, 23 hours researching and writing the midterm and final integration project, ½ hour each writing reflection (15 hours total). There will be an additional 30 hours of work required beyond what is listed here (review of course materials, work on homework assignments, etc.), averaging 2 hours each week.

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*The instructor reserves the right to make any adjustments to the course syllabus to accommodate any unforeseen circumstances. The information regarding changes will be announced in class and/or the Canvas board. It is in the interest of students to check with their classmates for any pertinent information should they miss the class.*

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