

## Appendix 16: Samples of Syllabi

### RELS-2360-*Introduction to Buddhism* A Hybrid Course, Spring 2022, University of Houston

#### I. Information about the instructor: Dr. Trung Huynh (Rev. Thich Hang Dat).

1. Instructor's bio: [www.thichhangdat.com](http://www.thichhangdat.com).

-An adjunct professor at University of Houston, Indiana University Southeast, Indiana University Purdue University Columbus, Indiana University South Bend, and Indiana University Kokomo.

-Obtained a PhD degree in Religious Studies from University of the West, California.

2. Contact information: [thuynh32@uh.edu](mailto:thuynh32@uh.edu).

-In an emergency situation, you may text me at 832-863-1861.

3. Office hour: TBA

#### II. Course information

- Hybrid Course: RELS-2360, *Introduction to Buddhism*, 3 credit hours, Spring 2022.
- Classroom: MH113.
- Date and Time: 01/18-05/12: Tuesdays, 1:00-2:30 PM.
- Required text: Trainor, Kevin. *Buddhism, the illustrated guide*. New York, NY: Oxford University Press, 2004.
- Official course description: RELS 2360 *Introduction to Buddhism* (3 credits). This course provides a historical survey of Buddhism from its origins in India through its diffusion throughout Asia and the world in subsequent centuries. It also emphasizes on the practices (ritual, meditation, and ethics) and social groundings (including individual roles and institutional structures) as well as the doctrinal debates.

**III. General Statement:** The Instructor will adhere to all University policies pertaining to attendance, make-up tests, cheating/plagiarism, as well as withdrawal, incomplete, and final examination. Students are expected to be familiar with and follow to these policies.

#### \*\*\*Important Note:

Students are allowed but not required to describe their personal issues or

privacy experiences in their works.

Whenever you see the articles that I used from *Wikipedia/wikimedia*, please remember that they are secondary sources for references and learning aids only. The primary text you need to focus on your reading is the book “Kevin Trainor. *Buddhism: The Illustrated Guide.*”

#### IV. List of discussion/lecture topics

Week	Topic	Page #
1 (01/18-)	Part I, Chapter I. Ancient India: Belief and Society and Chapter 2. The Career of Siddhartha-I	12-34
2 (01/24-)	Part 1, Chapter 2. The Career of Siddhartha-II and Chapter 3. New Community I	36-50
3 (01/31-)	Part 1, Chapter 3. New Community II and Part 2, Chapter 1. The Human Condition	52-62
4 (02/07-)	Part 2, Chapter 2. The “Four Noble Truths” and Chapter 3. The Path of the Buddha	64-76
5 (02/14-)	Part 2, Chapter 4. Mental Cultivation	80-88
6 (02/21-)	Part 2, Chapter 5. The Buddhist Community.	90-104
7 (02/28-)	Part 2, Chapter 6. Buddhism in Practice.	106-118
8 (03/07-)	Part 3, Chapter 1. Assembling the Dharma.	176-182
9 (03/14-)	Spring Break	
10 (03/21-)	Part 3, Chapter 2. The Three Baskets.	186-194
11 (03/28-)	Part 2, Chapter 7. Theravada Buddhism	120-130
12 (04/04-)	Part 2, Chapter 8. Mahayana Buddhism; Part 3, Chapter 3. Mahayana Scriptures.	132-148; 196-208
13 (04/11-)	Part 2, Chapter 9. Chan and Zen-The Way of Meditation.	150-158
14 (04/18-)	Part II, Chapter 10. Tantra and Part IV, Chapter 1. The Expanding Community I.	162-172; 214-218

<b>15 (04/25-)</b>	Part IV, Chapter 1. The Expanding Community-II and Chapter 2. Society and Sangha	220-234
<b>16 (05/02-)</b>	Final Week	

#### V. Course requirements:

- **One (1) weekly Reading Response** (300-350 words; 10 points for each; 10x13= **130 points**). Please see the attached instruction and rubric.
- **One (1) weekly posting of your response to the weekly questions** (75-100 words; 3 points; 3x14 weeks = **42 points**). Please see the attached instructions and rubric.
- **One (1) weekly posting of your comment(s) on other students' response(s)** (75-100 words; 3 points; 3x14 weeks = **42 points**). Please see the attached guidelines and rubric.
- **A topic**, an abstract, an introduction, a short conclusion, and an outline of your final presentation (**26 points**). Please see the attached instructions and rubric.
- **Attend:**
  - Four (4) face-to-face meetings: Tuesdays (1:00-2:30 PM) (01/18) (10 points); 02/15 (10 points); 03/22 (10 points); and (05/03) (10 points). Total: 40 points.
  - **Eleven (11) Online Meetings:** Tuesdays (1:00-2:30 PM): 01/25 (10 points); 02/01 (10 points); 02/08 (10 points); 02/22 (10 points); 03/01(10 points); 03/08 (10 points); 03/29 (10 points); 04/05 (10 points); 04/12 (10 points); 04/19 (10 points); 04/26 (10 points); total: 110 points through www.zoom.us.
- **One (1) Online Group Presentation** (30 minutes for 2 students; **40 points**) or write an analysis paper about **Contributions of Buddhism To The World** (minimum 800 words, **40 points**). Please see the attached guidelines and rubric.
- **One (1) Field Trip with report** or **one Reflection Paper** (minimum 800 words, **40 points**). Please see the attached instructions and rubric.
- **A Final Online Presentation** (minimum 30 minutes, **70 points**). Please see the attached instructions and rubric.
- **A Syllabus Test (10 points).**

#### VI. Grading:

It will be based on a letter grade system. A substantial portion of grade is based on

students' writing Field Trip Report (or a reflection paper) as well as doing an online group presentation and a Final Presentation. I evaluate such writings and presentations on how well they meet the following criteria: (1) accuracy, (2) completeness, (3) organization, (4) good use of examples and details to back up general points, (5) creative synthesis, insight, or original reflection.

Assessment	Points	Weights
11 Online Meetings	110	20%
4 In-class Meetings	40	7.2%
Syllabus Test	10	1.8%
Weekly Reading Response	130	23.6%
Posting to respond to weekly question	42	7.6%
Comment to another student's posting	42	7.6%
Topic and structure of Final Power Point Presentation	26	4.7%
One Online Group Presentation or One Analysis Paper	40	7.2%
One Field Trip with Report or One Reflection Paper	40	7.2%
Final Power Point Presentation	70	12.7%
Total	550	100%

Grade	Points Needed	Equivalent Percentage
A+	550-533	100%-97%
A	532-511	97%-93%
A-	510-495	93%-90%
B+	494-478	90%-87%
B	477-456	87%-83%
B-	455-440	83%-80%
C+	439-423	80%-77%
C	422-401	77%-73%
C-	400-385	73%-70%
D+	384-368	70%-67%
D	367-346	67%-63%
D-	345-330	63%-60%
F	>329	>60%

**\*Extra Credits:** Students can earn 15 extra points for attending one of the two special celebrations at the Enlightened Buddha Temple (10022 Gaines Rd., Sugar Land, TX 77498):

1/ *Lunar New Year Celebration:* Sunday, February 13, between 10:00AM-12:00PM.

2/ *Great Compassionate Bodhisattva Celebration:* Sunday, March 20, between 10:00AM-12:00PM.

## VII. Instructional Strategies:

### Learning Objectives

Learning objectives will be pointed out at the beginning of each week to help students direct their attention on the important features of the studied materials and to assist them to measure and identify what course's information they have comprehended and what materials they still need to study.

### Audio Lectures

Selected lectures focusing on the week's materials and related topics.

**Discussion Board Posts.** One (1) posting on the weekly questions (75-100 words) and one (1) posting of your comments on other students' postings (75-100 words).

This is a moderated and correspondent forum that provides an avenue for students to share their ideas and learn from one another. The instructor will moderate all the correspondents according to the school's policies.

## VIII. Plan for Assessment and Transfer of Learning:

### Self-assessment

Students are required to post one (1) reading response and one (1) response to the weekly questions on the Blackboard.

### Peer Assessments

Students are required to post one (1) comment on another student's posting.

### Authentic Assessments

Students are required to write one field trip report (or a reflection paper) as well as presenting a group presentation and a final presentation.

**IX. Methods of learning:** It includes reading responses, posting weekly response and comment on another student' posting, writing field trip report (or a reflection paper), and doing an online group presentation (or writing a paper of analysis) and a final presentation. Reading responses and the field trip (or a reflection paper) will enhance students to reflect on their own presuppositions and correct erroneous opinions by appealing to data and reasoned argumentation.

**\*Note:** During this semester, students could visit a Buddhist temple. The purposes of the field trip are to broaden the students' perspectives and to provide them the first-hand experiences

culturally and spiritually about the Buddhist tradition.

## **X. Statement of teaching philosophy**

I am committed to promote positive learning, to stimulate student enthusiasm for learning, and to create a firm foundation for lifelong learning. To fulfill these goals, I follow various techniques rooted in valuable educational principles including:

**1. Learning growth:** I am committed to foster the students' intellectual, creative, and personal growth in the lifelong learning process.

**2. Diversity:** I provide in-class and online interaction that will assist students with understanding and respect for religious diversity, which is an integral part of education that better prepares them to be global citizens in the future.

**3. Scholastic skills:** I assist students in developing critical thinking, effective communication, and research skills in the study of historical and contemporary religions locally, nationally, and globally.

**4. Practical application:** I advocate the importance of how religions and their secular applications can benefit humanity greatly.

**5. Teaching methodology:** I use cooperative and active learning strategies and traditional lecturing, and I also design assignments that stimulate analytical and critical thinking and provide opportunities for realistic application of religions.

**6. Freedom of expression:** I create an environment where diverse students comfortably voice their views so that both faculty and students can benefit and learn.

**7. Curriculum and instructional planning:** I design and employ course materials with clear details of the course objective, anticipatory set, strategies for effective student engagement, and assessment options to measure student mastery.

**8. Course assessment:** I utilize various types of assessments such as reading responses, presentation, etc., to determine students' overall comprehension of the course.

These basic guidelines, along with clearness, passion, and sincere enthusiasm, allow me to grow in the process of learning and teaching in higher education. They also provide me the opportunities to serve the academically talented and highly-motivated students in Humanities programs by laying down the foundation for their curiosity and skills needed for lifelong learning. Particularly, I am excited about teaching in conjunction with a humanity class because it has the unique features of interdisciplinary, multidisciplinary, and international natures. I look forward to the opportunity to share my teaching strategies, knowledge, and experiences with students in Humanities program.

## **XI. Course Learning Outcomes:**

- By the end of this course, you should be able to:
- Describe ancient Indian beliefs and society.
- Describe Buddhism and its historical role.
- Describe Buddhism, its historical role, and people.
- Examine Buddhist sects, branches, and divisions.
- Examine Buddhist sectarians and perspectives.
- Identify general Buddhist perspectives.
- Explain the formations of Buddhist tenets.
- Examine the Buddhist establishment.
- Discuss Buddhist spiritual approaches.

- Examine the Buddha's teachings orally and literately.
- Analyze the Buddha's literal teachings.
- Examine the Buddhist sectarians.
- Discuss the Buddhist sectarian literatures.
- Discuss the Buddhist diffusion.

<b>Course Learning Outcomes</b>	<b>How I will Assess These Outcomes</b>
Describe ancient Indian beliefs and society.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Describe Buddhism and its historical role.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Describe Buddhism, its historical role, and people.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Examine Buddhist sects, branches, and divisions.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Examine Buddhist sectarians and perspectives.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Identify general Buddhist perspectives.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Explain the formations of Buddhist tenets.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Examine the Buddhist establishment.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Discuss Buddhist spiritual approaches.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide Comment on another student's posting.</li> </ul>
Examine the Buddha's teachings orally and literately.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> <li>• Write Analysis Paper or do an Online Group Presentation.</li> </ul>
Analyze the Buddha's literal teachings.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Examine the Buddhist sectarians.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Discuss the Buddhist sectarian literatures.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Discuss the Buddhist diffusion.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> <li>• Present a Final Power Point Presentation.</li> </ul>

### **How will I know if you achieve these objectives?**

I use multiple methods to determine how well students achieve course learning objectives. Each student completes a pre-assessment, allowing me to see what you understand before taking the course. **The pre-assessment is due January 21, 2022, at 11:30 p.m.** Completing the pre-assessment will earn you **5 points extra credit**. The pre-assessment allows me to see what you know before beginning the course. The remaining course assignments allow me to assess your achievement of the course learning objectives. The same questions from your pre-assessment will be built into the quizzes, allowing me to have a pre-, post-measure of your success. As you work through the modules in this course, you will note some module-level learning objectives. These module-level learning objectives are simply more detailed versions of the course-level learning objectives.

### **XII. Course Organization**

The material for this course has been organized by week. Each week is focused on a specific topic. All assignments are due on **Sunday evening at 11:30 pm**. You can find detailed due dates on our Blackboard site. Secondary readings and all assignments may be provided for you in our Blackboard site.

### **XIII. Course Assessment**



There are two types of assessment: Formative and summative. **Formative assessment is for you** to determine whether you are learning the material; essentially formative assessment consists of practice questions. There are no grades attached to formative assessment. You will notice that there are questions on the narrated slides built into this course to assist you in studying. **These questions are not graded**; Summative assessment is graded; summative assessment provides you a grade for the course. There are **multiple summative assignments** in this course.

**You will be graded in several ways:** Reading Responses, Discussions, Analysis Paper, Field Trip Report, and Final Power Point Presentation. Grades will be posted on Gradebook. Please submit all assignments, discussions, and papers through Blackboard; do not send anything to my email address for grading. As you progress through the class, I may contact you through email if I see you are having difficulties. Please ensure that you are checking your university email and your course page in Blackboard daily. You should be able to complete all work required in this course by devoting **2-3 hours each day** to the class. Of course, you know yourself best and are aware if you need additional time for reading and writing.

- **Reading Responses:** Be careful to read through each assignment thoroughly so you know what is expected of you; most assignments provide you several options, allowing you to choose. I would advise you to **read through all Questions at the beginning of the course** so you can plan your schedule as some assignments may take more time than others. **If you are unsure what is expected or how I will be grading your work, please email me before you begin work so I can address your concerns.**
- **Discussions:** There are 14 discussions for this class. Discussions typically consist of an initial response and then having a response to the postings of fellow students. **Hint: Post your initial response early so that your fellow students have sufficient time to post a response.** Discussions allow you a chance to communicate and learn from your fellow students, similar to a small group discussion in a F2F class. Discussions will take place in the Blackboard Discussion Tool; explicit instructions and grading criteria for each discussion are provided for you on Blackboard; read carefully and feel free to contact me if you have any questions. Please note that your grade for Discussions is based **both on your initial response and the comment you make to your classmate's posting.**

**XIV. Students with disabilities: Students with Disabilities:** The College of Liberal Arts and Social Sciences, per 504/ADA guidelines, is committed to providing reasonable academic accommodations to students who request them. Students seeking accommodation must register with the Justin Dart, Jr. Student Accessibility Center at 713-743-5400 and present approved documentation to me as soon as possible. For more information, see their website: <https://uh.edu/accessibility/>

**XV. Writing Center:** The University of Houston Writing Center provides individual consultations for students working on all types of writing. Whether it is your first semester or your last, meeting with a trained writing consultant can provide another perspective on your paper or project that aids you in navigating the writing process from brainstorming to perfecting a final draft and any stage in between. You can make an appointment by visiting [writingcenter.uh.edu](http://writingcenter.uh.edu) or by calling (713) 743-3016.

**XVI. Withdrawals- Six “W” policy:**

The University of Houston policy limits students to 6 “no questions asked” W’s. **When a student drops a class before the 12th class day (Wednesday, February 2<sup>nd</sup>), it does not count as a W.** Students can drop classes online until the final drop deadline (**Tuesday, Wednesday, April 20<sup>th</sup>**) and receive a W up to six times. Students may not exceed six W’s; they cannot be dropped from a class after their sixth W. Once their 6 Ws are exhausted, a student must complete the course, and professor must assign them a grade. It is the student’s responsibility to keep track of their W’s. (PeopleSoft warns students who are not eligible for a W when they attempt to drop a course).

**All “NR” notations automatically convert to F’s after 90 days. NR is not a way of dropping a ‘no show’ student.** If you ask for leniency after the fact, based on extraordinary medical or personal circumstances, you should go to the Office of Undergraduate Academic Affairs in the Provost’s Office—(713) 743-9112 or [uaa@central.uh.edu](mailto:uaa@central.uh.edu). **Please remember the importance of making decisions about dropping or staying in classes before the 12th class day.**

**XVII. Student Code of Conduct:** Academic Misconduct may result in disciplinary action according to University’s policy. Academic misconduct includes Plagiarism, as well as Interference and Violation of the Course Rules. CLASS students are expected to abide the University of Houston’s Code of Student Conduct: <http://www.uh.edu/dos/behavior-conduct/student-code-of-conduct/>.

**XVIII. Academic Honesty:** To cultivate an environment of academic integrity, the University of Houston expects students to abide the University’s Undergraduate Academic Honesty Policy, found in the Undergraduate Catalog. <http://www.uh.edu/academic-honesty-undergraduate>  
<http://www.uh.edu/provost/academic-affairs/policy-guidelines/honesty-policy/>.

Complicity in Academic Dishonesty” is also covered by the academic honesty policy: “Failing to report to the instructor or departmental hearing officer an incident which the student believes to be a violation of the academic honesty policy.”

**Honor Code Statement:**

- Students may be asked to sign an honor code statement as part of their submission of any graded work including but not limited to projects, quizzes, and exams: *“I understand and agree to abide by the provisions in the (select: [University of Houston Undergraduate Academic Honesty Policy](#) and [Policy Guidelines for Honesty](#)). I understand that academic honesty is taken very seriously and, in the cases of violations, penalties may include*

*suspension or expulsion from the University of Houston and a violation notation on their permanent record."*

- The Academic Honesty policy extends to student behavior on social media, texting, email, and unauthorized collaboration on assignments using apps like GroupMe. "Complicity in Academic Dishonesty" is also covered by the academic honesty policy, which is defined as "Failing to report to the instructor or departmental hearing officer an incident which the student believes to be a violation of the academic honesty policy."

**Note:**

-Plagiarism "is the violation of academic expectation about using and citing sources."

**Definition:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common- knowledge) material without acknowledging its source" (WPAplagiarism.pdf, from <http://wpacouncil.org/node/9>). More detailed explanations of plagiarism and how to avoid it can be found at Purdue University's OWL [http://owl.english.purdue.edu/handouts/print/research/r\\_plagiar.html](http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html), which also offers guidelines for note-taking, citing, and quoting.

A diverting set of tutorials on identifying and avoiding plagiarism is available at [http://www.fairfield.edu/library/lib\\_plagiarismcourt.html](http://www.fairfield.edu/library/lib_plagiarismcourt.html).

*The Three Principles of Academic Honesty:*

- a. When you say you did the work yourself, you actually did it.
- b. When you rely on others' works, you cite them. When you use others' words, you quote them openly and accurately, and you cite them too.
- c. When you present research materials, you present them fairly and truthfully. That's true whether the research involves data, documents, or writings of other scholars.

**XIX. Counseling and Psychological Services:** Counseling and Psychological Services (CAPS)—[www.uh.edu/caps](http://www.uh.edu/caps)—are available for students having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS by calling 713-743-5454 during and after business hours for routine appointments or if you or somebody you know is in crisis. The "Let's Talk" program provides a drop-in consultation service at convenient locations and hours around campus. <https://uh.edu/caps/outreach/lets-talk/index.php#hours>.

**XX. Excused Absence Policy:**

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston [Undergraduate Excused Absence Policy](#) and [Graduate Excused Absence Policy](#) for

reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Under these policies, students with excused absences will be provided with an opportunity to make up any quiz, exam or other work that contributes to the course grade or a satisfactory alternative. Please read the full policy for details regarding reasons for excused absences, the approval process, and extended absences. Additional policies address absences related to [military service](#), [religious holy days](#), [pregnancy and related conditions](#), and [disability](#).

**XXI. Sexual Misconduct Policy:** Per the UHS Sexual Misconduct Policy, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

**XXII. Information Age:** To undertake this course you must have an active UH email account. And a word to the wise: ultimately, you are responsible for all activities on your computer account.

**XXIII. Email:** Your official email system is now “considered an appropriate mechanism for official communication by University with students unless otherwise prohibited by law.” I’ll expect you (and you should expect me) to read and respond to University’s account emails in a timely fashion. In particular, I expect you to have your account set up and active by the end of the first week of class. Any problem? Ask me. I will assist, or find assistance, as needed.

**XXIV. Diversity:** In our classroom, we will accept and respect individual differences, seeking to foster the appreciation of diversity. Students are expected to respect other students and their opinions regardless of race, ethnicity, gender, age, religion, or sexual orientation.

**XXV. Incomplete:** A grade of “I” (Incomplete) may be assigned by an instructor when exceptional circumstances, such as illness, prevent students from finishing all work required in a course. The grade of “I” will be awarded only if the work is mostly complete, and of passing

quality. The Incomplete Grade Contract must be completed by the faculty member and the student prior to issuing an “I” grade. The Incomplete Grade Contract may be obtained by the instructor from the Office of the Registrar.

**XXVI. End of the Interim Grade Policy:** Please be aware, the Interim Grade Policy ended, and the university has returned to our standard grading policies. You can find more information on UH Grade Policy here: <http://publications.uh.edu/content.php?catoid=36&navoid=12929>

**XXVII. Syllabus Changes:**

Due to the changing nature of the COVID-19 pandemic, please note that the instructor may need to make modifications to the course syllabus and may do so at any time. Notice of such changes will be announced as quickly as possible through school’s official email.

**XXVIII. Webcams:**

Access to a webcam is required for students participating remotely in this course. Webcams must be turned on (*state when webcams are required to be on and the academic basis for requiring them to be on*). (Example: Webcams must be turned on during exams to ensure the academic integrity of exam administration.)

**XXIX. Reasonable Academic Adjustments/Auxiliary Aids**

The University of Houston complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for disabled students. In accordance with Section 504 and ADA guidelines, UH strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact [the Justin Dart Jr. Student Accessibility Center](#) (formerly the Justin Dart, Jr. Center for Students with DisABILITIES).

**XXX. Recording of Class:**

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the [Justin Dart, Jr. Student Accessibility Center](#). If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor’s recordings for their own studying and notetaking. Instructor’s recordings are not authorized to be shared with *anyone* without the prior written approval of the

instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

### **XXXI. Resources for Online Learning**

The University of Houston is committed to student success, and provides information to optimize the online learning experience through our [Power-On](#) website. Please visit this website for a comprehensive set of resources, tools, and tips including: obtaining access to the internet, AccessUH, and Blackboard; requesting a laptop through the Laptop Loaner Program; using your smartphone as a webcam; and downloading Microsoft Office 365 at no cost. For questions or assistance contact [UHOnline@uh.edu](mailto:UHOnline@uh.edu).

**XXXII. Class cancellation procedures:** In case of the cancellation of a class session, the instructor will modify the course's syllabus to cover relevant topics. Canceled classes will not be made up.

**XXXIII. Weather Emergencies:** Weather emergencies may result in class cancellation.

### **XXXIV. University Email Policy:**

Please check and use your CougarNet email for communications related to this course. To access this email, [login](#) to your Microsoft 365 account with your CougarNet credentials.

**XXXV. Forwarding of Email:** Students, who choose to have their email forwarded to a private (unofficial) email address outside the official university network address, do so at their own risk. The University is not responsible for any difficulties that may occur in the proper or timely transmission or access of email forwarded to any unofficial email address; any such problems will not absolve students of their responsibility to know and comply with the consent of official communications sent to students' official UH email addresses.

**XXXVI. Course Related Use of Email:** Faculty may assume that a student's official university email is a valid mechanism for communication with them. This policy will ensure that all students will be able to comply with course requirements communicated to them by email from their course instructors.

### **XXXVII. Health Concern**

#### **Face Covering Policy**

To reduce the spread of COVID-19, the University strongly encourages everyone (vaccinated or not) to wear face coverings indoors on campus including classrooms for both faculty and students.

### Presence in Class

Your presence in class each session means that you:

- Are NOT exhibiting any Coronavirus Symptoms that makes you think that you may have COVID-19
- Have NOT tested positive or been diagnosed for COVID-19
- Have NOT knowingly been exposed to someone with COVID-19 or suspected/presumed COVID-19

If you are experiencing any COVID-19 symptoms that are not clearly related to a pre-existing medical condition, do not come to class. Please see Student Protocols for what to do if you experience symptoms and Potential Exposure to Coronavirus for what to do if you have potentially been exposed to COVID-19.

Consult the (select: Undergraduate Excused Absence Policy or Graduate Excused Absence Policy) for information regarding excused absences due to medical reasons.

### COVID-19 Information

Students are encouraged to visit the University's COVID-19 website for important information including on-campus testing, vaccines, diagnosis and symptom protocols, campus cleaning and safety practices, report forms, and positive cases on campus. Please check the website throughout the semester for updates.

### Vaccinations

Data suggests that vaccination remains the best intervention for reliable protection against COVID-19. Students are asked to familiarize themselves with pertinent vaccine information, consult with their health care provider. The University strongly encourages all students, faculty and staff to be vaccinated.

### **Helpful Information**

**Coogs Care:** <https://www.uh.edu/dsaes/coogscare/>

**Student Health Center:** <https://www.uh.edu/healthcenter/>



**UH CAPS Statement:** Counseling and Psychological Services (CAPS)—[www.uh.edu/caps](http://www.uh.edu/caps)—are available for students having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS) by calling 713-743-5454 during and after business hours for routine appointments or if you or somebody you know is in crisis. The “Let’s Talk” program provides a drop-in consultation service at convenient locations and hours around campus. <https://uh.edu/caps/outreach/lets-talk/index.php#hours>

### **Graduate/Professional Colleges:**

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to the demands of a professional program, or feeling sad and hopeless. You can reach CAPS ([www.uh.edu/caps](http://www.uh.edu/caps)) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the “Let’s Talk” program, a drop-in consultation service at convenient locations and hours around campus. [http://www.uh.edu/caps/outreach/lets\\_talk.html](http://www.uh.edu/caps/outreach/lets_talk.html)

### **UH Sugar Land:**

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS (<http://www.uh.edu/dsaes/uhsugarland/>) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the “Let’s Talk” program, a drop-in consultation service at convenient locations and hours around campus. [http://www.uh.edu/caps/outreach/lets\\_talk.html](http://www.uh.edu/caps/outreach/lets_talk.html)  
<http://www.uh.edu/dsaes/uhsugarland/>

### **Online Students:**

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS ([www.uh.edu/caps](http://www.uh.edu/caps)) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the “Let’s Talk” program, a drop-in consultation service at convenient locations and hours around campus. [https://legacy.central.uh.edu/owa/redir.aspx?REF=13JLItcJPzrRfUs23nLajNUZJozBVkQURrJtRxTM6NPjLzgoGMPUCAFodHRwOi8vd3d3LnVoLmVkdS9jYXBzL291dHJIYWNoL2xldHNfdGFsay5o\\_dG1s](https://legacy.central.uh.edu/owa/redir.aspx?REF=13JLItcJPzrRfUs23nLajNUZJozBVkQURrJtRxTM6NPjLzgoGMPUCAFodHRwOi8vd3d3LnVoLmVkdS9jYXBzL291dHJIYWNoL2xldHNfdGFsay5o_dG1s)  
[http://www.uh.edu/caps/outreach/lets\\_talk.html](http://www.uh.edu/caps/outreach/lets_talk.html) <http://www.uh.edu/dsaes/uhsugarland/>



**Syllabus**  
**Hybrid Course: RELS-3396**

**Mindfulness and its interdisciplinary and multidisciplinary applications**

**Information about the professor:**

1. Professor: Dr. Trung Huynh (Rev. Thich Hang Dat)

2. Professor's bio:

-An adjunct professor at University of Houston, Indiana University Southeast, and Indiana University Purdue University Columbus.

-Obtained a PhD degree in Religious Studies from University of the West, California.

2. Contact information: [thuynh32@uh.edu](mailto:thuynh32@uh.edu).

3. Office hour: TBA

**Course information:**

**Title: Hybrid REL-3396, Mindfulness and its interdisciplinary and multidisciplinary applications, 3 credit hours, Spring 2022.**

**Time:** Tuesday: 10:00-11:30 AM, Room: AH 15

**Prerequisite:** No special knowledge or consent required.

**Statement of teaching philosophy:**

I am committed to promote positive learning, to stimulate student enthusiasm for learning, and to create a firm foundation for lifelong learning. To fulfill these goals, I follow various techniques rooted in valuable educational principles including:

3. **Learning growth:** I am committed to foster the students their intellectual, creative, and personal growths in the lifelong learning process especially through the scholarly interpretation of the religious traditions.

**4. Diversity:** I hope my class of interaction will assist students in understanding of and respect for religious diversity as an integral part of education to better prepare them as global citizens in the future.

**5. Scholastic skills:** I encourage students to develop critical thinking, effective communication, and research skills in the study of historical and contemporary religions locally, nationally, and globally.

**6. Practical application:** I advocate the importance of how religions and their secular applications can benefit humanity greatly.

**7. Teaching methodology:** I use cooperative and active learning strategies and traditional lecture as well as designing assignments that stimulate analytical and critical thinking and opportunities for realistic application of religions.

**8. Freedom of expression:** I create an environment where diverse students comfortably voice their views so that both faculty and students can benefit and learn from that process.

**9. Curriculum and instructional planning:** I design and employ course materials with clear detailed of the course objective, anticipatory set, strategies for effective student engagement, and assessment options to measure student mastery.

**10. Course assessment:** I utilize various types of assessment such as exams, reading response, lesson summary, projects, presentation, etc., to determine students' overall comprehension of the course.

These basic guidelines allow me to grow in the process of learning and teaching with clearness, passion, and sincere enthusiasm in higher education. They also provide me the opportunities to serve the academically talented and highly-motivated students in the honor and liberal studies programs by laying down the foundation for their curiosity and skill needed for lifelong learning. Particularly, I am excited about teaching an honor class in conjunction with a liberal study class which has the unique features of interdisciplinary, multidisciplinary, and international natures. I look forward to the opportunity to share my teaching strategies, knowledge, and experiences with students in the honor program and liberal studies.

### **Text(s) to be used in this course:**

Since this class has interdisciplinary, multidisciplinary, and international natures, I have selected relevant readings from multiple sources that I will upload to the Blackboard for students to download.

### **Description of course content:**

In this class, students:

-Will be able to think independently and creatively, contribute to the class through discussion, oral presentations, or writings, and engage in research from primary sources.

-Are expected to form positions that they can defend, to raise intelligent questions, and to shape individual as well as cultural values with an emphasis on the importance of deep understanding of the subject.

-Will develop leadership skills and a sense of responsibility to the culture at large.

-Are supposed to develop scholarly level knowledge through the reading of primary (research and creative works, i.e., the articles of the respective subtopics) and

secondary texts (critical, historical, and theoretical treatises, i.e., the subtopic related documents and books) in every section of the course.

-Are expected to participate in class discussion which enhances their extensive, critical, and constructive thinking.

-Should develop the ability to synthesize information from multiple approaches to examine complex issues of mindfulness related to its multidisciplinary applications.

### Goals and Objectives

This particular class explores the interdisciplinary, multidisciplinary, and international natures of mindfulness.

**A.** In an interdisciplinary setting, although in the ancient time mindfulness was used as a tool to enhance one's religious inclination such as achieving awakening in the Buddhist tradition, in the modern times mindfulness is secularized and intertwined with various fields such as education, psychology, business, etc.

**B.** In a multidisciplinary setting, mindfulness not only crosses the line of various fields, it also links them together. For example, if educators utilize one of mindfulness-based program such as Mindfulness-based stress reduction (MBSR), they might engage fully in their lives with extraordinary levels of emotional and mental balance psychologically that can enhance their teaching profession effectively.

**C.** In an international setting, although mindfulness was initiated by the Buddha in India, its theory and practice have been used globally; namely it has spread gradually from India to many countries in the East for a thousand years, and now it has reached rapidly to every country in the West within the last few decades.

In sum, this course fulfills the requirement of having an interdisciplinary, multidisciplinary, and international natures. In addition, in this course students will study the conceptual foundations of mindfulness and its interdisciplinary, multidisciplinary, and international facets, including the practices of mindfulness, mindfulness-based (MBSR and MBCT) program, acceptance-oriented (DBT and ACT) treatments, mindfulness in self-regulation of emotions, personal developments, leadership, marital relationships, parent-children relationships, conflict solution, spirituality and personal beliefs, hospital setting, hospice care, addiction, classroom, higher education, workplace, business, legal professions, criminal justice, military, politics, sport, and information technology use.

**A.** By definition, mindfulness is moment-by-moment awareness, keeping one's consciousness alive to the present reality, the clear and single-minded awareness of what actually happens to us and in us at the successive moments of perception, attentional control, or keeping one's complete attention to the experience on a moment-to-moment basis. When mindfulness is transported to the therapeutic arena, its definition includes: "The awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment to moment."

**B.** In practicing mindfulness, various techniques provide the guidelines how to setup a conducive environment for the body and mind, how to use breath as a meditative object, and how to engage in mindfulness practice in all situations. Besides, several mindfulness-based approaches, including mindfulness-based stress reduction (MBSR), mindfulness based cognitive therapy (MBCT), acceptance and commitment therapy (ACT), and

dialectical behavior therapy (DBT), effectively assist individuals in dealing with their emotional and psychological problems. These approaches also can be utilized across various situations and population segments.

- C. The mindfulness-based stress reduction (MBSR) program, a combination of mindfulness practice, body awareness, and yoga, was designed by Dr. Kabat-Zinn at the Medical Center of University of Massachusetts to assist patients with physical and emotional problems holistically and naturally.
- D. Mindfulness-based cognitive therapy (MBCT), a combination of the traditional cognitive behavioral therapy and holistic mindfulness practice, assists people who may have problems with major depressive disorder. It consists of educating the participants about depression and guiding them to be aware of all incoming thoughts and feelings and accepting them without attachment or reaction.
- E. Acceptance and commitment therapy (ACT), an enhancement of psychological flexibility, consists of the combination of acceptance and mindfulness strategies in various ways with commitment and behavior change approaches. It assists people to recognize their transcendent sense of self, i.e., “self-as-context,” that stands separately from their own thoughts, feelings, sensations, and memories, while it can observe, experience, accept, and embrace them without any judgment.
- F. Dialectical behavior therapy (DBT), a combination of standard cognitive-behavioral techniques for emotion regulation and distress tolerance, acceptance, and Buddhist mindfulness, effectively treats people with borderline personality disorder (BPD), including self-harm, suicidal thinking, and substance abuse, traumatic brain injuries (TBI), eating disorders, mood disorders, and sexual abuse survivors. It assists people to tolerate, accept, and adapt to the changes of life events, thoughts, feelings, and behaviors.
- G. In self-regulation of emotions, mindfulness may assist people to recognize their emotions and deal with them moment-to-moment without running away, attachment, labeling, or making any judgment.
- H. In personal developments, mindfulness is an effective technique that can help us to: be aware of the present moment, recognize the impermanence of thoughts, change negative the habitual patterns, and be free and happier.
- I. In leadership, one may apply mindfulness practice to nourish the passion of a leader, to feel compassionate for others, and to generate the interest of the followers.
- J. In marital relationship, mindfulness allows us to be present with ourselves and others without any judgment, to acknowledge the good innate nature within ourselves and others, to produce a calmness from within and without, to allow of having the space for observing what going on around ourselves and our partners, and to have the freedom of choosing the appropriate actions and reactions in an intimate relationship.

- K. In the parent-children relationship, mindful parents neither control nor expect the children as the way they want them to be, since they recognize their children as the way they are. Also, the mindful parents should concern less about the outcomes and more about what's related to themselves and their children with open-minded, non-judgmental attention, and at the present moment. In conflict solution, it is better to be mindful and find the common interest between ourselves and others with an attitude of forgiveness, compassion, and understanding of others' perspectives.
- L. Spiritually, mindfulness assists people to gain a sense of personal, social, and global spirituality as it fits into holistic well-being by examining synchronicity, creativity, intuition, mortality, human relationships, their life purpose and meaning, and exploring their unique contribution to the advancement of humanity.
- M. In hospital environment, mindfulness is always a good medical practice that assists doctors to empower their care and love toward the patients. Clinically, mindfulness is changing the way many physicians work. Exciting new discoveries in neurogenesis and neuroplasticity are now suggesting that mindfulness practice can actually change brain pathways. To encourage the effectiveness of clinical assessment and to diminish medical faults, Epstein suggests: "Mindfulness is integral to the professional competence of physicians."
- N. In hospice care, mindfulness enhances the elderly people's healthy living as well as renewing their energy and ability to overcome the negative emotions and physical difficulties of aging.
- O. In dealing with addiction, mindfulness-based intervention can boost motivation and self-efficacy by applying the non-addictive skills to deal with emotions, provide more adaptive states of mind, increase behavioral and subjective demonstration of neural plasticity and adaptive states of mind, and apply knowledge from the neurobiology of emotional wellness to enhance restoration of neuronal functioning in recovery.
- P. In classroom setting, mindfulness can assist students mentally to improve attention, focus, self-regulation, and academic performance. It involves the present moment alertness with a perspective of open curiosity or non-judgmental awareness.
- Q. In higher education, mindfulness helps students to be the 'first person' in studying science, humanities, and arts, etc., and to engage directly in contemplative techniques as well as retrospectively appraise their experience for meaning and significance. These approaches are a complement to the 'third person' learning, the critical ability to observe, analyze, record, and discuss a subject at a distance. Mindfulness may have a positive impact on academic achievement, increase the ability to receive the information promptly and precisely as well as maintaining the readiness and adaptive thinking.
- R. In workplace, mindfulness could enable workers to completely immerse themselves in their performance which can ultimately lead to performance improvements while ignoring distractions from their past, future, and other concurrent events. Also, mindfulness may provide workers clear goals of production and greater sense of control and enhance concentration and self-confidence in working.

- S. In business environment, mindfulness provides business employers or leaders the clarity, vividness, and flexibility to respond to the rapid change of the competitive world, to heighten awareness in choosing the proper behavior and in making appropriate decisions, to explore problems from multiple perspectives, to express corporate social responsibility, to improve productivity, to enhance customer service, to make a healthy and ethical workplace, to demonstrate oneself as a good employer or leader, to reduce staff and training costs, to help towards complying with legislation, and to open up new information.
- T. In legal profession, mindfulness enhances lawyers, judges, mediators, negotiators, and their staffs a better sense of confidence, a deeper understanding of themselves and others, the ability to cope with stresses, the development of emotional intelligence competencies including self-regulation, motivation, empathy, and social skills, preferment of ethical behavior, and deepening the commitment to creating a more just society.
- U. In criminal justice, mindfulness helps inmates being aware and controlling their negative actions and emotions such as anger and anxiety effectively, sleeping better, having moments of calmness and peacefulness, accepting themselves and others, improving their self-esteem, lowering the hostile and disturbed moods, and focusing more on education in prison.
- V. In military, mindfulness-based mind fitness training (MMFT) includes mindfulness skills and stress resilience skills. It provides the mindfulness skills with specific techniques to assist attentional control and focusing. It also, gives the skills training in body-based self-regulation for dealing with the physiological and psychological effects of extreme or prolonged stress. These skills enhance people's ability to make decision and functioning properly and effectively.
- W. In politics, mindfulness may help politicians to find more common sense among various views of others and break the political standoff. It also provides a politician the joyous, generous, and courageous in political profession by grounding the mind and body in present moment, accepting oneself and others' differences, having clarity in decision-making in three branches of government, i.e., Legislative, Judicial, and Executive.
- X. In sport, mindfulness can help to generate the "flow," the state of complete concentration on the current task or event. It effectively assists athletes guide the attention to the present athletic task and diminishing the external distractions.
- Y. In information technology use, we can be mindful by working in one gadget at a time, connecting with a micro-network of people to get more quality time out of social interaction, creating positive rituals into our digital lives, and setting boundaries and minimizing distractions with these digital gadgets.

### **Detailed Description**

Students will register to fulfill three (3) credit hours.

<b>Course Learning Objective</b>	<b>How I will Assess These Objectives</b>
Describe introduction to mindfulness practice, including its history, myths, definitions, and benefits.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Describe how various spiritual traditions around the world applying mindfulness within their own rights.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Describe how numerous scientific researches have proved that mindfulness can be overlapped with psychology, and especially mindfulness-based programs (MBSR and MBCT) can be utilized in psychotherapy.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Describe how mindfulness-based programs (DBT and ACT) can be employed in psychotherapy.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Describe how mindfulness practice can help people recognize and deal with their emotional fluctuations as well as their personal developments.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Describe how mindfulness practice can augment leadership skill and strengthen marital relationships.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Explain how mindfulness practice can improve parent-children relationship and resolve conflict effectively.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Examine how mindfulness practice could improve spiritual life and personal beliefs. Especially, explain how mindfulness is an	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's</li> </ul>

effective venue to the professional competence of health care providers.	posting.
Describe how mindfulness can be an effective tool to improve elderly people's health in hospice care and to overcome addictions.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Explain how mindfulness can improve mentality and academic achievements of students at all grade levels.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Discuss how mindfulness can be the most effective apparatuses for the enhancement of workers' performance and business leaders' successfulness.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Analyze how legal professionals can utilize mindfulness practice to enhance their competencies and deepen their commitment to bring a more just society. Also, students should describe how inmates can use mindfulness practice in dealing with their negative emotion and focusing more on education in prison.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Examine how mindfulness can assist soldiers in dealing with the extreme psychological or prolong stress. Also, describe how officials and politicians in any governmental branches can enrich their political professions through mindfulness practice.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>
Discuss how mindfulness can serve as an effective way for athletes to compete successfully in sports. Also, describe how mindfulness can improve practitioners to use social medias and digital gadgets wisely.	<ul style="list-style-type: none"> <li>• Write Reading Response,</li> <li>• Post the Responding to weekly question.</li> <li>• Provide Comment on another student's posting.</li> </ul>



### Course Organization:

The material for this course has been organized by week. Each week is focused on a specific topic. All assignments are due on Sunday evening at 11:30 pm. Please feel free to work ahead if you know you will be out of town or if the campus is closed on a due date; since we are online, our class ‘meets’ even if campus is closed. You can find detailed due dates on our Blackboard site. Secondary readings and all assignments may be provided for you in our Blackboard site.

### You will be graded in several ways:

Reading Responses, Discussions, Meditation Practicum Report, and Final Power Point Presentation. Grades will be posted on Gradebook. Please submit all assignments, discussions, and papers through Blackboard; do not send anything to my email address for grading. As you progress through the class, I may contact you through email if I see you are having difficulties. Please ensure that you are checking your university email and your course page in Blackboard daily. You should be able to complete all work required in this course by devoting **3-4 hours each day** to the class. Of course, you know yourself best and are aware if you need additional time for reading and writing.

- Reading Responses:** Be careful to read through each assignment thoroughly so you know what is expected of you; most assignments provide you several options, allowing you to choose. I would advise you to **read through all Questions at the beginning of the course** so you can plan your schedule as some assignments may take more time than others. **If you are unsure what is expected or how I will be grading your work, please email me before you begin work so I can address your concerns.** I am willing to look at a rough draft of your work before you submit; you may send rough drafts to my email address. Please provide me at least 24 hours to review your rough draft. All **Reading Responses** are due at 11:30 pm on Sunday, as specified. Also, if you don’t find the appropriate answer(s) or needed information for your responses within the provided articles, you should look for the external academic sources (books and articles).
- Discussions:** There are fourteen (14) discussions for this class. Discussions typically consist of an initial response and then a minimum of two responses to the postings of fellow students. **Hint: Post your initial response early so that your fellow students have sufficient time to post a response.** Discussions allow you a chance to communicate and learn from your fellow students, similar to a small group discussion in a F2F class. Discussions will take place in the Blackboard Discussion Tool. Both of these Blackboard tools are easy to use but you can learn more information about each tool through clicking on the provided link. Explicit instructions and grading criteria for each discussion are provided for you on Blackboard; read carefully and feel free to contact me if you have any questions.

Please note that your grade for Discussions is based **both on your initial response and the responses you make to your classmates.**

### Grading Scale:

There is a total of 600 possible points in this course. It will be based on a letter grade system, including:

- **Attend:**
  - **Four (4) face-to-face meetings: Tuesdays (10:00-11:30 AM) (01/18) (10 points); 02/15 (10 points); 03/22 (10 points); and (05/03) (10 points). Total: 40 points.**
  - **Eleven (11) Online Meetings: Tuesdays (10:00-11:30 AM): 01/25 (10 points); 02/01 (10 points); 02/08 (10 points); 02/15 (10 points); 02/22 (10 points); 03/01(10 points); 03/08 (10 points); 03/22 (10 points); 03/29 (10 points); 04/05 (10 points); 04/12 (10 points); 04/19 (10 points); 04/26 (10 points); total: 110 points through [www.zoom.us](http://www.zoom.us).**
- One (1) title and an outline and structure for your final power point presentation (22 points) Sunday (02/13). Please see the guidelines and rubrics.
- Two (2) weekly Reading Responses (minimum 200 words; 5 points for each;  $5 \times 27 = 135$  points). Please see the guidelines and rubrics.
- One (1) posting to the weekly question (minimum 120 words; 3 points;  $3 \times 14 = 42$  points). Please see the guidelines and rubrics.
- One (1) weekly comment on others' postings (minimum 120 words; 3 points;  $3 \times 14 = 42$  points). Please see the guidelines and rubrics.
- Two (2) Half-Day online meditation practicums and their report/reflection (minimum 900 words; 45 points for each of them). Please see the guidelines and rubrics.
- Weekly meditation logs ( $3 \times 13 = 39$  points). Please see the guidelines and rubrics.
- One (1) final power point presentation (minimum 30 minutes, 70 points). Please see the guidelines and rubrics.
- Syllabus Test (10 points).

Assessment	Points	Weights
11 Online Meetings	110	18.3%
4 In-class Meetings	40	6.7%
Syllabus Test	10	1.6%
Weekly Reading Response	135	22.5%

Posting to respond to weekly question	42	7%
Comment to another student's posting	42	7%
Weekly Meditation Logs	39	6.5%
Topic and structure of Final Power Point Presentation	22	3.6%
Two Meditation Practicum Report	90	15%
Final Power Point Presentation	70	11.6%

Grade	Points Needed	Equivalent Percentage
A+	600-582	100%-97%
A	581-558	97%-93%
A-	557-540	93%-90%
B+	539-522	90%-87%
B	521-498	87%-83%
B-	497-480	83%-80%
C+	479-462	80%-77%
C	461-438	77%-73%
C-	437-420	73%-70%
D+	419-402	70%-67%
D	401-378	67%-63%
D-	377-360	63%-60%
F	>359	>60%

**\*Extra Credits:** Students can earn 20 extra points for attending a special celebration at the Enlightened Buddha Temple (10022 Gaines Rd., Sugar Land, TX 77498) on Sunday, February 13, between 10:00AM-12:00PM.

**Students with disabilities: Students with Disabilities:** The College of Liberal Arts and Social Sciences, per 504/ADA guidelines, is committed to providing reasonable academic accommodations to students who request them. Students seeking accommodation must register with the Justin Dart, Jr. Student Accessibility Center at 713-743-5400 and present approved documentation to me as soon as possible. For more information, see their website: <https://uh.edu/accessibility/>

**Writing Center:** The University of Houston Writing Center provides individual consultations for students working on all types of writing. Whether it is your first semester or your last, meeting with a trained writing consultant can provide another perspective on your paper or project that aids you in navigating the writing process from brainstorming to perfecting a final draft and any stage in between. You can make an appointment by visiting [writingcenter.uh.edu](http://writingcenter.uh.edu) or by calling (713) 743-3016.

**Withdrawals- Six “W” policy:**

The University of Houston policy limits students to 6 “no questions asked” W’s. **When a student drops a class before the 12th class day (Wednesday, February 2<sup>nd</sup>), it does not count as a W.**

Students can drop classes online until the final drop deadline (**Tuesday, Wednesday, April 20<sup>th</sup>**) and receive a W up to six times. Students may not exceed six W’s; they cannot be dropped from a class after their sixth W. Once their 6 Ws are exhausted, a student must complete the course, and professor must assign them a grade. It is the student’s responsibility to keep track of their W’s. (PeopleSoft warns students who are not eligible for a W when they attempt to drop a course).

**All “NR” notations automatically convert to F’s after 90 days. NR is not a way of dropping a ‘no show’ student.** If you ask for leniency after the fact, based on extraordinary medical or personal circumstances, you should go to the Office of Undergraduate Academic Affairs in the Provost’s Office—(713) 743-9112 or [uaa@central.uh.edu](mailto:uaa@central.uh.edu). **Please remember the importance of making decisions about dropping or staying in classes before the 12th class day.**

**Student Code of Conduct:** Academic Misconduct may result in disciplinary action according to University’s policy. Academic misconduct includes Plagiarism, as well as Interference and Violation of the Course Rules. CLASS students are expected to abide the University of Houston’s Code of Student Conduct: <http://www.uh.edu/dos/behavior-conduct/student-code-of-conduct/>.

**Academic Honesty:** To cultivate an environment of academic integrity, the University of Houston expects students to abide the University’s Undergraduate Academic Honesty Policy, found in the Undergraduate Catalog. <http://www.uh.edu/academic-honesty-undergraduate>  
<http://www.uh.edu/provost/academic-affairs/policy-guidelines/honesty-policy/>.

Complicity in Academic Dishonesty” is also covered by the academic honesty policy: “Failing to report to the instructor or departmental hearing officer an incident which the student believes to be a violation of the academic honesty policy.”

**Honor Code Statement:**

- Students may be asked to sign an honor code statement as part of their submission of any graded work including but not limited to projects, quizzes, and exams: “I understand and agree to abide by the provisions in the (select: [University of Houston Undergraduate Academic Honesty Policy](#) and [Policy Guidelines for Honesty](#)). I understand that academic honesty is taken very seriously and, in the cases of violations, penalties may include suspension or expulsion from the University of Houston and a violation notation on their permanent record.”

- The Academic Honesty policy extends to student behavior on social media, texting, email, and unauthorized collaboration on assignments using apps like GroupMe. “Complicity in Academic Dishonesty” is also covered by the academic honesty policy, which is defined as “Failing to report to the instructor or departmental hearing officer an incident which the student believes to be a violation of the academic honesty policy.”

**Note:**

-Plagiarism “is the violation of academic expectation about using and citing sources.”

**Definition:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common- knowledge) material without acknowledging its source” (WPAplagiarism.pdf, from <http://wpacouncil.org/node/9>). More detailed explanations of plagiarism and how to avoid it can be found at Purdue University’s OWL [http://owl.english.purdue.edu/handouts/print/research/r\\_plagiar.html](http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html), which also offers guidelines for note-taking, citing, and quoting.

A diverting set of tutorials on identifying and avoiding plagiarism is available at [http://www.fairfield.edu/library/lib\\_plagiarismcourt.html](http://www.fairfield.edu/library/lib_plagiarismcourt.html).

**The Three Principles of Academic Honesty:**

- a. When you say you did the work yourself, you actually did it.
- b. When you rely on others’ works, you cite them. When you use others’ words, you quote them openly and accurately, and you cite them too.
- c. When you present research materials, you present them fairly and truthfully. That’s true whether the research involves data, documents, or writings of other scholars.

**Counseling and Psychological Services:** Counseling and Psychological Services (CAPS)—[www.uh.edu/caps](http://www.uh.edu/caps)—are available for students having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS by calling 713-743-5454 during and after business hours for routine appointments or if you or somebody you know is in crisis. The “Let’s Talk” program provides a drop-in consultation service at convenient locations and hours around campus. <https://uh.edu/caps/outreach/lets-talk/index.php#hours>.

**Excused Absence Policy:**

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston

Undergraduate Excused Absence Policy and Graduate Excused Absence Policy for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Under these policies, students with excused absences will be provided with an opportunity to make up any quiz, exam or other work that contributes to the course grade or a satisfactory alternative. Please read the full policy for details regarding reasons for excused absences, the approval process, and extended absences. Additional policies address absences related to military service, religious holy days, pregnancy and related conditions, and disability.

**Sexual Misconduct Policy:** Per the UHS Sexual Misconduct Policy, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

**Information Age:** To undertake this course you must have an active UH email account. And a word to the wise: ultimately, you are responsible for all activities on your computer account.

**Email:** Your official email system is now “considered an appropriate mechanism for official communication by University with students unless otherwise prohibited by law.” I’ll expect you (and you should expect me) to read and respond to University’s account emails in a timely fashion. In particular, I expect you to have your account set up and active by the end of the first week of class. Any problem? Ask me. I will assist, or find assistance, as needed.

**Diversity:** In our classroom, we will accept and respect individual differences, seeking to foster the appreciation of diversity. Students are expected to respect other students and their opinions regardless of race, ethnicity, gender, age, religion, or sexual orientation.

**Incomplete:** A grade of “I” (Incomplete) may be assigned by an instructor when exceptional circumstances, such as illness, prevent students from finishing all work required in a course. The grade of “I” will be awarded only if the work is mostly complete, and of passing quality. The

Incomplete Grade Contract must be completed by the faculty member and the student prior to issuing an “I” grade. The Incomplete Grade Contract may be obtained by the instructor from the Office of the Registrar.

**End of the Interim Grade Policy:** Please be aware, the Interim Grade Policy ended, and the university has returned to our standard grading policies. You can find more information on UH Grade Policy here: <http://publications.uh.edu/content.php?catoid=36&navoid=12929>

### **Syllabus Changes:**

Due to the changing nature of the COVID-19 pandemic, please note that the instructor may need to make modifications to the course syllabus and may do so at any time. Notice of such changes will be announced as quickly as possible through school’s official email.

### **Webcams:**

Access to a webcam is required for students participating remotely in this course. Webcams must be turned on (state when webcams are required to be on and the academic basis for requiring them to be on). (Example: Webcams must be turned on during exams to ensure the academic integrity of exam administration.)

### **Reasonable Academic Adjustments/Auxiliary Aids:**

The University of Houston complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for disabled students. In accordance with Section 504 and ADA guidelines, UH strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact [the Justin Dart Jr. Student Accessibility Center](#) (formerly the Justin Dart, Jr. Center for Students with DisABILITIES).

### **Recording of Class:**

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the [Justin Dart, Jr. Student Accessibility Center](#). If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on

any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with anyone without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

### **Resources for Online Learning:**

The University of Houston is committed to student success, and provides information to optimize the online learning experience through our [Power-On](#) website. Please visit this website for a comprehensive set of resources, tools, and tips including: obtaining access to the internet, AccessUH, and Blackboard; requesting a laptop through the Laptop Loaner Program; using your smartphone as a webcam; and downloading Microsoft Office 365 at no cost. For questions or assistance contact [UHOnline@uh.edu](mailto:UHOnline@uh.edu).

**Class cancellation procedures:** In case of the cancellation of a class session, the instructor will modify the course's syllabus to cover relevant topics. Canceled classes will not be made up.

**Weather Emergencies:** Weather emergencies may result in class cancellation.

### **University Email Policy:**

Please check and use your CougarNet email for communications related to this course. To access this email, [login](#) to your Microsoft 365 account with your CougarNet credentials.

**Forwarding of Email:** Students, who choose to have their email forwarded to a private (unofficial) email address outside the official university network address, do so at their own risk. The University is not responsible for any difficulties that may occur in the proper or timely transmission or access of email forwarded to any unofficial email address; any such problems will not absolve students of their responsibility to know and comply with the content of official communications sent to students' official UH email addresses.

**Course Related Use of Email:** Faculty may assume that a student's official university email is a valid mechanism for communication with them. This policy will ensure that all students will be able to comply with course requirements communicated to them by email from their course instructors.

### **\*\*\*Important Note:**

Students are allowed but not required to describe their personal issues or



privacy experiences in their works.

Whenever you see the articles that I used from **Wikipedia/wikimedia**, please remember that they are secondary sources for references and learning aids only.

**List of discussion/lecture topics:**

<b>Week</b>	<b>Topic</b>
<b>1 (01/18-)</b>	Self-introduction, Introduction to Mindfulness: History, Myths, Definition, and Benefits.
<b>2 (01/24-)</b>	The Practices of Mindfulness
<b>3 (01/31-)</b>	Mindfulness-Based (MBSR and MBCT) Programs.
<b>4 (02/07-)</b>	Acceptance-Oriented (DBT and ACT) Treatments
<b>5 (02/14-)</b>	Mindfulness in self-regulation of emotions and personal developments.
<b>6 (02/21-)</b>	Mindfulness in Leadership and marital relationships.
<b>7 (02/28-)</b>	Mindfulness in parent-children relationships and conflict solution.
<b>8 (03/07-)</b>	Mindfulness in Spirituality/personal beliefs and health care.
<b>9 (03/14-)</b>	<b>Spring Break</b>
<b>10 (03/21-)</b>	Mindfulness in Hospice Care and Treatment of Addiction.
<b>11 (03/28-)</b>	Mindfulness in classroom and higher Education.
<b>12 (04/04-)</b>	Mindfulness in workplace and business.

<b>13 (04/11-)</b>	Mindfulness in legal profession and criminal justice.
<b>14 (04/18-)</b>	Mindfulness in Military and Politics.
<b>15 (04/25-)</b>	Mindfulness in Sport and information technology use.
<b>16 (05/02-)</b>	<b>Final Week</b>

**Health Concern:**

Face Covering Policy

To reduce the spread of COVID-19, the University strongly encourages everyone (vaccinated or not) to wear face coverings indoors on campus including classrooms for both faculty and students.

### Presence in Class

Your presence in class each session means that you:

- Are NOT exhibiting any Coronavirus Symptoms that makes you think that you may have COVID-19
- Have NOT tested positive or been diagnosed for COVID-19
- Have NOT knowingly been exposed to someone with COVID-19 or suspected/presumed COVID-19

If you are experiencing any COVID-19 symptoms that are not clearly related to a pre-existing medical condition, do not come to class. Please see Student Protocols for what to do if you experience symptoms and Potential Exposure to Coronavirus for what to do if you have potentially been exposed to COVID-19.

Consult the (select: Undergraduate Excused Absence Policy or Graduate Excused Absence Policy) for information regarding excused absences due to medical reasons.

### COVID-19 Information

Students are encouraged to visit the University's COVID-19 website for important information including on-campus testing, vaccines, diagnosis and symptom protocols, campus cleaning and safety practices, report forms, and positive cases on campus. Please check the website throughout the semester for updates.

### Vaccinations

Data suggests that vaccination remains the best intervention for reliable protection against COVID-19. Students are asked to familiarize themselves with pertinent vaccine information, consult with their health care provider. The University strongly encourages all students, faculty and staff to be vaccinated.

### **Helpful Information:**

**Coogs Care:** <https://www.uh.edu/dsaes/coogscare/>

**Student Health Center:** <https://www.uh.edu/healthcenter/>

**UH CAPS Statement:** Counseling and Psychological Services (CAPS)—[www.uh.edu/caps](http://www.uh.edu/caps)—are available for students having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS by calling 713-743-5454 during and after business hours for routine appointments or if you or somebody you know is in crisis. The “Let’s Talk” program provides a drop-in consultation service at convenient locations and hours around campus. <https://uh.edu/caps/outreach/lets-talk/index.php#hours>

### **Graduate/Professional Colleges:**

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to the demands of a professional program, or feeling sad and hopeless. You can reach CAPS ([www.uh.edu/caps](http://www.uh.edu/caps)) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the “Let’s Talk” program, a drop-in consultation service at convenient locations and hours around campus. [http://www.uh.edu/caps/outreach/lets\\_talk.html](http://www.uh.edu/caps/outreach/lets_talk.html)

### **UH Sugar Land:**

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS (<http://www.uh.edu/dsaes/uhsugarland/>) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the “Let’s Talk” program, a drop-in consultation service at convenient locations and hours around campus. [http://www.uh.edu/caps/outreach/lets\\_talk.html](http://www.uh.edu/caps/outreach/lets_talk.html) <http://www.uh.edu/dsaes/uhsugarland/>

### **Online Students:**

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS ([www.uh.edu/caps](http://www.uh.edu/caps)) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the “Let’s Talk” program, a drop-in consultation service at convenient locations and hours around campus. [https://legacy.central.uh.edu/owa/redir.aspx?REF=13JLItcJPzrRfUs23nLajNUZJozBVkQURrJtRxTM6NPjLzgoGMPUCAFodHRwOi8vd3d3LnVoLmVkdS9jYXBzL291dHJlYWNoL2xldHNfdGFsay5o\\_dG1s](https://legacy.central.uh.edu/owa/redir.aspx?REF=13JLItcJPzrRfUs23nLajNUZJozBVkQURrJtRxTM6NPjLzgoGMPUCAFodHRwOi8vd3d3LnVoLmVkdS9jYXBzL291dHJlYWNoL2xldHNfdGFsay5o_dG1s)  
[http://www.uh.edu/caps/outreach/lets\\_talk.html](http://www.uh.edu/caps/outreach/lets_talk.html) <http://www.uh.edu/dsaes/uhsugarland/>

