

How to play Moksha

1. How to play Moksha: Managing Daily Points

<https://www.youtube.com/watch?v=9ar0E4EbW64&list=PLIDOLiSs74Vx21142BDiK25WnBzWOx3Qy&index=1>

2. How to play Moksha: Creating Moksha Database

https://www.youtube.com/watch?v=gi7_BLPoNjE&list=PLIDOLiSs74Vx21142BDiK25WnBzWOx3Qy&index=2

3. How to play Moksha: Adding Individual and Team Points

<https://www.youtube.com/watch?v=8zyBjAwshC8&index=3&list=PLIDOLiSs74Vx21142BDiK25WnBzWOx3Qy>

4. How to play Moksha: Individual Scores

<https://www.youtube.com/watch?v=Vso1AMZWqbo&index=4&list=PLIDOLiSs74Vx21142BDiK25WnBzWOx3Qy>

5. How to play Moksha: Team Scores

https://www.youtube.com/watch?v=7Xvj5-_aGxY&index=5&list=PLIDOLiSs74Vx21142BDiK25WnBzWOx3Qy

6. How to play Moksha: Quiz and Paper Points

<https://www.youtube.com/watch?v=aEdFanZ3R2Y&list=PLIDOLiSs74Vx21142BDiK25WnBzWOx3Qy&index=6>

7. How to play Moksha: Sorting Scores and Creating Scoreboard

<https://www.youtube.com/watch?v=uktVfYV5QSs&index=7&list=PLIDOLiSs74Vx21142BDiK25WnBzWOx3Qy>

Moksha-doc 1
Introduction-V01
2016/11/29

Read me first!

Part I: Introduction

Hi, my name is Mark Dennis and I teach in the Religion Department at Texas Christian University in Fort Worth, Texas. I grew up in Madison, Wisconsin and lived for about six years in Japan and another two years in India. I received a Ph.D. in Buddhist Studies from the University of Wisconsin in 2006 in early Japanese Buddhism. My academic and teaching interests also include modern Japanese literature, Indian independence, religion and free speech, and gaming in the classroom. Those games include *Reacting to the Past*, which was developed at Barnard College (<https://reacting.barnard.edu>), and the Moksha game, which I created and is the subject of the *Education About Asia* article.

This brief introduction to the Moksha game includes background on the game and a listing of the supplementary materials that I am happy to send along if you would like to try out the game in your own classroom.

As I state in my *Education About Asia* article, I started working on the game for my introduction to World Religions course in 2010 because I had become frustrated with disengaged, and occasionally disruptive, behavior in the classroom: texting, web surfing, and so on. I imagine you're familiar with it! The game has been quite effective at reducing this sort of behavior and promoting engagement with the course material. I believe that with some time and effort, you too will experience similar results.

Part II: Background on Moksha in Indian Religious Traditions

As I state in the article, the Moksha game is based on a set of pan-Indian religious ideas that seem, at least on the surface, simple and straightforward. Those ideas include:

- i) *samsara*: the cyclical world of birth, death, and rebirth;

- ii) *atman*: the individual soul or self;
- iii) *karma*: the law of cause and effect; and
- iv) *moksha*: liberation from the cycle of *samsara*.

In addition to this broad religious paradigm, the game also draws from other sources, including the detailed set of Buddhist ethical precepts, which specify behavior that produces both positive and negative karma, as well as the highly regulated lifestyle of the Zen Buddhist retreat system, where I spent a lot of time practicing meditation. But *Moksha* was also inspired by my love of games: I grew up playing Monopoly and various other sorts of board games, card games, and video games, as well as all manner of sports: baseball, soccer, basketball, football, and many others.

Part III: Listing of Documents

The following lists the Microsoft Word and Excel documents, including this one, which you'll need to get started. Documents 2, 3, and 4 are documents that I would circulate to my students and post online: the course syllabus, a grading document (this document elaborates the outline of grading that appears in the syllabus), and the Moksha rules. Documents 4 through 8 appear in the screencasts, listed after the documents, which take you through the steps to set up the game for your classroom.

i) Microsoft Word and Excel documents:

- Moksha-doc 1-Introduction-V01
- Moksha-doc 2-syllabus-V01
- Moksha-doc 3-grading information-V01
- Moksha-doc 4-Moksha rules-V01
- Moksha-doc 5-Class roster and teams-V01
- Moksha-doc 6-Scoring Sheet-V01
- Moksha-doc 7-Scoreboard-V01
- Moksha-doc 8-database-V01.xlsx

ii) Screencasts:

- Screencast 1-Managing daily points-V01.mp4
- Screencast 2-Creating Moksha database-V01.mp4
- Screencast 3-Adding individual and team points-V01.mp4
- Screencast 4-Individual scores-V01.mp4

Screencast 5-Team scores-V01.mp4

Screencast 6-Quiz and paper points-V01.mp4

Screencast 7-Sorting scores and creating scoreboard-V01.mp4

Part IV: Final Comments

There are many ways in which you could modify the game to suit your own class. I would be happy to discuss those with you. I would also be grateful for any feedback on the game: what seems illogical or unfair; things you tried in your classroom that worked well; or, any other sorts of comments and questions you might have.

My email address is: M.DENNIS@TCU.EDU;

The TCU Religion Department web page can be found at:

[HTTP://WWW.REL.TCU.EDU](http://www.rel.tcu.edu);

The TCU Religion Department's faculty page is at:

[HTTP://WWW.REL.TCU.EDU/FACULTY.ASP](http://www.rel.tcu.edu/faculty.asp).

Thank you!

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syllabus-VO1
2016/11/29

RELI 10023:
World Religions
Fall 2016
Syllabus



**Mahatma Gandhi on the Salt March
to Dandi. Spring 1930.**

- 1) Course meetings: [COURSE MEETINGS](#)
- 2) Instructor information:
[INSTRUCTOR INFORMATION](#)
- 3) Course Description: [COURSE DESCRIPTION](#)
- 4) Grading: [GRADING](#)
- 5) Required texts: [TEXTS](#)

6) Disability statement: [DISABILITY STATEMENT](#)

7) Academic misconduct: [ACADEMIC MISCONDUCT](#)

1) Course meetings: [HEADING](#)

MWF 10:00-10:50 a.m., Beasley 206

2) Instructor information: [HEADING](#)

Mark Dennis

Office: Beasley 309

Office phone: 817-257-6441

E-mail: m.dennis@tcu.edu

Office Hours:

Monday: 1:00-2:00 p.m.

Wednesday: 11:00 a.m.-noon

Friday: 11:00 a.m.-noon

3) Course Description: [HEADING](#)

In fact, if I went back to college today, I think I would probably major in comparative religion because that's how integrated [religion] is in everything that we are working on and deciding and thinking about in life today.

–Secretary of State John Kerry, a political science major who graduated from Yale in 1966

This course offers an introduction to the teachings and histories of religious traditions mainly from Asia and the Middle East: Hinduism, Buddhism, and Sikhism from India, Confucianism and Daoism from China, and Islam from Saudi Arabia.

The course begins with a general discussion of the Humanities, critical thinking in the liberal arts, and theories of religion that will help us frame our discussion of these religions traditions. We will take up traditional liberal arts questions with particular relevance to religion: What does it mean to be human? What is the value of human life? How have religious teachings been used to justify both acts of self-sacrifice, compassion, and peace, but also to rationalize behavior that is selfish, intolerant, and, even, violent.

To address these questions, we will study theories of religion that address *alterity*, or “otherness,” colonialism, religious and political freedom, as well as voice (who gets to speak in a particular society) and agency (who gets to act in that society). Indeed, *alterity* will be a central lens through which we will frame much of our discussion of these traditions over the semester. As part of our exploration of *alterity*, you will be asked to read one of four books that offer compelling domestic and international perspectives on this topic.

In our section on Daoism, Confucianism, and Buddhism, we will read Hermann Hesse’s *Siddhartha*, a fascinating look at the teachings of the Buddha through the eyes of a Western novelist. We will also examine Buddhist mindfulness, meditation, and ethical practices through the lens of Contemplative Studies, an emerging and interdisciplinary academic discipline.

In the Buddhism section, we will also take up Tibet, examining the Dalai Lama and the Tibetan diaspora, and a recent spate of self-immolations to protest Chinese oppression, and also Burma (also known as Myanmar), focusing on Nobel Laureate and Buddhist Aung San Suu Kyi. She is the popularly elected leader of the country who spent more than fifteen years under house arrest, but was released in November 2010 and her party, the National League for Democracy, won national elections held in November 2015.

There has been much news about the country lately as the military dictatorship has relaxed some of the harsh laws that restricted the rights of Burmese to freely assemble and speak. But international attention has also focused on attacks—some sanctioned by prominent Buddhists—against the Rohingya, a Muslim minority, many of whom live in the Western part of Burma that borders Bangladesh.

HEADING

We will also consider modern-day Afghanistan. After discussing news coverage of the history and current war in Afghanistan, we will read *The Kite Runner*, which will serve as our literary introduction to the country and to the Taliban—an Islamic fundamentalist group found in both Afghanistan and Pakistan. The novel will also serve as a poignant investigation of the topic of *alterity*, a key course theme, as revealed in the historical tensions between Sunni and Shia Muslims—the two primary sects of Islam.

Our investigation of Islam and recent conflicts with the West will draw on a previous TCU Common Reading on blasphemous art. We will use this material as the basis for a case study of religion and free speech, examining the cartoons

published by a Danish newspaper of the Prophet Muhammad, *The New Yorker's* caricature of Barack and Michelle Obama as Muslim terrorists, and, most recently, the January 7, 2015 attack by Muslim terrorists on the French satirical newspaper *Charlie Hebdo*.

As we consider the connection between free speech and religion, we will touch upon other topical cases, such as the Westboro Baptist church, which has gained much attention because of its protests at the funerals of American soldiers killed in Iraq and Afghanistan. The church argued all the way to the Supreme Court that their right to protest was protected by the First Amendment; in an 8-1 decision, the Court decided the case—known as “Snyder v. Phelps”—in the church’s favor.

HEADING

We will also take up the Arab Spring as a case study of freedom of speech and thought in the Arab World. The Arab Spring uprisings began with the actions of Mohamed Bouazizi, a Tunisian street vendor who set himself on fire to protest the government’s confiscation of his vegetable scale. His act of dissent ignited protests that quickly engulfed much of North Africa and the Middle East and that are fundamentally restructuring Arab societies: for example, Egypt’s leader Hosni Mubarak was deposed after some thirty years of rule, and Libya’s long-time authoritarian ruler Muammar Gaddafi was captured and executed by rebels. And since 2011, Syria has been in the news because the government, led by Bashar al-Assad, has violently cracked down on dissent. Current estimates put the number of dead at over 400,000 (April 23, 2016 estimate of the United Nations and the Arab League envoy to Syria).

The Syrian and Iraqi governments, in addition to the United States and its allies, have also been fighting the threat imposed by ISIS (also known as ISIL and Daesh), a brutally repressive fundamentalist group that seeks to re-establish the Islamic Caliphate in Syria and Iraq. It has planned or inspired a number of attacks, including the December 2, 2015 attack in San Bernardino, California, the June 12, 2016 shooting in the Pulse nightclub in Orlando, Florida, and the July 1, 2016 Gulshan attack in Dhaka, Bangladesh.

These and the other countries in which uprisings have occurred are predominantly Arab and Muslim—nations whose recent histories have been marked by the legacy of European colonialism, much as is the case, as we shall see, in the Indian subcontinent.

Indeed, Islam, Hinduism, Buddhism, and Sikhism will figure in the final case study of the semester, which examines the division, or “Partition,” of the Indian subcontinent into India (predominantly Hindu) and Pakistan (predominantly Muslim) in 1947. We will study that history and examine the violence that has followed that division, including the Mumbai attacks of November 2008.

Together, this material is meant to help you hone your critical thinking skills by asking you to apply theoretical and historical data to a diverse set of case studies—case studies that illuminate the intersection of religion and culture suggested in the quotation from Secretary of State Kerry. Collectively, this material highlights the complex network of relations that religious traditions must navigate when seeking to harmonize regular calls to keep alive and relevant an original, authentic set of teachings, while dealing with the demands of particular histories and their attendant social and cultural norms.

If you find this material interesting, please speak to me about majoring or minoring in Religion.

4) Grading: HEADING

Please see “Grading information” on D2L Brightspace for a detailed breakdown of grading.

a) **Grading scale:** HEADING

I will assign grades according to the scale and weighting system listed below.

A	93-100	C:	73-76.99
A-	90-92.99	C-:	70-72.99
B+	87-89.99	D+:	67-69.99
B	83-86.99	D:	63-66.99
B-	80-82.99	D-:	60-62.99
C+	77-79.99	F:	59.99 & below

Individual <i>moksha</i> score	25%
Quizzes	30%
This I Believe paper	05%
<i>Siddhartha</i> paper	05%
<i>Alterity</i> paper	10%
Buddhism paper	05%
<i>Kite Runner</i> paper	10%
Final exam	10%

5) Texts: HEADING

i) Khaled Hosseini. *The Kite Runner* (Holt McDougal 2013).

ii) Stephen Prothero. *God is Not One: The Eight Rival Religions that Run the World* (HarperOne 2011).

iii) Embree, Ainslie T. *Defining a Nation: India on the Eve of Independence, 1945* (W. W. Norton & Co. 2014).

iv) Hesse, Hermann. *Siddhartha* (Barnes & Noble, 2007).

v) You will be asked to read one of the following four books:

Mulk Raj Anand. *Untouchable* (Penguin Classics Reprint, 2014).

Ta-Nehisi Coates. *Between the World and Me* (Spiegel & Grau (2015).

Janet Mock. *Redefining Realness: My Path to Womanhood, Identity, Love & So Much More* (Atria Books, 2014).

Malala Yousafzai and Christina Lamb. *I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* (Back Bay Books, 2015).

vi) There are a number of shorter readings that appear with a web address that can be found on the internet, while those listed as “Doc Sharing” can be found on D2l Brightspace.

vii) You will need to purchase an iClicker at the bookstore.

6) Disability Statement approved Fall 2007 by the Undergraduate Council and Revised Summer 2011: HEADING

Disabilities Statement:

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 1010. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* Guidelines for documentation may be found at:

[HTTP://WWW.ACS.TCU.EDU/DISABILITY_DOCUMENTATION.ASP](http://www.acs.tcu.edu/disability_documentation.asp)

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

7) Academic Misconduct:

HEADING

****Academic Misconduct** (Sec. 3.4 from the Student Handbook) –Any act that violates the academic integrity of the institution is considered academic misconduct. The

procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog (Student Policies>Academic Conduct Policy Details):

[HTTP://CATALOG.TCU.EDU/2012-2013/UNDERGRADUATE/1411.HTM](http://catalog.tcu.edu/2012-2013/undergraduate/1411.htm)

Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.

In this class, cheating also includes misusing the iClickers. If you click in for someone else you and the person for whom you clicked in will lose two 2 full grades from your final grade. For example, an A would become a C, and so on. No exceptions.

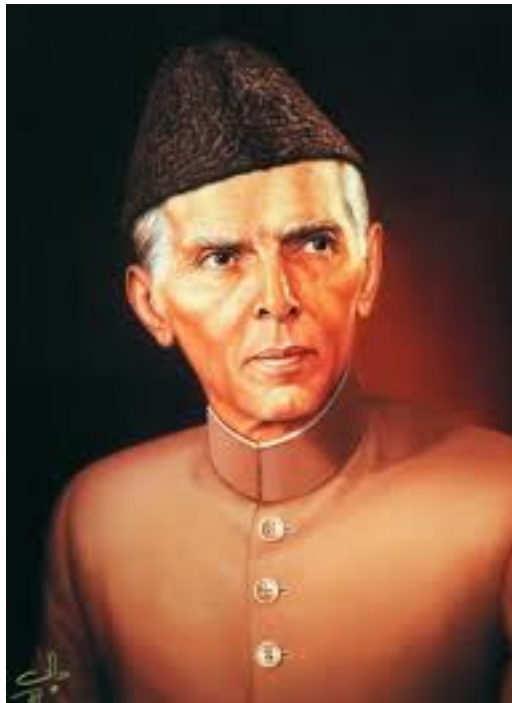
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation

includes the quoting or paraphrasing of another's work without giving credit therefore.

- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.

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grading information-VO1
2016/11/29

RELI 10023:
World Religions
Fall 2016
Grading breakdown



Muhammad Ali Jinnah-
founder of Pakistan

Grading:

GRADING_SCALE

GRADING_DISTRIBUTION

ATTENDANCE

MOKSHA_SCORE

QUIZZES

WRITING_ASSIGNMENTS

FINAL_EXAM

a) **Grading scale:** HEADING

I will assign grades according to the scale and weighting system listed below.

A	93-100	C:	73-76.99
A-	90-92.99	C-:	70-72.99
B+	87-89.99	D+:	67-69.99
B	83-86.99	D:	63-66.99
B-	80-82.99	D-:	60-62.99
C+	77-79.99	F:	59.99 & below

b) **Grading distribution:** HEADING

Individual <i>moksha</i> score	25%
Quizzes	30%
This I Believe paper	05%
<i>Siddhartha</i> paper	05%
<i>Alterity</i> paper	10%
Buddhism paper	05%
<i>Kite Runner</i> paper	10%
Final exam	10%

c) **Attendance:** HEADING

For each of the first three dates your name does not appear as present in the iClicker roster (this could be because you were absent, late, didn't have your iClicker, etc.), you will lose 1 individual *moksha* point. For the next three (numbers 4-6), you will lose 2 individual *moksha* points and 2 points from your final individual *moksha* score. For each time beginning with number 7,

you will lose 3 individual *moksha* points, 2 points from your final individual *moksha* score, and 2 points from your final grade.

Note: Any university excused absence does not count against you. That is, if your name appears in the roster I receive each week for students excused for university sanctioned events, you will not be penalized. But if you are traveling to a sporting event on the day of class, and you won't be leaving for that event more than one hour after class finishes, you won't be excused. Thus, if you are leaving at 3:00 p.m. you won't be excused since class finishes at 9:50 a.m.

d) **Individual Moksha score:** HEADING

25% of your final grade will be determined by your individual *moksha* score according to the following scale. The rules for the *moksha* game are available on D2L Brightspace.

Top 4 scores:	100
Next 4 scores:	95
Next 4 scores:	90
Next 4 scores:	85
Next 4 scores:	80
Next 4 scores:	75
Next 4 scores:	70
Next 4 scores:	65
Next 4 scores:	60
Next 4 scores:	55

e) **Quizzes:** HEADING

There will also be daily **quizzes** on the assigned readings, videos, and so forth, which will count for **30% of your final grade**.

At the end of the semester, I will drop your lowest quiz score and then calculate your quiz grade as the average of all the remaining quizzes you have actually taken, not by the total number of quizzes. If there were 20 quizzes given and you took 18, then I would drop your lowest score and then

divide your total number of remaining points by 17. If you received a total of 154 points and your lowest quiz was a 4, I would divide 150 by 17=88.24%.

Note that the percentage you see for your quiz grade in the D2L Brightspace grade book will not be exact because I do not know how many quizzes we will have during the semester. I may give two on some days. Each quiz will be given a weight of **1.5%**, but that percentage will be adjusted up or down at the end of the semester depending on the final tally. Remember also that the overall score you see in the grade book won't be exact. It will only reflect the things you've completed to date.

HEADING

g) **Written Assignments:** HEADING

You will complete four short written assignments over the term worth **35% of your final grade**. Instructions will be given for each in class and posted on D2L Brightspace. Make sure to submit the papers before class on the due date in the designated drop box. I will not accept paper copies. **You will lose 10 points out of 100 for each 24-hour period a paper is late.**

h) **Final exam:** HEADING

The final exam will count for **10% of your final grade**. For the final, you will be asked to reflect on what you have learned over the semester. To do well on the final, you will need to engage in the sort of critical thinking we will practice throughout the semester. Thus, it won't be helpful to simply list facts—the Five Pillars of Islam or the Four Noble Truths of Buddhism. Rather, you should think of the broader questions we've taken up during the semester: the value of human life, *alterity*, religion and free speech, religion and violence, nature and function of language, and so on.

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Moksha rules-V01
2016/11/29

RELI 10023-010

World Religions

Fall 2016

Moksha Rules

**Dear You,
I Saw that Coming,
I am Surprised you didn't.
Love Always,
KARMA¹**

The Objective of the Game

Earn **Good Karma** points and avoid **Bad Karma** points. Your goal is to earn the most **Total Karma** points in the class. The number of Total Karma points you earn is determined by subtracting Bad Karma points earned from Good Karma points earned.

How To Earn Good Karma Points

There are four ways to earn Good Karma points:

Quiz Grades: You will take a number of quizzes during the semester and can earn Good Karma points depending on how well you do on each quiz.

Class Assignments Level 1: You will complete a number of assignments during the semester that are worth 10% of your overall grade. You can earn Good Karma points for making good grades on each assignment.

¹ Facebook: *Zen to Zany*

Class Assignments Level 2: You will complete a number of assignments during the semester that are worth 5% of your overall grade. You can earn Good Karma points for making good grades on each assignment.

Class Participation: You can earn Good Karma points by actively participating in class.

Opportunity	How Points are Determined	Karma Points
Quiz Grades	Highest Grade	3 Points
	Second Highest Grade	2 Points
	Third Highest Grade	1 Point
Class Assignments Level 1*	Grade: 95 to 100	16 Points
	Grade: 90 to <95	12 Points
	Grade: 85 to <90	8 Points
	Grade: 80 to <85	4 Points
Class Assignments Level 2**	Grade: 95 to 100	8 Points
	Grade: 90 to <95	6 Points
	Grade: 85 to <90	4 Points
	Grade: 80 to <85	2 Points
Class Participation	Exceptional Insightful Comments	3 Points
	Very Good Insightful Comments	2 Points
	Good Insightful Comments	1 Point

How to Avoid Bad Karma Points

I will subtract Bad Karma points from your Good Karma points. Those points are determined by your behavior both in and, sometimes, out of class as follows:

Device Distraction

A device distraction is anything that causes you or your classmates to be distracted from the lecture and discussion in the class due to an electronic device. For example, if your cellphone is sitting on your desk and you get a text, it is not only distracting you, but to others in the class as well. A device includes your cell phone, tablet, computer, headphones, ear buds, calendar, or even your iClicker once it is no longer needed for the class. Basically, it is any device that prevents your being mindfully engaged in the class discussion. Use common sense in determining what this may include. The way you avoid getting Bad Karma points is to make sure any device is turned off and put away. **Note:** If it looks to me like your texting, you will lose the points, even if I cannot see your phone because you're sitting in a back row.

Classroom Distraction

A classroom distraction is anything that you might do that will prevent your classmates from being full engaged in the class discussion. Eating (gum chewing included), drinking, sleeping, doodling in a notebook, studying for another class,

reading a novel, putting your feet on someone else's chair, chatting with a classmate, talking out loud to yourself, or anything other than being completely engaged in the discussion is not conducive to an optimum classroom experience. Once again, use common sense when deciding what may be distracting. For example, if you are audibly groaning, snickering, or using your pencils to beat out a rhythm to that song you can't get out of your head during a discussion, you can be sure this will be considered classroom distraction. The way to avoid getting Bad Karma points is to make sure your desk is clear and that you are completely engaged in the day's discussion. You will not need to take notes so your desk should be completely empty.

Common Classroom Courtesy Infraction

Not being courteous to your instructor or your classmates and using your devices in class is not only distracting, it is simply rude. This category refers to those common courtesies of which we should all be aware. This includes wearing hats or hoods in class, not sitting in your assigned place in the class, asking me or anyone else in class for information which we have discussed in class and is readily available on D2L Brightspace, or packing up and leaving early. In the case of packing up early, I will set an audible alarm for one minute before the class ends. You may begin packing up once the alarm sounds and I will wrap up what I am saying within 60 seconds. Once again, use common sense in determining what common courtesy is. For example, if you decide to turn your chair to face out of the window during the lecture and discussion, you can be assured it will be considered as not practicing common courtesy.

Attendance

Being absent, late, or coming to class on time without your iClicker all have the same result. Your name will not appear in my iClicker roster for the day. These are all considered attendance infractions. Please note that there are mitigating circumstances defined in the attendance policy (see the grading document on D2L Brightspace) that may excuse an attendance infraction. These include being a member of a sports team, but do not include an illness, doctors appointment, and so on.

Email Courtesy

Email communication is an important part of our culture. It is an extension of letter writing—yet much of the standard etiquette of letter writing has not yet been taught to an entire generation. This category of Karma Points was developed to promote email courtesy.

Whenever you send me an email about the class it needs to be written in the following basic format.

A. Include a subject heading

In the subject heading you should write "WR-last name, first name-issue."

Examples:

WR-Smith, Emily-missing class
WR-Nixon, William-question on syllabus

B. Include the date

Acceptable formats:

Sept. 3, 2015

September 3, 2015

9/3/15

C. Use a proper greeting

Proper:

Dear Mark or *Hi Mark* (I prefer one of these two), *Hi/Dear Professor Dennis*, or *Hi/Dear Dr. Dennis*.

Improper:

Hi, Hello, Yo, or any other greeting that does not use my name.

Dear Mr. Dennis

“Mr.” is generally used for male teachers in high school, middle school, and elementary school.

If we are having an ongoing conversation about a single topic, you only need to include the greeting in the first message. If you do not respond to an email message from me within 24 hours, you will also lose a point.

D. Write a clear message

Write your message in concise, grammatically correct English; don't use abbreviations, emoticons, or other communication that may not be clear. Any errors in the body of your message listed in the Rules for Written Work on e-College is also not acceptable. You won't lose additional points for the same error in a single message.

E. Sign-off with your name

Conclude your emails with a proper sign-off.

Examples:

Thank you,
(Your Name)

Best,
(Your Name)

For suggestions of good sign offs, visit:

<http://www.forbes.com/sites/susanadams/2014/10/08/89-ways-to-sign-off-on-an-email/>

Verbal Greetings

If you see me outside class, you also need to use a proper greeting. Hi Mark, Hi Professor Dennis, and Hi Dr. Dennis are all acceptable. If you don't use one, you'll lose a point. If I don't use your name after the second week of class (it will take me some time to learn all your names), you'll get a point if you remind me via email. If you see me and are uncomfortable using my name, look down and pretend you don't see me.

Behavior	How Points are Determined
Device Distraction	-1 Point
Classroom Distraction	-1 Point
Common Courtesy	-1 Point
2 nd Infraction of the same type	-2 Points
3 rd Infraction of the same type	-4 Points
4 th Infraction of the same type	-8 Points
5 th Infraction of the same type	-16 Points
Each Subsequent Infraction	Double the total negative points
Attendance Infractions: 1-3	-1 point for each attendance infraction
Attendance Infractions: 4-6	-2 points and a 2% reduction in your total Karma score for each attendance infraction
Attendance Infractions: ≥ 7	-3 points, 2% reduction in your total Karma score, 2% from final grade for each attendance infraction
Email Courtesy	-1 Point
Verbal Greetings	-1 Point

BONUS: Team Activities

Team Activity: You will be assigned to a team of 3 or 4 members. A number of team activities will take place throughout the semester. Team activities will earn each team a certain number of **Team Points**. These team points do not affect your Total Karma Points, but they will affect your final grade. Students have been able to raise their final grade in the course by as much as half a grade by belonging to a winning team.

Activities may include presentations, debates, and other challenges. After each activity, each team will be awarded a certain number of team points depending on whether they come in first, second, third, fourth and so on. For example, first place might earn 20 team points, while second place earns 18 team points, third place earns 16 points, fourth place earns 14 points and so on.

After all Team Activities are complete, the teams will be ranked from first to last based on the total number of Team Points each team has earned. I will post the *Moksha* scoreboard each week with the individual leaders and team standings.

At the end of the semester, each team member will have his or her Quiz Grade (worth 25% of your overall grade) raised by a certain percentage depending on how high his or her team was ranked. The grade will never be lowered by the team performance. Your Quiz Grade will be raised according to the following scale:

- 1st Place: 5 Percentage Points
- 2nd Place: 4.5 Percentage Points
- 3rd Place: 4 Percentage Points
- 4th Place: 3.5 Percentage Points
- 5th Place: 3 Percentage Points
- 6th Place: 2.5 Percentage Points
- 7th Place: 2 Percentage Point
- 8th Place: 1.5 Percentage Point
- 9th Place: 1 Percentage Point
- 10th Place: .5 Percentage Points

For example, if your team came in first place and you had a Quiz Average of 89, your final Quiz Average would be raised by 4 percentage points to a 93.

Losing The Quiz Bonus

While being on a team the entire semester ensures your final Quiz Grade will be raised at least by .5 of a percentage point, it is possible to lose the bonus points if you are removed from your team.

A student is removed from a team and loses the team bonus points if the following occurs:

A. If students engage in the same Device Distraction, Classroom Distraction, or Common Courtesy Infraction behavior three times, they will be removed from their team. For example, if a student uses his or her cell phone three times during class, he or she will be removed from the team.

B. If the student accumulates a total of **-10 Bad Karma** points from any combination of Bad Karma activities, the student will be removed from the team.

Total Karma Points and Your Grade

Based on the Total Karma points you earn, you will be given a grade. The grade is worth **25% of your overall course grade**. Your grade will be based on how high your score is and how you rank in the class. For example, the highest five scores are ranked in the top five and will earn a 100, and so on.

Karma Grades are determined as follows (I reserve the right to raise the lowest score at the end of the semester):

TOTAL KARMA POINTS	GRADE
Top 4 (1-4)	100
Second 4 (5-8)	95
Third 4 (9-12)	90
Fourth 4 (13-16)	85
Last 4 (17-20)	80
Top 4 (21-24)	75
Second 4 (25-28)	70
Third 4 (29-32)	65
Fourth 4 (33-36)	60
Last 4 (37-40)	55

Moksha-doc 5
Class roster and teams-V01
2016/11/29

Part I: Class list

Abadi, Ibrahim
Brown, Jasmine
Campbell, Darius
Jackson, Donna
Lawrence, Madeleine
Lewis, Diane
Li, Min
Mackay, Frank
Marshall, Trevon
Nakamura, Shoichi
Newman, Warren
Turner, Mary

Part II: Team names and icons

Careful Cows

Entranced Elephants

Magnificent Monkeys

Prescient Pandas

Careful Cows



Abadi, Ibrahim
Brown, Jasmine
Campbell, Darius

Entranced Elephants



Jackson, Donna
Lawrence, Madeleine
Lewis, Diane

Magnificent Monkeys



Li, Min
Mackay, Frank
Marshall, Trevon

Prescient Pandas



Nakamura, Shoichi
Newman, Warren
Turner, Mary

Moksha-doc 6
Scoring Sheet-V01
2016/11/29

Part I: Class list

Abadi, Ibrahim
Brown, Jasmine
Campbell, Darius
Jackson, Donna
Lawrence, Madeleine
Lewis, Diane
Li, Min
Mackay, Frank
Marshall, Trevon
Nakamura, Shoichi
Newman, Warren
Turner, Mary

Part II: Daily Moksha points

Friday, December 2, 2016

good karma

Jackson, Donna 3
Lewis, Diane 1
Marshall, Trevon 2
Nakamura, Shoichi 1

bad karma

Newman, Warren texting
Abadi, Ibrahim sleeping

Wednesday, November 30, 2016

good karma: class comments

Brown, Jasmine 1
Campbell, Darius 3
Lewis, Diane 2
Nakamura, Shoichi 1

bad karma

Mackay, Frank: eating

Monday, November 28, 2016

good karma: class comments

Abadi, Ibrahim 3

Campbell, Darius 2

Li, Min 1

Mackay, Frank 2

Turner, Mary 3

bad karma

Lawrence, Madeleine: texting

Lewis, Diane: sleeping

**Moksha-doc 7
Scoreboard-V01
2016/11/29**

**World Religions
RELI 10023
Moksha scores
Fall 2016**

Updated November 27, 2016: 8:46 p.m.

Individual Scores:

Tie 1st place: Darius and Donna: 82 points

2nd place: Shoichi: 81 points

3rd place: Trevon: 71 points

Team Scores:

1st place (last week: 2nd place): Careful Cows (Jasmine): 203 points



Ibrahim, Jasmine, and Darius

2nd place (last week: 3rd place): Entranced Elephants (Diane): 199 points



Donna, Madeleine, Diane

3rd place (last week: 4th place): Prescient Pandas (Shoichi): 1 197 points



Shoichi, Warren, Mary

4th place (last week: 3rd place): Magnificent Monkeys (Trevon): 190 points



Min, Frank, Trevon

name	comments	quizzes	paper	texting	sleeping	eating	total
Abadi, Ibrahim	6	36	16	-1	-1		56
Brown, Jasmine	15	24	12	-3			48
Campbell, Darius	22	43	20		-3		82
Jackson, Donna	6	52	28		-1	-3	82
Lawrence, Madeleine	9	24	28	-1	-1	-1	58
Lewis, Diane	22	24	4	-1	-1		48
Li, Min	21	25	8		-3		51
Mackay, Frank	11	24	16			-3	48
Marshall, Trevon	19	25	28	-1			71
Nakamura, Shoichi	30	26	28		-3		81
Newman, Warren	7	43	4	-3			51
Turner, Mary	16	30	8			-1	53

team	points	game 1	game 2	game 3	game 4
Careful Cows	186	1	12	4	
Entranced Elephants	188	2	3	6	
Prescient Pandas	185	4	6	2	
Magnificent Monkeys	170	3	9	8	

total

203

199

197

190