

2604HUM

Great Texts of Islam: Qur'an and Hadith

Semester 1 2010

Academic Organisation:	School of Humanities
Faculty:	Faculty of Humanities & Social Sciences
Credit point value:	10
Student Contribution Band:	Band 1
Course level:	Undergraduate
Campus/Location/Learning Mode:	Nathan / On Campus / In Person
Convenor/s:	APro Mohamad Abdalla (Nathan)
Enrolment Restrictions:	Nil
This document was last updated:	28 January 2010

BRIEF COURSE DESCRIPTION

This course is an introduction, in English translation, to the two most important texts of Islam, the Qur'an and Prophetic Tradition (Hadith), which Muslims regard as the primary sources of Islam. Students will study: the origins of the Qur'an and Hadith; their overall structure and content; major themes; approaches to their interpretation; and their functions in Muslim religious, social and political life. The themes and topics covered should assist students in understanding contemporary debates on the relevance of Islam today. Students will also explore the relationship between text and traditions in various Muslim societies in the present day.

Incompatible: 2604ART Great Texts of Islam

SECTION A – TEACHING, LEARNING AND ASSESSMENT

COURSE AIMS

Great Texts of Islam: The Quran and Hadith (2604HUM)

This subject is an introduction, in English translation, to the two most important texts of Islam, the Qur'an and Prophetic Tradition (Hadith), which Muslims regard as the primary sources of Islam. Students will study: the origins of the Qur'an and Hadith; their overall structure and content; major themes; approaches to their interpretation; and their functions in Muslim religious, social and political life. The themes and topics covered should assist students in understanding contemporary debates on the relevance of Islam today. Students will also explore the relationship between text and traditions in various Muslim societies in the present day.

This course will be taught online by Griffith University. It is offered to students of University of Melbourne, University of Western Sydney and Griffith University. Local tutorial support will be available at all three universities.

LEARNING OUTCOMES

Students who successfully complete this subject should:

- have a good understanding of the origins of the Qur'an and Hadith, their overall structure and content, major themes, approaches to their interpretation and their functions in Muslim religious and socio-political life
- appreciate contemporary debates on the relevance of the Qur'an and Hadith today
- be able to draw relationships between the Qur'an and Hadith and the traditions that exist in various Muslim societies, past and present
- be able to incorporate historical, sociological, anthropological and gender related approaches in their study of the Qur'an and Hadith
- be confident in reading and understanding the Qur'an, including an ability to extract important features and lessons from the Qur'an, reconcile apparent differences in Qur'anic texts, and evaluate the development of Qur'an related literature
- be confident in reading and understanding the Hadith, including an ability to extract important features and lessons from the Hadith, reconcile apparent differences in Hadith texts, and evaluate the development of Hadith literature

CONTENT, ORGANISATION AND TEACHING STRATEGIES

(1) 12 interactive lectures over a 12-week period; and

(2) Tutorials and discussions which link theory to practice.

Each lecture is devoted to a specific topic. Lectures complement, highlight, and explain key concepts found in the readings. However, lectures are more than a review of the assigned reading material. They include additional concepts, examples, and knowledge concerning the topic under consideration. Lecturers will assume that students have read the assigned readings before coming to lectures and tutorials, so that they may actively participate in class discussions. Students may find that a particular subject holds special interest and will be encouraged and assisted in seeking out relevant reading material.

Contact Summary

In addition to attendance at lectures, students are also strongly encouraged to take part in classroom discussions of material introduced in the lectures and readings. In this context, students should see attendance at lectures as compulsory. Students should also seek advice from the lecturer during consultation hours on the subject material, including on the preparation of assessments.

CONTENT SUMMARY

This subject is divided into three main parts: 1) Qur'an; 2) Hadith; and 3) the Qur'an and Hadith. It consists of six main themes, namely: 1) Qur'an familiarisation; 2) interpreting the Qur'an; 3) Hadith familiarisation; 4) Hadith methodology; 5) usage of the Qur'an and Hadith; and 6) the Qur'an and Hadith in translation. How the weekly lecture topics fit into this structure is outlined in the table below:

QUR'AN

Theme 1: Qur'an Familiarisation

Week 1: Overview of the Qur'an and Nature of the Qur'an

Theme 2: Interpreting the Qur'an

Week 2: Approaching the Qur'an and Principles of Tafsir (Exegesis)

Week 3: Development of Tafsir Literature and Examples of key *tafsir* works

Week 4: Modern Approaches to the Qur'an and its Interpretation and key figures and Case studies of some modern approaches

HADITH

Theme 3: Hadith Familiarisation

Week 5: Overview and Nature of Hadith

Week 6: Early origins of Hadith literature and Development of Hadith Literature

Theme 4: Hadith Methodology

Week 7: Principles and Methods of Hadith (Criticism and Interpretation)

Week 8: Approaches to Hadith in Modern Contexts (Modern approaches to Hadith criticism and Areas of interpretation)

THE QUR'AN AND HADITH

Theme 5: Usage of the Qur'an and Hadith

Week 9: The Qur'an and Hadith as the Foundational Texts of Islam and Relationship between the Qur'an and Hadith

Week 10: The Qur'an and Hadith as the basis of Islamic law and Modern approaches to the Qur'an and Hadith in Islamic law

Week 11: The Qur'an and Hadith in daily life and The art of Qur'anic recitation and memorisation

Theme 6: The Qur'an and Hadith in Translation

Week 12: Translation of the Qur'an and Hadith

ASSESSMENT

Summary of Assessment

Item	Assessment Task	Length	Weighting	Total Marks	Relevant Learning Outcomes	Due Day and Time
1.	Minor Essay	1000 words	20%	20	1,2,3,4	Week 7 , 19 April 2010
2.	Major Essay	2000 words	50%	50	1,2,3,4	Week 12 , 24 May 2010
3.	Short-Answer Test	20 Questions	20%	20	1,2	Week 13 , 31 May 2010
4.	Tutorial participation	In class	10%	10		Continuing

Assessment Details

There are three main assessments in this course: one minor essay, a major essay, and a short-answer test. The short-answer test is designed to assess students' understanding of the fundamental material of the course. The essays are designed to assess students' understanding of the course material, as well as their research, analytical, and writing skills. Essay topics will be announced during week 1 of the course. The presentation gives students an opportunity to develop their presentation and public speaking skills as well as to articulate the main arguments and findings of their essay to the class.

Essay Criteria (General requirements):

- Submitted on time
- Appropriate length
- Appropriate presentation (font type and size, margins, stapled)
- Free of spelling and grammatical errors
- Addresses one of the assigned topics

	1	2	3	4	5	
General requirements not met						General requirements completely met
Inadequate introduction, thesis and direction unclear						Captivating introduction, clear thesis and direction
Poorly written paper, incoherent and illogical						Excellently written paper, logical and lucid
Poor structure and organisation						Excellent structure and organisation
Low level critical thought and analysis						High level critical thought and analysis
Insufficiently researched						Thoroughly researched
Low level demonstrated knowledge of Islam/Muslims						High level demonstrated knowledge of Islam/Muslims
Inadequate conclusion						Excellent conclusion, all major points addressed
Insufficient response to topic; question(s) not answered						Paper thoroughly addresses topic/answers question(s)
Inadequate referencing of sources						Complete and accurate referencing of sources
	1	2	3	4	5	

GRADUATE SKILLS

Graduate Skills	Taught	Practised	Assessed
Effective communication (written)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (oral)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (interpersonal)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Information literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Problem solving	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Critical evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work autonomously	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work in teams	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Creativity and innovation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ethical behaviour in social / professional / work environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Responsible, effective citizenship	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Professional Skills

- A student who has successfully completed this subject is expected to have the following skills:
- be familiar with key research methods in Islamic Studies
- have the capacity for close reading and analysis of a range of sources
- be able to think independently and critically in theoretical and analytical terms
- have the capacity to solve problems, including through the collection and evaluation of information
- able to communicate knowledge in Islamic studies intelligibly and economically, with confidence in self-expression, both written and oral
- able to understand social, political, historical and cultural contexts, and demonstrate an international awareness and openness to the world
- be able to plan and manage time effectively
- be able to work independently and in groups

TEACHING TEAM

Course Convenor

Convenor Details	Nathan
Campus Convenor	Associate Professor Mohamad Abdalla
Email	m.abdalla@griffith.edu.au
Office Location	Mt Gravatt Campus, Social Sciences Building (M10), room 5.15
Phone	37355821
Fax	37356985
Consultation times	Tuesdays, 10am-12pm or by appointment

COURSE COMMUNICATIONS

The course lecturer has scheduled student consultation hours for this course. Students are strongly advised to use this service.

All course materials, including lecture outlines will be posted on the course website one week before the start of course website via Learning@Griffith. Students should consult it regularly as a study resource. The current website has a facility for lecturers to arrange mass e-mail contact which can only be directed to students' University e-mail accounts. Accordingly, students need to check their student e-mail service on a regular basis.

Lecturer Contact & E-mail

Individual students and student groups are encouraged to discuss progress, projects and all other course matters during the convenor's normal consultation hours, or by appointment. E-mail is a convenient, fast and efficient way of communication. For security reasons, brought about by the proliferation of worms and viruses from non-university IT providers, we will not accept student e-mails unless they have been generated through the GU student e-mail service. Accordingly, E-mails sent from any non-university source will not be opened. It would be appreciated if you would keep your virus and security systems upto-date.

TEXTS AND SUPPORTING MATERIALS

Prescribed Texts

1. Abdel Haleem, M A S, *The Qur'an: A new translation*, Oxford: Oxford University Press, 2004.
2. Saeed, Abdullah, *The Qur'an: An Introduction*, London and New York: Routledge, 2008.
3. Siddiqi, Muhammad Zubayr, *Hadith Literature: Its Origin, Development, Special Features and Criticism*, Kuala Lumpur: Islamic Book Trust, 2006.

SECTION B – ADDITIONAL COURSE INFORMATION

Key Dates

14 March	Last date for adding a course for Semester 1
28 March	Census date for Semester 1 – last date to drop a course without being liable for fees
30 April	Last date for withdrawal without failure (WF) from Semester 1 courses

Submission of Items

All assessment items should be submitted to Off Campus & Assignment Handling Services (OC&AHS) unless instructed to do otherwise by the Course Convenor. **All assessment items must be presented on or before the due date.** Securely attach an *OC&AHS Assignment Cover Sheet* to the front of your assignment which can be obtained from OC&AHS or via the web (<http://www.gu.edu.au/ins/forms>). Do not submit assessment items in plastic folders, as we cannot guarantee that the folder will be returned to you. **You should also keep a copy of your assessment item in case the original is lost and you are requested to resubmit the item.**

Students who are submit their assignment on campus may do so at the following locations:

Nathan Campus:	Lending Services Counter, Nathan Library, Willet Centre (N53) during library hours only. <ul style="list-style-type: none">• After hours submission box located outside OC&AHS Office, (N53, 0.02) - opposite the Enternet Café.
Gold Coast Campus:	Lending Services Counter, Information Services (G10) during library hours. <ul style="list-style-type: none">• CMOH – Lending Services Counter (GH1, Level 5) during library hours.
Logan Campus:	Lending Services Counter, Logan Library (L03) during library hours. <ul style="list-style-type: none">• After hours submission box located outside OC&AHS Office, L03, 2.12.
Mt Gravatt Campus:	Lending Services Counter, Information Services Centre (M13) during library hours only.
South Bank Campus	Lending Services Counter, QCA Library and QCGU Library, during library hours. (S01_1.22)

Late Submission

For students who require an extension of 1-5 days for medical and other legitimate reasons involving family or work problems—

- you do not need to apply to the Convenor/Tutor
- your assignment **MUST** be accompanied by documentary evidence AND a letter explaining the reasons for lateness. The evidence might take the form of a medical or other professional certificate, or a letter from an employer regarding last-minute emergency work.

If you do not provide documentary evidence with your letter you may be penalised. You may lose 5% of your final mark for each day* that the item is late. *A weekend equates to one day.

Students who require an extension of more than 5 days should make application for deferred assessment on the official form, supplying clear explanation and documentary evidence.

Plagiarism/Academic Misconduct

Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct which is contrary to these standards is academic misconduct for which the University may penalise a student.

It is YOUR RESPONSIBILITY to be familiar with the University Policy on Academic Misconduct. The misconduct most frequently encountered in the School of Humanities is plagiarism. **Plagiarism is the “knowing” presentation of the work or property of another person as if it were the student’s own.**

Examples of plagiarism include:

- Word for word copying of sentences or paragraphs from Internet sources, books, articles, or another student’s work, without clearly identifying the relevant passages as direct quotations, and disclosing their origin by appropriate referencing
- closely para-phrasing sentences or paragraphs from one or more sources without appropriate acknowledgment in the form of a reference to the original work or works;
- Using another person’s ideas, work or research data without appropriate acknowledgement.

The School regards plagiarism as serious and markers are asked to report all suspected cases. The School of Humanities uses search engines capable of tracing plagiarised material to all parts of the web. For further information, and an indication of the range of severe penalties that plagiarism can attract, all students are advised to refer to the Griffith University Policy on Academic Misconduct at <http://www62.gu.edu.au/policylibrary>

Bibliography & Referencing

All assessment items must be fully and correctly referenced throughout and accompanied by a bibliography. All students should obtain a copy of the Faculty of Arts *Guide to Referencing*. This guide will be an essential resource for you when writing essays and compiling bibliographies throughout your academic career. Copies of the guide are available from the Reserve section of the Library, and the document will also be available on each course site in Learning@Griffith.

Other guides are available at the Learning Assistance Unit’s Self-Help Resources at http://www.gu.edu.au/ins/training/study/content_studyresources.html. Go to ‘eStudy Centre – Allen & Unwin’ under General Study Skills, and ‘MLA style citation of electronic sources’ under Referencing. Consult your lecturers if unsure about appropriate citation and bibliographic conventions for oral and written work in the arts and humanities.

Special Note

Non-discriminatory language

Please consult the University guidelines on the use of non-discriminatory language in the pamphlet provided with your orientation materials and available from Student Administration. It is School policy that students avoid the use of sexist, racist and other discriminatory language in class work and assessment items. However, in certain circumstances where the appropriate use of such language is shown to be necessary it may be permitted.

Grading Scale

The School or Faculty Assessment Board determines the grade cut-off percentages and the grades awarded in this course. The final grade signifies the overall performance of the student in the course.

Students should not add up the marks awarded for each assessment to estimate their final grade. University policy is to use a criterion-based assessment system when staff grade work submitted for assessment. Staff will discuss with students the criteria that will be used to determine grades. They will be listed on each assignment sheet.

Grades awarded are as follows:

High Distinction
Distinction
Credit
Pass
Pass Conceded
Fail

SPECIAL NOTE: To be awarded a grade of Pass Conceded or higher, students must have completed 85% or more of the weighted items, with marks above zero.

Description of Standard Grades:

High Distinction (HD) Exceptional performance indicating complete and comprehensive understanding of the subject matter; genuine mastery of relevant skills; demonstration of an extremely high level of interpretative and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course.

Distinction (D) Excellent performance indicating a very high level of understanding of the subject matter; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course.

Credit (C) Good performance indicating a high level of understanding of subject matter; development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability and achievement of all major objectives of the course; some minor objectives not fully achieved.

Pass (P) Satisfactory performance indicating an adequate understanding of most of the basic subject matter; partial development of relevant skills; adequate interpretive and analytical ability and achievement of all major objectives of the course; failure to achieve some minor objectives.

Non-graded Pass (NGP) Successful completion of a course assessed on a pass/fail basis, indicating satisfactory understanding of subject matter; satisfactory development of relevant skills; satisfactory interpretive and analytical ability and achievement in all major objectives of the course.

Pass Conceded (PC) Limited performance indicating partial understanding of basic subject matter; partial development of relevant skills; some evidence of interpretive and analytical ability; achievement of most major objectives of the course; failure to achieve some minor objectives.

Fail (F) Unsatisfactory performance indicating an inadequate understanding of the basic subject matter; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve major and minor objectives of the course.

Other grades which may be awarded are:

Fail, No Submission (FNS) Did not present any work for assessment, to be counted as failure.

Withdrawal with failure (WF)

SECTION C – KEY UNIVERSITY INFORMATION

ACADEMIC MISCONDUCT

Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct and is unacceptable.

Some students engage deliberately in academic misconduct, with intent to deceive. This conscious, pre-mediated form of cheating is one of the worst forms of fraudulent academic behaviour, for which the University has zero tolerance and for which penalties, including exclusion from the University, will be applied.

However the University recognises many students commit academic misconduct without intent to deceive. These students may be required to undertake additional educational activities to remediate their behaviour.

Specifically it is academic misconduct for a student to:

- **Cheat in examinations and tests** by communicating, or attempting to communicate, with a fellow individual who is neither an invigilator or member of staff; by copying, or attempting to copy from a fellow candidate; attempting to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device, or impersonates another.
- **Fabricate results** by claiming to have carried out tests, experiments or observations that have not taken place or by presenting results not supported by the evidence with the object of obtaining an unfair advantage.
- **Misrepresent themselves** by presenting an untrue statement or not disclosing where there is a duty to disclose in order to create a false appearance or identity.
- **Plagiarise** by representing the work of another as their own original work, without appropriate acknowledgement of the author or the source. This category of cheating includes the following:
 1. collusion, where a piece of work prepared by a group is represented as if it were the student's own;
 1. acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by
 - purchasing a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
 - submitting a paper written by another person, either by a fellow student or a person who is not a member of the University;
 2. duplication of the same or almost identical work for more than one assessment item;
 3. copying ideas, concepts, research data, images, sounds or text;
 4. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
 5. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
 6. submitting, as one own work, all or part of another student's work, even with the student's knowledge or consent.

A student who willingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is also breaching academic integrity, and may be subject to disciplinary action.

Visit the following web sites for further details:

[Institutional Framework for Promoting Academic Integrity among Students](#)
[Academic integrity for students](#)

PLAGIARISM DETECTION SOFTWARE

The University uses plagiarism detection software. Students should be aware that your Course Convenor may use this software to check submitted assignments. If this is the case your Course Convenor will provide more detailed information about how the detection software will be used for individual assessment items.

HEALTH AND SAFETY

Griffith University is committed to providing a safe work and study environment, however all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information can be obtained from
http://www.griffith.edu.au/hrm/health_and_safety/

Information about Laboratory safety can be obtained from
http://www.griffith.edu.au/ots/secure/health/content_labsafety.html

KEY STUDENT-RELATED POLICIES

All University policy documents are accessible to students via the University's Policy Library website at: www.griffith.edu.au/policylibrary. Links to key policy documents are included below for easy reference:

[Academic Calendar](#)

[Academic Standing, Progression and Exclusion Policy](#)

[Assessment Policy](#)

[Examinations Timetabling Policy and Procedures](#)

[Guideline on Student E-Mail](#)

[Health and Safety Policy](#)

[Institutional Framework for Promoting Academic Integrity Among Students](#)

[Policy on Student Grievances and Appeals](#)

[Student Administration Policy](#)

[Student Charter](#)

UNIVERSITY SUPPORT RESOURCES

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources available to students are included below for easy reference:

[Learning Centres](#) - the University provides access to common use computing facilities for educational purposes. For details visit <https://intranet.secure.griffith.edu.au/computing/student-computing/finding-available-computers>

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith student portal.

[Student Services](#) facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Service; Health Service; Student Equity Services (incorporating the Disabilities Service); and the Welfare Office.

[Learning Services](#) within the Division of Information Services provides learning support in three skill areas: computing skills; library skills; and academic skills. The study skills resources on the website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.