

**CMI COURSE CURRICULUM  
COURSE ACTION**

**Course Title:** English Composition I

**Alpha Number:** ENG 111

**CIP No.** 23.0401

**Type of Action:**

New Course (attach narrative justification for course creation)

Substantive Revision (attach narrative justification for changes, including assessment and/or achievement data and feedback from the advisory committee if relevant)

Select all that apply:

- Change in number of credit hours
- Change in prerequisite
- Substantive change in course content
- Change to SLOs
- Other:

Non-substantive Revision


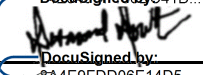
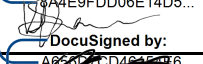
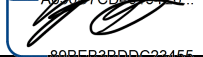
Select all that apply:

- Change in Alpha Number or Title (unless letter abbreviation has not previously been used)
- Edit to course description that does not alter the substance of the course
- Change to recommended texts
- Other: change in contact hours from 64 to 60, and split of SLO 3 to SLO 3 and 4

Reinstitution of Archived Course (attach narrative justification for reinstatement, including evidence of demand, evidence of capacity, feedback from the advisory committee if relevant, and Commentary that speaks directly to the reasons the course was initially archived)

Reaffirmation of Course (only allowable if course completion rate exceeds ISS, the benchmark has been met for the majority of SLO assessments, and there is no evidence of inequitable levels of achievement across subpopulations; attach evidence)

**Approvals:**

	<b>Name</b>	<b>Signature</b> <small>DocuSigned by:</small>	<b>Date</b>
<b>Department Chair</b>	Ana Bulavakarua	 <small>DocuSigned by: 809E83BDDC23466...</small>	5/29/2024
<b>Curriculum Committee Chair</b>	Desmond Doulatram	 <small>DocuSigned by: 8A4E9FDD06E14D5...</small>	5/28/2024
<b>Dean</b>	Vasemaca Savu	 <small>DocuSigned by: A6271CD464596...</small>	6/7/2024
<b>VPASA</b>	Dr Elizabeth Switaj	 <small>809E83BDDC23466...</small>	6/10/2024

**CMI COURSE OUTLINE**

**CIP No.** 23.0401

**Version No.** 7

ENG 111  
**Alpha Number**

English Composition I  
**Course Title**

**Course Description:**

Introduction to composition emphasizing the composition process and the application of basic rhetorical patterns and organization strategies. Applies the concepts or purpose, audience, and tone in writing. Stresses unity, development, organization, coherence, and other basic skills necessary in college writing.

**Course originally prepared by:** LA Faculty April 2004

**Most recent revision by:** Ana Bulavakarua, LA Dept May 2024

**Course mode(s):**  Face to Face (including Zoom)  Hybrid  Distance Education

**Credits calculated by:**  Credit Hour  Clock Hour

**Contact Hours:** 60

Type	No. of Hours	No. of Credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop	60	4	
Clinical			
Practicum			
Lab			
Fieldwork			
Studio Time			
<b>Total</b>	60	4	

**Purpose(s) of Course:** Degree Requirement   
 Degree Elective   
 General Education   
 Credit Certification   
 Developmental

CTE/TVET

ABE/Adult HS

**Distribution Area:** Humanities   
 Social Sciences   
 Mathematics (Credit)   
 Science

**Prerequisite:** ENG 90s or placement into Credit English

**Student Learning Outcomes:** Upon completion of this course, students will be able to:

1. Demonstrate the use of the writing process
2. Write essays that have appropriate content, organization, and formatting
3. Employ basic library and research skills to select and read a variety of college level sources
4. Respond critically (verbally and in writing) to academic sources and draw connections between a variety of perspectives
5. Produce essays that are relatively free of mechanical and technical errors

**SLO Mapping:**

Prerequisite Course SLO	Linked SLO from this Course	Explanation
Demonstrate critical reading strategies on a range of 100-level academic texts  Produce effective annotations, notes, and graphic organizers on assigned texts.  Implement the writing process independently in 3-5 paragraph academic essays and reflections	1. Demonstrate use of the writing process  2. Write essays that have appropriate content, organization, and formatting	Use of analytical and organizational skill learnt from texts to writing organized and carefully planned papers
Produce written compositions with cohesion, unity and minimal sentence-level grammar errors	4. Produce essays that are relatively free of mechanical and technical errors	Continued pursuit of error free papers

**Links to Program Learning Outcomes:**

SLO	Linked PLO	I/P/M	Explanation of Link
1. Demonstrate use of the writing process	Effective Communication: Communicate complex ideas and information effectively to diverse audiences, using a variety of media and genres; Communicate complex ideas and information effectively through writing, oral presentations and technological resources  Creative Process: Apply the creative process; Demonstrate understanding and appreciation of the creative process.	I	Expansion of writing skills and having the ability to effectively convey the ideas across to the audience
2. Write essays that have appropriate content, organization, and formatting	Critical Thinking: Evaluate, analyze, and synthesize information from a variety of sources in order (a) to solve problems and (b) to formulate reasoned and substantiated individual points of view;	I	Learners build on presenting multi-dimensional arguments

	<p>Process, analyze and synthesize information from a variety of sources in order to solve problems, and to formulate reasoned and substantiated individual points of view</p> <p>Effective Communication: Communicate complex ideas and information effectively to diverse audiences, using a variety of media and genres; Communicate complex ideas and information effectively through writing, oral presentations and technological resources</p> <p>Creative Process: Apply the creative process; Demonstrate understanding and appreciation of the creative process</p>		
3. Employ basic library and research skills to select and read a variety of college level sources	<p>Critical Thinking: Evaluate, analyze, and synthesize information from a variety of sources in order (a) to solve problems and (b) to formulate reasoned and substantiated individual points of view: Process, analyze and synthesize information from a variety of sources in order to solve problems, and to formulate reasoned and substantiated individual points of view</p> <p>Effective Communication: Communicate complex ideas and information effectively to diverse audiences, using a variety of media and genres; Communicate complex ideas and information effectively through writing, oral presentations and technological resources</p>	I	Learners learn and demonstrate how to select academic sources suitable for college level writing and use efficient reading skills for these academic sources
4. Respond critically (verbally and in writing) to academic sources and draw connections between	<p>Critical Thinking: Evaluate, analyze, and synthesize information from a variety of sources in order (a) to solve problems and (b) to formulate reasoned and substantiated</p>	I	Learners learn and demonstrate how to include literature in their arguments

<p>a variety of perspectives</p>	<p>individual points of view: Process, analyze and synthesize information from a variety of sources in order to solve problems, and to formulate reasoned and substantiated individual points of view</p> <p>Quantitative/Scientific Literacy: Demonstrate and use quantitative literacy and scientific method to analyze information and solve problems; Process, analyze and synthesize information from a variety of sources in order to solve problems, and to formulate reasoned and substantiated individual points of view;</p> <p>Effective Communication: Communicate complex ideas and information effectively to diverse audiences, using a variety of media and genres; Communicate complex ideas and information effectively through writing, oral presentations and technological resources</p>		
<p>5. Produce essays that are relatively free of mechanical and technical errors</p>	<p>Effective Communication: Communicate complex ideas and information effectively to diverse audiences, using a variety of media and genres; Communicate complex ideas and information effectively through writing, oral presentations and technological resources</p> <p>Critical Thinking: Evaluate, analyze, and synthesize information from a variety of sources in order (a) to solve problems and (b) to formulate reasoned and substantiated individual points of view; Process, analyze and synthesize information from a variety of sources in order to solve problems, and to formulate</p>	<p>I</p>	<p>Expansion of communication of ideas, critical thinking skills, creative process and working independently</p>

	<p>reasoned and substantiated individual points of view</p> <p>Independence: Plan projects and complete them independently.</p>		
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**Course Content:** Students in this course will be introduced to:

1. Prewriting and invention techniques
2. Writing as a process
3. Rhetorical and organization strategies
4. Revision and editing techniques
5. Advanced sentence skills

**Higher Order Thinking Skills:** Students in this course will experience:

- Analyzing the basic elements of an idea, experience, or theory
- Making judgments about the value or soundness of information, arguments, or methods
- Applying theories or concepts to practical problems or in new situations

**Recommended Methods of Instruction**

- Demonstration
- Lecture
- Small group discussion
- Class discussion
- Audio-Visual Aids
- Laboratory
- Supervised Practice
- Field Trips
- Other: Feedback and peer critiques, writing conferences

**Recommended Assessment Tool Type(s):**

- Case Study
- Critique of Performance
- Exam/Quiz In-Course
- Exam/Quiz Standardized (attach narrative describing development and validation process)
- Focus Group
- Group Project
- Individual Project
- Observation
- Portfolio Review
- Presentation
- Simulation
- Skill Performance
- Supervisor Evaluation
- Survey
- Written Assignment: writing assignments, finalized essays

**Required Forms of Regular and Substantive Interaction for Hybrid or Distance Education Courses (Select at Least Two):**

- Direct instruction through:

- Live video lectures
- Live audio-only lectures
- Live text chats
- Assessing or providing feedback on a student's coursework
- Providing information or responding to questions about the content of a course or competency through:
  - Live video discussions
  - Live audio-only discussions
  - Live text chats
  - Asynchronous message boards or text chats
- Facilitating a group discussion regarding the content of a course or competency through:
  - Live video discussions
  - Live audio-only discussions
  - Live text chats
  - Asynchronous message boards or text chats
- Other, specify:

*Note: for distance education courses, if only two are selected, both must occur within the course on a weekly basis. If more than two are selected, the instructor may choose which two are used during each week.*

### **Equipment and Materials:**

1. Recommended texts:
  - a. Anker, Susan and Nicole Aitken. *Real Essays*. 6<sup>th</sup> edition. Bedford/St. Martin's. Pearson. ISBN: 978-1-4576-6436-6
  - b. Hacker, Diana and Sommers, Nancy. *Rules for Writers*. 8<sup>th</sup> edition. Bedford/St. Martin's. ISBN: 978-1-319-08349-6
2. Equipment/Facilities: LCD projector, white board, Internet, Moodle online learning platform.
3. Materials and Supplies:

### **Connection to College Mission:**

The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation.  
*EC approved 4th Nov, 2020. BOR approved 1st December, 2020*

The Liberal Arts Program strengthens the foundation of students' learning for transfer to higher studies and other educational prospects. It trains students to think critically and learn the foundation of historical theories and issues in Micronesia, the Pacific and in the world, the principles of ethics, philosophy, psychology, sociology, geography and the English classes. The Program trains its students to research and advocate for issues pertaining to the region and training them to both serve the Marshall Islands, the wider Micronesia or outside the Pacific, as educated and responsible citizens.

### **Connection to Department Mission:**

The mission of the Liberal Arts Program is to prepare students for transfer and other future educational opportunities, through civic awareness, critical thinking and problem solving, information analysis and communication, and artistic expression.

The Liberal Arts Department, through the faculty, using current and effective teaching pedagogy, work closely with students to build their knowledge, awareness and critical thinking skills to better understand the world they live in, especially of their communities. Students also learn to improve their skills to clearly and confidently convey this knowledge, whether oral or written and supported by research, to their audience to bring about positive changes in a society.