

**CMI COURSE CURRICULUM
COURSE ACTION**

Course Title: English Composition II

Alpha Number: ENG 112

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


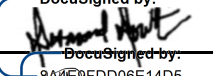
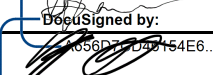
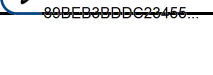
Select all that apply:

- 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 of contact hours from 64 to 60

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:

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

CMI COURSE OUTLINE

CIP No. 23.0401

Version No. 7

ENG 112
Alpha Number

English Composition II
Course Title

Course Description:

Continuation of English Composition I. Designed to develop critical thinking, reading, writing, construction of academic argument, and research skills beyond the level of English Composition.

Course originally prepared by: LA Faculty October 2003

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			
Total	60	4	

Purpose(s) of Course: Degree Requirement LA, Business
 Degree Elective _____
 General Education _____
 Credit Certification _____
 Developmental _____

CTE/TVET _____

ABE/Adult HS _____

Distribution Area: Humanities X
 Social Sciences _____
 Mathematics (Credit) _____
 Science _____

Prerequisite: C or better in ENG 111 and ENG 105

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

1. Write essays that are documented and formatted according to academic standards
2. Paraphrase, summarize, and synthesize information drawn from a number of primary and secondary research sources

3. Demonstrate research skills and use quality sources to support a thesis with appropriate content and logical arguments
4. Produce mechanically and technically sound texts that show evidence of the writing process

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
<p>1. Demonstrate use of the writing process (ENG 111)</p> <p>2. Write essays that have appropriate content, organization, and formatting (ENG 111)</p> <p>Deliver speeches that include appropriate content and organization as well as exhibit audience awareness (rapport) (ENG 105 SLO 2)</p> <p>Demonstrate public speaking skills individually and within group settings (ENG105)</p>	<p>1. Write essays that are documented and formatted according to academic standards</p>	<p>Development of the writing process, from reading an assignment task to reflecting on instructor's feedback for continuous improvement</p>
<p>Use basic library and research skills to find and read a variety of college levels sources, respond critically (verbally and in writing), and draw connections between a variety of perspectives (ENG 111 SLO 3)</p> <p>Analyze other's oral presentations (ENG 105 SLO 3)</p> <p>Use and orally cite sources in speeches (ENG 105 SLO 4)</p>	<p>2. Paraphrase, summarize, and synthesize information drawn from a number of primary and secondary research sources</p> <p>3. Demonstrate research skills and use quality sources to support a thesis with appropriate content and logical arguments</p>	<p>Continuation of research skills – finding and using relevant sources accurately in supporting arguments</p>
<p>Produce essays that are relatively free of mechanical and technical errors (ENG 111)</p>	<p>4. Produce mechanically and technically sound texts that show evidence of the writing process</p>	<p>Details paid to producing academic papers</p>

Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
<p>1. Write essays that are documented and formatted according to academic standards</p>	<p>Effective Communication: Communicate complex ideas and information effectively to</p>	<p>P</p>	<p>Students learn to effectively communicate ideas and improve their critical thinking skills.</p>

	<p>diverse audiences, using a variety of media and genres.</p> <p>Independence: Plan projects and complete them independently.</p>		
<p>2. Paraphrase, summarize, and synthesize information drawn from a number of primary and secondary research sources</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.</p> <p>Quantitative/Scientific Literacy: Demonstrate and use quantitative literacy and scientific method to analyze information and solve problems.</p> <p>Effective Communication: Communicate complex ideas and information effectively to diverse audiences, using a variety of media and genres.</p> <p>Civic Awareness, Multicultural Perspectives: Demonstrate civic awareness and an understanding of multicultural perspectives.</p>	P	<p>The ability to judge a text, understand it, and use the relevant ideas from it to support arguments.</p>
<p>3. Demonstrate research skills and use quality sources to support a thesis with appropriate content and logical arguments</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.</p> <p>Independence: Plan projects and complete them independently.</p> <p>Effective Communication: Communicate complex ideas and information effectively to diverse audiences, using a variety of media and genres.</p>	P	<p>Students learn to effectively communicate ideas and improve their critical thinking skills, while working independently.</p>
<p>4. Produce mechanically and technically sound texts</p>	<p>Effective Communication: Communicate complex ideas</p>	P	<p>Producing quality, (almost) error free work</p>

<p>that show evidence of the writing process</p>	<p>and information effectively to diverse audiences, using a variety of media and genres.</p> <p>Creative Process: Apply the creative process.</p> <p>Plan projects and complete them independently.</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.</p>		
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Course Content: Students in this course will understand:

1. Introduction to critical reading, thinking, and writing skills
2. Writing with and reading for a central idea
3. Summarizing and responding to readings
4. Synthesizing ideas from reading selections
5. Writing critical analyses
6. Argumentation skills
7. Research 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, One on one tutoring

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

**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. Kirsznier, L. G. and S. R. Mandell. *Practical Argument*. 3rd edition. Bedford/St. Martin's. Pearson. ISBN: 978-1-319-02856-5
 - b. Hacker, Diana and Sommers, Nancy. *Rules for Writers*. 8th 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.