

**CMI COURSE CURRICULUM  
COURSE ACTION**

**Course Title:** Introduction to Literature

**Alpha Number:** ENG 210

**CIP No.** 23.01.01

**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



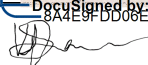

Select all that apply:

- 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: Contact Hours from 48 to 45

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      |
|-----------------------------------|---------------------|---|-----------|
| <b>Department Co-Chair</b>        | Ana Bulavakarua     |    | 5/10/2024 |
| <b>Curriculum Committee Chair</b> | Desmond Doulatram   | <br>DocuSigned by:<br>Signature of Desmond Doulatram   | 5/9/2024  |
| <b>Dean</b>                       | Vasemaca Savu       | <br>DocuSigned by:<br>8A4E9FDD08E14D5...               | 5/13/2024 |
| <b>VPASA</b>                      | Dr Elizabeth Switaj | <br>DocuSigned by:<br>Signature of Dr Elizabeth Switaj | 5/14/2024 |

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**CMI COURSE OUTLINE**

**CIP No.** 23.01.01

**Version No.** 4

ENG 210  
**Alpha Number**

Introduction to Literature  
**Course Title**

**Course Description:** Introduces the conventions, styles, structures, and techniques of four major literary genres: poetry, the short story, the novel, and drama. Students read, analyze, and interpret modern and contemporary works from all four genres.

**Course originally prepared by:** Liberal Arts Dept September 2008

**Most recent revision by:** Ana Bulavakarua, Liberal Arts May 2024

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

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

**Contact Hours:** 45

| Type                     | No. of Hours | No. of Credits | Maximum No. of Hours Online |
|--------------------------|--------------|----------------|-----------------------------|
| Lecture/Seminar/Workshop | 45           | 3              |                             |
| Clinical                 |              |                |                             |
| Practicum                |              |                |                             |
| Lab                      |              |                |                             |
| Fieldwork                |              |                |                             |
| Studio Time              |              |                |                             |
| <b>Total</b>             | 45           | 3              |                             |

**Purpose(s) of Course:** Degree Requirement \_\_\_\_\_  
 Degree Elective X \_\_\_\_\_  
 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

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

1. Analyze works of literature both on their own terms and in terms of their positions in a broader context.
2. Write formal essays that use textual and contextual evidence to support analyses of and opinions about texts.
3. Discuss, present, and write about literary genres.

**SLO Mapping:**

| Prerequisite Course SLO  | Linked SLO from this Course  | Explanation  |
|--|--|--|
| 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 | 1. Analyze works of literature both on their own terms and in terms of their positions in a broader context.     | Thinking critically of literary devices of various genres and communicating one's interpretation clearly through writing or in presentation. |
| Demonstrate use of the writing process<br><br>Write essays that have appropriate content, organization, and formatting   | 2. Write formal essays that use textual and contextual evidence to support analyses of and opinions about texts. | Extension of the writing process to original pieces  |
| Produce essays that are relatively free of mechanical and technical errors   | 3. Discuss, present, and write about literary genres.  | Producing meticulous work to have confidence in sharing work with a wider audience.  |

**Links to Program Learning Outcomes:**

| SLO  | Linked PLO  | I/P/M | Explanation of Link   |
|--|---|-------|---|
| 1. Analyze works of literature both on their own terms and in terms of their positions in a broader context. | Effective Communication: Communicate complex ideas and information effectively to diverse audiences, using a variety of media and genres.<br><br>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     | Students analyze and interpret works of literature using close-reading techniques and being able to convey analysis and interpretation clearly to an audience |

|   |   |          |  |
|---|---|----------|--|
| <p>2. Write formal essays that use textual and contextual evidence to support analyses of and opinions about texts.</p> | <p>Effective Communication: Communicate complex ideas and information effectively to diverse audiences, using a variety of media and genres.</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>P</p> | <p>Students to be able to translate their analysis in well place works of literature in broader contexts</p> |
| <p>3. Discuss, present, and write about literary genres</p>   | <p>Effective Communication: Communicate complex ideas and information effectively to diverse audiences, using a variety of media and genres.</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>Creative Process: Apply the creative process.</p> | <p>P</p> | <p>Students analyze the literary devices of the four major literary genres</p>                               |

**Course Content:** Students in this course will be able to understand:

1. The formal techniques used in different genres
2. Defining textual evidence and using it
3. Finding relevant contextual evidence and using it
4. The conventions of written literary criticism
5. Basic literary 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: formal presentations, essays, peer review

**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: Mays, Kelly J. *The Norton Introduction to Literature* (Shorter 12th edition), Publisher: Norton, ISBN: 978-0-393-62357-4

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.