

**College of Micronesia-FSM  
Course Outline**

**GENERAL INFORMATION:**

<b>Course Code and Title:</b> EN 209 Introduction to Religion		
<b>Course owned by program:</b> Liberal Arts		
<b>Campus:</b> Kosrae, National, CTEC, Chuuk and Yap	<b>Initiator:</b> Michael Muller	<b>Date:</b> November 23, 2024
<b>Course description:</b> This course introduces students to a broad range of religious beliefs and practices. Students will explore major world religions and examine the fundamental questions and issues that religions seek to address.		

**COURSE HOURS/CREDITS:**

	Hours per Week		No. of Weeks		Total Hours		Semester Credits
Lecture	3	x	16	x	48/16	=	3
Laboratory							
Workshop							
			Total Semester		Credits	=	3

**PURPOSE OF COURSE:**


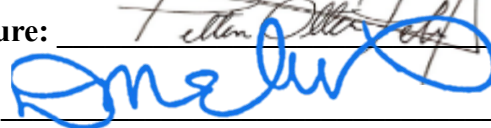
- Degree requirement
- Degree elective
- Certificate
- Other:

**PREREQUISITES:** EN 110, EN 120a

**PSLOs OF OTHER PROGRAMS THIS COURSE MEETS:**

PSLO#	Program
1.1 Write a clear, well-organized paper using documentation and quantitative tools when appropriate.	General Education
1.2 Make a clear, well-organized verbal presentation.	General Education
2.1 Demonstrate the ability for independent thought and expression.	General Education
2.2 Demonstrate understanding of the modes of inquiry by identifying an appropriate method of accessing credible information and data resources; applying the selected method; and organizing results.	General Education

4.1 Demonstrate a fundamental knowledge of world geography.	General Education
4.2 Demonstrate knowledge of the cultural issues of a person's own culture and other cultures.	General Education
4.3 Demonstrate knowledge of major historical events affecting one's culture and other cultures.	General Education
4.4 Demonstrate familiarity with contemporary global issues.	General Education
4.5 Demonstrate an understanding of major ethical concerns.	General Education
5.2 Demonstrate professionalism, interpersonal skills, teamwork, leadership and decision making skills.	General Education

CC Chair signature:  Date recommended: 02/10/2026  
 VPIA signature:  Date approved: 2/202/2026

**1) INSTITUTIONAL STUDENT LEARNING OUTCOMES**

<input checked="" type="checkbox"/>	1. <b>Effective oral communication:</b> capacity to deliver prepared, purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
<input checked="" type="checkbox"/>	2. <b>Effective written communication:</b> development and expression of ideas in writing through work in many genres and styles, utilizing different writing technologies, and mixing texts, data, and images through iterative experiences across the curriculum.
<input checked="" type="checkbox"/>	3. <b>Critical thinking:</b> a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
<input type="checkbox"/>	4. <b>Problem solving:</b> capacity to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.
<input checked="" type="checkbox"/>	5. <b>Intercultural knowledge and competence:</b> a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
<input type="checkbox"/>	6. <b>Information literacy:</b> the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
<input checked="" type="checkbox"/>	7. <b>Foundations and skills for life-long learning :</b> purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence.
<input type="checkbox"/>	8. <b>Quantitative Reasoning:</b> ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations; comprehends and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats.

**2) PROGRAM STUDENT LEARNING OUTCOMES (PSLOs):**

The student will be able to:

1. Enrich and deepen self-knowledge by exploring different academic experiences.
2. Articulate and understand their experiences through effective writing, reading, speaking, and various modes of artistic expression.
3. Demonstrate fundamental knowledge and basic skills appropriate to their personal and professional goals in their chosen area of specialization.

**3) COURSE STUDENT LEARNING OUTCOMES (CSLOs) (General):**

The student will be able to:

1. Interpret and appreciate the core beliefs and practices of major world religions within their cultural and historical contexts.
2. Analyze and interpret various religious responses to fundamental questions and issues addressed by different world religions.
3. Formulate and defend their personal religious beliefs using reasoned arguments and supporting evidence.

**4) COURSE STUDENT LEARNING OUTCOMES (CSLOs) (Specific):**

The student will be able to:

<b>CSLO (General) 1: Interpret and appreciate the core beliefs and practices of major world religions within their cultural and historical contexts.</b>			
<b>Student Learning Outcome (specific)</b>	<b>ISLO</b>	<b>PSLO</b>	<b>Assessment Strategies</b>
1.1. Identify and describe major religions on a world map as to where they geographically began and are concentrated currently.	1, 2, 3, 5, 7	1, 2	Students will complete worksheets, quizzes, and group activities—including writing and discussions—focused on the origins and global distribution of major religions; all activities will be assessed using a rubric.
1.2. Describe and interpret the major beliefs/tenets of various world religions.	1, 2, 3, 5*, 7	1, 2	Students will demonstrate understanding of the beliefs of various world religions through worksheets, quizzes, writing tasks, and group discussions, assessed using a rubric.
1.3. Describe and interpret the primary religious practices of various world religions.	1, 2, 3, 5, 7	1, 2	Students will complete worksheets, quizzes, and collaborative writing and discussion activities focused on the primary practices of major world religions, all assessed using a rubric.
<b>CSLO (General) 2: Analyze and interpret various religious responses to fundamental questions and issues addressed by different world religions.</b>			
<b>Student Learning Outcome (specific)</b>	<b>ISLO</b>	<b>PSLO</b>	<b>Assessment Strategies</b>
2.1. Identify and interpret the major questions and issues that religion tries to address.	1, 2	1	Students will engage in quizzes, worksheets, and group activities—including writing and discussions—addressing major religious questions and issues, assessed using a rubric.

2.2. Compare and contrast how various religious groups would answer the questions and deal with the issues identified in 2.1.	1, 2	2	Students will complete quizzes, worksheets, and group writing and discussion activities on how various religious groups address the questions and issues identified in 2.1, with all activities assessed using a rubric.
2.3. Distinguish between religious, philosophical, and cultural points of the arguments.	3	3	Students will complete quizzes, worksheets, and group writing and discussion activities that distinguish between religious, philosophical, and cultural perspectives, assessed using a rubric.
<b>CSLO (General) 3: Formulate and defend their personal religious beliefs using reasoned arguments and supporting evidence.</b>			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
3.1. Apply accurate terminology to construct a coherent and uplifting statement of personal faith/belief.	1, 2, 5	1	Students will complete quizzes, worksheets, and collaborative writing and discussion activities focused on constructing a coherent and meaningful personal faith statement, assessed using a rubric.
3.2. Respond to differences between their personal ideas and those held by other individuals and religious groups, and suggest a basis to support their own views.	1, 2, 7	2	Students will complete quizzes, worksheets, discussions, and a major paper comparing their personal beliefs with others' religious views, offering reasoned support for their own; all activities will be assessed using a rubric.
3.3. Describe and interpret the effects of personal beliefs and religious practices on the larger community.	1, 2, 5	1	Students will complete quizzes, worksheets, discussions, and a major paper comparing their personal beliefs with others' religious views, offering reasoned support for their own; all activities will be assessed using a rubric.

**5) COURSE CONTENT:** The course provides an overview of current major religions of the world, with special emphasis on connections to Micronesia, and the dynamics between religion and culture. Such religions may include but are not limited to: Baha'i, Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Primal Religions, Shinto, Skepticism, and Taoism. Additionally, the course examines major questions and issues in the field of religion, such as, but not limited to:

1. Who or what is God?
2. What is the nature of human beings?
3. What is the relationship between God and humans?
4. Why are we here?
5. What happens to us when we die?
6. Where does the power of religious texts derive from?
7. What is the role of religion in war?
8. What is the relationship between religion and magic?

**6) METHOD(S) OF INSTRUCTION:**

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|--|--|
| <input checked="" type="checkbox"/> Lecture      | <input checked="" type="checkbox"/> Cooperative Learning Groups    |
| <input checked="" type="checkbox"/> Projects     | <input checked="" type="checkbox"/> In-Class Exercises             |
| <input checked="" type="checkbox"/> Audio-Visual | <input checked="" type="checkbox"/> Group Presentations            |
| <input checked="" type="checkbox"/> Discussions  | <input checked="" type="checkbox"/> Computer and Online Activities |

**7) REQUIRED TEXT(S) AND COURSE MATERIALS:**

Mircea Eliade. *Patterns in Comparative Religion*. New York: Sheed & Ward. 1958 (Translated by Rosemary Sheed).

<http://understandingworldreligions.com/classic%20works/Eliade%20Patterns%20in%20Comparative%20Religion.pdf>

There are many books and reference materials available in the library and online that apply to this course. We will utilize a variety of resources and materials for the lessons and readings.

**8) REFERENCE MATERIALS:** Many supplemental supporting materials are available through the Learning Resource Center and online. For example, all of these are available online:

*Confessions of St. Augustine*  
*The Bible (Old and New Testament)*  
*The Talmud*  
*The Quran*  
*Analects of Confucius*  
*The Dhammapada*  
*Middle Length Discourses of the Buddha: Majjhima Nikaya*  
*Yoga Sutras of Patanjali*  
*Bhagavad Gita*  
*Nihongi*  
*Dreamtime Stories*  
*Popol Vuh*  
*Tao Te Ching*  
*Tom Paine's Age of Reason*  
*Writings of Baha'u'lla*

**9) INSTRUCTIONAL COSTS:** None.

**10) EVALUATION:** The summative evaluation will be based on hands-on projects, a midterm exam, and the final exam.

**11) CREDIT BY EXAMINATION:** None.