



# Course Outcomes Form Northwest Indian College

Hand-outs are posted on the Assessment website (<http://www.nwic.edu/assessment>)

**Before completing this form, please refer to the *Instructions for Completing the Course Outcomes Form*. Please submit this form electronically.**

It is important to keep the following principles in mind when completing the forms:

- Regardless of the mode of learning (i.e., face-to-face, Independent learning, ITV, online, etc.) or the location of a course, only one course outcomes form should be completed for each course.
- Regardless of the mode of learning or the location of a course, the **NWIC outcomes** and the **Course outcomes** must be the same for a course.
- The **Instructional activities** and the **Assessment/evaluation strategies** may differ depending on the mode of learning. Please note **Instructional activities** and the **Assessment/evaluation strategies** that are different from the face-to-face class in each box (e.g., "IL: Essay").

Last date this form was updated or edited	4/26/11
Course Number (e.g., ENGL 101)	CMST 101
Course Name (e.g., English Composition I)	Introduction to Oral Communication
List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Wayne Woods
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	Relating and Interaction, 2 <sup>nd</sup> edition 2009 Readings from Looking Out/Looking In, 13 <sup>th</sup> edition, 2009

**A. NWIC outcomes:** From the *List of NWIC Outcomes*, select the most important outcomes you assess in this course (at least one NWIC outcome must be chosen- **maximum of four**).

NWIC outcome # (e.g., "Written communication: 2a. Write Standard English")	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment/Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
Oral Communication: The student will be able to apply effective presentation and interpersonal skills.	Class discussions and student speeches	Speeches evaluated through an instructor-generated rubric. Class worksheets and discussion
Computer skills: The student will be able to use presentation software for communication.	Use of presentation software demonstrated and used	Instructor evaluation of presentations.
Computer skills: The student will be able to use the Internet for research.	Research topics assigned for class speeches.	Instructor evaluation of presentations.

**B. Course outcomes:** In order of priority, list the most important other learning outcomes for this course that you assess (a maximum of 10).

<b>Other course outcomes:</b> <b>Complete the sentence –</b> <b>As a result of this course,</b> <b>students will be able to...</b>	<b>Instructional Activities: How will</b> <b>students master this outcome?</b> <b>(e.g., solving problems, group</b> <b>activity)</b>	<b>Assessment / Evaluation Strategies:</b> <b>How will you measure this outcome?</b> <b>(e.g., student presentations, essays)</b>
explain the relationships between interpersonal communication and self-concept, perception, and the symbolic nature of language.	Classroom activities, small group work and worksheets.	Student self evaluation
describe cultural aspects of interpersonal and public communication as they relate to personal experiences.	Class discussion and lectures	Evaluation of class discussion Worksheets/ speeches.
organize and present an oral address.	Speeches given in Class	Instructor generated evaluation form
describe the processes involved in oral communication by defining and characterizing its major models	Readings, Class Discussion, completion of speeches, completion of portfolio	Class discussion, portfolio, and speeches.
clearly communicate ideas and information orally both interpersonally and in a public address.	Daily in-class and homework assignment writing in response to readings or video/lectures and exercises on Standard English	Evaluation of writing, exercises, speeches and exercises
utilize oral organizational skills in other situations, including using the Internet, electronic library databases, or other online material for research.	In class discussion, speeches and out of class speeches. Use of Internet and library resources for research	Instructor evaluation of discussion, formal evaluation
define nonverbal communication and identify types.	Classroom demonstrations and activities.	Class worksheets and instructor evaluations in class