



## Course Outcomes Form Northwest Indian College

All hand-outs are posted on the faculty website at [www.nwic.edu/faculty](http://www.nwic.edu/faculty) (follow the Assessment link)

Before completing this form, please refer to the *Instructions for Completing the Course Outcomes Form*. Please submit this form electronically to [amkarlberg@nwic.edu](mailto:amkarlberg@nwic.edu).

Last date this form was updated or edited	November 10, 2016
Course Number (e.g., ENGL 101)	ECED 220
Course Name (e.g., English Composition I)	Communication, Language and Literacy
List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Nahrin Aziz-Parsons and Barbara Quintasket
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	<i>Spotlight on Young Children: Exploring Language and Literacy</i> . Amy Shillady, Editor. NAEYC. 2014. ISBN 1938113055.

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).

<b>NWIC outcome # (e.g., “Written communication: 2a. write standard English”)</b>	<b>Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)</b>	<b>Assessment/Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)</b>
Native Leadership – To Acquire a Quality Education: (2) use analytical and critical thinking skills to draw and interpret conclusions from multiple perspectives including Indigenous theory and methods	Facilitate an early literacy event and write a reflection paper.	Students will receive a score based upon the assignment rubric for the final project and presentation.

**B. Course outcomes:** In order of priority, list the most important other learning outcomes for this course that you **assess** (a maximum of 8).

<b>Other course outcomes: Complete the sentence – As a result of this course, students will be able to...</b>	<b>Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)</b>	<b>Assessment / Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)</b>
Demonstrate at least one (1) example each of these Indigenous traditions of communication: non-verbal and storytelling	Sharing with peers	Contributions to class discussion
Develop at least 10 activities that promote literacy development of children in early childhood education settings.	Sharing with peers, lectures	Homework assignment, input to class discussions, emergent literacy plan
Develop at least five (5) activities that build upon Indigenous traditions of communication to promote literacy development of children in early childhood education settings.	Individual development of activities Share with co-students	Appropriateness of activities Sharing

Articulate the role of children’s literature in skill development by sharing at least five (5) skills that can be positively influenced by the use of children’s literature.	Group activities and discussions, lectures, video examples, reading of text, instructor modeling	Read to and with experiences with a variety of text types
Plan at least one (1) effective early learning program-to-home connection event that supports Indigenous communications, Indigenous and English language development, and literacy development.	Discussing examples, observations, lectures	In class journal, class discussions, homework, family literacy event plan
Identify at least seven (7) characteristics of effective learning environments that promote literacy and language development.	Discussing examples and observations, lecture, simulations	In class journal, application in papers and discussions, emergent literacy plan
Apply language acquisition theories by planning at least three (3) strategies to promote receptive and expressive language development in both the Indigenous language of your area and English.	Discussions, videos, sharing of observations	Homework, in class journals, child observation
Discuss the importance of culturally responsive teaching by identifying at least three (3) “dos” and three (3) “don’ts” to implement when aiming to teach in a culturally connected/responsive manner.	Role plays, interviews, websites	Discussions where they share interview, observation and research, in class journals and class discussion participation
Take part in a weekly reflection process that is aimed at improving teaching and learning.	In-class journals writing and sharing	Reflective teaching written assignments and presentation, child observation

**C. Please list the NWIC outcomes and course outcomes from above on your syllabus.**

**D. Please assess the NWIC outcomes and course outcomes, which are listed above, in your classes.**