



Course Outcomes Form

Northwest Indian College

Follow the *Instructions for Completing the Course Outcomes Form*, which is available on the *NWIC Assessment Website* at <http://www.nwic.edu/assessment/course-outcomes>

Please submit this form electronically to the chair of the Curriculum Committee

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

- 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 is to be created 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 each course.
- The **Instructional activities** and the **Assessment/evaluation strategies** may differ depending on the mode of learning. Please indicate the **Instructional activities** and the **Assessment/evaluation strategies** that are different from the face-to-face class (e.g., "IL: Essay").

Last date this form was updated or edited	May 27, 2015
Course Number (e.g., ENGL 101)	ENGL 098
Course Name (e.g., English Composition I)	Foundations of Academic English II
List the names of all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Kathy Stuart-Stevenson, Rebecca Saxton
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	Select readings from Vine Deloria Jr. <u>Behind the Trail of Broken Treaties</u> , 1990, University of Texas Press. Roxanne Dunbar-Ortiz. <u>An Indigenous People's History of the United States</u> , 2014, Beacon Press. <u>"Indians and Europeans on the Northwest Coast: Historical Context"</u> Center for the Study of the Pacific Northwest http://www.washington.edu/uwired/outreach/cspn/Website/Classroom%20Materials/Curriculum%20Packets/Indians%20&%20Europeans/II.html

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)
Native Leadership-To acquire a quality education: 1. Effectively communicate in diverse situations, from receiving to expressing information, both verbally and non-verbally	Group work, grammar/punctuation/spelling review, lecture, organizing writing practice, writing as a “process” activities, close reading, research	Peer review/editing, note-taking and vocabulary log, completed templates/drafts/essays

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

Other course outcomes: Complete the sentence – As a result of this course, students will be able to...	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)
Read a range of types of material, with an emphasis on informational texts and articulate that close and critical reading/analysis allows writers to understand how and why texts create meaning	Lecture, group work	Highlighting and annotating, discussion of main ideas, essays
Demonstrate that writing is a practice which involves a multi-stage, recursive and social process	Lecture, in-class activities (templates and drafting), group work, opportunity to continue to revise on-time assignments and do further research	Students who continue to polish papers, use the Math and Writing Center (or work with the instructor)
Demonstrate Standard English in several modes of writing, expository/ descriptive, summaries, five paragraph essays, and research paper	Lecture, group work, peer review and editing	Summaries/Essays/Final Project
Articulate that writing is shaped by audience, purpose, and context, and show awareness in writings of how social systems operate, how they are studied, how	Lecture, video, readings	Summaries/Essays/Final Project

history is studied, and some of the major trends and cultural organizers used to describe history		
Demonstrate basic research skills and practices, MLA citation, and the role of information literacy in the practice of writing	Lecture, sample papers, library visit, academic databases	Essays/Final Project
Demonstrate understanding of the ethical dimensions of writing (citation, ethical/viable research, plagiarism, etc.)	Lecture, sample papers, library visit, academic databases, NWIC catalog: "Academic Freedom and Responsibility" and Academic Integrity"	Essays/Final Project

C. List the NWIC outcomes and course outcomes from above on your syllabus.

D. Assess the NWIC outcomes and course outcomes, which are listed above, in your classes.