



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 25, 2015
Course Number (e.g., ENGL 101)	English 102
Course Name (e.g., English Composition I)	English Composition 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, Wayne Woods, Carmen Bland, and Don McCluskey.
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	Thomas King, <i>The Truth About Stories</i> , Chapter One. 2003, Dead Dog Café Productions Paula Gunn Allen, "Kochinnanako in Academe: Three Approaches to Interpreting a Keres Indian Tale" from <i>The Sacred Hoop: Recovering the Feminine in American Indian Traditions</i> , 1986, Beacon Press. Malea Powell, "Blood and Scholarship: One Mixed-blood's Story," in <i>Race, Rhetoric, and Composition</i> , 1999, Boynton/Cook Publishers Vine Deloria Jr., "Marginal and Submarginal," in <i>Indigenizing the Academy</i> , D.A. Mihesuah and A.C. Wilson, eds. 2004, University of Nebraska Press. Simon Ortiz, "Towards a National Indian Literature" in <i>Nothing But the Truth: An Anthology of Native American Literature</i> , J.L. Purdy and J. Ruppert, eds., 2001, Prentice Hall. Sean Teuton, "The Callout: Writing American Indian Politics" in <i>Reasoning Together: The Native Critics Collective</i> , C.S. Womack, D.H. Justice, and C.B. Teuton, eds., 2008, University of Oklahoma Press. Grammar, Punctuation, and Spelling exercises from <i>Grammar Bytes</i> , an online resource, 1997 - 2015 by Robin L. Simmons, http://chompchomp.com

The OWL (online writing lab) at Purdue's website:
<http://owl.english.purdue.edu>

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 - effectively communicate in diverse situations, from receiving to expressing information, both verbally and non-verbally	Reading, annotating, and responding to assigned readings. Grammar, punctuation, and style written exercises.	Short reflection, expository, and analysis essays using both MLA and APA style. Completion of grammar, punctuation, and style written exercises.
Native Leadership: to acquire a quality education - use analytical and critical thinking skills to draw and interpret conclusions from multiple perspectives including Indigenous theory and methods	Make verbal and written comparisons and contrasts between authors using concepts and themes drawn from the reading. Extend and theoretically apply methods for addressing social discourse issues proposed by authors.	Short reflection, expository, and analysis essays and an 8-10 page social discourse essay utilizing research from at least 5 credible sources.

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)
Demonstrate Standard English mechanics and grammar in creating texts.	Daily writing exercises, in-class summaries, and lectures. Worksheets and exercises. Compose and revise reflection, expository, and analysis essays.	Short narrative, expository, analysis, and persuasive essays and an 8-10 page social discourse essay utilizing research from at least 5 credible sources.
Demonstrate academic research skills.	In-class modeling of annotation, summarization, and citation of academic texts. Demonstration of methods to source credible texts on a focused topic. Group research activities.	An 8-10 page social discourse essay utilizing research from at least 5 credible sources.
Show evidence of critical reading, thinking, and writing through the application of social discourse concepts and persuasive writing.	Class discussions of reading and concepts. Daily writing exercises focused on concepts from readings. Discussion and demonstration of best methods for composition of clear, effective essays using academic	Composing and revising short narrative, expository, analysis, and persuasive essays and an 8-10 page social discourse essay utilizing research from at least 5 credible sources.

	voice, thesis within an introductory paragraph, transitions between ideas, evidence from sources, and concluding discussion. Group activity for peer-review of essay drafts.	
Organize ideas in an academic style.	Demonstration of accurate application of MLA and APA formatting and style to academic essays.	Composing and revising short narrative, expository, analysis, and persuasive essays and an 8-10 page social discourse essay utilizing research from at least 5 credible sources. Essays will use MLA or APA style and formatting.

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.