



Course Outcomes Form Northwest Indian College

All hand-outs are posted on the faculty website at 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.

Last date this form was updated or edited	September 30, 2005
Course Number (e.g., ENGL 101)	HMTS 109A-E
Course Name (e.g., English Composition I)	Encounters in Humanities
List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Jeanette Weaskus
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	

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

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)
Written communication: 2b. Write in a variety of text forms using various credible sources	Students will write a term paper on all five subjects studied (A-E).	Essays will be in typical academic style with a thesis stated in first paragraph, body, conclusion, and works cited.
Oral communication: 3a. Apply effective presentation skills	Students present orally on the unit that was personally, of most interest.	Presentations must include visual aids correlating with the subject presented.

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

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)
1. Identify a major literary figure and work, such as Reservation Blues by Sherman Alexie.	Students will read a selected literary work.	Class discussion, reading quizzes, and a term paper.
2. Know the origins of philosophy and the history of selected greats. i.e. Ptah-Hotep and Socrates.	Study the papayri, Manual of Wisdom.	Term paper of a selected ethic from the papayrus.
3. Experience drama by first learning its history, then studying the form of the written play, and finally by viewing a live production.	Students must create a script to fully understand the form of the play.	Quizzes on history of drama, mandatory viewing of a play, and a script.
4. Identify a major artist and his work, such as Diego and his dog. And create their own work of acrylic on canvas.	Students will explore and understand art through creation of their own painting.	An oral presentation on an artist (student's choice), term paper, and a finished painting.
5. Identify music of a specific time period and what instruments are implemented in its creation.	Listen to the music and instruments of different eras.	An oral presentation of a music outside classroom curriculum, term paper, and mandatory concert.

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