



# 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	September 30, 2005
Course Number (e.g., ENGL 101)	BIOL 104
Course Name (e.g., English Composition I)	Biology and Natural History of Place
List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Rochelle Troyano, Emma Norman
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: 2a. Write standard English	Weekly Reflection Papers Essay responses in exam-format End of term Research Paper Service Learning	Ability to incorporate reading material, lecture material, and personal reflection into a clear, succinct, and grammatically correct paper  Responses indicate a clear understanding of major concepts themes with ability to provide concrete, place-based examples
Oral communication: 3b. Apply interpersonal communication skills	Class Discussion Group Activities	Ability to clearly synthesize main themes  Ability to elucidate themes with local

	Oral Presentation of Final Paper and / or Service Learning Project	examples.  Ability to work with peers to problem-solve, summarize, and articulate main goals.

**B. Course outcomes:** List the most important other learning outcomes for this course (a maximum of 5).

<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>
1. Identify major ecological and biological concepts through place-based learning	1. Through reading and lecture materials, group work, and plant and animal guides  2. Use experiential learning to support class -room activities include field activities and service-learning projects	1.Exams/quizzes employing combination of multiple choice, true/false/short answer questions and essay questions  2. Weekly reflection papers to enhance recall
2. Explain how geological events and meteorological forces shaped the specific study area and ecosystems therein.	1, Lecture material providing summary of geology and meteorological events  2. Use Relief maps and online dynamic presentations	1.Exams/quizzes employing multiple choice, true/false/short answer and essay questions  2. Weekly reflection papers to enhance recall
3. Explain the interconnections, and complexities between natural and cultural resources.	1. Lecture material involving local Native American history  2. Class discussion involving local Native American history  3. Class discussion/lecture tying together Native American history with biological cycles using tribal elders to share memories and traditional knowledge  4. Service projects involving oral histories and student interviews with elders	1. Weekly reflection papers  2. Student research papers  3. Essays questions in exam format  4. Student presentations of service project

<p>4. Link major biological and ecological themes with essential questions related to the land base – such as importance of salmon, wolf re-introduction, water, cedar, and tribal-sponsored environmental restoration programs.</p>	<p>1. Lecture material and class room discussion providing models of major biological and ecological cycles</p> <p>2. Provide assignments that requires primary and secondary research</p> <p>3. field trips / experiential learning (i.e. visit local tribally-run habitat restoration projects)</p> <p>4. class discussion using tribal professionals and elders to share goals and commitments</p>	<p>1. student research papers</p> <p>2. weekly reflection papers</p> <p>3. essays questions in exam format</p> <p>4. student presentations</p> <p>5. service-learning Projects</p> <p>6. oral histories with tribal elders and cultural/ resources professionals</p>

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