



Course Outcomes Form Northwest Indian College

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

Instructors, please return this form to Anne Marie Karlberg and contact her at amkarlberg@nwic.edu with questions. Thank you!

Before completing this form, please refer to the *Instructions for Completing the Course Outcomes Form*. This form and the rubric must be submitted electronically to amkarlberg@nwic.edu.

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| Last date this form was updated or edited | 23 May, 2007 |
| Course Number (e.g., ENGL 101) | BIOL 350 |
| Course Name (e.g., English Composition I) | Ethnobiology: People, Plants, Animals |
| List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person) | Brian Compton, John Rombold, Dan Burns, Linda Ward |
| List the main textbooks, readings or other resources used in this course (including title, year and publisher) | <p><i>To be determined, possibly to include the following:*</i></p> <ul style="list-style-type: none"> • Selected readings from works by Gregory Cajete (e.g., <i>Native Science</i>), Vine Deloria, Winona LaDuke, Daniel Wildcat, and others, such as articles from the <i>Journal of Ethnobiology</i> • <i>Ecologies of the Heart: Emotion, Belief, and the Environment</i> (by E.N. Anderson) • <i>Ethnobotany of Western Washington</i> (by Erna Gunther, revised edition) • <i>Make Prayers to the Raven: A Koyukon View of the Northern Forest</i> (by Richard K. Nelson) |

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) |
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| Oral Communication—3a. Apply interpersonal communication skills | Students will communicate in class and field activities with each other, and in response to information provided by the instructor. | The oral communication will demonstrate that the student can apply relevant biological nomenclature and terminology, cultural information, and related data in relation to ethnobiological concepts. |
| Written Communication—2b. Write standard English | Students will use the course readings and other resources in the preparation of a final paper (or other project) on an ethnobiological topic. | The writing shows the student has incorporated ethnobiological concepts and data in a synthesis that reflects the student's personal thinking on the subject. |

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) |
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| 1. Identify, distinguish and describe the various aspects of ethnobiology as cultural and academic concerns (e.g., cultural priorities and protocols; history of the named discipline, subject matter, methods, etc.). | Group activity and research (using assigned texts and other relevant course materials) | Written report (or examination) |
| 2. Compare and contrast different cultural approaches to the examination of ethnobiological topics. | Group activity and research (using assigned texts and other relevant course materials) | Class discussions |
| 3. Read, analyze and discuss the various aspects of ethnobiological research reports. | Group activity and research (using assigned texts and other relevant course materials) | Class discussions |
| 4. Produce an ethnobiological research project proposal. | Group activity and research (using assigned texts and other relevant course materials) | Written proposal |
| 5. Identify 25 species of ethnobiological significance. | Group activity and research (using assigned texts and other relevant course materials and specimens) | Quiz |

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