



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*.

Last date this form was updated or edited	April 16, 2008
Course Number (e.g., ENGL 101)	ECED 297A
Course Name (e.g., English Composition I)	Practicum III: Talking Informatively
List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Shelley Macy
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	Instructor Resource: <i>Connecting to Children—Teacher Resource Guide to the Modules</i> . Tom Drummond. PERF-ect. Seattle. 2002.
	Students co-construct their text throughout the course.

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).

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)
Oral communication 3b: apply interpersonal communication skills.	Discussions Sharing Project of understanding and Expression of Understanding	Participation Student presentations

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. Distinguish between teacher statements that make demands and statements that do not make demands on children.	In class activity sorting sample statements into “direction,” “tutorial,” “query,” “information,” or “social.” Conduct Investigation #1: Collect 50 statements made by adults during the day in an ECE program. Sort into the 5 categories (above), and determine percentages of each category.	Participation in class discussion. Participation, portfolio entry,
2. Name two effects of teacher demands.	Conduct investigation #2, counting demands made on children in an ECE setting. Answer reflective questions.	Tally of demands and reflective questions become part of the portfolio. Discussion in class
3. Use the descriptive cue sequence of signaling, describing, modeling, giving direction, and naming a contingency.	Conduct investigation #3: Descriptive cues, counting the number of times one starts at the top of the descriptive cue sequence. Class discussion of how children want to be treated and how we can help children take responsibility. Answer reflective questions for portfolio.	Discussion in class Portfolio Portfolio
4. Use three types of informative talk with children including self-	Conduct investigation #4: Information: Collect 10 examples each of self-talk,	Participation in discussion of investigation. Portfolio entries.

talk, descriptions, and expansions.	descriptions, and expansions. Answer reflective questions.	
5. Undergo at least one self-assessment, creating a baseline, setting goals, and checking for change from being demanding and directive to talking informatively.	Conduct investigation #5 – Self-Assessment: Count baseline Set measurable goal(s) for changing at least one habit of being directive to being more informative to children. Make two rechecks Answer 2 reflective questions	Portfolio entries of baseline, goals, rechecks, and question answers. Participation in class discussion.
6. Identify at least one result of using an enriched vocabulary with children, and describe at least one effect this had on you.	Conduct investigation #6: Rich Vocabulary. Create vocabulary cards, Use the words on the cards Answer 2 reflective questions for portfolio	Cards Portfolio Participation in class discussion
7. Demonstrate understanding, use of, and results of talking informatively with children, relating understanding to your cultural values and identity.	Create a Project of Understanding Create an Expression of Understanding	Student presentation Student sharing in class