



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	April 28, 2015
Course Number (e.g., ENGL 101)	ENGL 095
Course Name (e.g., English Composition I)	Foundations of Academic Writing I
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
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	<u>English Essentials</u> , 2004, Townsend Press
	Selected short readings from Thomas King, Gyasi Ross, and Sherman Alexie

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: 1a. Effectively communicate in diverse situations, from receiving to expressing information, both verbally and non-verbally	Group work, workbook activities, lecture, organizing writing practice, writing as a “process” activities, close reading	

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)
<ul style="list-style-type: none"> Identify basic parts of speech 	Lecture, workbook, application of concepts to current news articles in Indian Country in group work	Workbook, paragraph work, five paragraph essays, news articles group work, mid-term, proofreading finals
<ul style="list-style-type: none"> Write a variety of complex sentences with proper punctuation, spelling, and capitalization 	Lecture, workbook, group work, peer editing	Paragraph work, five paragraph essays
<ul style="list-style-type: none"> Identify audience, purpose, and voice and academic voice 	Lecture, practice writing to different audiences on same topic	Paragraph work, five paragraph essays, final Power Point presentation
<ul style="list-style-type: none"> Utilize close-reading techniques and paraphrase culturally relevant content while building vocabulary and spelling skills 	Group work in close reading and identifying main ideas, dictionary use,	Highlighting and annotating of texts, vocabulary log,
<ul style="list-style-type: none"> Compose organized narrative paragraphs containing five to seven sentences and self edit 	Lecture, in-class practice with template, peer editing	Completed templates, paragraphs, edited paragraphs
<ul style="list-style-type: none"> Use a template to compose an organized five paragraph essay 	Lecture, in-class practice with template, in-class drafting, opportunity to revise all essays	Completed templates, in-class drafting, essays with introduction, thesis statement, body paragraphs,

with all basic academic components	(even unfinished) that are turned in on time	and conclusion, revised essays
<ul style="list-style-type: none"> Use MLA format and understand the concept of intellectual property and citation 	Lecture, short article/essay showing MLA citation, formal essays in MLA	Formal assignments (essays) from readings that cite the source (author and title)
<ul style="list-style-type: none"> Articulate the connection between community and identity in an oral presentation appropriate to audience 	Lecture, class discussion relative to readings, revisiting “audience, purpose, and voice,	Essays contain personal response to main ideas in readings, final Power Point

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.