



# 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").

<b>Last date this form was updated or edited</b>	April 28, 2015
<b>Course Number (e.g., ENGL 101)</b>	ENGL 095
<b>Course Name (e.g., English Composition I)</b>	Foundations of Academic Writing I
<b>List the names of all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)</b>	Kathy Stuart-Stevenson, Rebecca Saxton
<b>List the main textbooks, readings or other resources used in this course (including title, year and publisher)</b>	<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"> <li>Identify basic parts of speech</li> </ul>	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"> <li>Write a variety of complex sentences with proper punctuation, spelling, and capitalization</li> </ul>	Lecture, workbook, group work, peer editing	Paragraph work, five paragraph essays
<ul style="list-style-type: none"> <li>Identify audience, purpose, and voice and academic voice</li> </ul>	Lecture, practice writing to different audiences on same topic	Paragraph work, five paragraph essays, final Power Point presentation
<ul style="list-style-type: none"> <li>Utilize close-reading techniques and paraphrase culturally relevant content while building vocabulary and spelling skills</li> </ul>	Group work in close reading and identifying main ideas, dictionary use,	Highlighting and annotating of texts, vocabulary log,
<ul style="list-style-type: none"> <li>Compose organized narrative paragraphs containing five to seven sentences and self edit</li> </ul>	Lecture, in-class practice with template, peer editing	Completed templates, paragraphs, edited paragraphs
<ul style="list-style-type: none"> <li>Use a template to compose an organized five paragraph essay</li> </ul>	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"> <li>Use MLA format and understand the concept of intellectual property and citation</li> </ul>	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"> <li>Articulate the connection between community and identity in an oral presentation appropriate to audience</li> </ul>	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.**