



# 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 Shidon Aflatooni at [saflatooni@nwic.edu](mailto:saflatooni@nwic.edu).

Last date this form was updated or edited	April 9 2007
Course Number (e.g., ENGL 101)	Phil 140
Course Name (e.g., English Composition I)	Philosophy of the Natural World
List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Emma S. Norman, Ted Williams, Sharon Kinley
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	Cajete, Gregory. 2000. Native Science. Natural Laws of Interdependence. Clearlight Publishers. New Mexico.
	Pierotti, R. and D.Wildcat. 2000 .Traditional ecological knowledge: the third alternative. Ecological Applications 10:1333-1340.
	Wildcat, D. 2001. Being native to this place. Pages 3-16 <i>In American Indians in History, 1870-2000</i> . Sterling Evans, ed. Greenwood Publishing, Westport, CT.
	Supplemental: Hawking, Stephen. Video series. <i>The Universe</i>
	Supplemental: DVD: <i>What the Bleep Do We Know</i>

**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).

The most important course outcome for PHIL 140 is cultural understanding. This class reinforces the importance of indigenous knowledge and Native Ways of Knowing through place – based learning. This class also lays the foundation for understanding how knowledge is produced (and reinforced) through different cultures. It also allows the students to recognize, and critically analyze, the presence of epistemological diversity.

<b>NWIC outcome # (e.g., “Written communication: 2a. write standard English”)</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>
<b>Cultural:</b> Students will demonstrate an understanding of... a. sense of place. b. what it is to be a people.	Classroom Discussion, Listening to Guest Speakers / Elders, Service Learning Project	Evaluate cultural understanding through classroom discussion, participation in service learning project, and Worldview essay.
<b>Oral communication skills:</b> Students will be able to... a. apply effective presentation skills. b. apply interpersonal communication skills.	Classroom Discussion and Small Group Work	Evaluate oral communications through participation in classroom discussions.
<b>Reading skills:</b> Students will be able to... a. demonstrate understanding of readings. b. extend their own vocabulary through reading.	Course Readings, Discussion of Readings and Small Group Work	Evaluate comprehension of readings through weekly reflections of readings and classroom discussions.
<b>Written communication skills:</b> Students will be able to... a. write standard English. b. write in a variety of text forms using various credible sources	Writing Weekly Reflections of Readings and End of Term Worldview Essay	Evaluate writing through weekly reflections and end of term essay.

**B. Course outcomes:** In order of priority, list the most important other learning outcomes for this course that you assess (a maximum of 8).

<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>
<i>Describe in writing the meaning of 'Worldview'.</i>	Readings and classroom discussion	End of term Worldview essay
<i>Differentiate between European/English-based and Indigenous/American Indian Systems of Knowledge.</i>	Readings and classroom discussion	Participation in classroom discussion Weekly 1 – 2 page reflection essays on readings
<i>Critically analyze the question of Parallel Systems of Knowledge &amp; Production of Knowledge.</i>	Readings and classroom discussion	Participation in classroom discussion 1 -2 page Reflection Essay on Readings
<i>Illustrate how different Worldviews impact approaches to the natural world.</i>	Readings and classroom discussion	Participation in classroom discussion 1 -2 page reflection essay on readings
<i>Examine connections between Land/ Place and Native Knowledge.</i>	Readings and classroom discussion with an emphasis on developing a sense of place  Service Learning Project to connect students to place through community engagement	Participation in classroom discussion Participation in 'Place Based' Service Learning Project
<i>Self-reflection on own worldview compared to others: student demonstrate through class activities, discussion, etc. that they are conscious of differing world Views and can give examples of how it manifests in their behavior</i>		
<i>Self-reflection on own worldview: student is able to identify at least two aspects of their worldview that they are now conscious of at the end of the quarter that they were not conscious of at the beginning of the quarter and give an example of how each is affecting how they relate to the world</i>		

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

**D. Please assess the NWIC outcomes and course outcomes, which are listed above, in your classes.**