



Course Outcomes Form Northwest Indian College

Hand-outs are posted on the Assessment website (<http://ww2.nwic.edu/faculty/assessment/assessment.htm>)

Before completing this form, please refer to the *Instructions for Completing the Course Outcomes Form*. Please submit this form electronically.

It is important to keep the following principles in mind when completing the forms:

- 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 should be completed 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 a course.
- The **Instructional activities** and the **Assessment/evaluation strategies** may differ depending on the mode of learning. Please note **Instructional activities** and the **Assessment/evaluation strategies** that are different from the face-to-face class in each box (e.g., "IL: Essay").

Last date this form was updated or edited	29 August 2008
Course Number (e.g., ENGL 101)	READ 90
Course Name (e.g., English Composition I)	College Reading 1
List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Kathy Stuart-Stevenson, John Frey
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	Collegiate dictionary
	Thesaurus
	Daily newspaper
	"Reading Plus" software
	Handouts
	Select text excerpts from FYE

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)
6. Reading Skills Comprehend readings	Group work, discussion of handouts, worksheets, newspaper reading and assignments, “Reading Plus” lab sessions	Paragraphs summarizing newspaper articles, weekly writing assignments, final paper, “Reading Plus” progress tracking
6. Reading Skills Extend vocabulary through reading	Reading various types of texts, vocabulary website freerice.com, analyzing organizational structure of texts, weekly vocabulary work and practice, dictionary and thesaurus practice	Written assignments, worksheets, weekly SAT vocabulary lists

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... (6. Reading Skills-Level of Proficiency (3) Developing)	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)
Differentiate important information from details- identifies most of the main points and some details in a five paragraph article	Newspaper article readings and discussion, examination of various NWIC textbooks, reading a novel	Summaries of newspaper articles, final paper
Differentiate facts from opinions-correctly categorizes two of four statements as fact or opinion	Examination of newspaper articles and editorials, discussion of objective vs. subjective, group work and discussion	Summaries of newspaper articles and editorials
Summarizes material read- summarizes some of the article accurately, but misunderstands other portions	Examination of newspaper articles and editorials, NWIC textbooks, group work and discussion	Group presentation of content, written summaries
Recognizes bias in writing- identifies two of four examples of bias in two writing samples	Work with newspaper articles/editorials, websites	Written examples of bias from selection(s)

Identifies major writing forms/genres-correctly identifies three of five writing form samples	Group exploration of different writing styles/genres	Quiz identifying writing style/genre samples
Reads aloud-Reads OK with some appropriate emphasis and pronunciation after pre-reading once	In class work reading aloud in groups	Instructor tracks pace and fluency with rubric
Infers meanings of unknown words from contexts, roots, prefixes, and suffixes-correctly infers meanings of two of four unknown words in a selection	Weekly modules devoted to roots, prefixes, suffixes, and contextual meaning. Discussion, handouts, and worksheets. Weekly SAT vocabulary list and practice with dictionary and thesaurus	SAT list, worksheets
Finds definitions, pronunciations, synonyms and antonyms using a dictionary and thesaurus-correctly defines three of five words with few synonyms and antonyms	Work with existing NWIC textbooks, SAT lists, group work and discussion	SAT lists, worksheets

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.