



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 91
Course Name (e.g., English Composition I)	College Reading 2
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
	Excerpts from FYE core classes texts

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 a. Comprehends reading	“Reading Plus” software, reading the newspaper, group work, six weekly units on improving reading technique with handouts for discussion	Weekly reflection papers, newspaper assignments, reading log, final paper, practice exercises with NWIC texts using reading techniques
6. Reading Skills b. Extends vocabulary through reading	Above reading activities as well as four weekly units on vocabulary i.e. roots, prefixes, suffixes, contextual meaning, word origins, and sentence structures and punctuation. Also Weekly University Word List (UWL) to define.	Practice exercises, UWL definitions, weekly writing assignments

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-4: Accomplished)	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)
Establish and adjust purposes for reading (e.g., to understand, interpret, enjoy, solve problems, predict outcomes, answer a specific question, form an opinion, skim for facts, identify models for own writing)	Discussion and group work with different types of reading material	Written assignment to apply purpose for reading to different types of text
Adjust reading rate according to purpose for reading	“Reading Plus” software labs, in class reading time of different types of text, discussion, group work	“Reading Plus” tracking, comprehension exercises
Reads fluently with appropriate emphasis and pronunciation after pre-reading once	In class silent and out loud reading time of different texts and reading homework	In class instructor assessment of reading aloud with pace/fluency rubric, “Reading Plus” tracking
Recognize organizational structure of different writing forms/genres and use this understanding to aid in	In class discussion, newspaper as text, practice with NWIC textbooks, various other text	Practice exercises using different texts, reading log, quiz to identify writing forms/genres

comprehension-correctly identifies four of five writing form samples		
Correctly categorizes three of four statements as fact or opinion	In class work with newspaper articles and editorials, web pages	Written assignment requiring examples of fact and opinion from selected text(s)
Effectively use a variety of before, during, and after reading strategies to monitor comprehension and make meaning out of texts-identifies all of the main points and several details in a five paragraph article	In class discussion, group work, practice with strategy worksheets on a variety of texts	Worksheets on reading strategies applied to variety of texts, summaries
Correctly infers meanings of three of four unknown words in a selection and correctly defines four of five words with synonyms and antonyms	Four weekly units devoted to word roots, prefixes, suffixes. contextual meaning, word origin, sentence structure, and punctuation to aid comprehension. Group work on exercises and discussion. Vocabulary website freerice.com sessions and weekly UWL assignment. Dictionary and thesaurus practice. Newspaper assignments.	Worksheets and weekly UWL assignment. Evidence of vocabulary improvement in weekly writing assignments
Follow logic of compound/complex sentence structures	One week unit examining sentence structure, group work identifying types of sentences from a variety of texts	Worksheets and evidence of using a variety of sentence structures in weekly writing assignments
Use knowledge of punctuation to assist in comprehension	Included discussion and group work in sentence structure week	Worksheets and evidence of knowledge of meaning and punctuation in weekly writing assignments

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.