

## **W-1 (FYS) Learning Outcomes**

Last revised: May 2024. Endorsed by the Writing Committee: 5/7/24.

### **Framing for W-1 (FYS) Learning Outcomes:**

- Each first-year seminar offers an opportunity for entering students to develop skills in **writing, reasoning, and research** that will be of critical importance throughout their academic career. (Bates Catalog, [LINK](#))

### **Outcome 1: Students identify, analyze, and compose in varied genres and across rhetorical contexts.**

#### ***Ways students may meet Outcome 1:***

- Students identify rhetorical strategies and genre-specific conventions and how they are used to effectively communicate with an intended audience.
- Students analyze rhetorical contexts (genre, audience, purpose) in texts and in the writing they produce.
- Students apply rhetorical strategies as they compose in a range of genres.

### **Outcome 2: Students practice writing and researching as a multi-step and iterative process.**

#### ***Ways students may meet Outcome 2:***

- Students brainstorm, outline, draft, revise, and edit.
- Students conceive ideas, refine their focus, organize their ideas, and present their ideas.
- Students reflect on their own writing and writing process, identifying areas of strength and areas for growth, to inform iterations of their work.
- Students develop research skills through finding, exploring, critically analyzing, and ethically using information and sources.

### **Outcome 3: Students recognize and articulate the interplay of language and identity in their own writing and in the works of others.**

#### ***Ways students may meet Outcome 3:***

- Students consider intersectional identities and social locations in reference to authorship, linguistic power, and privilege.
- Students articulate their own position(s) relative to those of others.
- Students begin to identify and develop their own voice and style.

# Sample Scaffolded Writing Project Calendar

FYS Workshop, April 2026

<p><b>Weeks 1 - 3</b> Aug 29* - Sept 26 <b>Literacy Narrative</b></p>	<p><b>Weeks 4 - 6</b> Sept 29 - Oct 17 <b>Annotated Bibliography</b></p>	<p><b>Weeks 7 - 9</b> Oct 20 - Nov 7 <b>Proposal</b></p>	<p><b>Weeks 10 - 13</b> Nov 10 - Dec 15 <b>e/Portfolio &amp; Final Celebration</b></p>
<p><b>Class 1:</b> Prompt + Brainstorm → <i>Visit with W-CAT to review assignment prompt &amp; develop outline</i></p> <p><b>Class 2:</b> Submit Outline for Instructor Feedback → <i>Receive feedback from professor, write first draft</i></p> <p><b>Class 3:</b> Peer Review first draft (invite W-CAT!) → <i>Integrate peers' feedback, write second draft, visit with W-CAT</i></p> <p><b>Class 4:</b> Submit second draft for Instructor Feedback → <i>Integrate instructor's feedback to write final draft, visit with W-CAT for final review before <b>Final Portfolio</b> deadline</i></p> <p><b>That's 11 Classes Dedicated to Writing (About Course Content)!</b></p>	<p><b>Class 1:</b> Prompt + Lib wkshp or class session on research. → <i>Visit with W-CAT, write first draft</i></p> <p><b>Class 2:</b> Submit 2-3 sources w/ explanation for Inst Feedback</p> <p><b>Class 3:</b> Together write an annotation for one source; share and critique. → <i>Integrate feedback; draft first full draft; visit W-CAT</i></p> <p><b>Class 4:</b> Peer review of first full draft → <i>Integrate peers' feedback, write second draft; visit with W-CAT</i></p> <p><b>Class 5:</b> Submit second draft for Instructor Feedback. → <i>Integrate instructor's feedback to write final draft, visit with W-CAT for final review before <b>Final Portfolio</b> deadline.</i></p>	<p><b>Class 1:</b> Prompt + read sample proposal; brainstorm probs</p> <p><b>Class 2:</b> Peer Review first draft → <i>Integrate peers' feedback, write second draft, visit with W-CAT</i></p> <p><b>Class 3:</b> Submit second draft proposal for Inst Feedback → <i>Integrate feedback from professor, visit W-CAT, write and polish final draft to prepare for <b>Final Portfolio</b></i></p> <p><b>Class 4:</b> Watch videos of and discuss effective presentations → <i>Turn proposal into a speech outline; visit W-CAT; visit with a <b>PSPS Tutor</b> to practice speech</i></p> <p><b>Class 5:</b> Give micro- presentations, receive feedback → <i>Record presentation for submission with <b>Final Portfolio</b></i></p>	<p><b>Class 1:</b> Prompt + see examples of portfolios and Final Course Reflections</p> <p><b>Class 2:</b> Class Portfolio Workshop (review all instructor feedback on writing projects together, consider/discuss patterns, changes, revision ideas, etc.) → <i>Visit W-CAT for portfolio support</i> → <i>Hold Instructor Conferences (drop-in in SWLC)</i></p> <p><b>Final Exam Slot:</b> Portfolio Showcase, Elevator Pitches, and/or Gallery Walk (invite W-CAT!)</p> <p><b>With 13 possible "talking about my writing" moments baked in!</b></p>

# Designing Effective Writing Assignments

FYS Instructor Workshop | April 20, 2026

Describe one **writing assignment** you are considering for your FYS:

---



---



---



---

**W1 Outcomes**

**Outcome 1: Students identify, analyze, and compose in varied genres and across rhetorical contexts.**

**Outcome 2: Students practice writing and researching as a multi-step and iterative process.**

**Outcome 3: Students recognize and articulate the interplay of language and identity in their own writing and in the works of others.**

How does your writing assignment connect to the **W1 Program Outcomes**?

---



---



---



---



---



---



---



---



---



---

What **genre** is your assignment? \_\_\_\_\_

Personal Writing	Academic Writing	Pop Culture Writing	Public Writing	Professional Writing	Creative Writing	Oral / Presentation
Letter	Scholarly Article	Magazine Article	Letter To Editor	Cover Letter	Poem	Instructional Demonstration
Diary/Journal	Book/Chapter	Advertisement	Op-Ed Piece	Resume	Script	Motivational Talk
Reflection	Abstract	Song Lyrics	White Paper	Business Memo	Creative Nonfiction	Graduation Speech
Blog/Vlog	Annotated Bibliography	Comic Book	Policy Brief	Legal Brief	Short Story	Job Talk
Text Message	Research Paper	Fan Website	Tweet Thread	Proposal	Science Fiction	PechaKucha
Autobiography	Conference Paper	Newspaper Article	Advocacy Poster	Management Report	Chapbook	Poetry Reading

# Designing Effective Writing Assignments

FYS Instructor Workshop | April 20, 2026

For your writing assignment...

## PURPOSE:

---

---

---

---

## AUDIENCE:

---

---

---

---

## GENRE EXPECTATIONS:

---

---

---

---

## PROCESS: ([AI Process Checklist for Your Consideration](#))



### Scaffolding:

- Brainstorming
- W-CAT Consultation
- Drafting
- Peer Review
- Instructor Feedback
- Revision/Final Draft

### Scaffolding Plan:

Week	Day 1	Day 2	(Day 3)

# AI & Writing Expectations Worksheet

[Click here to create a copy.](#)

**Directions:** Imagine you knew for certain your student writers used AI in the following ways. Indicate whether you would consider such use acceptable, conditional, unacceptable, or irrelevant to your course.<sup>1</sup>

AI & Academic Integrity Overall	
<input type="button" value="SELECT HERE"/>	All student writers use a particular AI program (like ChatGPT, free version) as a regular (required) part of their writing process.
<input type="button" value="SELECT HERE"/>	Some student writers choose to use AI as part of their writing process; others do not; any particular AI program is acceptable.
<input type="button" value="SELECT HERE"/>	Some writers choose to use AI as part of their writing process and use only a particular AI program (like Bard, paid version); others do not.
<input type="button" value="SELECT HERE"/>	No student writers engage with AI in any way for their writing process.
<input type="button" value="SELECT HERE"/>	All students, if they use AI, cite and/or highlight any parts of their writing <i>generated</i> by AI.
<input type="button" value="SELECT HERE"/>	All students, if they use AI, cite and/or highlight the parts of their writing that were <i>inspired</i> (though not specifically generated) by AI.
<input type="button" value="SELECT HERE"/>	All students write a Process Memo or record and embed an Audio Memo that accompanies each draft in which they describe how and why they used AI and for what ideas and/or at which stage(s) of the writing process.
<input type="button" value="SELECT HERE"/>	All student writers use AI only in class under your guidance and with time/space to critically consider and discuss together their choices and options with AI before they decide (finally) how to integrate it into their writing process.
<input type="button" value="SELECT HERE"/>	All students create and/or sign an AI Disclosure Statement, for the entire course and/or for each writing assignment.
<input type="button" value="SELECT HERE"/>	All students complete the AI FYE Module & read Bates Academic Integrity Policy on their own.
<input type="button" value="SELECT HERE"/>	All students complete the AI FYE Module & read Bates Academic Integrity Policy on their own, then discuss with the class.
AI Brainstorms Ideas	
<input type="button" value="SELECT HERE"/>	A student prompts AI to <i>inspire</i> their own brainstorming (i.e. asks AI to query them on a topic, issue, or question, or for AI to ask questions of the student that will help them come up with examples to support their points).

<sup>1</sup>To develop this worksheet, [Dr. Lindsey Hamilton and Dr. Wells Castonguay](#), in collaboration with [Dr. Bridget Fullerton](#), used the original work of [Dr. Ronni Gura Sadovsky](#) and this [worksheet](#) from The Center for the Advancement of Teaching and Learning.

# AI & Writing Expectations Worksheet

[Click here to create a copy.](#)

## AI Brainstorms Ideas

SELECT HERE ▾

A student asks AI to brainstorm for paper topics, or for illustrative examples to support their ideas, as a *replacement* for their own brainstorming.

SELECT HERE ▾

A student prompts AI to brainstorm ideas for them for a writing assignment, but completes the writing assignment on their own.

SELECT HERE ▾

A student prompts AI to *inspire* their own thesis statement or main claim (i.e. asks AI to query them until they come to a solid thesis statement, asking AI to keep prompting them until it is, in fact, solid; i.e. clear, arguable, plausible, nuanced ).

SELECT HERE ▾

A student asks AI to generate a thesis statement or main claim for a writing assignment for them, but finds and uses the source– and/or develops the details and examples– to support that thesis on their own.

SELECT HERE ▾

A student asks AI to identify potential counterarguments, but develops their own responses to those arguments.

SELECT HERE ▾

A student writer prompts AI to ask them questions that will help the student consider alternative viewpoints or counterarguments, without directly identifying those alternatives for the student.

## AI Develops Plans

SELECT HERE ▾

A student writer inputs your writing assignment into AI and prompts it to create a writing process plan or schedule for them to follow, perhaps with certain features or parameters (i.e. “include time for a peer review, for a visit with a tutor, to integrate professor feedback, and to edit and polish and/or present”) which they adapt and use.

SELECT HERE ▾

A student writer inputs their thesis or main claim into AI, prompts AI to create an outline for an argumentative essay that defends their thesis, and then drafts the assignment according to AI’s outline.

SELECT HERE ▾

A student writer asks AI to describe the most important elements of a particular genre of writing that is new to them (i.e. “rhetorical analysis,” “summary and response,” “annotated bibliography,” “op-ed,” etc.) and uses that description to guide their writing without any other input from another source or person.

SELECT HERE ▾

A student develops their ideas by writing a disorganized first draft. They upload this draft, prompts AI to organize the elements into a coherent outline (as it is and without adding any ideas), and writes a second draft according to that outline.

# AI & Writing Expectations Worksheet

[Click here to create a copy.](#)

## AI Conducts Research

SELECT HERE ▾

A student gives AI a topic or issue and asks AI for a list of possible Research Questions about that topic or issue, choosing one of them to begin researching.

SELECT HERE ▾

A student asks AI to identify key papers and articles relevant to the issue or topic they are writing about, manually reviewing each to understand their significance.

SELECT HERE ▾

A student uploads selected academic articles to AI and prompts it to summarize and evaluate those articles (or just their abstracts if available) based on the students' research question and your evaluation parameters for the assignment, which the student draws from to write their Annotated Bibliography.

SELECT HERE ▾

A student prompts AI for a comprehensive literature review, including sourcing, summarizing, and synthesizing information and uses that output to write their own Literature Review.

SELECT HERE ▾

A student prompts AI for a comprehensive literature review, including sourcing, summarizing, and synthesizing information and uses that output to outline and write an argumentative research essay.

## AI Drafts Writing

SELECT HERE ▾

A student gives AI a writing prompt and submits its response to you wholesale.

SELECT HERE ▾

A student gives AI a writing prompt, edits AI's response, and submits it.

SELECT HERE ▾

A student writes most of an essay and asks AI to complete it.

SELECT HERE ▾

A student asks AI to generate a script for an oral presentation. The student then memorizes and delivers the scripted presentation in class.

SELECT HERE ▾

A student asks AI to generate a discussion forum post and post AI's response as their contribution.

SELECT HERE ▾

A student gives AI another student's discussion forum post and asks it to generate a response. The student submits the AI's output, after some light edits.

SELECT HERE ▾

A student asks AI to generate possible titles for their paper and choose one from the suggested list.

SELECT HERE ▾

A student asks AI to compose the Works Cited, Bibliography, or Reference page for their paper in proper MLA, APA, or Chicago format and submits that work.

SELECT HERE ▾

A student requests AI create a graph based on the data they collected and include it in a report.

SELECT HERE ▾

A student requests AI create an image based on the paper they wrote independently and include the image in their presentation.

# AI & Writing Expectations Worksheet

[Click here to create a copy.](#)

## AI Provides Feedback on Drafts

SELECT HERE ▾

A student writer inputs their draft and asks AI to “provide personalized feedback that highlights areas for improvement or revision.”

SELECT HERE ▾

A student gives AI a paragraph and asks it for feedback (e.g. “what can I do to make this clearer?”). The student edits the paragraph based on AI’s feedback and submits it.

SELECT HERE ▾

A student uploads a rough draft and a copy of your assignment prompt and rubric and asks for detailed, forward-looking feedback that provides concrete guidance about how they can improve their writing to meet your criteria.

SELECT HERE ▾

A student gives AI another student’s draft and asks AI to generate constructive feedback. The student selects two of AI’s suggestions and submits them as peer feedback.

## AI Edits or Revises Drafts

SELECT HERE ▾

A student gives AI their rough draft and an example of good writing that you have provided. They ask AI to rewrite their draft, matching the style of your example. The student then submits AI’s output as their first draft.

SELECT HERE ▾

A student gives AI a first draft and your feedback and asks AI to revise the paper. The student submits the output as their revised paper.

SELECT HERE ▾

A student gives AI individual sentences from their paper with your feedback. They prompt AI to give examples of 3-4 different ways to implement your feedback. The student selects one of them and adds it to their paper.

SELECT HERE ▾

A student records themselves giving a practice presentation that goes much longer than it should. They transcribe the recording and give it to AI, asking it to cut the length down by a third. The student implements AI’s suggestions.

SELECT HERE ▾

A student writes a short paper and asks AI to convert it into an outline for a 5-minute presentation. The student then uses AI’s outline as a basis for their presentation.

SELECT HERE ▾

A student uploads a rough draft of their writing and asks AI to make grammatical, syntactic, and mechanical corrections to improve the flow and clarity of sentences; they submit that output to you.

SELECT HERE ▾

A student uploads a rough draft of their writing and asks AI to make word choice improvements to positively impact their word precision or to bolster their creative voice; they submit that output to you.

SELECT HERE ▾

A student uploads a rough draft of their writing and asks AI to revise it to sound more “academic;” they submit that output to you.

## Partnering With Your Writing Course-Attached Tutor (W-CAT)

Last updated April 2026

Course Attached Tutors for Writing, or “W-CATs,” are peer-educators who build **trust** and **rapport** with—and act as a **liaison** between—the professor, the instructor of writing, and the students-as-writers in a single First Year Seminar (FYS). Because FYSs serve as the introduction to college-level writing course at Bates and fulfill students’ W1 (GenEd) requirement, W-CATs can play an integral role in

- **acclimating** and **engaging** first year student writers to and in the support resources available to them at Bates in the Peer Learning Commons (i.e. [SWLC](#), [SASC](#), [PSPS](#));
- **destigmatize** “asking for help” and “sharing writing with peers;”
- **model** effective time management;
- **normalize** slow and intentional writing, research, and thinking processes; and
- help **foster** in students a sense of belonging and linguistic confidence.



**Bates**  
STUDENT WRITING &  
LANGUAGE CENTER

All W-CATs are employed by the [Student Writing & Language Center](#).

After successfully applying and being hired, new tutors complete a paid 30-hour Basic Tutor Education (BTE) program the winter semester before your FYS begins, covering writing pedagogy, rhetorical approaches, AI & writing, peer tutoring methods, workshop facilitation, and more. W-CATs begin on Convocation Day and serve through the last day of classes or Final Exams, if needed.

Though a W-CAT’s first priority is students, *you* play a key role in their success when you—as a **partner-professor**—provide them with information about your writing goals and expectations. W-CATs are peers who empathize with students, help them slow down, and get *you* better writing and thinking by the time you see it!

<b>Ideally, a W-CAT will...</b>	<b>And you can support them by...</b>
Collaborate with you in support of the class and your goals for your student writers.	Sharing your syllabus & adding the W-CAT to your Lyceum site.
Know when writing and speaking assignments are due and your expectations for those assignments.	Having regular meetings with your W-CAT, giving them writing prompts and suggestions for what to focus on in sessions with students.
Schedule their support of students around important due dates for writing and speaking assignments in the course.	Reminding your students to drop in to see, or make appointments with W-CATs <i>early</i> on in—and <i>throughout</i> —the writing process.
Offer you an informed student perspective on your writing assignment prompts and scaffolding plans.	Sharing drafts of writing assignment prompts with your W-CAT and asking them for feedback on those prompts.

## Partnering With Your Writing Course-Attached Tutor (W-CAT)

Last updated April 2026

Ideally, a W-CAT will...	And you can support them by...
Meet with every student in the class one-on-one and/or in small groups several times over the course of the semester.	Requiring students meet with the W-CAT at various stages of the writing process, three different times in a semester (i.e. 1x/month).
Design and lead a workshop, presentation, or group tutoring session as a co-curricular writing support measure.	Asking the W-CAT to propose and develop a writing workshop to address your students' needs.

Please remember that your W-CAT

- is available to support your FYS students *only* (they do not work with other writers).
- tutors in-person (unless needed via Zoom by a student) in the Peer Learning Commons (PLC) on the Ground Floor of Ladd Library during the following hours:

Sundays	Mondays - Thursday	Fridays
6 - 9 pm	11am - 4pm & 6-9pm	11am - 3pm

- offers up to 6 hours of weekly tutoring availability in the PLC (1 drop-in hour + 3 to 5 appointment-based hours), which they will share with you and students after Orientation; additional hours require SWLC approval.
- does not work over school breaks or holidays, and will alert you and students to any illness, missing shifts, or changes in their schedule.
- is **not** a TA and won't grade, "fix up", or line edit papers (unless this is truly what a student wants strategies for on, say, a final draft and even then W-CATs *show* and *suggest* but never *do for* a student).
- will meet face-to-face with students to offer strategies and tips so they may independently strengthen their writing and speaking to meet your expectations and grow as communicators.
- maintains a peer-to-peer (vs. expert/novice) relationship with students, sharing with you both general patterns of student struggle and specific students' needs when relevant or required.
- **do not take attendance** for tutoring sessions; instead you are encouraged to ask students to write and submit a [process memo](#) with their writing assignments, or email [swlc@bates.edu](mailto:swlc@bates.edu) to request a list of students who have checked with your W-CAT from a [professional staff](#) member.

**MOSTLY, PLEASE JUST ENJOY YOUR W-CAT PARTNERSHIP!**

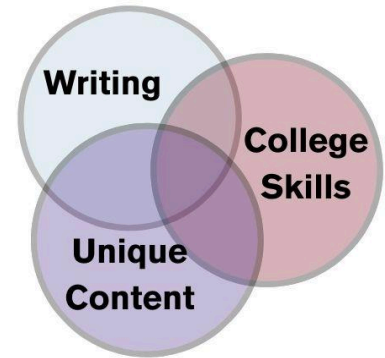
They are excited to work with you and your students and have worked hard to be ready to do so.

## What is an FYS Course?

*"In addition to the actual content...,  
I learned more about what it means to read, research, and write as a college student"*  
FYS 2025 Student

Every first year student takes a First Year Seminar (FYS), which also fulfills the W1 writing requirement. Thus, an FYS course counts for credit toward graduation and also fulfills part of the General Education curriculum.

These small, discussion-based courses are designed just for first year students. And although each FYS course is a little different (they explore varied topics and themes), all FYS courses develop students' writing/research skills and "doing college" skills. In this manner, there are three components to all FYS courses: Writing Skills, College Skills, and Unique



**Content:** Most FYS instructors carefully select an interesting and nuanced topic they look forward to exploring with students. It is very important to note that FYS courses are not gateways to specific majors. FYS instructors should not treat their FYS as such and their students should not worry if they are not in a course aligned with their intended field of study. FYS courses should all provide students with similar writing and college skill development, doing all this through the lens of the FYS content.

**Writing Skills:** All FYS courses carry the W1 tag. W1 courses aim to help students to develop a useful process for writing, to transfer the writing skills with which they enter college to their studies at Bates, and to acquire a foundation of skills that they can then transfer to writing in subsequent courses. There are three outcomes for the W1 program:

1. Students identify, analyze, and compose in varied genres and across rhetorical contexts.
2. Students practice writing and researching as a multi-step and iterative process.
3. Students recognize and articulate the interplay of language and identity in their own writing and in the works of others.

**College Skills:** The FYS is the central academic component of a Bates student's [First-Year Experience](#) (FYE). The FYS provides students with valuable opportunities to learn about resources at Bates that support curricular and co-curricular exploration, health and wellness goals, and discovery of self as a valued, included, responsible, and responsive member of the broader Bates community. Hand-in-hand with the college skills component of this course, FYS instructors are also their students' pre-major advisors. FYS instructors take on the responsibility of understanding and communicating the Bates Gen. Ed curriculum, as well as productive pathways for first & second year students interested in specific academic majors, minor, GECs, and tracks.

## **Outline and Specific Details for New Process**

Mar 2, 2026

Overview: Two phases/rounds. One early summer, one later summer. Goal-to seat students in 3-4 courses of their choosing by late Aug. In each round, students select two courses with ranked alternatives. In the first round, one of those courses is FYS. FYS will be selected via “clusters” instead of specifics.

### **Round 1:**

- Date-June 17 (9:00am)-June 26 (4:00pm) course selections are open in Garnet Gateway.
- Process-Students open a form that allows them to make class preference selections for one top non-FYS and six ranked alternatives, and one top FYS cluster and 3 ranked alternatives.
- Support-students will be assigned one of 13 registration consultants. They are going to be asked to email their consultants and request a zoom if necessary. Consultants will send a form email with instructions for selection of classes and offering to meet via email or zoom.
- Jun 8, 2026 is summer reg consultant workshop; email by June 10.
- Results by July 10 (12:00pm)

### **Round 2:**

- Date-July 15 (9:00am)-July 24 (4:00pm) class preference selections are open in Garnet Gateway
- Process-Students open a form that allows them to choose 12 courses to fill out their schedule, ranked 1-12. No class they are registered for from Round 1 will show up in their list

- Support-students will be able to email summer registration consultants or the DOF/FYE team
- Results by Aug 17 (12:00pm)

## W1 Writing Outcomes Assessment - Overview for FYS Instructors

---

*As the scholarship in our field [of writing and composition]—as well as work in aligned fields, like the scholarship of teaching and learning—attests, many understand assessment to be something quite different than the technocratic, efficient process often captured in the term ‘accountability.’ In fact, it is integrally tied to the identities and passions of teachers, administrators and even students (178). ~ L. Adler-Kassner and P. O’Neill in [Reframing Writing Assessment to Improve Teaching & Learning](#), 2010*

---

This Fall the Writing Committee will be facilitating a new assessment project to gauge student learning in relation to the [W1 Learning Outcomes](#) created and approved by the Writing Committee in 2023.

### W1 Outcomes

1. Students identify, analyze, and compose in varied genres and across rhetorical contexts.
2. Students practice writing and researching as a multi-step and iterative process.
3. Students recognize and articulate the interplay of language and identity in their own writing and in the works of others.

### Questions We Hope to Answer:

1. *Holistically*: How are our student writers doing in our W1 courses? Are they learning what we hope they are learning, and discovering what we hope they are discovering about themselves as writers, about writing and writing processes, and about their voices and rhetorical choices?
2. *Programmatically*: What can a sample of short answer reflection questions and written work from W1 courses reveal about student progress toward meeting the current W1 Learning Outcomes (or not)? Based on what we initially learn, do we need to adjust or revise any W1 outcomes?

### Assessment Components—All Completed By Students, All Aligned w/ W1 Outcomes

1. Self-Assessment Questions: Indirect assessment of students’ perception of learning; three Likert Scale questions completed as part of the Reflection on Learning Experiences (ROLES) survey at the end of the semester.
2. Short Answer Reflection Questions: Direct assessment; four reflection questions facilitated by faculty and completed by students during the last week of FYS.
3. Writing Samples: Direct assessment (only of part 1 of Outcome 1); three student portfolios, each including three different writing samples and collected from faculty (by Matt Duvall) at the end of/after finals week.

## W1 Writing Outcomes Assessment - Overview for FYS Instructors

---

All assessment artifacts will be anonymized and coded by Matt Duvall. Codes will correlate to student ID# only. Evaluators will not know the identities or names of the students, or the FYSs they are in.

### What We Are Asking from You!

1. To facilitate a 30-minute in-class activity during the last week of class to give students time to write responses to the four short answer reflection questions. The Assessment Collaborative (see below) will create and provide “framing” scripts to help you lead this activity. Matt Duval will provide you with the collection/submission method (likely Qualtrics).
2. To collect student writing—or ask students to submit a final portfolio of their writing—from which you can easily pull three final writing samples from three different students to give to Matt Duvall.
3. To be part of our Assessment Collaborative—a team of eight to ten FYS instructors and Writing Committee members who will meet a few times in the fall and winter to work together on framing, distribution, and support for the assessment project, and to participate in norming sessions and preparations to then evaluate and conduct the assessment together in January and February of 2027. The Assessment Collaborative may also make recommendations regarding future writing assessments and/or writing curriculum and pedagogy updates and revisions.

---

*At a SLAC [Small Liberal Arts College], the faculty are not only vital in the work of assessment but are close colleagues whose delivery of instruction is likely to be qualitatively affected by the relational surround. Faculty drive the SLAC curriculum, and they are essential allies in any writing program or writing center assessment (9). ~ M. O’Neill, in [Writing Assessment at Small Liberal Arts Colleges](#), 2025*

---

### NOTES & QUESTIONS



# Making the Leap: Academic Approaches for First-Year Students

Fall 2026 Workshops & Info Sessions for FYS

**STEP 1: CHOOSE A SESSION FORMAT: 30-MIN OR 60-MIN**

**STEP 2: IDENTIFY 3 POSSIBLE DATES FOR THE CLASS VISIT**

**STEP 3: SELECT SESSION TOPIC FROM OPTIONS A, B, & C BELOW**

**STEP 4: COMPLETE THE SESSION SELECTION FORM**

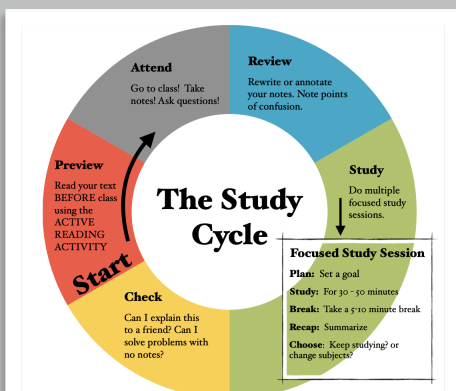
**A**

## ACTIVE READING TECHNIQUES AS A KEY COMPONENT OF THE STUDY CYCLE

### Learning Outcomes

After this workshop, participants will:

- \* understand the study cycle as a key approach to undergraduate learning,
- \* be familiar with active reading techniques & principles, and
- \* have engaged with one complete cycle of a proven active reading technique.



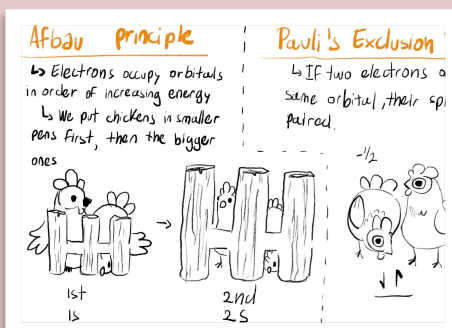
**B**

## CHOOSING AND APPLYING YOUR NOTE-TAKING TECHNIQUES

### Learning Outcomes

After this workshop, participants will:

- \* understand why note-taking is important,
- \* be familiar with multiple note-taking techniques,
- \* understand why and how to assess what note-taking method would be beneficial in different circumstances, and
- \* understand the distinction between effective and ineffective



**C**

## GETTING THE MOST OUT OF YOUR STUDY TIME

### Learning Outcomes

After this workshop, participants will:

- \* develop a plan for a study session,
- \* distinguish between effective and ineffective ways to use your study time, and
- \* identify potential procrastination habits and know how to productively disrupt their own

