

## Colby's Student Learning Outcomes for W1 Courses

The following learning outcomes (or goals) for W1 students outline Colby faculty's expectations in three categories important to college-level writing. Sometimes, not all of these outcomes will apply to a particular writing project. Taken together, however, they are a guide to the writing-related skills, abilities, and practices you should develop through your W1 course and in your first year at Colby.

### **Argument and Evidence**

As evidence of strength in this area, your writing should:

- demonstrate your understanding of key concepts and terms from the course and subject at hand
- demonstrate your awareness of the scholarly, popular, or professional conversations on the topic
- have a clear thesis and--if appropriate to the assignment--an original, interpretive claim
- develop your ideas and analysis beyond initial claims, supported by citations as appropriate
- address implications of your argument. (If what you say is true, why does it matter? To whom?)
- be free of factual errors

*If your assignment requires you to use evidence from research, your writing should also:*

- support all claims with evidence from germane, authoritative, and timely sources
- smoothly integrate outside sources into your arguments (e.g. with signal phrases and context)
- acknowledge and respond to counter arguments and conflicting claims in the sources

### **Organization and Structure**

As evidence of strength in this area, your writing should:

- employ a discernible organizational structure appropriate to the task and subject at hand
- have an engaging introduction and a synthetic conclusion that goes beyond just stating or restating your subject and main findings/arguments
- use transitional phrases and topic sentences to guide your reader
- use paragraphing effectively to partition claims and ideas for readers

### **Language and Conventions**

As evidence of strength in this area, your writing should:

- show control of standardized written English (grammar, syntax, punctuation, and word choice)
- use an appropriate tone, vocabulary, format, and/or design for the assignment
- represent your authorial voice
- accurately and consistently document research sources in a format appropriate to the assignment