

## DRAFT 3

GE First Year Experience (FYE) outline:  
Practical Design Issues for FYE

September 23, 2004

Offered by Suzanne Toczyski: 2-semester model, added to parameters already on the table from Draft 1.<sup>i</sup>  
Review **DRAFT 1A**<sup>ii</sup>

### **Basic Principles**

- Professional Development for faculty teaching in First-Year Experience (FYE) classes (and other 100-level GE classes), funded within faculty unit-based work-load
- FYE Program predicated on connectivity across all six points of GE "PATH"
- Agreement between Departments and GE on course goals and standards that are consistent and sustainable across all sections
- Assessment tools and feedback loops applied to all GE classes
- No loss in tenure-track lines, commitment to long-term lecturers

### **Fall GE curriculum for all freshmen**

- Lecture/ Small Seminar model (L/S) that aims to excite and inspire first-year students about the educational and life-long journey on which they have chosen to embark by enrolling in the University
- Creates Information Literacy "umbrella" that allows us to bring together a variety of disparate skills in a specific context (delivered through lectures and supporting reading.) Some basic instructions objects are:
  - students pose questions & discuss possible assumptions and conclusion (critical thinking),
  - students evaluate resources (critical thinking)
  - reading and guided writing (written and oral analysis)
  - reporting (oral communication)
  - learning skills such as note-taking, research skills, and time management
  - ethical behavior in the pursuit of knowledge and achievement
- Multi-disciplinary perspectives. Specifics about the nature of the lecture series will be examined in detail after the structural blueprint is agreed upon.
- Staffing and majors' recruitment concerns to be examined in detail after the structural blueprint is agreed upon.
- Acceptance in principle of the recommendations of the 2001 Area A lab  
<http://www.sonoma.edu/senate/gefuture/areaalab.html>
- Acceptance of EMT goals  
[http://www.sonoma.edu/ge\\_initiative/PDF/firstyearexperienceguideforsuccess.pdf](http://www.sonoma.edu/ge_initiative/PDF/firstyearexperienceguideforsuccess.pdf)
- Approximately 80 + Learning Communities Seminars (LCS) composed of: 1 lead faculty member (academic content, pedagogy, academic advising (GE, finding a major, directing toward to a major advisor), a Student Service Profession (co-curricular topics), a an upper division Peer Mentor, and 15 first-year students (15 x 80 LC=1200 freshmen)
- Continuum of learning skills components
- Continuum of co-curricular content
- Lectures of common content delivered to all students, seminars with 1-15 FSR in seminars, with Student Service Professionals (SSP) and Peer Mentor (PM) teams in place
- Students earn 9 units spread over fall and spring semesters of first-year
- Funded from A2, A3 and EMT streams. Stipends for 1-time lecturers
- Students free to take additional 100-level GE courses, or courses within majors
- Room in students' schedules for remedial courses in Writing or Math

**Spring GE curriculum for all freshmen**

-Humanities 200 sections offered on multiple content sets (3-4 units). Renumbered to 100-level courses. 25-40 SFR expectations in 100-level sections

-Could remain 200-level, but taught to sophomores. Higher SFR expectations

-Two courses from “passion strands” that students select to enhance direction toward choice of Major or Discipline (3-4 units each). EXAMPLES:

- A. Theatre student takes a Theatre GE and an English Lit class.
- B. Biology student takes a Geology class and an Environmental Studies class, or courses required of freshmen for the biology major, which also count for GE
- C. Political Science student takes a Psychology class and a US History class

Draft 3 allows

Fall semester: 10-12 units of courses in majors, or additional 100-level GE courses in “Passion Strands”.

Spring semester: 11-13 units of courses in majors, or additional 100-level GE courses in “Passion Strands”.

**Possible FALL SEMESTER models:**

(Provides 1 hour active listening, 3.5 hours small seminar instruction, 1.5 hours EMT content)

2 hrs x 3 / week	Day 1	Day 2	Day 3
FALL SEMESTER  <b>Curricular</b> 50 minutes	<b>Seminar:</b> Learning community section (LCS) 15 students, 1 faculty, 1 SSP, 1 Peer Mentor <hr/> READING DISCUSSION Analytical Reading Critical Thinking	<b>Large lecture (given weekly):</b> Provided for all LCS sections <hr/> a) One large lecture <sup>iii</sup> b) 6-8 lectures sets <sup>iv</sup>	<b>Seminar:</b> LCS <hr/> LECTURE DISCUSSION Critical Thinking
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Co-curricular</b> 50 minutes	LCS -Writing & Research instruction & feedback -Advising sessions	LCS EMT topics SSPs meet w/ students Peer mentor <hr/> LCS faculty breakout meeting	LCS -Writing & Research instruction & feedback -Advising sessions -Group building activities

**OR**

2 hrs x 3 / week	Day 1	Day 2	Day 3
FALL SEMESTER  <b>Curricular</b> 50 minutes	EMT topics SSPs meet w/ students Peer mentor <hr/> LCS faculty breakout meeting	<b>Large lecture (given weekly):</b> Provided for all LCS sections <hr/> a) One large lecture b) 6-8 lectures sets	LCS does not meet OR EMT topics SSPs meet w/ students Peer mentor
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Co-curricular</b> 50 minutes	<b>Seminar:</b> Learning Community section (LCS) 15 students, 1 faculty, 1 SSP, 1 Peer Mentor <hr/> READING DISCUSSION Analytical Reading Critical Thinking	LCS -Writing & Research instruction & feedback -Advising sessions	<b>Seminar:</b> LCS <hr/> LECTURE DISCUSSION Critical Thinking

### Possible SPRING SEMESTER models

(Provides 1 hour active listening, 2 hours small seminar instruction, 1hour EMT content)

2 hrs x 2 / week	Day 1	Day 2
SPRING SEMESTER  <b>Curricular</b> 50 minutes	<b>Seminar:</b> Learning community section (LCS) 15 students, 1 faculty, 1 SSP, 1 Peer Mentor <hr/> READING DISCUSSION Analytical Reading Critical Thinking	<b>Large lecture (given weekly):</b> Provided for all LCS sections <hr/> a) One large lecture b) 6-8 lectures sets
<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Co-curricular</b> 50 minutes	LCS -Writing & Research instruction & feedback -Advising sessions	LCS/EMT topics SSPs meet w/ students Peer mentor <hr/> LCS faculty breakout meeting

Note: the four 1-hour instructional blocks could be sequenced in a variety of ways. For example, the lecture could be scheduled in any one of the for scheduled hours, and the other elements would be adjusted accordingly.

### ANOTHER possible spring semester model

1 hr x 2 / week + 2 hr x 1 / week	Day 1	Day 2	Day 3
FALL SEMESTER  <b>Curricular</b> 50 minutes	<b>Seminar:</b> Learning community section (LCS) 15 students, 1 faculty, 1 SSP, 1 Peer Mentor <hr/> READING DISCUSSION Analytical Reading Critical Thinking	<b>Large lecture (given weekly):</b> Provided for all LCS sections <hr/> a) One large lecture b) 6-8 lectures sets	<b>Seminar:</b> LCS <hr/> LECTURE DISCUSSION Critical Thinking Writing & Research instruction & feedback
<b>Co-curricular</b> 50 minutes	-Advising sessions scheduled out of LCS formal time	LCS EMT topics SSPs meet w/ students Peer mentor <hr/> -Group building activities LCS faculty breakout meeting	Advising sessions scheduled out of LCS formal time

<sup>i</sup> Note: Suzanne Toczyski and Paul Draper are drafting an annotated document that offers a conceptual overview for a new GE Program and the FYE portion of it for publication in fall 2004.. It will detail as much as possible the structure, components, teaching goals, learning objectives and standards in each instructional area, EMT co-curricular content, and articulation issues such as advanced placement and remedial English and Math.

<sup>ii</sup> DRAFT 1A

GE First Year Experience (FYE) outline

September 8, 2004

#### **Basic Principles**

- Professional Development for all Faculty teaching in First Year Experience (FYE) GE classes (all 100-level GEs), funded within faculty unit-based work-load
- Predicated on connectivity with all six points of GE "PATH"
- Agreement between Departments and GE on course goals and standards that are consistent and sustainable across all sections
- Assessment tools and feedback loops applied to all GE classes
- No loss in tenure-track lines, commitment to long-term lecturers

#### **Fall GE curriculum for all freshmen**

- Global topic selected annually, multi-disciplinary perspectives

- Large Lecture/ Small Seminar model (L/S).
- Approximately 80 sections (15 x 80 =1200 freshmen)
- Continuum of learning skills components
- Continuum of co-curricular content
- Lectures of common content delivered to all students, seminars with 1-15 FSR in seminars, with Student Service Professionals (SSP) and Peer Mentor (PM) teams in place
- 9 units, funded from A2, A3 and EMT streams. Stipends for 1-time lecturers
- Students free to take additional 100-level GE courses, or courses within majors
- Room in students' schedules for remedial courses in Writing or Math

3 hour blocks x 3 meetings per week	Day 1	Day 2	Day 3
<b>Curricular</b> 1 hour and 20 minutes	<b>Seminar:</b> Learning community section (LCS) 15 students, 1 faculty, 1 SSP, 1 Peer Mentor Expository Writing, Analytical Reading, Critical Thinking	<b>Large lecture:</b> combining all LCS sections All freshmen in 450-1500 students Weekly content-framing lecture	<b>Seminar:</b> Learning community section (LCS) 15 students, 1 faculty, 1 SSP, 1 Peer Mentor Expository Writing, Analytical Reading, Critical Thinking
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Co-curricular</b> 1 hour and 20 minutes	-Advising sessions -EMT topics -Group building activities	SSPs meet w/ students Peer mentor Section faculty breakout meeting	Writing, InfoComp & Research instruction and Feedback loops

### Spring GE curriculum for all freshmen

- Humanities 200 sections offered on multiple content sets (3-4 units). Renumbered to 100-level courses. 25-40 SFR expectations in 100-level sections
- Could remain 200-level, but taught to sophomores. Higher SFR expectations
- Two courses from "passion strands" that students select to enhance direction toward choice of Major or Discipline (3-4 units each). EXAMPLES:
  - A. Theatre student takes a theatre GE and an English Lit class.
  - B. Biology student takes a Geology class and an Environmental Studies class
  - C. Political Science student takes a Psychology class and a US History class

<sup>iii</sup> Single set of multi-disciplinary lectures of around a common problem-based "global topic" delivered to all freshmen. LCS faculty would select "Global topic" annually. LCS faculty would be responsible for choosing lecturers and appropriate readings to support or to provide alternative viewpoints to individual lecture content and lecturer point-of-view.

<sup>iv</sup> Multiple sets of multi-disciplinary lectures around a variety of problem-based "global topics." Freshmen would have a menu lecture series among which to choose. LCS faculty would select "Global topics" annually. LCS faculty would be responsible for choosing lecturers and appropriate readings to support or to provide alternative viewpoints to individual lecture content and lecturer point-of-view.

For example, Dr. Nathan Rank (Biology) offers possible broad category cross-disciplinary lecture series topics that involve 2-3 of the Schools.

- Relationships between humanity and the natural world (Unit 1: artistic and literary representations of nature; Unit 2: history of the conservation movement in the U.S. and/or globally; Unit 3: human impacts on the atmosphere and biosphere).
- Foundations of human behavior and culture (Unit 1: historical perspective on development of language and settled civilizations; Unit 2: the human experience revealed in artistic expressions from the Paleolithic to the present; Unit 3: human behavior and its relationships to animal behavior and communication)
- Development of an American nation and identity (Unit 1: Resource utilization (water, land, biotic resources) from prehistory to the present; Unit 2: American politics and its origins; Unit 3: Development of American mass culture)
- Concepts of human races (Unit 1: Social/historical constructs of race; Unit 2: evolutionary diversification of humans and relationships to racial categories; Unit 3: representations of race in literature)