**Storyboard Reflections: Inspirations for your 1 + 1 FYE program as you work through storyboards**

**Prompt Questions:**

1. What ideas are you generating that are worth noting for planning purposes?
2. What connections are you making as you proceed through the storyboards that you don’t want to forget?

**Note:** You will proceed through the storyboards in a variety of ways. Do not feel like you must move through them sequentially. You may find as you start that you are addressing later storyboards as you discuss the current storyboard you are on. That’s okay!! ☺

**Storyboard #1: Defining the Audience**

**Prompt Questions:**

1. Think about your experiences with freshmen. What appeals to them and what engages them?
2. What doesn’t work with freshmen?
3. What do we need to be aware of when working with freshmen?
4. **What types of feedback do freshmen need and how often do they need it in order to best support their learning?**
5. **What are the types of experiences that connect with freshmen and their learning?**
6. How do freshmen learn?
7. What do we need to do as faculty members to help freshmen? And, what connections do we need to make for freshmen?

**Results:**  A better understanding of the freshmen you will be working with.**Storyboard #2: Big Questions/Themes for FYE**

**Prompt Questions:**

1. What are potential themes in your program?
2. What are “big questions” that could guide your program?

**Results:** A list of “big questions” that could be pursued in the ILC. By the end of this workshop, we would like you to determine what your “big question”.

**Story Board #3: Create a Research Assignment and Test Availability of Appropriate Resources**

Note: The research assignment can take many forms (debate, case study, production, exhibition, survey, etc.).

**Prompt Questions:**

1. What are possible research assignments for addressing the question/theme?
2. Are sufficient resources available on the preselected topics (both quality and quantity)?
3. Consider the skills needed to complete the assignment. Is it appropriate for freshmen?
4. Consult with the librarian to test the viability of potential topics and locate relevant sources.

Note: The Fundamentals of Academic Writing Rubric needs to be consulted when developing research papers/projects being submitted for the portfolio. Each student must submit an individual writing component that incorporated all aspects of the Fundamentals of Academic Writing Rubric.

**\*\*\*\*Results: Produce a list of appropriate sources related to preselected topics.**

**Storyboard #4: Course Mapping**

**Prompt Questions:**

1. How do you need to sequence assignments to give students time to fully develop the skills?
2. How can you set up the assignments that allow students to see their purpose instead of just being a check-off list?
3. Are there places where assignments can be repeated to reinforce key skill sets?
4. What is the logical sequence for completing the assignments? (What do the students need to know in order to do the assignments—content and skills)
5. How do you scaffold the content and skills to prepare the students for completing the assignments?
6. How can you use the required elements of discussion and writing (annotated bib and research project) to be part of a discussion rather than simply check-offs? How do you use the placement of assignments to set the stage for the next assignments and how do they build on one another?
7. How do you spread assignments in the three classes so that they don’t all come due at the same time?
8. **Use the “ILC Requirements 2014” handout and the ILC Syllabus Template to plug in your proposed assignments. What sequencing issues arise? What do you perceive you will need support for?**

**\*\*\*\*Results: A semester matrix**

**Storyboard #5: Grading**

**Prompt Questions:**

1. How will the grade for the ILC be determined?
2. What will inform the midterm grade?
3. How will you integrate the required rubrics (used for assessment purposes rather than determining a grade) and your own grading rubrics?

**Results:** Details that will be included in syllabi.

**Storyboard # 6: Construction of ILC Syllabus**

**Prompt Questions:**

Using the ILC Syllabus Template create a course syllabus for your ILC course.

**Results:** Details that will be included in syllabi. Please be ready to share your syllabus at the February FYE FLC meeting. **Storyboard #: 7 Program Description**

**Prompt Questions:**

1. **Write three paragraphs.** 
   1. Paragraph 1 is an overview of the program’s theme and purpose. Include the big question and the assignment being used to deliver the content in the ILC.
   2. Paragraph 2 and 3 are overview of the content in the program. Be sure to introduce yourself.
   3. Mention any field trips or special projects in the FYE program.
   4. Mention any prerequisites or major requirements. (eg. Note: You must take this FYE program to start a major in Chemistry, engineering Science or Physics.
   5. At the end, list each course number, course title, and number of credit hours.

[eg. ENGL 234 60 The Language of Film 3 SH (GEH)]

**Results:** Official FYE program description provided to students for registration. Students will use this description to select their FYE program. This will be completed during our March meeting.