



Fogg, Lyle Eugene

A00420547

Last, First Middle

Student ID

**TRANSFER CREDIT:**

Start	End	Credits	Title
09/1978	08/1987	135	Saint Martin's University

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
04/2019	06/2019	4	<b>Writing From Life</b> 2 - Creative Writing 2 - American Literature
06/2019	09/2019	8	<b>A Writer's Paradise</b> 4 - Creative Writing 4 - Literature Studies
09/2019	12/2019	8	<b>Foundations of Ecology</b> 8 - Ecology: Physiological, Population, Community, and Ecosystem Concepts
01/2020	03/2020	4	<b>Photography, Digital</b> 4 - Art
09/2020	12/2020	4	<b>Show Me the Numbers: Statistics for Social Sciences</b> 4 - Social Statistics
01/2021	03/2021	4	<b>Critical Indigenous Studies: Research Methodologies and Methods</b> 2 - Writing 2 - Critical Indigenous Studies
03/2021	06/2021	4	<b>Agroforestry Systems</b> *4 - Agroforestry Systems
06/2021	09/2021	5	<b>Neurobiology</b> *5 - Neurobiology
09/2021	12/2021	4	<b>Atoms, Molecules and Reactions</b> *4 - Experimental Design
01/2022	03/2022	4	<b>Critical Indigenous Studies: Rooted: Food Players, Policy, and Power</b> 2 - Critical Indigenous Studies 2 - Food Policy

**Cumulative**

184 Total Undergraduate Credits Earned



Fogg, Lyle Eugene

A00420547

Last, First Middle

Student ID

**January 2022 - March 2022: Critical Indigenous Studies: Rooted: Food Players, Policy, and Power**

4 Credits

**DESCRIPTION:**

Faculty: Kendra Aguilar, MPA

*Critical Indigenous Studies (CIS): Rooted: Food Players, Policy, and Power* was an intermediate course that moved from theory to practice and focused on the major players in our food systems and their often competing agendas, as well as how Indigenous communities and Tribes are informing policy and implementing change as part of a food revolution to benefit the planet and future generations. It was part of a non-sequential series that examined historical injustices responsible for the complex and inequitable food systems we experience today, from an Indigenous lens and critical analyses. The course materials included chapters from books such as *Indigenous Food Sovereignty in the United States*, films such as "As Long as the River Runs," and recorded interviews and live presentations from Indigenous leaders, in order to honor the grassroots efforts of these visionaries to restore control over food production, distribution, and access back to their communities.

Discussions included critical reflection of Food Policy and Federal Indian Policy, and other historical events, that are foundational to understanding Native American social movements aimed at food justice and food security, locally and throughout the United States. Specific topics included local treaties, Native rights, colonization and decolonization, traditional and healthy foods, Tribal food sovereignty, local food production, food policy, and activism. The goal of this course was to add to a foundation of knowledge to support further academic work and create opportunities to put into practice some of the crucial tools, such as policy work, needed for civic engagement in the food sovereignty/food justice movements.

**EVALUATION:**

Written by: Kendra Aguilar, MPA

During this course, Lyle succeeded in achieving all objectives and outcomes and expressed an excellent ability to engage with Indigenous knowledge and critical thinking and writing skills. Lyle was able to articulate key terms and concepts relating to policy as a powerful tool in Tribal foods sovereignty and Indigenous food justice movements by synthesizing a variety of course resources and materials, as well as personal knowledge, and responding to questions and conversation during weekly seminars and small group discussions. Students also got the opportunity to take their learning from theory to practice and support food justice activism by participating in an online community action for saving the Yellowstone buffalo herds.

Lyla was also able to define and practice the criteria for effective food policies by constructing a brilliant policy brief on growing food leadership in education through STEM, athletics, and inter-Tribal business programs, resulting in a thoughtful critique of such policies with respect to evidence-base, adequacy of implementation and impact, and forces which hinder or help their implementation. The brief was accompanied by a policy letter addressed to key stakeholders and decision makers, in order to introduce the issue while engaging with concise, skillful, and persuasive letter writing as part of a broader social justice initiative.

Lyle's final work for the quarter was a demonstration of the cumulative knowledge of the course themes via an insightful visual-based essay that was shared with the class, combining imagery with Indigenous and western research methodologies. Through this wonderful presentation, Lyle was able to identify an important Indigenous food justice issue amenable to policy intervention, as well as the major players in food systems and their agendas, resulting in a display of considerable learning and knowledge



Fogg, Lyle Eugene

A00420547

Last, First Middle

Student ID

regarding the impacts of food system actors, agendas, and activities, especially on Tribal nations and Indigenous communities.

Lyle was a bright and dynamic student and was a valuable contributor to the learning community. It was a pleasure learning with and from Lyle regarding how our communities are mitigating the impacts of settler colonialism on Indigenous food systems, while promoting traditional ecological knowledge (TEK) and ways of being and knowing as the solution and way forward towards a more sustainable future for all.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

2 - Critical Indigenous Studies

2 - Food Policy



Fogg, Lyle Eugene

A00420547

Last, First Middle

Student ID

**September 2021 - December 2021: Atoms, Molecules and Reactions**

4 Credits

**DESCRIPTION:**

Faculty: Rebecca Sunderman, Ph.D.

Atoms, Molecules, and Reactions was a year-long, upper-division science program that included course work in Thermodynamics (fall), Advanced Inorganic (fall), Experimental Design (fall), Chemical Kinetics (winter), Quantum Mechanics (winter), Scientific Ethics (winter), Advanced Chemistry Lab (spring), and Solid State Chemistry (spring).

Students experienced lectures, workshops, homework, examinations, both individual and group projects and emphasis was also placed on scientific writing, public speaking, and issues of science and society.

**EVALUATION:**

Written by: Rebecca Sunderman, Ph.D.

Lyle was a valued member of the learning community for the Experimental Design portion of the Atoms, Molecules, and Reactions program. Lyle was in regular attendance and submitted quality work. Lyle was an active participant in peer review workshops and provided useful feedback to others. Lyle was successful extracting information from academic sources and developing a laboratory experiment by adapting from the literature. Lyle's experiment with colloidal cadmium sulfide spheres reflected Lyle's strength for scientific writing. Colleagues praised the professional appearance of Lyle's final experiment. This was an excellent quarter for Lyle.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

\*4 - Experimental Design

\* indicates upper-division science credit



Fogg, Lyle Eugene

A00420547

Last, First Middle

Student ID

**June 2021 - September 2021: Neurobiology**

5 Credits

**DESCRIPTION:**

Faculty: Nancy C. Murray, Ph.D.

This course in neuroscience covered the topics of cellular neurophysiology, membrane potential, action potentials, synaptic transmission, somatosensory and motor systems, olfaction, audition, vision, molecular biology of channels and receptors (focus on voltage-dependent channels and neurotransmitter receptors), learning and memory, and developmental neurobiology. Students used the text, *The Mind's Machine: Foundations of Brain and Behavior*, 4th ed., by Watson and Breedlove. Students were evaluated on the basis of weekly quizzes and weekly problem sets. Each week, students watched asynchronous lectures and participated in a synchronous Zoom session.

**EVALUATION:**

Written by: Nancy C. Murray, PhD

Lyle was an intelligent and intellectually curious student who has made strong progress in this fast-paced neurobiology course. He had a perfect attendance record and was actively engaged in all course activities. Lyle's performance on the weekly quizzes indicated an excellent ability to address scientific questions in a logical manner, demonstrating his ability to understand complex concepts of molecular and cellular neuroscience. His problem sets similarly demonstrated a deep understanding of the material. Lyle was an active participant during the live Zoom sessions, often raising interesting questions or sharing related information with his classmates. Overall, Lyle has learned a great deal in this fast-paced course and has earned upper-division science credit for his efforts.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5**

\*5 - Neurobiology

\* indicates upper-division science credit



Fogg, Lyle Eugene

A00420547

Last, First Middle

Student ID

## **March 2021 - June 2021: Agroforestry Systems**

**4 Credits**

### **DESCRIPTION:**

Faculty: Steve Scheuerell, Ph.D.

The Agroforestry Systems course introduced students to diverse temperate and tropical land management systems that intentionally integrate woody perennial plants with other crops and/or livestock to produce environmental, economic, and social benefits. Students discussed and responded to assigned questions related to scientific journal articles that emphasized abiotic constraints and ecological interactions between agroforestry system components. Students also searched databases for journal articles on assigned themes, posted commentary, and shared links to videos that they found to show agroforestry practices in action.

### **EVALUATION:**

Written by: Steve Scheuerell, Ph.D.

In completing the advanced agroforestry coursework, Lyle's discussion contributions and detailed written assignments showed excellent understanding of tropical and temperate climate agroforestry principles and practices. Lyle could clearly describe the ecological structure and functions for the agroforestry practices of silvopasture, alley cropping, forest farming, food forests, riparian forest buffers, and windbreaks. Lyle's work showed a very strong ability to discuss management complexity and the environmental, economic, and social consequences of adopting these practices, especially climate change mitigation and adaption potential.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

\*4 - Agroforestry Systems

\* indicates upper-division science credit



Fogg, Lyle Eugene

A00420547

Last, First Middle

Student ID

**January 2021 - March 2021: Critical Indigenous Studies: Research Methodologies and Methods**

4 Credits

**DESCRIPTION:**

Faculty: Carmen Hoover, MFA

Aileen Moreton-Robinson states in the introductory essay of the anthology, *Critical Indigenous Studies*: "...critical indigenous studies is flourishing and transitioning into a discipline, a knowledge/power domain where distinct work is produced, taught, researched, and disseminated by Indigenous scholars." We used Indigenous content to expand our academic and creative writing through the writing process, as well as comparing and contrasting western content to gain multi-perspectives, in order to understand and use Indigenous and Western research methodologies and methods in our academic work. This course began with an overview of the writing process and elements of close reading and academic writing then moved into research methodologies and methods. This was an inclusive environment for any student wanting to strengthen their writing, critical thinking, and research skills.

**EVALUATION:**

Written by: Carmen Hoover, MFA

Lyle Fogg wrote a consistently strong journal that grew in depth over the course of the quarter. The low-stakes writing became a place for rapid growth when it came to idea development, writing on demand, and grappling with the exploratory demands of research. This led to the development of effective, efficient writing habits and applied effective strategies for writing on demand and project planning.

Lyle played a leadership role in an assigned writing team and this led to strong planning within the framework of the writing process. The resulting essays were sturdy in structure, expressive in voice, and complex in design. The critical foundations of thesis, purpose, audience, and voice were well-matched. The growth in planning, research, and voice created a powerful address in response to the variety of composition modes assigned.

The resulting portfolio demonstrated the exploration of methods and methodologies through Indigenous research praxis and critical thinking. While pursuing research in the area of problem-solving, Lyle excelled in flexible thinking, team work, and course leadership while engaged in composition for personal style and writing in community.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

2 - Writing

2 - Critical Indigenous Studies



Fogg, Lyle Eugene

A00420547

Last, First Middle

Student ID

**September 2020 - December 2020: Show Me the Numbers: Statistics for Social Sciences**  
4 Credits

**DESCRIPTION:**

Faculty: Wenhong Wang, Ph.D.

This introductory course of social statistics covered the concepts and procedures in descriptive statistics and the beginning part of inferential statistics. The topics covered included the research process, levels of measurements, measures of central tendency and variability, the normal distribution, and part of hypothesis testing.

Throughout this course, social statistics was treated as a tool for research with a focus on investigating and explaining the relationships between variables, interpreting research material using statistical tools. Course activities included pre-recorded mini-lectures, workshops and group and individual exercises. Besides regular homework, the students took two tests and were also required to do a mini group research project on a topic of their own choosing using survey method. After collecting the data, the group analyzed the data, wrote a research report and did a final oral presentation.

**EVALUATION:**

Written by: Wenhong Wang, Ph.D.

Lyle entered the course with strong mathematical skills. A dedicated and engaged student, Lyle mastered all of the class material and earned full credit. Lyle had perfect attendance; his assignments were mostly complete and accurate; he did an excellent job on his tests. In class, Lyle stayed on task, and was often a leader in group work.

For his group research project, Lyle and his partners studied the relationship between pet ownership and mental health. They demonstrated a firsthand understanding of the research process and statistical analysis through an informative report and thoughtful presentation. The meaningful lessons they shared about the research process deepened the learning of the class.

Lyle is well prepared to further his study in inferential statistics and beyond.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 - Social Statistics





Fogg, Lyle Eugene

A00420547

Last, First Middle

Student ID

**January 2020 - March 2020: Photography, Digital**

**4 Credits**

**DESCRIPTION:**

Faculty: Ryan Richardson

This course focused on effective ways create successful digital photographic images. We covered digital camera operations and how to improve images by understanding basic design and photographic principles. We used Adobe Lightroom, Photoshop and Bridge for image retouching, importing, and cataloging. This class also covered various forms of output and image sharing, including slideshows, and inkjet printing. Students produced various photographic projects using themes such as line, shape, or form to improve photographic skills. The class concluded with students analyzing a historically significant photographer and creating a final portfolio of new work.

**EVALUATION:**

Written by: Ryan Richardson

Lyle Fogg met all of the learning objectives for Digital Photography. He attended class regularly, submitted all assignments, and was a contributor during class critiques. Lyle's work improved with each assignment and his attention to detail proved that he put in tremendous effort to complete each assignment. Lyle modeled the skills needed to produce college level photographic work. He spent time traveling during the quarter returning with unique well-produced photos.

In addition to creating a strong body of work throughout the quarter, Lyle's final portfolio exceeded my expectations. He studied and presented his final portfolio on Emmy-winning photographer/videographer Jimmy Chin. His analysis of Chin's work was critical, clear, and concise. His final body of work was well thought out and professionally done. Lyle clearly cared about his work; his photographs were genuine and compelling. Lyle's work for this class proved that he is a serious student, and I see a promising potential as a photographer.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 - Art



Fogg, Lyle Eugene

A00420547

Last, First Middle

Student ID

Student Self Evaluation for Photography, Digital  
01/2020 - 03/2020

My goal in taking Photography: Digital – Winter 2020 was to learn how to include photography in my work and writings concerning Environmental Sciences. My overall effort at Evergreen is to utilize writing (and communications) in my push for a degree in Environmental Sciences. Becoming proficient at photography is critical to that in a manner that basic photojournalistic skills are critical to any journalistic work.

I obtained my first digital camera to take the class, and ,following that, learning the basics of how to use and care for my camera was a great help and much of the class time was taken up with me soaking up the instruction on how to do just that. Away from class, I spent numerous hours taking pictures in various modes and with a couple of different lenses. Midway through the class I was able to obtain a tripod, enabling a further range of setting including slower shutter speeds.

My editing during the class was aided from my previous Adobe and Adobe Photoshop experience. I also branched out with this to utilize my ipad's iOS version of Lightroom for my documentary assignment. Moving between ipad, PC, flash disk and the PCs at school for printing was something that I still have a lot to learn of, but was able to utilize a workflow that minimally sufficed. I hope to use this even more in my travels and field work in the future.

My photographs, I believe, showed a range of different experimental techniques and compositing. I moved from my shop, where I focused on close ups and different objects, to the outside, where moving quickly on my camera settings became a must needed technique. I thought, that as I moved from studio type to more adventure type pictures that I was bumping up against the limits of my lenses.

Overall, my desire to learn workflow, equipment care, and basic techniques was successful. I look forward to working on my photographing, editing and publishing techniques from the field. That would support my future work in the environmental fields, and my writing.



Fogg, Lyle Eugene

A00420547

Last, First Middle

Student ID

## **September 2019 - December 2019: Foundations of Ecology**

8 Credits

### **DESCRIPTION:**

Faculty: Karen Hogan, Ph.D.

This program examined some of the foundational questions in the science of ecology. We read historically significant articles from the primary literature. Students gained experience reading and interpreting scientific research. Students were introduced to the fundamentals of analysis and presentation of quantitative information. Readings were supplemented by lecture-discussions and in-class workshops.

Major topics included hypotheses around concepts of vegetation succession including the role of plant architecture and physiological responses, flow of energy through trophic levels of an ecosystem, energy requirements and foraging efficiency in bumblebees, the relationships between diet and brain size in primate evolution, basic mathematical models of population growth and population viability analysis, and interactions between plants and herbivores as mediated by plant chemical defenses. Thermodynamic principles and evolution by natural selection were core concepts throughout the program.

The major writing assignment was a group paper that updated our understanding based on current research. Students facilitated a class discussion based on their work. Evaluation of student learning was based on multiple short quizzes, a mid-term and final exam, the group writing assignment, and participation and engagement in class activities.

### **EVALUATION:**

Written by: Karen Hogan, Ph.D.

Lyle showed a grasp of the fundamentals that we studied in this program. In some cases he had the basic facts and needed a little more work to piece them together into a mechanistic understanding of processes. He was relatively strong in his understanding of the main concepts around vegetation succession, and the concept of reproductive success as the measure of fitness that drives evolutionary change.

His group project studied the development of research on osmoregulation in Pacific salmon. They located an interesting research article from the 1930s, and worked through subsequent research over the years to show how thinking changed in response to new hypotheses and data. In particular, they were interested in how salmon make the transitions between fresh and salt water as they go down to the sea as young salmon and return as adults to breed. They included research on how salmon recognize their natal stream, with some interesting observations on changes in the brain.

Lyle was a highly dependable and fully engaged student in this program. He frequently contributed questions and comments that helped clarify the material. One of his group members noted that he contributed research on salmon gill physiology and put a lot of time and energy into putting the project together.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

8- Ecology: Physiological, Population, Community, and Ecosystem Concepts



Fogg, Lyle Eugene

A00420547

Last, First Middle

Student ID

## **June 2019 - September 2019: A Writer's Paradise**

8 Credits

### **DESCRIPTION:**

Faculty: Nancy A. Parkes, MFA

Writer's Paradise was a manuscript-focused writing program with an emphasis on peer critique, close reading, and creative process.

Students were able to enroll for the full session (16 credits) or one session (8 credits). Full session students wrote four substantial blocks of writing and revisions in the genre or genres of their choice. Single session students wrote two substantial blocks and deep revisions. All engaged in workshop writing, such as flash fiction and erasure poetry, as well as numerous literary reflections on program texts and themes.

Students engaged in program retreat weekends in addition to weekday workshops, lectures, and seminars; and developed ideas from low stakes drafts through multiple revisions. Each student constructed a unique, self-disciplined schedule for writing.

We hiked in the Hoh Rainforest in July, and at Mt. Rainier in August. Some students developed alternative activities to build observational skills and enhance creativity.

Guest speakers included Steven Hendricks, *Little is Left to Tell*; Sandra Yannone, *Boats for Women* and director of the Evergreen Writing Center; Suzanne Simons, poet, and Evergreen Faculty member; and Launa Sorenson, multi-media and social media writer, producer, and small press editor.

All students read *Gotham Writing Workshop Writing Fiction: The Practical Guide from New York's Acclaimed Creative Writing School*; *The Art of the Short Story*, edited by Gioia and Gwinn; and *Self-editing for Fiction Writers*, edited by Browne and King. First and full-session students read *If Beale Street Could Talk*, Baldwin. Second and full-session students read *Something to Declare: Essays*, Alvarez. We used student manuscripts as "texts" for reviewing the stages of writing, editing, and revision, as well as gaining practice with public readings. We used films to study the creation of distinct scenes, characters, and dialogue.

Writing, collaborative, and communication skills gained in this rigorous program will be useful academically, professionally, and creatively.

### **EVALUATION:**

Written by: Nancy A. Parkes, MFA

Lyle Fogg was fully engaged in all aspects of the second session of the program, produced work of consistently high quality, and earned full credit.

Lyle has had a 30-year-career; a rich life that fills his mind with science, sustainability, spirituality, and the Tribe that is so much of who he is. As he noted in a reflection on the program, he was on a quest to decide if he wanted to be an essayist or a journalist. What Lyle decided was that he wanted to be a *storyteller*, orally, and in writing. Each piece he writes will have a different voice and meaning, whether he is choosing to teach complex science for the benefit of future generations, or to impart meaning from his own life and memoirs.

Lyle completed and sent for publication a piece that he began prior to the second session, *Making Relatives*. Lyle took the leap of sending this to a close friend of three decades who is a practicing writer,



Fogg, Lyle Eugene

A00420547

Last, First Middle

Student ID

and gained confidence to then send this to find wider audiences. For his second piece, Lyle began a narrative in the best tradition of natural history writers who combine science and culture, using his narrative to draw readers in. "The Charge" begins,

"Call me Ten Crows. Don't call me Ten Crows like you see me calling myself Lakota and envision a deep culture and connection that grounds me to some innate spiritual heritage....Ten Crows spring from all these different versions of me. I go there when I'm trying to tell a story. I go there when I've been broken, without that wanted clay of self to hold myself together, when all I can do is burst into a cloud of black feathers and let them fly..."

Lyle has found that he has several powerful ways of using his writer's voice and is ready to adapt various literary techniques and genres to each story. His reflections on our program texts and themes show his critical and sophisticated understanding of literary technique, as well as how to adapt new discoveries to his own work.

He also spent the session developing writer's habits, from establishing writing time, to research, to revision--that will stand Lyle well as he continues turning a wisdom-filled life into stories to share with others. He is ready to lead a writer's life, as well as to engage in advanced coursework in literature and writing.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

4 - Creative Writing

4 - Literature Studies



Fogg, Lyle Eugene

A00420547

Last, First Middle

Student ID

## Student Self Evaluation for A Writer's Paradise

06/2019 - 09/2019

Living with my writing was the main lesson in Writer's Paradise, the class I attended in second session of this summer in summer 2019. To have it follow me around in each day, have it on my mind, and working out the continual process of getting it onto the page or screen, was the daily routine. I wouldn't have tried to do that in the midst of so much change in my life if something like foreknowledge were gifted to me. This same summer I would walk through the whirlwind of retiring from one 30 year long job, starting another, still making my annual pilgrimage to the mountains to sit in circle with my ancestral spirit community. Still, among all that, the drive to convert thought to words in a continual way has been an important experience.

I started out with a goal of converting one piece to final draft. Outside of class I took the step of asking an old friend, who didn't know I wrote, to mark it up for me. I should say Cherie didn't know I wrote well. I've known her for close to thirty years and have known she wrote for various magazines and was constantly into some interesting story or another. Although I talked with her about wanting to write, I'd never taken the leap. I sent her my story, *Making Relatives*, a story of how my childhood trauma was healed by the bonds of tribe, around the time class started. I've gotten her markup back. While I haven't had time to get to those corrections, mostly typos, I'm including it as part of what I did during this class. Even as I sent it to her I was making small changes. That story was on my mind and in my conversation this past week, as I set across the circle from a First Nations elder.

"Yes nephew", she said. "We do have a ceremony called Making Relatives." She smiled. It was the week I learned that she too was a teller of stories.

The pieces that I read for class this summer were ones that will sit with me for a while. Whether it was on the screen or in the Beale Street novel, James Baldwin will stand out for me as a bright flame of alacrity. I also will go back to the essays of Alvarez to see some of the best examples of what it is, exactly, that I want to do.

And it's in that idea, what I want to do, that I think I began to see the lesson in the whirlwind this summer. Because at first I thought it was a difference between personal essays and journalism. I thought I was seeing a path forward where I might have some close held emotional writings and the harder work that can make me money. But now, after pushing myself to produce, I'm realizing that there's another piece in between, story. Story is what the words want to be. I also believe that story is what I want to have for my contribution too. This past week I also enjoyed the old style of sitting at a campfire and telling the story, a longer version of *Making Relative*. So while that particular telling was not fiction, the telling of it was something special. I think I'll call that story. This week, as my busy life is settling down, I'll be sending it out. That was a goal for me with this Writer's Paradise class.

I don't believe I hit the output mark in class due to the demands of my job change. I struggled to put a first piece together, *The Charge*, and was satisfied that I was able to follow the arc of that story through to a ending point that I believe will work. The second piece, *A River of Grass*, was meant to be my first foray into a journalist piece. It seemed to grow beyond my capabilities. I think this was an important lesson for me regarding how much I can expect to achieve, in terms of credit hours and workload.

All in all, though, if I can continue with these routines and habits I've been growing here, it will have been a good starting point.



Fogg, Lyle Eugene

A00420547

Last, First Middle

Student ID

## **April 2019 - June 2019: Writing From Life**

4 Credits

### **DESCRIPTION:**

Faculty: Nancy A. Parkes, MFA

This two-tiered course assisted future Prior Learning from Experience Students in writing documentary essays for academic credit and offered a separate group, Creative and Effective Writers, space to strengthen their writing in a semi-independent setting. Writing from Life serves as the prerequisite for Evergreen's Prior Learning from Experience, a sequence of courses for students with college level or community-based experience, to write essays connecting academic theory and experiential learning. These students wrote a preliminary autobiography and gained a foundation in analyzing their professional and community work for evidence of academic credit criteria. Future PLE students learned research methods to provide academic narratives and citations to their work. They wrote drafts of a first documentary learning essay that will eventually be turned in for independent faculty review. The rigorous Prior Learning Program is highly participatory, engages in readings on adult pedagogy/learning, and provides sophisticated feedback. Students reviewed successful documentary learning essays and met with graduates of the program.

The Creative and Effective Writing section of the program is designed to create a limited number of space for students with a foundation in college writing who have committed to work in a semi-independent setting with significant peer feedback, faculty feedback on two main pieces, and one-on-one faculty availability initiated by students for office hours. Students were assigned numerous writing exercises with the opportunity to read in subsequent classes.

Both sections explored literary techniques for deriving, clarifying, and expressing meaning from life experiences. Students explored "what makes effective writing," and ways to strengthen critical reading. Each offered a presentation on a grammatical issue. All students were encouraged to meet in depth with faculty during office hours, as well as to work with writing groups and Evergreen's excellent Writing Center. Texts included *The Things They Carried*, by Tim O'Brien; selected essays from Best American Essays of the Century; *The Yellow Book of Grammar*; *The Associated Press Stylebook*, an essay by Dr. Cheryl Simrell King on students' working class origins, *What's a Nice Girl Like You Doing in a Place Like This*, and Adam Gopnik's *Bumping into Mr. Ravioli*.

### **EVALUATION:**

Written by: Nancy A. Parkes, MFA

Lyle Fogg had a strong first quarter at Evergreen, earned full academic credit, and demonstrated academic growth in key areas as a member of the Creative and Effective writing section. These included deepening his already strong critical reading skills as well as his writer's literary tool set.

Lyle wrote two major pieces this quarter. On one, he earned my rare "Wow! This is well worth polishing and publishing." In "Night Lights," Lyle has a powerful narrative voice, great variation of sentence structure and rhythm, exquisite details, pop-off-the-page characters, and strong scenes. His second piece, "On-Ramp," Lyle experimented with a stylized creative piece on wellness. This has the same attributes.

He wrote several, shorter assigned pieces to develop various techniques. Each of these demonstrates Lyle's versatility as a writer. Lyle's reflections on course texts show his thoughtfulness about literary techniques and architecture. He is ready to continue with an array of courses and programs. I hope he continues to write--the world needs his voice.



Fogg, Lyle Eugene

A00420547

Last, First Middle

Student ID

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

2 - Creative Writing

2 - American Literature





The Evergreen State College • Olympia, WA 98505 • [www.evergreen.edu](http://www.evergreen.edu)

## EVERGREEN TRANSCRIPT GUIDE

**Accreditation:** The Evergreen State College is fully accredited by the Northwest Commission on Colleges and Universities.

**Degrees Awarded:** The Evergreen State College awards the following degrees: Bachelor of Arts, Bachelor of Science, Master of Environmental Studies, Master of Public Administration and Master In Teaching. Degree awards are listed on the Record of Academic Achievement.

### **Educational Philosophy:**

Our curriculum places high value on these modes of learning and teaching objectives:

- Interdisciplinary Learning
- Collaborative Learning
- Learning Across Significant Differences
- Personal Engagement
- Linking Theory with Practical Applications

Our expectations of Evergreen Graduates are that during their time at Evergreen they will:

- Articulate and assume responsibility for their own work
- Participate collaboratively and responsibly in our diverse society
- Communicate creatively and effectively
- Demonstrate integrative, independent, critical thinking
- Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines, and,
- As a culmination of their education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

Our students have the opportunity to participate in frequent, mutual evaluation of academic programs, faculty and students. In collaboration with faculty and advisors, students develop individual academic concentrations.

### **Academic Program**

Modes of Learning: Evergreen's curriculum is primarily team-taught and interdisciplinary. Students may choose from among several modes of study:

- **Programs:** Faculty members from different disciplines work together with students on a unifying question or theme. Programs may be up to three quarters long.
- **Individual Learning Contract:** Working closely with a faculty member, a student may design a one-quarter-long, full-time or part-time research or creative project. The contract document outlines both the activities of the contract and the criteria for evaluation. Most students are at upper division standing.
- **Internship Learning Contract:** Internships provide opportunities for students to link theory and practice in areas related to their interests. These full- or part-time opportunities involve close supervision by a field supervisor and a faculty sponsor.
- **Courses:** Courses are 2-6 credit offerings centered on a specific theme or discipline.

The numerical and alpha characters listed as Course Reference Numbers designate modes of learning and are in a random order.

### **Evaluation and Credit Award:**

Our transcript consists of narrative evaluations. Narrative evaluations tell a rich and detailed story of the multiple facets involved in a student's academic work. A close reading of the narratives and attention to the course equivalencies will provide extensive information about student's abilities and experiences. Students are not awarded credit for work considered not passing. Evergreen will not translate our narrative transcript into letter or numeric grades.

**Transcript Structure and Contents:** The Record of Academic Achievement summarizes credit awarded, expressed in quarter credit hours. Transcript materials are presented in inverse chronological order so that the most recent evaluation(s) appears first.

Credit is recorded by:

**Quarter Credit Hours:** Fall 1979 to present

**Evergreen Units:** 1 Evergreen Unit (1971 through Summer 1973) equals 5 quarter credit hours

1 Evergreen Unit (Fall 1973 through Summer 1979) equals 4 quarter credit hours

### **Each academic entry in the transcript is accompanied by (unless noted otherwise):**

- The Program Description, Individual Contract or Internship Contract which explains learning objectives, activities and content of the program, course or contract.
- The Faculty Evaluation of Student Achievement provides information on specific work the student completed and about how well the student performed in the program or contract.
- The Student's Own Evaluation of Personal Achievement is a reflective document written by the student evaluating his or her learning experiences. Students are encouraged but not required to include these documents in their official transcript, unless specified by faculty.
- The Student's Summative Self Evaluation is an optional evaluation summarizing a student's education and may be included as a separate document or as a part of the student's final self- evaluation.

Transfer credit for Evergreen programs, courses and individual study should be awarded based upon a careful review of the transcript document including the course equivalencies which are designed to make it easier for others to clearly interpret our interdisciplinary curriculum. These course equivalencies can be found at the conclusion of each of the Faculty Evaluation of Student Achievement.

The college academic calendar consists of four-eleven week quarters. Refer to the college website ([www.evergreen.edu](http://www.evergreen.edu)) for specific dates.

This record is authentic and official when the Record of Academic Achievement page is marked and dated with the school seal.

All information contained herein is confidential and its release is governed by the Family Educational Rights and Privacy Act of 1974 as amended.

If, after a thorough review of this transcript, you still have questions, please contact Registration and Records: (360) 867-6180.