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The Evergreen State College  
Registration and Records  
2700 Evergreen Pkwy NW  
Olympia, WA 98505  
Telephone: 360-867-6905  
School Web Page: [www.evergreen.edu](http://www.evergreen.edu)  
Accreditation: Northwest Commission on Colleges and Universities (NWCCU)

## Student Information

Student Name: Duncan Riley Malone  
Numeric Identifier: A00408267  
Student Email: awesomedm@gmail.com

## Receiver Information

The Evergreen State College, Graduate Admission  
2700 Evergreen Pkwy NW  
Olympia, WA 98505



## Document Information

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# Transcript Delivery Page

The Evergreen State College - Olympia, Washington 98505

Malone	Duncan	Riley	A00408267
Last	First	MI	Student ID

## Student Info

id	A00408267
name	Duncan Riley Malone
email	awesomedm@gmail.com
birth date	Jan 30

## Delivery Info

to	The Evergreen State College, Graduate Admission
in network - receiver	The Evergreen State College
fice	008155-GRA
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## Record of Academic Achievement

Transcript Summary Document for  
The Evergreen State College - Olympia, Washington 98505

Malone	Duncan	Riley	A00408267
Last	First	MI	Student ID

**DEGREES CONFERRED:**

Bachelor of Arts

**TRANSFER CREDIT:**

Start	End	Credits	Title
09/2015	06/2017	90	South Puget Sound Community College

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2017	03/2018	32	<b>Emotional Intelligence and Organizational Behavior</b> <i>4 - Emotional Intelligence</i> <i>4 - Intra- and Inter-Personal Communication</i> <i>4 - Organizational Psychology</i> <i>3 - Digital Device and Mindfulness Practice</i> <i>3 - Essentials of Group Work</i> <i>4 - Organizational Ethics</i> <i>4 - Theories of Personality</i> <i>2 - Diversity and Inclusion</i> <i>4 - Quantitative Psychology Research</i>
04/2018	06/2018	16	<b>Investigating the Mind-Body: Physics and Methods of Medicine</b> <i>6 - Conceptual Modern Physics for the Life Sciences with Lab</i> <i>4 - Global Systems of Holistic Medicine</i> <i>2 - Mind-Body Practices</i> <i>4 - Nature of Consciousness Studies and Science</i>
06/2018	09/2018	4	<b>Grammar for Teachers</b> <i>4 - Grammar for Teachers</i>
09/2018	03/2019	20	<b>The Age of Irony: U.S. History in the 20th Century</b> <i>4 - -20th Century American Literature and Culture</i> <i>2 - 20th Century American History: 1910-1930</i> <i>4 - 20th Century American History: 1939-1965</i> <i>4 - American Literature: Non-Fiction</i> <i>2 - -Multicultural Children's Literature</i> <i>4 - Adolescent Literature</i>
09/2018	12/2018	4	<b>Experiments in Text</b> <i>2 - Poetry and Poetics</i> <i>2 - Literary Arts</i>
01/2019	03/2019	4	<b>Teaching Through British Literature</b> <i>4 - 19th Century British Literature</i>



# Record of Academic Achievement

Transcript Summary Document for  
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Malone	Duncan	Riley	A00408267
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## EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
04/2019	06/2019	16	<b>Epic Journeys: From Homer to Dante</b>
			4 - <i>World Literature: The Greek and Roman Epic</i>
			4 - <i>World Literature: Dante's Divine Comedy</i>
			4 - <i>Religious Studies: Late Antique and Medieval Christian Literature</i>
			4 - <i>Expository Writing</i>

## Cumulative

186 Total Undergraduate Credits Earned



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"Only through our connectedness to others can we really know and enhance the self. And only through working on the self can we begin to enhance our connectedness to others." —Harriet Goldhor Lerner

It is with an insatiable hunger for knowledge that I pursue my education in communication, psychology, and writing; much like my activism, the strenuous work and intellectual rigor required of me in my studies is not a means to an end, but a perpetual process of learning to enhance myself. I am driven to learn by the impetus of reaching an ascent of personal happiness and creating a stronger connectedness to others.

With continuous complexities in globalization, technology, politics, social responsibility, demographics and multiple generations in the workplace, leadership and management roles and responsibilities in organizations have become increasingly complicated. Focused on developing mindful and self-aware leadership skills, I enrolled in the program Emotional Intelligence and Organizational Behavior, with an aspiration to explore the transformative nature of communication through an alternative lens. I learned of the multiple facets of emotional intelligence, such as self-awareness, empathy, motivation, managing emotions, and managing relationships. In gaining an understanding of leadership styles and key aspects of communication, I learned about conflict management, and how different communication styles may impact my effectiveness, self-control, and personal adaptability. Through developing this focus I am more confident in my ability to inspire and engage others in building sustainable work communities.

Furthering my love of communication, I took steps to challenge my understanding of language and meaning. Experiments in Text was a rigorous crash course in exploring the writing process, emphasizing a consistent question throughout the program: how can writing make the imperceptible perceptible? I was determined to deeply analyze my own writing style and attempt to incorporate new concepts such as evoking, eliding, tone of voice, tempo, and embracing constraints as a writer. One of the many phenomenal writing pieces we examined includes that of Tender Buttons by Gertrude Stein. This was an important example for me in developing my understanding of making the imperceptible perceptible; utilizing cubism to destroy, dissect, and reassemble an object, rendering it suddenly clearer in capturing its essence. By refining my proficiency in writing, I can more aptly communicate my thoughts and ideas to other members of my community.

Eager to utilize my skills in communication and leadership with my passion for literature, I developed the individual learning contract Teaching Through British Literature. Through this course, I was able to manage a time-oriented schedule to productively analyze different elements of the texts while thoughtfully engaging students in the material. While reading through the texts and constructing lesson plans, I focused on my main objective, developing a desire to read and write in students, nurturing their individual ambitions to learn and grow. As with any workplace, your productivity is directly impacted by your motivation. By constructing my curriculum with an emphasis on engaging students, they will become more motivated to learn, pay closer attention in class, and will retain a better understanding of literary elements present in the texts.

Through Evergreen, I have seen the transformative capacity of language. Our ability to communicate within our communities and work collaboratively are skills that are imperative to our success in the twenty-first century. I believe each person holds a diverse perspective, and by working in unison our collective imagination and insight can foster real solutions. My goal is to make sure that each person is armed with a voice to share their perspective. Through our connectedness, we are able to reach new heights as a community and make a positive impact on the future.



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**April 2019 - June 2019: Epic Journeys: From Homer to Dante**

16 Credits

**DESCRIPTION:**

Faculty: Steve Blakeslee, Andrew Reece

*Epic Journeys: From Homer to Dante* engaged students and faculty in the study of epic poems and personal narratives in which the central characters undertake a life-changing journey. Our shared texts encompassed Homer's *Odyssey*, Virgil's *Aeneid*, St. Augustine's *Confessions*, and Dante's *Divine Comedy*. By means of close analysis, we discovered and discussed themes such as courage, honor, fidelity, fate, divinity, mortality, pilgrimage, transcendence, and the power of storytelling. Students also read one additional book of their choice that addressed similar themes or formal properties, and they prepared a summary of that book for a program bibliography.

The main objectives of the program were to gain a knowledge of foundational texts in world literature and philosophy, experience in reading sustained and complex narratives, an understanding of the interplay between form and thought in various genres, and greater facility with expository and creative writing.

Class time was devoted heavily to book seminars and also featured faculty lectures and writing workshops. Students wrote interpretive essays on the *Odyssey* and the *Aeneid*, and an integrative essay that drew on the *Confessions*, the *Divine Comedy*, and other works, including their individual book choice, to develop an argument about a topic of interest to both the authors and the students themselves. Additionally, they proposed, completed, and presented a creative project that allowed them to expand on the questions that we were considering by means of verse, prose, game design, visual art, or performance. All of these projects were completed in multiple drafts or versions for review by peers and faculty. Finally, student teams took leadership for the last common class of each week, a symposium for which they designed an activity based on the week's reading and discussions.

Students were assessed on the basis of participation in class sessions, demonstrated understanding of our program materials, and satisfactory completion of all assignments.

**EVALUATION:**

Written by: Steve Blakeslee

Throughout the quarter, Duncan was an attentive and inquisitive student who applied himself steadily to the materials and methods of "Epic Journeys." Based on my review of his portfolio and in-class work, he has clearly met the objectives of our program, particularly in gaining a greater exposure to foundational texts. Duncan's commitment to the program was reflected in his near-perfect attendance and his observance of all submission deadlines; he also took full part in seminars, peer-review sessions, and small-group work on close reading. At our end-of-quarter presentations Duncan frequently offered good questions and supportive comments to his classmates, thereby strengthening our sense of community. He also participated in the planning of two symposium sessions, generating ideas for group activities and helping to carry them out.

In his expository writing this quarter, Duncan pursued a variety of topics and themes. His first interpretive essay considered the double standards applied to women in Homer's *Odyssey*; his second interpretive essay explored Virgil's tendency toward imperialist propaganda in the *Aeneid*. In each case Duncan communicated his engagement with the texts and supported his discussions with relevant citations. By means of his individual book choice, Plato's *Symposium*, Duncan deepened his understanding of classical philosophy; he also wrote a useful summary of this work for our program bibliography.



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Duncan completed his analytical assignments with a final integrative essay that traced themes of love as they play out in *Symposium*, in St. Augustine's *Confessions*, and in Dante's *Divine Comedy*. Here he provides clear and accurate summaries of these writers' views, teases out the salient aspects of their narratives, and considers the recurrent motif of ascent as it relates to the refinement of humans' understanding of the greatest love. Duncan also makes some efforts to connect these epic journeys with his own internal quest for happiness. While he could further integrate some of his material and tend to some matters of sentence construction and word choice, this essay provides ample evidence of his involvement with our readings.

Finally, Duncan undertook a creative project that combined his literary and philosophical interests with his devotion to role-playing games (RPGs). Specifically, he created a game that allows players to immerse themselves in the characters and events of the *Odyssey*. His extensive writing for this project includes an explanation of relevant rules as well as a game-play demonstration centered on the character of Odysseus. One virtue of Duncan's game is that it encourages players to assume the points of view of the relevant characters, potentially deepening their understanding of the poem; another virtue is the inclusion of divine favor (or disfavor) as a controlling element. Duncan's presentation to the class included carefully-prepared PowerPoint slides; his enthusiasm for this undertaking was shared by the many RPG fans in the audience. This was an interesting conclusion to his work in the program.

I thank Duncan for joining us in "Epic Journeys" and I wish him well in future.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

- 4 - World Literature: The Greek and Roman Epic
- 4 - World Literature: Dante's Divine Comedy
- 4 - Religious Studies: Late Antique and Medieval Christian Literature
- 4 - Expository Writing





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**January 2019 - March 2019: Individual Learning Contract**

4 Credits

**DESCRIPTION:**

Faculty: Susan Preciso, M.A.

For this contract, **Teaching Through British Literature**, the student explored Victorian literature, historical context, and significant figures and how this content could be taught at the high school level. The student chose from a diverse selection of Victorian literature and brought them to an imagined classroom, creating lesson plans and classroom strategies. Texts included selections from Trilling and Bloom: *The Oxford Anthology of English Literature: Victorian Prose and Poetry*, Charlotte Bronte's *Jane Eyre*, Dickens' *Hard Times*, Kipling's *The Man Who Would Be King*, and selections from *Victorian People*, by Asa Briggs. The student shared weekly written responses and lesson plans and met bi-weekly with his faculty sponsor.

**EVALUATION:**

Written by Susan Preciso, M.A.

Duncan approached this demanding material thinking very deliberately about how he might use the fiction and poetry in a high school classroom. For each selection, he made sure to include some way to introduce historical context into the lesson plan. This material was all unfamiliar to Duncan, so his clear engagement, especially with the novels, was a pleasure to see. As he notes in his self-evaluation,

"I was able to cultivate a time-oriented schedule, utilizing the common fifty minutes class time, to productively analyze different elements of the texts, while thoughtfully engaging students."

Duncan completed a successful Independent Learning Contract.

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

4 - 19th Century British Literature





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**September 2018 - December 2018: Experiments in Text**

4 Credits

**DESCRIPTION:**

Faculty: David Wolach

In what sense is creative writing an experiment? For one thing, writing is a process of discovery—the practice of tuning in, as poet CAConrad urges, to “the creative viability of everything around us.” Our work in this course involved continually testing out our instrumentation (our senses), while remaining open to the possibility of getting results that surprise us. The focus was on building fundamental writing skills that can be applied across academic disciplines, by posing difficult questions about written forms in relation to the social worlds from which they emerge. Weekly meetings consisted of seminars, lectures, and “language labs” (times for brainstorming, rehearsing, and trying out language experiments). Each week students worked individually and collaboratively on writing experiments—prose, poetry, essay. As a basis for this creative production, students read and seminared on the work of published writers. Students also completed and revised longer form creative projects that were shared within feedback groups and with the class as a whole.

The reading list included poetry, plays, and essays by: Rosemarie Waldrop, the Nonsense Company, David Buuck, Samuel Beckett, Fred Moten, M. NourbeSe Philip, Alice Notley, Gertrude Stein, CAConrad.

**EVALUATION:**

Written by: David Wolach

Duncan completed all required assignments for this class and attended most class sessions. I particularly appreciated his willingness to offer supportive feedback to peers who shared works in progress with the whole class.

In response to a prompt that asked students to explore sounds that have been important to them in their lives, Duncan submitted a piece whose language was emotionally heartfelt and evocative. In my feedback I urged him to experiment with metaphors rather than similes, and to work toward describing the bodily sensations associated with particular feelings, rather than describing those feelings to the reader in more literal terms. In another piece Duncan experimented rather effectively with shape poetry. Shape poems are deceptively difficult, and Duncan managed to make the intersection of the “x” shape, as well as the parallel between the two final lines, work out really well to create different layers of poetic meaning.

Duncan’s initial idea for a final project was a lyric poem that evoked the moves and conventions of a chess game, but in the end he chose to use the assignment to create the first strokes of a role-playing script. In other words, instead of trying to make a poem that was like a game of chess, he decided to see what would happen if he decided to call a role-playing game a piece of creative writing. This was, in some sense, a reversion to the familiar, though I appreciated Duncan giving some serious thought to the question of how a role-playing game is and is not like “creative writing” as it is typically understood. His poetics statement included some really good questions about the implications of involving the audience in the creation of a piece of writing, and what it means for something to be finished. Although he did not have time in class to walk the group through the entire game, Duncan made some interesting initial moves toward turning the “audience” into “players”—i.e. actors, or agents, in the co-creation of the story.

I appreciate all of Duncan’s good work in this class and wish him all the best!



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

2 - Poetry and Poetics

2 - Literary Arts



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**September 2018 - March 2019: The Age of Irony: U.S. History in the 20th Century**

20 Credits

**DESCRIPTION:**

Faculty: Susan Preciso, M.A.; Sarah Ryan, M.A.

Students in The Age of Irony, Fall Quarter, began their work with a study of progressivism, World War I, and the 1920s, exploring each focus from a variety of perspectives. As members of a learning community, they were expected to frame their work as a collective research project. They learned the practices involved in doing history and thinking like historians. Over the quarter, they read and responded to histories of the progressive movement and the war, including Alan Dawley's *Changing the World*, David Kennedy's *Over Here*, Akira Iriye's *The Globalizing of America, 1913-1945*, and William Leuchtenburg's classic text, *The Perils of Prosperity*. They watched the six hour PBS film series, *The Great War*. They finished the quarter reading two novels written from the context of the war years and the 1920s: F. Scott Fitzgerald's *The Great Gatsby* and Aldous Huxley's *Brave New World*.

Winter Quarter's study built on what students had learned over the fall. They began the quarter with a focus on World War II. They studied the war through different historical and critical lenses, from the diplomatic history of the war and its global consequences, to study of the phases of the conflict in both the Pacific and European theaters, to the experiences of ordinary people—both military and civilians. They read literary responses to the war in poetry and fiction. Students then turned their attention to the mid-century Civil Rights movement, seeing the ways that the WWII experience prompted some of the activism around Civil Rights in the post war years. They examined the movement as it evolved and changed over the decade—1954-1965. They learned about the strategies, philosophies, and different approaches groups like SNCC, SCLC, CORE and others brought to the struggle. They also learned about the pushback, violence, and response to the historic changes the movement brought. Over Winter Quarter, students read and responded to histories of WWII and the Civil Rights Movement, including Paul Fussell's *Wartime*, Ronald Takaki's *Double Victory*, Juan Williams' *Eyes on the Prize* and James Baldwin's "Sonny's Blues." They watched and responded to the PBS series *The War* and to the documentary companion to Williams' text, *Eyes on the Prize*.

Written responses to each reading prepared students for seminar discussions. They participated in a number of workshops that engaged them in literary, historical and sociological analysis. Each student also began a research project to learn and apply key skills in historical research methods, including academic library research, interpretation of primary and secondary sources and use of museum collections. In Fall, each student prepared a properly cited annotated bibliography of at least 15 sources, including primary documents, with a paragraph describing the nature and scope of their own original research. During Winter Quarter, students used the sources they had gathered for the bibliographies to write an article to be published in our program webzine.

A third of the class consisted of an online component, which involved readings, film viewing and participation for a real time, online, text based seminar each week.

**EVALUATION:**

Written by Susan Preciso, M.A.

Duncan has completed two successful quarters in *The Age of Irony*. A diligent student, Duncan was always well-prepared for our work. Near perfect attendance supported his study, but also reflected on his clear engagement with all of our work.

I came to count on Duncan's thoughtful contributions to our seminar discussions. He made specific references to texts, but also was listening to his peers and made his comments part of a thread of



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connected comments and questions. In small group and workshop activities, Duncan often took a lead role, contributing his own thinking but also making space for others' contributions. Duncan also was an active participant with his online seminar group during fall quarter. Reflecting on his experience there, he noted that "the format allowed me to more carefully . . . analyze the subject of discussion, then state my opinions in a linear format, which allowed more time to structure my arguments with evidence." Duncan's peers wrote about his place and role in the learning community, noting that he consistently raised "points I wouldn't have considered on my own." Another noted that he "did a great job explaining the differences between nationalism and internationalism," and another appreciated his contributions to a "positive learning community . . . and that he offered "constructive criticism."

Duncan worked to develop his writing over the quarters—and that work was evident in his seminar response papers. His seminar papers demonstrated his understanding of each of the readings, but became stronger as we constructed more complex historical context. Two responses, on *The Great Gatsby* and *Brave New World* were well developed, clearly composed, and thesis driven. They also put the novels into their historical context. As he continues his undergraduate work, I encourage Duncan to keep honing his writing; it can be a real strength for him.

Duncan's research project on adolescent literature about and from the Civil Rights Movement allowed him to explore the importance of multicultural literature for children and young adults. His sources were varied and useful for his project. The annotated bibliography he compiled demonstrates his facility with Chicago Style conventions for citation and documentation. The annotations note the focus of each of the sources. His research fall quarter provided excellent background for the article he wrote in the winter. "Young Adult Literature and the Civil Rights Movement" he argues that standard curriculum typically offers an over simplified and brief history of the Civil Rights Movement, and "no social or political movement of the 20th century has had as deep an effect on the legal and political institutions in the United States. He argues that young adult literature can provide a rich supplement to that knowledge, encourage empathy, and prompt curiosity. He provides good information on a number of examples of YA literature on the subject; his article would be a useful resource for anyone interested in enriching curriculum.

Finally, Duncan is prepared for future graduate study in teaching.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 20**

- 4 - 20th Century American Literature and Culture
- 2 - 20th Century American History: 1910-1930
- 4 - 20th Century American History: 1939-1965
- 4 - American Literature: Non-Fiction
- 2 - Multicultural Children's Literature
- 4 - Adolescent Literature



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**June 2018 - September 2018: Grammar for Teachers**

4 Credits

**DESCRIPTION:**

Faculty: Jon Davies, Ed.D.

In this upper-division course participants engaged in readings, small-group seminar discussions, and grammar lesson presentations that addressed the teaching of grammar to support authentic writing in K-12 classrooms. Topics included the traditional teaching of grammar as an isolated topic, engaging and teaching grammar in support of authentic writing, engaging and teaching grammar in the context of the writing process, and grammar and its role in revision and editing processes. The primary text was Weaver's *Grammar to Enrich and Enhance Writing*.

Participants practiced the teaching of grammar in the context of authentic writing through producing, revising, and editing their own writing on self-selected topics. In addition, participants produced chapter commentaries in preparation for class discussions on the primary text, and designed and taught a small-group grammar lesson in the context of authentic writing.

**EVALUATION:**

Written by: Jon Davies, Ed.D.

Duncan Malone successfully completed this course and earned full credit. He shared a good-humored and generous, collaborative spirit and a genuine commitment to working effectively with other participants. Through the completion of various writing, revising, and editing exercises, Mr. Malone demonstrated an excellent understanding of teaching grammar in support of producing authentic writing. His small-group grammar lesson effectively engaged students in using grammar in context. In addition, his chapter commentaries of the primary text were accurate and thoughtful.

Overall, Mr. Malone's performance in this course was outstanding.

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

4 - Grammar for Teachers



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**April 2018 - June 2018: Investigating the Mind-Body: Physics and Methods of Medicine**  
16 Credits**DESCRIPTION:**

Faculty: Charles R. Lev, L.Ac. and Sara J. Rose, Ph.D.

Investigating the Mind-Body was a one-quarter, 16-credit program fundamentally designed to explore the concepts both from physics and from holistic medical systems throughout the world that contribute to our ability to investigate the relationships between psyche and soma. This study of the interconnection and communication between consciousness and physicality made use of the evidence of physics and the biophysical sciences, as well as wisdom teachings associated with the classical healing arts traditions of world medicines from antiquity. The integration of topics evolved organically and in unanticipated, inspiring ways due to the unique members of our learning community contributing through mutually-supported growth in their own personal awareness.

**Conceptual Modern Physics for the Life Sciences with Lab:** A survey of topics from a first-year, concept-based physics curriculum was chosen to provide a foundation of understanding in electromagnetism, light, and introductory quantum mechanics. Applications in biophysics and rich hands-on laboratory experiences served to integrate and concretize these concepts and allow for the development of a mind-body awareness of the concepts in the students' bodies and everyday lives. Alongside scientific literacy and problem-solving skills, this provided a conceptual and quantitative foundation for reasoning in physics. Topics included the basics of electrostatics, electricity, magnetism, induction and electromagnetism, properties of waves and sound, vibration and resonance, electromagnetic radiation and light waves, wave-particle duality and uncertainty, structure of the atom, and quantum tunneling. Biophysics topics included bioelectricity, biomagnetism, atomic bonding and molecular structure, the living matrix, and theories of olfaction. Students spent time in lecture, lab, and workshop settings, and completed qualitative and quantitative reading assignments, pre-lecture questions, in-class examples and workshop problems, homework problems, informal quizzes and formal in-class examinations. Lab time was devoted to providing visceral experiences to enhance the conceptual understanding of the content, develop an intuition about the effects of fields, and explore their awareness of their bodies through biofeedback instruments. Labs covered the specific topics of charges and static electricity, electric fields and electric potential, magnets and magnetic fields, interference and diffraction of light through slits, the photoelectric effect, and collecting and reading electroencephalogram (EEG) and electrocardiogram (ECG) data in biofeedback exploration activities. Two primary texts consisted of *Conceptual Physics* by Paul Hewitt (10th Ed) and *Energy Medicine: The Scientific Basis* by James Oschman (2016, 2nd Ed); excerpts were provided from *A Practical Guide to Vibrational Medicine: Energy Healing and Spiritual Transformation* by Richard Gerber, M.D. (2000) and *The Complete Guide to Yin Yoga: The Philosophy and Practice of Yin Yoga* by Bernie Clark (2012, 2nd Ed.). Students who completed this portion of the program have an awareness of the basic electromagnetic and quantum principles operating across atomic, biochemical and biophysical scale, and possess requisite knowledge and skills to proceed to a more thorough treatment of topics in introductory physics.

**Global Systems of Holistic Medicine:** Our study of holistic medicine covered the traditional medical systems of China, India and Arabia from the East, and Greco-Hellenic traditions from the west. Native American, Japanese and Hebraic traditions were additionally explored as additional counterpoints to offer wider lenses. These diverse cultural perspectives provided opportunities to explore the similarities and differences found in these characterizations of the relationships between mind and body. We placed emphasis on the nature of mind-body awareness that is present in the theories of acupuncture and Chinese medicine. Other herbal medicine studies included labs in aromatherapy and a native medicinal plant forest walk. To demonstrate their learning students wrote two integrating papers and took two objective in-class assessments. Students also produced a poster documenting their personal investigation into mind~body healing practices, and made presentations to the class reflecting that





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research. The primary texts included *Fundamentals of Complementary and Alternative Medicine, 5th Ed.* by Mark Micozzi (2015, Elsevier Health Sciences), *Between Heaven and Earth* by Harriet Beinfield L.Ac. and Efrem Korngold L.Ac. O.M.D. (1992, Ballantine), and *Healing and the Mind* by Bill Moyers (1993, Doubleday); excerpts were provided from *Clinical Aromatherapy: Using Essential Oils for Healing Body and Soul* by Peter Holmes L.Ac. M.H. (2001, Snow Lotus Press);

**Nature of Consciousness Studies and Science:** A survey of the history of Scientific Revolution and the associated changes in worldview regarding both Mind and Body relationships and medical practices was presented. Achievements and challenges in contemporary scientific research into holistic medical modalities were explored. Metacognitive reflections throughout the quarter prompted students to articulate their growing awareness of mind-body/body-mind, especially in regard to how the physics and biophysics concepts integrated with their physics lab experiences, mind-body practices, and everyday life. Students were also required to read *The Emperor of Scent: A True Story of Perfume and Obsession* by Chandler Burr (2002), complete two 1000-word essays and participate in large and small group seminar discussions about the book. These activities challenged the students to integrate their understanding of the physics concepts with the content of the book as well as reflect on their awareness of their perception of smell across physiological, emotional, psychological, and spiritual realms. The reading also served as context and jumping point to further exploration of the nature of science, scientific research and intellectual progress. Excerpts were also provided from *Self Theories: Their Role in Motivation, Personality, and Development* by Carol Dweck (2000) and the article *Mind Expander* by Larissa MacFarquhar (New Yorker, 2 April 2018). Students explored their choice of a topic relevant to "Investigating the Mind-Body" as a final project to integrate their growing understanding of the nature of scientific approaches to research. The project required students to investigate at least two references and offer their findings from research and practice throughout at the end of the quarter as a poster presentation to their classmates and faculty.

**Mind-Body Practices:** Our program offered students an opportunity to learn and practice meditation and Qi Gong. Students maintained weekly logs of their personal practice and cultivation. American and European history relevant to engagement with Buddhism in specific, and Eastern mind-body practices in general was explored. Students were additionally prompted to write reflections on their expanding awareness of the physics of their everyday lives and specifically their learning of physics.

**EVALUATION:**

Written by: Charles R. Lev, L.Ac. and Sara J. Rose, Ph.D.

Duncan enrolled in the Investigating the Mind-Body program with interest in learning all of the topics covered, especially consciousness studies and the integration of eastern theories of medicine with modern science. Overall Duncan proved to be a reliable and competent student who engaged enthusiastically with the material and contributed in critical ways to in-class discussions and in supporting his peers' learning. He was able to delve into a newfound interest in physics and biophysics, explore principles underlying mind-body health, and the nature of mind-body awareness fundamental to many eastern practices. Duncan was a pleasure to have in class and achieved great success toward his goals this quarter.

**Conceptual Modern Physics for Life Science with Lab:** Duncan completed an excellent quality of work overall in conceptual understanding and performance in the physics portion. He maintained excellent attendance, and completed nine of the ten pre-lectures and all six homework assignments with overall very strong scores. His hard work paid off and he translated this learning to high-risk assessments, earning excellent scores on the in-class exams and a very strong final exam score, indicating a well-developed comprehensive and synthesized understanding across all topics covered. He showed outstanding mastery in the quantitative material as well. Duncan completed all seven of the lab activities and showed excellent engagement in fostering an intuitive, visceral experience to supplement conceptual





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Last, First Middle

Student ID

understanding of the topics. He readily engaged thoroughly with the instructions and worked well with his lab partners.

**Global Systems of Holistic Medicine:** Duncan fulfilled all of the requirements of this portion. Duncan achieved a foundational understanding of Global Systems of Holistic Medicine through maintaining active in-class participation and seminar discussion. Duncan showed particular strength in posing timely meaningful questions to the faculty during in class discussion aimed at productive meaning making for the entire learning community. Duncan demonstrated good understanding of concepts from the traditional medical philosophies of Greco-Hellenic, Arabic, Ayurvedic, and Chinese medical systems through theoretical assessments. Duncan achieved foundational understanding of the science and practice of aromatherapy. Through both in class presentations and herbal medicine making lab, Duncan learned strategies and techniques for blending essential oils to achieve specific therapeutic effects. Duncan gained knowledge of botanical identification and traditional usages of native medicinal wild plants of the Pacific Northwest forests through an herbal medicine lab nature hike. Overall, Duncan clearly achieved foundational understanding of holistic methods of mind-body medicine. Duncan is well prepared to advance to further studies in these topic areas.

**Mind-Body Practices:** Duncan studied Mind-Body Practices through weekly meditation and Qi Gong in class labs, and documented personal meditation and Qi Gong practices at home through weekly logs. Duncan's integrating paper demonstrated the ability to synthesize interdisciplinary concepts, and cognitive complexities through college level short essay writing. Through theoretical assessments, Duncan demonstrated foundational knowledge of the nature of science and consciousness studies.

**Nature of Consciousness Studies and Science** Duncan completed both seminar papers and attended both seminar discussions regarding the book *The Emperor of Scent*. Duncan proved to be an exceptional writer who adeptly utilized the text to support his claims. Both writing assignments and seminar conversations indicated Duncan thoroughly engaged in reading the book and thought critically about the provided prompts regarding the nature and process of modern science. Additionally, in metacognitive reflections on his learning and integration of the physics concepts to his everyday mind-body understanding Duncan shared that he has a deepened understanding of how the world and his body works on a deeper physics and biological level. Duncan received excellent marks for his final poster presentation about his in-depth personal research into *The Placebo & Nocebo Effects*. His research was thorough and very well organized, and was presented concisely and clearly with a mindfully designed poster. He showed excellent understanding of the research techniques and results regarding the effects of placebos and nocebos.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

- 6 - Conceptual Modern Physics for the Life Sciences with Lab
- 4 - Global Systems of Holistic Medicine
- 2 - Mind-Body Practices
- 4 - Nature of Consciousness Studies and Science



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**September 2017 - March 2018: Emotional Intelligence and Organizational Behavior**

32 Credits

**DESCRIPTION:**

Faculty: Heesoon Jun, Ph.D.

In this junior and senior program, students learned the fundamentals of organizational psychology, especially organizational behavior, emotional intelligence, and organizational ethics. We examined factors influencing organizational culture, climate, communication, and ethics from macro (cultural/societal), meso (institutional), and micro (familial) perspectives.

During the fall quarter, students explored emotional intelligence and its impact on our mental, emotional, and physical health. We examined the lack of cultural, institutional, and familial support for emotional intelligence throughout socialization and its consequences on our perception, intra- and interpersonal communication, and motivation. Paradigm shifts in thinking (from dichotomous and hierarchical to holistic) and learning (from conceptual to transformative) were emphasized in order to learn to value both cognitive and emotional intelligence and to understand complexities involved in intra- and interpersonal relationships. Students participated in Academic Statement workshops throughout the quarter.

During winter quarter, students examined the relationship between emotional intelligence and organizational behavior (e.g., conflict resolution, group dynamics, and power struggles) from multiple sources (e.g., theories of personality, cultural diversity and inclusions, ability to differentiate personal issues and work issues, ability to set appropriate boundaries, organizational ethics, policies and culture, etc.). These were explored from an employee's and an employer's perspectives in order to find factors influencing job satisfaction, productivity, health, absenteeism, and accountability. Students were encouraged to examine the impact of ethnocentrism (e.g., social projection, attribution error, asymmetric perception) and the unconscious on their interpretation of self as well as others. Students were prompted to integrate fall quarter learning with winter quarter concepts to strengthen their ability to link theory and practice while increasing professional communication and transformative learning. Each student chose one of three options (abnormal psychology, primary research article synthesis, or internship) for 4 credits.

Reflective and expressive writing activities (process and integration papers and weekly uncensored examination on beliefs in winter quarter), consciousness logs or time tracking, weekly mind-body awareness activities, weekly in-depth program material processing as a small group to access both inner and outer experience of program learning. Readings, lecture/workshops and seminars addressed the program's generative questions about how society, institutions, family, and technology shape our emotional intelligence, organizational behavior, personality, and ethics. Students developed critical reasoning skills through diversity of opinions of the same readings in weekly book seminars. Students wrote a final self-evaluation of their learning, presented their small (learning support) group creative project, and submitted a portfolio of the work completed at the end of each quarter.

Texts: *The Necklace* by de Maupassant; *Insight* by Eurich; *Emotional Intelligence* by Goleman; *Organizational Psychology* by Jex and Britt; *The Art of Communication* by Naraine; *Mind: A Journey to the Heart of Being Human* by Siegel; *Reclaiming Conversation* by Turkle; *The Power of Moments: Why Certain Experiences have Extraordinary Impact* by Heath and Heath; *Give work: Reversing Poverty One Job at a Time* by Janah; *Organizational Ethics: A Practical Approach* by Johnson; *The Undiscovered Self with Symbols and the Interpretation of Dreams* by Jung; *Honey and Milk* by Kaur.

**EVALUATION:**

Written by: Heesoon Jun, Ph.D.



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Duncan was a transfer student who excelled in the Evergreen educational structure. He articulated and assumed responsibility for his own work throughout both quarters.

Faculty regards attendance to all program activities [daily mindfulness practices, lectures, workshops, weekly book seminars, collaborative small (learning support) group meetings to process program content and to peer edit, somatic psychology practices, artists lecture series], written work, random quizzes on seminar books, group creative project presentations as evidence of commitment to learning. Duncan submitted 100% of assignments (weekly consciousness raising and learning support group meeting logs, 4 integration papers, 2 process papers, defense mechanisms and thinking types, group primary research analysis) in fall quarter and submitted 100% of assignments (weekly consciousness raising and learning support group meeting logs, 4 integration papers, 2 process papers, 7 personality theory perspective papers, group summary on ethics questions, 8 diagnostic papers, learning from the chosen option) in winter quarter. Duncan submitted a portfolio at the end of each quarter. His attendance was 98% in fall quarter and 95% in winter quarter.

Duncan learned how to write a good integration papers with critical reasoning and analytical skills and interconnecting ideas from different seminar books to support his theme. Learning to write in APA style was a challenging task but Duncan made substantial improvement.

Throughout both quarters, Duncan was an attentive and engaged participant in seminars. He learned to balance interdependence and independence during seminars, especially during winter quarter. His comments and questions were relevant to seminar topics. He took 67% of fall quarter random in-class quizzes and the answers demonstrated an understanding ranging from excellent to adequate.

Duncan worked well with his learning support groups. He learned effective communication, building trust, open to diverse values and beliefs of group members are essential components of collaborative work. His fall quarter group's creative project presentation was making four videos to illustrate verbal/non-verbal communication, defense mechanisms, empathy, thinking styles, and emotional intelligence. Duncan's video was centered around the lack of empathy and civility in the video game world which at times leads to cyber bullying. The group ended the presentation by reviewing the program material in a jeopardy style game involving the entire class. The video project presentation was well done with originality by incorporating each member's wants with the group desire. His winter quarter group creativity project was sharing each member's learning from the program. Duncan shared knowing himself through listening to his body, concrete strategies, drawing workshops, identifying his thinking styles and inappropriate generalization. He did an excellent job of implementing his program learning to his own life. He was excellent in articulating the process of freeing himself from ingrained beliefs from conventional socialization and seeing himself which was hidden under the ingrained beliefs.

Duncan reflected on the personal significance through effective use of the weekly consciousness logs, process papers, and learning support group meetings. He gained insight about his own intrapersonal communication and emotional intelligence.

Duncan learned quantitative and qualitative reasoning by linking theory and practice through consciousness logs, thinking styles, defense mechanisms recordings, primary research article analyses, and process papers. He chose research synthesis as his 4-credit project option. His review of literature on quantitative primary research articles was to investigate "effects of age on detection of emotional information". He did the good job of reporting P value whenever he reported statistical significance. His paper showed he had some difficulty with (a) identifying difference between independent and dependent variables and experimental and correlational research design; (b) developing phrases to connect one study to the next, and (c) writing a review of literature in APA style.



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Duncan had transformed by integrating theory and practice with emotional intelligence. He had a successful first program at the Evergreen with ease and intellectual curiosity.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32**

- 4 - Emotional Intelligence
- 4 - Intra- and Inter-Personal Communication
- 4 - Organizational Psychology
- 3 - Digital Device and Mindfulness Practice
- 3 - Essentials of Group Work
- 4 - Organizational Ethics
- 4 - Theories of Personality
- 2 - Diversity and Inclusion
- 4 - Quantitative Psychology Research



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## 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.

**TO TEST FOR AUTHENTICITY:** This transcript was delivered through the eSCRIP-SAFE® Global Transcript Delivery Network. The original transcript is in electronic PDF form. The authenticity of the PDF document may be validated at [escrip-safe.com](http://escrip-safe.com) by selecting the Document Validation link. A printed copy cannot be validated.

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