



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

**Former Name(s):** Batten, Julie Louise; Batten, J L H; Hubben, Julie Louise;**DEGREES CONFERRED:**

Bachelor of Arts

Awarded 14 Dec 1984

**TRANSFER CREDIT:**

Start	End	Credits	Title
09/1972	06/1973	28	Virginia Commonwealth University

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
06/1975	08/1975	8	<b>American Folk Music</b> 3 - <i>Applied Music - Fiddle and Voice</i> 3 - <i>American Folk Tradition</i> 2 - <i>Music History - Southern Appalachian</i>
09/1976	12/1976	4	<b>Roots of Our Romanticism</b> 4 - <i>Drawing</i>
01/1977	03/1977	8	<b>Foundations of Visual Arts</b> 4 - <i>Introduction to Sculpture</i> 4 - <i>Basic Level Drawing</i>
09/1977	06/1978	48	<b>A Separate Reality</b> 8 - <i>Exploring Significant Differences in American Society</i> 8 - <i>Communications and the Media</i> 8 - <i>The Politics of Research</i> 8 - <i>Issues in Modern Education for Pluralism</i> 8 - <i>Values Clarification</i> 8 - <i>Independent Study</i>
01/1979	06/1979	32	<b>Symbolization</b> 2 - <i>Readings in Native American Studies</i> 10 - <i>Competency-Based Human Development</i> 10 - <i>Political Economics</i> 5 - <i>Beginning Ballet</i> 5 - <i>Intermediate Ballet</i>
06/1979	08/1979	4	<b>Ballet: Character and Classical, Class to Performance</b> 2 - <i>Intermediate Ballet</i> 2 - <i>Character Dance</i>
10/1979	06/1980	32	<b>Nature Of Community</b> 12 - <i>Independent Research in Education</i> 12 - <i>Independent Research in Literature</i> 8 - <i>Independent Research in Black Folklore</i>



Batten, Louise Hubben

A00016275

Last, First Middle

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**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
06/1980	09/1980	8	<b>Interracial Conflict in America</b> 6 - <i>Reading in Native American Concerns</i> 2 - <i>Seminar on Historical Interactions</i>
04/1984	06/1984	8	<b>Apprenticeships In Weaving</b> 6 - <i>Beginning Weaving</i> 2 - <i>Fiber Design</i>
09/1984	12/1984	7	<b>Farm Worker Contract</b> 3 - <i>Beginning Essay Composition</i> 4 - <i>Small Farm Operation</i>
06/2000	09/2000	4	<b>Russian and Soviet Film</b> 4 - <i>Russian and Soviet Film</i>
09/2003	12/2003	4	<b>Doing Research</b> 2 - <i>Library and Information Science</i> 2 - <i>Research Methodology</i>
06/2006	09/2006	4	<b>Introduction to Special Education</b> 2 - <i>Foundations of Special Education (History and Law)</i> 1 - <i>Characteristics of Learners with Special Needs</i> 1 - <i>Individual Learning Differences (Accommodations and Adaptations)</i>
09/2006	12/2006	4	<b>Algebraic Thinking</b> 4 - <i>Algebraic Thinking</i>
09/2015	12/2015	5	<b>THIS is Public Health</b> 3 - <i>Public Health</i> 2 - <i>Epidemiology</i>
09/2015	12/2015	4	<b>Statistics I</b> 4 - <i>Descriptive and Inferential Statistics</i>
09/2016	12/2016	4	<b>Academic Writing at Evergreen</b> 4 - <i>Expository Writing</i>
09/2016	12/2016	4	<b>Russian, Beginning I</b> 4 - <i>Beginning Russian I</i>
01/2017	03/2017	8	<b>Work and the Human Condition</b> 4 - <i>Philosophy: Work and Virtue</i> 4 - <i>19th-Century History and Literature</i>
01/2017	03/2017	4	<b>Russian, Beginning II</b> 4 - <i>Russian, Beginning II</i>
04/2017	06/2017	4	<b>Strategic Compensation</b> 4 - <i>Human Resources</i>
04/2017	06/2017	2	<b>Grant Writing and Fundraising: Ideas to Realities</b> 2 - <i>Grant Writing and Fundraising</i>



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A00016275

Last, First Middle

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**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
06/2017	09/2017	4	<b>Children's Literature</b> 4 - <i>Children's Literature</i>
09/2017	12/2017	4	<b>Precalculus: One-dimensional Models</b> 4 - <i>Precalculus I: Functions Modeling Change</i>
09/2017	12/2017	4	<b>Principles of Marketing</b> 4 - <i>Principles of Marketing</i>
09/2017	12/2017	3	<b>East-West Psychology: Cultivating Constructive Thought/Emotion</b> 3 - <i>East-West Psychology: Cultivating Constructive Thought/Emotion</i>
01/2018	03/2018	4	<b>The Practice of Writing</b> 4 - <i>Writing</i>
01/2018	03/2018	2	<b>Writing Well: Making Your Statement</b> 2 - <i>Professional Writing</i>
04/2018	06/2018	4	<b>Chemistry for Everyone</b> 4 - <i>Introductory Chemistry</i>
04/2018	06/2018	4	<b>Grammar in Context</b> 4 - <i>Writing</i>
09/2018	12/2018	6	<b>General Chemistry with Laboratory I</b> 6 - <i>General Chemistry with Laboratory 1</i>
04/2019	06/2019	6	<b>Practice of Organic Farming: Culture and Agriculture</b> 2 - <i>Farming: Practicum</i> 1 - <i>In Program Internship</i> 2 - <i>Soil Science</i> 1 - <i>Crop Botany</i>
06/2019	09/2019	6	<b>Practice of Organic Farming: ILC</b> 6 - <i>Practice of Sustainable Agriculture</i>

**Cumulative**

285 Total Undergraduate Credits Earned



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Last, First Middle

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My education at The Evergreen State College has lasted almost a life time. I didn't plan it that way. I have learned many things, foremost among them; how to express myself in writing, and what it really means to practice equity in democracy, so as to participate in a diverse and multicultural world.

When I came here it was the middle of the Viet Nam War, 1976. It was difficult to even concentrate on academics. But, thanks to Haytilwit, Maxine Mimms, and the "Native American and Third World Studies" Program at 'Evergreen', I found that real-life and academics didn't have to be at opposite poles from each other.

My faith in myself and the world was restored, and now I want to complete a graduate degree in education, the "Master in Teaching" Program. Will I ever succeed, and if I did, will that lead to teaching in a real live public school? Who knows; only the watchman knows. The Evergreen State College continues to be an inspiration, and I still believe in miracles!

Thank-you

Louise Hubben-Batten



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A00016275

Last, First Middle

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## **June 2019 - September 2019: Practice of Organic Farming: ILC**

6 Credits

### **DESCRIPTION:**

Faculty: David Muehleisen, Ph.D.

Louise is a post graduate at the college and has been an active member of the Evergreen community for many years. She came to Olympia from Falls Church, VA. Summer quarter Louise undertook an Individual Learning Contract (ILC), titled **Practice of Organic Farming: ILC**, to help her reinforce some of her learning from spring quarter and to organize her knowledge of sustainable and organic agriculture.

With this contract, Louise hoped to create an easily navigable portfolio of information needed for successful organic farming through the use of selected texts, notes, and other printed materials. Louise proposed to arrange the topics she learned about spring quarter into logical topical categories. Each category will have a functional title, and separate glossaries that Louise would develop to help her understand the basic subject in each section. Louise proposed to keep a daily/weekly journal, and work five hours a week on projects at the Organic Farm, in cooperation with the Practice of Organic Farming program (POF). She also proposed to write one research paper on the biology of the Norfolk pine, *Araucaria heterophylla*. She also proposed to document all her program activities, and all that she was learning in her ILC. She will work with a math tutor to improve her math skills, as related to agricultural processes.

### **EVALUATION:**

Written by: David Muehleisen, Ph.D.

Louise completed all of the work associated with contract learning objectives. She organized four separate portfolios documenting her work on this ILC. Each of her portfolios was very well organized, complete, and easy to navigate. One portfolio focuses on the biology of the Norfolk pine species. Her work is nicely illustrated, and well detailed. Two of her other portfolios focus on soil health, one on analysis and one on developing a soil health plan. These were fairly well developed and with good detail and very well organized. Her final portfolio was focused on miscellaneous topics, mostly related to POF soil and sustainable agriculture topics. This was well organized and fairly easy to follow, but some of the math problems need to be completed. The hope is that Louise will find time to complete the problem sets she has chosen.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6**

6- Practice of Sustainable Agriculture



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

## **April 2019 - June 2019: Practice of Organic Farming: Culture and Agriculture**

6 Credits

### **DESCRIPTION:**

Faculty: David Muehleisen, Ph.D.

The Practice of Organic Farming in spring was the first quarter of the three-quarter program that runs continuously from spring to fall. The program focuses on small-scale organic farming for the production of food, fiber, and flowers. Students divided their learning time between an on-farm practicum and in-class academic inquiry on the theoretical underpinning of organic farming.

Students worked on the College's Organic Farm for a minimum of two days each week through the quarter. They were assigned to one of eight management units (MU) that the farm was divided into. Within the MU groups, students were responsible for bed preparation, fertilizer application, direct seeding and transplanting crops, weeding, irrigation, and monitoring for pests. MU groups were responsible for determining the soil texture, bulk density and porosity, soil pH, and liming requirements for their MU. Also, students in each MU developed a comprehensive protocol for establishing and maintaining effective communication within the group and with other MUs on the farm.

Through weekly workshops and the on-farm practicum, students learned the hands-on skills needed to operate and manage a small-scale diversified organic farm. Topics and skills covered included: livestock management and care (honeybees and laying chickens), record-keeping, i.e., navigating the farming software Tend™ farm management database, successional crop planting and weeding, plant propagation, greenhouse management, hoophouse assembly and construction, irrigation, soil sampling and fertility analysis, fertilizer calculation and application, pest management, insect pollinator identification and conservation management practices. A four-day field trip allowed students to get an in-depth look at the operation and management of a range of certified organic and non-certified organically managed farms.

The spring quarter foundational foci of POF included soil science, nutrient management, crop botany, and the cultural context of organic agriculture. The agricultural sciences focused primarily on an introduction to soils, fertility management, soil health and biology, and crop botany. Selected topics in honeybee biology and management, plant biology, and fungal biology, apple tree, and tomato grafting were covered through lectures, lab, and field workshops. The soil topics covered were an introduction to soils, soil texture interpretation and management practices specific for each soil texture, soil test interpretation, fertilizer and lime recommendation, bulk density, porosity and water holding capacity, and management practices that maintain or improve bulk density, infiltration, and soil compaction. Students were also introduced to methods for measuring soil quality.

Guest speakers this quarter were Roger Beekman, Produce Safety Program Manager, WSDA, on Food Safety Modernization Act; Nicole Warren, Farm Resource Planner, Thurston County Conservation District, on measuring soil; Brenda Book, Director of the WSDA Organic Program, on organic certification; Jeb Thurow lectured and led a workshop on apple tree grafting techniques. Edwin Bliss, Evergreen College Career Counseling Specialist, led a workshop on Meyers-Briggs personality assessment and how to work effectively in small groups and Marilyn Sitaker, Resource faculty at Evergreen, led a Market Research workshop.

Student progress was assessed through weekly study questions, projects, workshop assignments, student presentations, and observation; debrief discussions, midterm, and final exams. Texts used included: *The New Organic Grower, 3rd Edition: A Master's Manual of Tools and Techniques for the Home and Market Gardener* by Coleman; *The Beekeeper's Handbook*, 4th Edition, by



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

Sammataro; *Building Soil for Better Crops: Sustainable Soil Management* by Magdoff and van Es; *Practical Botany for Gardeners* by Hodge; and *Botany in a Day* by Elpel.

**EVALUATION:**

Written by: David Muehleisen, Ph.D.

Louise is a post graduate at the college and has been a part of the Evergreen community for many years. She comes to Olympia from Connecticut, and she was enrolled and participated full time in the Practice of Organic Farming program. Her attendance was very good, missing only a few classes, but when present she participated fully in all of the program activities. She completed all of the assignments and most of the time she did more than what was requested in the assignment. Through the entire quarter, Louise worked very well with other students both in class and on farm work and maintained a positive attitude the entire time. Overall, the quality of her work was very good to excellent. Her portfolio was very well organized, complete, and easy to navigate.

Louise demonstrated a reasonably good understanding of the main agricultural science concepts covered, and has a very good understanding of most of the details presented in class. Louise demonstrated a very good understanding of the principle concepts of the soil science topics covered in class. Louise turned in all of her soil lab reports and they were well done. On her midterm and final exams, she demonstrated a good understanding of soil science and how to use a soil test analysis to make nutrient and nitrogen budgets and determine fertilizer needs. Working with three other students, Louise developed a good assessment of the nature and quality of the soil for the Organic Farm's Management Unit Two measuring the soil texture, pH, porosity, water holding capacity, bulk density, percent organic matter and determining the nutrient needs for the crops grown in her assigned management unit. Also, through her exam answers, she was able to demonstrate a good understanding of crop botany. Her final paper and presentation on her management unit work provided excellent detail on their crops they are growing and management successes and challenges they faced. The presentation was very well organized with a good depth of information.

Louise's work during her farm practicum and workshops was excellent. She was present for most of the farm days. She was very engaged in the details of the various tasks assigned and her work contributed to the success of the farm this spring. Her field notebook was complete and fairly well detailed. Beth Leimbach, the Organic Assistant Farm Manager, said of Louise's on-farm internship work, "Louise did her best to participate in ways that worked for her. Louise grew in her awareness and understanding of farm operations. She persisted and increased skills in using the computer. Louise asked clarifying questions to help better understand farm activities." During her farm time she focused on annual and perennial flower production and arranging bouquets, as well as bed preparation and fertilization, transplanting and direct seeding in the field, building hoopouses for warm weather loving crops and crop harvest. She participated in farm debriefs and demonstrated that she was good at working as a crew member and demonstrated superior skill as a crew leader for accomplishing farm tasks. She also participated in weekly farm chores, harvest, and market. She was a steady worker and a good team member and helped to complete the assigned work. Finally, Louise's field trip assignment was very complete with excellent detail. Her SWOT analysis of the farms we visited demonstrated that she has an excellent understanding of the challenges of managing a direct market farm.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6**

- 2 - Farming: Practicum
- 1 - In Program Internship
- 2 - Soil Science
- 1 - Crop Botany



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

Student Self Evaluation for Practice of Organic Farming: Culture and Agriculture  
04/2019 - 06/2019

This quarter in "The Practice of Organic Gardening: Culture and Agriculture" has fulfilled my dream of being in one the Evergreen Organic Farm programs.

I began working in organic gardening in Nova Scotia, Canada after I left High School in the 1970's. Not long after that I came to Olympia, ostensibly, to attend college here. A faculty by the name of *Don Jordan* was looking for students to start an organic farm on the campus, and hoping to eventually start an academic program. I went to the first meeting at an old farmstead, located on Lewis Road, behind the main campus. I volunteered to be the garden coordinator there. Thus began a new venture, and adventure.

*The POF: Culture and Agriculture* program this quarter was full of activities, hard work, and academic program meetings. Tuesdays and Thursdays were workdays at the farm. On Wednesday and Fridays, we had Botany LAB, workshops and Guest lecturers. Although it was work, it all seemed like fun. We walked to the LAB II Building to use the chemistry and **soil science** labs there. Yes, the work was hard; but that would be lightened by the joyousness of the students and the humor of their inexperience. That just means sometimes I wasn't smarter than everyone else.

Organic farming is a way of life. At this farm there are chickens; a large cat; and we acquired three hives of Italianate bees who live in the new bee shed. Every workday was hot and dirty. One day we had a wind storm, the one day during Spring when we were trying to build several new hoop houses and a Gothic tunnel. Two of them almost blew away! Every structure had a team assigned to it, ours was Mu#2, or the High Tunnel.

I was academically challenged in the program, since I was usually exhausted by the farm work, and with the hike back and forth to campus; so much so that I sometimes found it difficult to concentrate. Lectures were always interesting, but sitting on those lab chairs was a chore. Days in the CAL Lab were the most challenging. I think that is what finally got me back into shape again and interested in farming for the long haul. The academic topics were approached scientifically, with the structure of plants, the phloem and xylem of vascular plants, plant botany, such as photosynthesis, and how plants and growth occur in agriculture. We learned most of the basics about propagation, composting, watering, and planting; and how to use amendments according to nutrient levels required for optimal results. Using soil tests, we planted a plethora of vegetables, and harvesting them in the fall, we learned how to cut a cover crop and dry it to add later for specific nutrients. I would like to spend more time learning how to calculate the most favorable soil composition.

The subject matter covered the most important topics associated with organics and agriculture. Everything follows a logical order; and the two quarters in chemistry I took prior to this, were not wasted. We went on wonderful field trips to the Seattle Flower Cooperative; and to various working farms where we met with the Farmer owners and learned about production, and the economics of farming.

I hope to continue my studies into the fall, and third quarter of POF: Culture and Agriculture. I need to work on cohesion with the mathematics of soil composition, and work my own plot for better practices. There is a brave new world in agriculture, and I want to review the things I've learned about the connection between the environmental sciences and agricultural practices.





Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

## **September 2018 - December 2018: General Chemistry with Laboratory I**

6 Credits

### **DESCRIPTION:**

Faculty: Nathaniel W. May

General Chemistry I is the first quarter of a three quarter introductory chemistry course that provides the foundation for any future studies in chemistry as well as providing background information essential for study in other areas of science. Fundamental chemistry concepts, principles, and problem-solving were explored in the classroom and laboratory, with an emphasis in instruction on the real-world science skills of teamwork, critical thinking, and communication. Topics covered in this course included measurements, matter, atoms, molecules, ions, the periodic table, chemical reactions, chemical equations, stoichiometry, solution concentration, and environmental chemistry. Students were assessed holistically on their engagement in group work, which took the form of class discussion, in-class worksheets, and laboratory experiments, as well as performance on individual work, including quizzes, homework problem sets, multiple written reports and one poster of laboratory work, and two take-home assessments.

### **EVALUATION:**

Written by: Nathaniel W. May

Louise demonstrated a high level of engagement in the course through her timely completion of assignments, her efforts to reach out to instructor when in need of help, and her independent explorations of the subject outside of course materials. Louise is still in the early stages of developing a general understanding of the fundamental concepts of chemistry covered in this course, as evidenced by her low scores on assessments. Louise's mathematical problem skills have somewhat grown over the quarter, but are in need of further development in the context of chemistry to successfully approach more challenging content in the future. However, this performance was not due to lack of work or commitment, as she put in consistent and commendably high independent efforts to advance her learning. In the laboratory, Louise struggled to apply course concepts and carry out experimental procedures independently, but was highly interested and engaged, and successful when provided extra assistance. Louise's reports on work were well detailed and demonstrated a deeper conceptual understanding than was shown in her assessments. Louise was a strong writer, but could improve on some science specific communication skills, particularly in the use of figures and charts. Louise is a committed student, but will need significant review of the material, including fundamental concepts and definitions, and additional problem-solving practice, to be prepared for future studies in laboratory sciences.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6**

6- General Chemistry with Laboratory 1



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

## **April 2018 - June 2018: Grammar in Context**

4 Credits

### **DESCRIPTION:**

Faculty: Amir Hassan, M.A.

This four-credit program supported students in developing a vocabulary around grammar and usage and applying that knowledge to edit their own writing. Students read a variety of texts about approaches to grammar instruction and linguistic diversity and completed assigned reading responses before discussing them in seminar. The course covered a wide range of grammatical terms and their attendant guidelines, and students practiced working with individual parts of speech by completing weekly activities in a grammar workbook. Students also wrote brief written reflections about what they were learning each week. Class activities included guided editing and structured writing activities, editing writing published with intentional rule-breaking as a class, and discussing different parts of speech and how to use them. They applied these skills by editing an old piece of writing and writing a reflective essay about the editing process. Additionally, students wrote a brief book review of supplementary grammar resources they selected individually. Their culminating project was a class presentation of a grammar lesson, demonstrating not only their knowledge of an aspect of grammar of their choosing, but their ability to teach it in an engaging way.

### **EVALUATION:**

Written by: Amir Hassan, M. A.

Louise completed Grammar in Context and was awarded four credits. Louise completed all pre-seminar discussion responses, most workbook assignments, and participated regularly in class activities and discussions. She also applied the chunking technique to her own writing, which seemed to help her understand what parts of a sentence can be moved around. She attended most class sessions and submitted most assigned weekly reflections. Louise contributed regularly during class discussions but sometimes talked over her classmates. For her grammar lesson, she presented on verbals and gerunds. The PowerPoint was certainly thorough, but the presentation itself was a bit disorganized and unclear. I think this is a skill she will improve with practice. Louise's first essay provided thoughtful meta-commentary on editing run-on sentences, using subordinating conjunctions, independent and dependent markers, using clauses more consistently, paragraphing, and using careful and precise wording. This essay was developed over multiple drafts and demonstrated her growth as a writer and editor. Her second essay, which she also revised multiple times, was a nice summary of her experience using *The Best Little Grammar Book Ever* by Arlene Miller, and *Grammar for College Writing*, by Don and Jenny Killgallon. Overall, Louise was a good student who turned in thorough work, enhanced her editing abilities, and performed well in this program.

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

4 - Writing



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

## **April 2018 - June 2018: Chemistry for Everyone**

4 Credits

### **DESCRIPTION:**

Faculty: John B. Kirkpatrick, Ph.D.

Chemistry for Everyone was a one quarter course addressing foundational knowledge applicable to and useful for all people. This course provided college-level experience in chemistry and how it connects to and ties together diverse fields such as biology, physics, math, geology, environmental science, and others. Topics included the composition and structure of matter; forms of energy and energy transfer; elements and molecules; reactions and equilibrium; organic chemistry; pollution chemistry; and the basic tenets of science and how we know what we know. This introduction was intended provide exposure to different aspects of the physical sciences that will be useful for many students wishing some knowledge of these topics to help guide future course and career paths.

### **EVALUATION:**

Written by: John B. Kirkpatrick, Ph.D.

Louise Batten earned full credit for Chemistry for Everyone. In short, her work was fair. Louise was engaged in class, and showed a lot of interest in the material. She demonstrated a growing knowledge of the material. Our weekly quizzes, designed to show how students are keeping up with the course content and its applications, had some mixed results. Louise did quite well, however, when given time to work on her own and problem solve, as demonstrated by the quality of work on our take-home final exam. Depending on her choice of future coursework, some review of the material including fundamental concepts and definitions would be helpful. In class and on our take-home cumulative final, Louise showed she has successfully taken the first steps this quarter in learning chemistry.

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

4 - Introductory Chemistry



Batten, Louise Hubben

A00016275

Last, First Middle

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## **January 2018 - March 2018: Writing Well: Making Your Statement**

2 Credits

### **DESCRIPTION:**

Faculty: Sara Huntington, M.A., M.L.S.

The aim of the program was to help students become independent writers capable of both reading and revising their own work. We began with a review of sentence grammar that focused on clauses and phrases and continued by learning a common language and technical background for addressing issues of clarity, concision, and coherence in writing. Students approached writing and editing as an activity that is guided by the idea of audience, by the view of writing as a persuasive act, and by an understanding of style as the range of choices available in different rhetorical contexts. In the context of mastering clarity, students practiced editing techniques for identifying nominalizations and overly abstract prose. Working with samples of professional writing, students learned how to use agent-action analysis, how to begin and end sentences and paragraphs, and how to coordinate and balance the parts of longer sentences. Students also participated in regular critique sessions where they presented a wide variety of work, including capstone projects, grant proposals, senior theses, independent research, response papers, internships, Academic Statements, and culminating assignments, all with the goal of polishing the final product for portfolios and transcripts.

### **EVALUATION:**

Written by: Sara Huntington, M.A., M.L.S.

Louise worked on developing more advanced editing and composing techniques in support of her professional and academic goals. She has become increasingly adept at identifying and revising abstract prose, wordiness, and sentences that (unintentionally) wander around in search of a period. In the same vein, she developed a stronger sense of paragraph shape and structure, which is to say, she's become a more eloquent storyteller.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2 - Professional Writing



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

## Student Self Evaluation for Writing Well: Making Your Statement

01/2018 - 03/2018

I am continuing to work on projects that I started this quarter. Some of them are re-writing projects. This program finally got me started on learning how to improve my writing, by learning how to analyze my sentences. I am learning to improve my writing by using such techniques as positive voice, stylistic variations of sentence structure, diagnosis and revision. When I'm unsure what else to do, I can underline the first 5 or 6 words of my sentence to see where the main clause is, and what the sentence is about. Another diagnostic trick is to follow the syntax, to see what elements are repeating. Many sentences are too long and need to be dismantled.

This program has been a great opportunity for me. I have wanted to work on improving my writing for a long time. In the past, I would spend a lot of time learning about content. That was well worth it, but I eventually got to the point where I couldn't continue without resolving some of my on-going issues with writing. I was sure there was a way to get started, and this class was it!! All those parts of speech, modifiers, conjunctions, prepositional phrases, nouns, and subordination. I finally see how all these terms really mean something. I am learning to add them in; and there's more to learn, summative modifiers, resumptive modifiers, et cetera. The main point is to concentrate on clauses; doing this can make the difference between sloppy, incomprehensible writing, and clear expression of my thoughts about the subject most important to me, what I am trying to say. I can forward another students ideas, by taking their writing and using their ideas in mine. I can write like Peter Elbow, or use the "Five--Paragraph--Theme Theme", by Ed White. Naturally, I am estatic. Thank-you so much.



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

## **January 2018 - March 2018: The Practice of Writing**

4 Credits

### **DESCRIPTION:**

Faculty: Amir Hassan, M.A.

This 4-credit writing program supported students in developing a daily writing practice to improve their prose. Students were provided with foundational knowledge in rhetoric as a means of thinking deeply about issues of audience, style, and their presence on the page. Through a series of three major writing assignments, students practiced brainstorming, pre-writing, editing and revision, and providing substantive feedback to their peers. Each week, students were exposed to new rhetorical figures and techniques for expanding their personal writing styles, and they practiced these techniques through short writing exercises and by keeping common-place books which they wrote a minimum of five pages in weekly. Additionally, readings and responses to rhetorical theory and texts about matters of style helped cultivate critical thinking about their own writing practices and the writing of others. The first major writing assignment was a personal narrative of a time each student used rhetoric. This helped solidify the concepts we read about by having students apply them to lived experiences. In the second major assignment, they were given the opportunity to put the style techniques they practiced into action while writing short pieces of fiction or creative non-fiction. Lastly, students put their common-place books to use either by expanding on a piece of writing they started in it or compiling style guides for novice writers.

### **EVALUATION:**

Written by: Amir Hassan, M.A.

Louise has completed *The Practice of Writing* and is awarded full credit. The course content supported the development of a daily writing practice to help students expand their styles while cultivating a sense of play on the page and overall enjoyment of writing. Louise attended *all* class sessions but was very late one day with no explanation, submitted *most* common-place book entries, *all* major writing assignments, and demonstrated significant growth as a result of this practice. Louise acquired increased mastery over rhetorical concepts and began applying them while writing longer works. Louise also completed all course readings and *all* discussion board responses, and participated enthusiastically in seminar, peer-review sessions and most class activities. Occasionally Louise disrupted the learning of her peers by speaking without raising her hand or talking over them. I do not think Louise intended this, but it is something to learn from moving forward. Her first essay, a narrative about her first exposure to rhetoric in the context of a private school, was improved dramatically through multiple revisions. Louise's second essay was a beautiful hybrid-genre narrative of her time living in Canada that included elements of natural history and served as a metonym for the pressing environmental issues of our times. For the third major writing assignment, Louise compiled a style guide from her common-place book entries to introduce novice writers to foundational rhetorical concepts and useful style techniques. Louise worked very hard this quarter and her writing improved substantially.

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

4 - Writing



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

Student Self Evaluation for The Practice of Writing  
01/2018 - 03/2018

This quarter in *The Practice of Writing* has been very challenging for me. Studying Classical Greece and the sophistic tradition we have read and written about rhetorical figures and the related history of writing and discourse. We learned what makes a rhetorical situations, and how this can lead to a discourse or rhetorical event. We studied ways to construct rhetorical arguments, and the Greek art of rhetoric that has three parts; ethos, logos, and pathos. First analyzing the need for and the purpose of a situation, event, or discourse; the three parts of a rhetorical event include the writer(ethos), the audience (pathos) and the context (logos). You can construct a written analysis using "situational rhetoric" first theorized in 1968 by Lloyd Bitzer at the University of Wisconsin-Madison. Making our statement we can thus use and have the exigence (the purpose), the audience and the constraints (the reasons why the exigence will or won't succeed)..

What we mean by constraints is similar the the credibility of the writer, or ethos, and the context is the point where there is a purpose (or exigence). A modern to changes in language. and social organization. but the basic structure of the rhetorical triangle remains the same. On the left at the bottom is the audience, who is listening? In the right corner is the context, what are the physical characteristics of the situation? By the end of the quarter we tried to construct rhetorical situations and events ourselves. We practiced effective writing, and ineffective, rather than good or bad. Otherwise, without effective communication, the purpose of the situation may not be met.

We read two articles a week, and wrote responses on the canvas program website. We wrote responses to two or more colleagues. During the second half of the quarter we began working on three individual projects. Each assignment followed a required type of writing. The first was write about a rhetorical experience in your life. The second was creative fiction, or non-fiction using one of the four tropes, metaphor, metonymy, irony or synecdoche. The third assignment was a rhetorical style-guide using 8 weeks of Common Place Book entries where we recorded all our ideas, thoughts and rhetorical figures..

Eash assignment had to be re-written twice with a final version of about 4-6 pages long. This was a lot of writing, and the commonplace book was a good place to keep notes, and save ideas for the three assignments. I am hoping to use what I have learned about starting with an idea, and then analyzing the need to see if it makes a rhetorical situation. Intensive writing and re-vision worked to help me with my writer's block.



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

**September 2017 - December 2017: East-West Psychology: Cultivating Constructive Thought/Emotion**

3 Credits

**DESCRIPTION:**

Faculty: Jamyang Tsultrim, Loppon degree

The emphasis of this course was the analysis of positive cognition/emotions, their influence on our psychological well-being, and methodologies for cultivating and improving constructive experiences and understanding their function in daily life domains. Students synthesized their learning experiences into a final paper on developing constructive mind training programs either for personal care or as a foundation for work in the helping professions. Student evaluation was based primarily on student achievement of class learning objectives, attendance, in-class participation, and completion of mindfulness /compassion practice logs, seminar preparedness papers, developing compassion profile paper, a mid-term and the final paper. The main textbooks for this fall quarter were: *A Fearless Heart* by Thupten Jinpa, *The Emotional Life of Your Brain* by Richard Davidson and *The Book of Joy* by Dalai lama and Desmond Tutu.

**EVALUATION:**

Written by: Jamyang Tsultrim, Loppon degree

Louise Batten fulfilled most of the requirements and struggled with some of the class assignments. She showed particular strength in prior exposure with Eastern studies and practices and integrating the class learning with personal growth. She was responsible in completing some of the assignments and communicating her class attendance. She achieved a foundational understanding of positive mind/emotion through maintaining active in-class participation during smaller and larger seminar discussions and turning in seminar preparedness paper. To develop practical experience in cultivating positive mind/emotion, she developed a mindfulness/compassion practice and kept a daily mindfulness/compassion practice log observing interactions between self and others throughout the quarter. In addition, she participated in a full day retreat on the theory and practice of mindfulness and compassion to expand her understanding of mind/emotion and to further explore the effectiveness of the practice through direct experience.

In particular, Louise demonstrated both theoretical understanding and practical methods for developing positive thought/emotions by completing a final paper on compassion and equanimity. This final paper demonstrated her understanding of the topics and effective methods for cultivating them based on Mahayana Buddhist approach. Standard academic writing utilizing APA style and format was appropriately applied in the final paper. She also outlined in the achievement of the course learning objectives in her self-evaluation.

In brief, Louise missed turning in mid-term paper and compassion profile paper for this course. Overall, she achieved most of the foundational understanding and developed skills in cultivating positive thought/emotions for this class.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 3**

3 - East-West Psychology: Cultivating Constructive Thought/Emotion





Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

Student Self Evaluation for East-West Psychology: Cultivating Contructive Thought/Emotion  
09/2017 - 12/2017

When I registered for East/West Psychology, I didn't know anything about it. I thought of it as just another academic program about psychology. Because Jamyang Tsultrim is, or was a Tibetan Buddhist monk, and he was in Tibet at the time of the Chinese invasion, it really was what I had hoped, that is a program about Buddhism, and how Buddhism relates to Western psychology. The class was inspirational, and reminded me of everything I have learned about Buddhism in the past. This was partly due to the structure of the program. By keeping the "*Compassion and Direct Experience Practice Log*", I was able to bring my attention to and focus on program themes. That was to learn about and begin to practice universal compassion and wisdom, and then these lead to service. This is the Buddhist tradition. Wisdom and compassion are necessary, including self-compassion. In this self involved world compassion for others is often lacking. Fear, anger and frustration are common experiences, so a transformation can be brought about by compassion, loving-kindness, rejoicing and equanimity. Finding our interdependence with others will lead to resilience, and give us inner joy and peace.

The three books we read all spoke to the subject, and kept the class meetings interesting. We had seminars on each book, an all day retreat at the Organic Farm; and wrote 4-5 papers including the final paper that is about our plan for continuing our practice of Buddhism, compassion and equanimity. My plan includes a commitment to further study of *Shantideva*, and the Mahayana/Vajrayana teachings. Of special mention is the book written by Richard Davidson M.D., "*The Emotional Life of Your Brain*", because he tries to show the scientific basis for psychology. He discusses the western obsession with behaviorism, and shows how near-sighted that is. In "*The Practice of Lojong*", by Traleg Kyabgon, the writer says "All spiritual practices should be done with one intention. We need to develop single-mindedness in our spiritual practice by taking bodhichitta as the object of our attention.(Kyabgon, pg. 198)Here is where I find the path to buddha consciousness.



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

## **September 2017 - December 2017: Principles of Marketing**

4 Credits

### **DESCRIPTION:**

Faculty: George Freeman, Ph.D. written on behalf of Karen Halpern

Marketing is the area of business activities concerned with planning, pricing, promotion and distributing goods and services. In this class, fundamental principles of marketing and business cases were combined in order for the student to understand the function of marketing and the impact it has on our economy and internationally. There were four major areas of evaluation in this course:

1. Understanding the fundamental concepts in marketing: produce, price, place and promotion
2. Applying the fundamental concepts to a variety of real world scenarios
3. Creating a new product or service and presenting their concept in written and oral form
4. Participating in class discussions and demonstrating professionalism

The work process required students to prepare outside of class by reading the assigned text and material posted to the Canvas classroom. Class time was spent evaluating real world marketing examples in light of the theoretical concepts from the text.

### **EVALUATION:**

Written by: George Freeman, Ph.D. for Ms. Karen Halpern (SPSCC)

Ms. Louise Batten completed all of the work for Principles of Marketing, attended regularly and provided a strong performance throughout the quarter. She demonstrated a reasonable understanding of the concepts of marketing but did not make strong connections between theory and practice. In terms of her written assignments and group project, Ms. Batten demonstrated a good understanding of basic marketing concepts but should strengthen her understanding of the nuances. She participated in group work when present but absences reduced the student's ability to fully participate in the classroom experience. Overall, Ms. Batten did a good job this quarter.

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

4 - Principles of Marketing



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

Student Self Evaluation for Principles of Marketing  
09/2017 - 12/2017

Marketing 106, offered at SPSCC this Fall (2017) was the second business program I have ever taken. The first was in the Spring (2017) at Evergreen ( "*Strategic Compensation*" with Douglas Hammel). I knew I didn't want to graduate without having some kind of business classes. And I hoped it would be as interesting as they both were.

The text "MKGT 10" had a lot to do with this; because it is well organized, and provides a tremendous amount of information. Both professors used this book, as it provides a sort of guideline in the subject, and tended to reinforce the truthfulness of program lectures and discussion. Marketing is an important part of any business model. Managerial as well as supply chain marketing are industries that provide employment , raw materials to manufacturers and the finished product to wholesalers and retailers. Important within the program were the different types and variety of goods available, the different avenues for researching and purchasing goods, both wholesale and retail, and branding. I never realized how extensive this subject could be. We learned about having a business enterprise of our own, gave presentations and wrote final project papers on our personal proposals. We learned about shopper's advantage, retail mark-up, and Revenue minus cost of goods equals profit. My business proposal was to open a caterer's, and I studied the many aspects of this business for my project. There is a lot more to learn about catering than I could have possibly accomplished in one quarter, but at least I got started on it, and I saw that it was a good idea.

We had several tests, weekly reading assignments (in the text) and writing assignments, always about some aspect of marketing, buying or selling, et cetera. Next I will need an accounting course, if I plan to continue with my proposal. I'd also like to say that this class was just plain fun.



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

## **September 2017 - December 2017: Precalculus: One-dimensional Models**

4 Credits

### **DESCRIPTION:**

Faculty: Allen Olson

This course is a standard review of functions with a focus on linear, quadratic, exponential, and logarithmic functions. Students worked with graphical, numeric, symbolic, and verbal expressions of functions. Functions were used to model change with multiple applications in the contexts of finance, population growth, and physics. Emphasis was placed on setting up models, identifying relevant parameters, finding output values, and using inverse functions to find input values for specified outputs. The text used was *Functions Modeling Change*, 5th edition, by Connally *et al.* Students worked in collaborative environments and completed weekly homework assignments, weekly quizzes, and both a take-home and in-class final exam.

### **EVALUATION:**

Written by: Allen Olson

Louise Batten has put consistent effort into this course and is still working to refresh her math skills. Through her work this quarter, she has demonstrated that she can identify linear, quadratic, and exponential functions and the main parameters of each function including finding the slope and y-intercept of linear functions, zeros and the vertex of quadratic functions, and rates and starting values for exponential functions. When she has access to resources and assistance, she can set up linear and exponential functions as models of situations such as population growth, but she struggles to do this independently. She makes occasional conceptual errors, and a valuable next step is for her to develop strategies to bounce back from mistakes and use multiple approaches to find solutions. With continued practice, Louise can be prepared for the next step mathematically which would be working with trigonometric functions.

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

4 - Precalculus I: Functions Modeling Change



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

## Student Self Evaluation for Precalculus: One-dimensional Models

09/2017 - 12/2017

As a continuation of "Algebraic Thinking", a program I was in during 2005 to 2006 Academic Year, "Pre-calculus: One-dimensional Models" the next step in a series, was more interesting over-all because there was a higher percentage of material that was either new or mostly new. Although I had some trouble with being able to hear everything, I enjoyed the class. We learned the integration of practical applications from simple to continuous interest on investments, as well as new formulas and functions I didn't already know, like the strength of a spring when pressure is applied, or the amount that a 200 micro-gram sample of carbon-14 decays to 25 micro-grams in only 17,200 years. So it is all important. I like to see that the population of turtles (although they were introduced by the researchers) are increasing slowly by 150%, or that capacitance in charged ions will regenerate when squeezed between two steel plates.

It's funny because I feel as if I'm going to be missing something when I don't stay in physics, even though that isn't my program. I want to keep practicing my math skills, and I think that it's important for an elementary school teacher to understand what she is reading in scholarly journals such as "Nature". It's also important to understand the day-to-day changes taking place around us; as well as keeping track of expenses and a 401(k) retirement account. The text *Functions Modeling Change* (Connally) was very helpful, and I believe that soon I shall be completing a perfect square! I think with more careful planning I could have done better on some of the tests.



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

## **June 2017 - September 2017: Children's Literature**

4 Credits

### **DESCRIPTION:**

Faculty: Jon Davies, Ed.D.

In this upper-division course, participants engaged in readings, seminar discussions, and children's literature presentations that addressed literary and informational texts for children from birth to age 12. Topics included an examination of picture and chapter books, multicultural literature, literature in a variety of genres, and non-fiction texts across a range of subjects. Participants gained an understanding of children's literature from an historical perspective, genres of children's literature with representative authors and selection criteria, the role of literature in children's literacy development, strategies for teaching literature in elementary school, and controversies surrounding children's literature and community censorship.

The primary text was Tunnell, Jacobs, Young, and Bryan's *Children's Literature, Briefly*. Participants read 40 self-selected children's literature books based on selection criteria for each literary genre and wrote an annotated bibliography and critique of why the chosen books met the selection criteria. In addition, participants produced chapter commentaries of the primary text, and designed and taught a small-group lesson using a self-selected children's book.

### **EVALUATION:**

Written by: Jon Davies, Ed.D.

Louise Batten completed this course and earned full credit. Through completion of an annotated bibliography and critique, Ms. Batten demonstrated a good understanding of the various genres and selection criteria of children's literature in an historical perspective. Ms. Batten's small-group lesson engaged participants in a close reading of the text.

Overall, Ms. Batten's performance in this course was good.

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

4 - Children's Literature



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

Student Self Evaluation for Children's Literature  
06/2017 - 09/2017

This class was more fascinating than I had at first anticipated. As a requirement for the "Master in Teaching" graduate program at Evergreen, I thought it might be kind of fun. But I didn't understand that children's literature as a Dewey decimal classification hadn't existed until the late nineteenth and early twentieth centuries. Until then, childhood was not considered as being any different from adulthood, you were just shorter.

Then, during and following the Enlightenment, women writers became more prolific, the Emancipation Proclamation was signed, and as with medicine so also in society childhood was becoming modernized. I have spent a lot of time reading children's books and filling out literature cards using the template to describe various genres, the age of (childish) interest, plot summary, social and cultural relevance, an analysis of the book's strengths and challenges, and how I might recommend using the book in my curriculum plan. Although the program only lasted 3 weeks, I continue to gather and read good children's books that I might be able to use.

There are three types of adult books, reference books, textbooks and trade books. Within trade books there is fiction and non-fiction. The different genres are the same for children's literature. Children's literature is divided between fiction, non-fiction and poetry. Since the advent of children's literature coincided with and was a result of the acceptance of the concept of childhood, a benefit is what they learn might help them later in life. Fiction is further divided between fantasy fiction, including folktales, epics and ballads, and realistic fiction.

Beatrix Potter was the first person to put pictures in picture story books in 1902; when she published *Peter Rabbit*. No one imagined that adding pictures to a simplified text would create such beautiful works of art, or make it easier instructing young children in how to read. In juvenile literature, chapter books can enlighten the youthful reader, and informational trade books are everywhere available. The new realism of the 1960's changed the way we think of biography. Now the story of someone's life can be written and is considered verifiable; because we see things in a new and clearer light than we used to, it becomes believable. By the same token, serial stories are not as believable as they once were, because we can see that real life doesn't happen just that one specific way. Apparently the Civil Rights Era was a turning point in our perceptions of life and equality; and this in turn affected children's literature. Because of inventions in technology, beautifully illustrated and designed children's books became part of the cultural boom of the 1960's, the "new realism" and a 'brave new world'.

Picture books might be ABC books, teaching the alphabet, counting books, predictable or pattern books, engineered or baby-board books from the 1950's. Others include concept and informational books, and pictures books with few words. I presented an outline to my group of a lesson plan using two books, "The Planets" and "The Earth and Sky". The presentation was about what the solar system looks like; how we are one planet inside this solar system, and what the early earth must have been like, "a relatively cool place." I enjoyed the workshops, and learning what makes quality writing and illustration; being believable and getting the interest of the reader. We welcome the possibility that beautiful art work within the children's books will foster visual literacy. Also, using a book in class may turn out to be controversial, so you must prepare to defend your choices.



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

**April 2017 - June 2017: Grant Writing and Fundraising: Ideas to Realities**

2 Credits

**DESCRIPTION:**

Faculty: Don Chalmers, B.S., J.D.

This course helped students understand and appreciate United States philanthropy, non-profit organizations, and what they must do to seek and secure outside funding. This included how to research funding sources. The primary focus of the course was grant writing, specifically how to prepare a competitive grant application to a corporate, foundation, or federal source. Finally the course shared keys to successful grant administration and alternatives to grants including a number of fundraising programs.

**EVALUATION:**

Written by Don Chalmers, B.S., J.D.

Louise attended and actively participated in five of five classes and completed some of the three assignments. She showed good imagination in developing her project focus, Thurston County Boys and Girls Club, for her final assignment. Her comments and questions indicated Louise had a strong interest in the issues facing non-profits. Her final project, a good Common Application, was developed based on her personal experience and demonstrated an understanding of many of the concepts we discussed in the sessions on grant writing. She should consider additional coursework in non-profit management and resource development in support of her work in the MIT Program.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2- Grant Writing and Fundraising





Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

Student Self Evaluation for Grant Writing and Fundraising: Ideas to Realities  
04/2017 - 06/2017

This was a very challenging course. The class met once every other week, and although this wasn't very often I think I learned something. It was more productive to be working on a schedule, and trying to keep busy on my project. I wrote a grant proposal for the "Boys and Girls Clubs of Thurston County".

I would like to see the garden club extended to include Jefferson Middle School. There is a large open field where blueberry shrubs could be planted for a permanent installation. The garden plot would be a combination of demonstration area, with composting and planting, with a small cold frame for vegetable starts and herbs. A white board and an easel for a stand to explain the daily project, as well as programs purchased from the Washington Native Plant Society discussing topics of interest concerning habitat restoration related subjects, native plants, and sea life of the Salish Sea for the participants. Tools, seedlings and a wheel barrow, picnic tables, etc. could be stored nightly in a tool shed of the approximate proportions of 10ft. x15ft. to be built at the site. Carr's Organic Blueberry Farm could be contacted as an invaluable resource I hope they could assist with establishing the blueberry bushes.

Grant writing and Fund raising is interesting because there is a method for getting your funding request accepted that is very intentional. The text "Grant Writing" explains the process in some depth, and Don Chalmer makes it all seem fun, and the possibilities are there. In the final draft I explain the objective of the project, what the need is, and how the project addresses the need. The need is for young people who live in West Olympia to have activities at the Boys and Girls Clubs of Thurston County, during the summer that involve being outside, and learning about nature, and how to preserve it for later generations. They should learn beginning biology about Western Washington, and organic gardening gives them a context for participation in Boys and Girls Clubs throughout the school year and into the summer. This is an educational opportunity that involves hard work, and depends on our not losing sight of the objective.



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

## **April 2017 - June 2017: Strategic Compensation**

4 Credits

### **DESCRIPTION:**

Faculty: Douglas Hammel

Strategic Compensation was a course focusing a human resource management approach employers use to attract, retain, and grow talented employees while aligning their behaviors and job performance with the organization's goals and objectives. The course was designed to enable the students to gain knowledge of both theoretical and applied aspects of the compensation functions. The primary objective was to help the students develop a solid understanding of the strategies, issues, process, and techniques involved in developing and administering a strategic compensation system that promotes competitive advantage. The class involved reading, writing, research, seminars, discussions, case studies, group activities, and a final project.

### **EVALUATION:**

Written by: Douglas Hammel

Louise displayed competent college-level skills. There were no oral presentations for this class. The student was an engaged contributor and added valuable insights to the class.

Louise displayed strong critical thinking skills, knowledge and academic abilities and integrated an intermediate level of comprehension. Louise also demonstrated a clear understanding of the application of theory into practice.

The student's work improved significantly over the course of the quarter. Avenues for improvement would be to complete all sections of the assignments and eliminate wordiness.

She also exhibited clear and solid writing. Her final project was a clear investigation of a bureaucracy. Excellent work. The student needs to work to complete all sections of the final project.

Louise stated that "The collaboration of students as working adults was inspirational."

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

4 - Human Resources



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

## Student Self Evaluation for Strategic Compensation

04/2017 - 06/2017

I took Strategic Compensation because I liked the human resource management aspect in the course description. I am interested in working with people. In addition to my interest in teaching, I enjoy helping people to learn, and I enjoy helping them to become self-sufficient. I am interested in the business aspects of compensation practice. I have prior experience with the customer service side of business, but if I want to employ others; I'll need to know about core compensation and employee benefits, human resource strategies and how they affect lowest-cost strategies versus differentiation strategies.

There are lots of interesting and important facts to learn in the text, such as the passage of the "Fair Labor Standards Act" in 1938; how minimum wage laws are affected, and whether a position of employment is exempt from receiving time and a half beyond 40 hours a week, such as a salaried position, or not exempt as in wages. Many of these laws such as the "Equal Pay Act" of 1963, and the "Disabilities Act" of 1990 that fill in the gaps in social progress since the "Civil Rights Act" of 1964. The weekly class meetings always tied the material from the book to homework assignments and other current events. The other people in the class brought their unique work experience and perspectives, so that it always stayed interesting.

I also liked that we got all the way through the book, so I feel like I can go back to the parts I'm still learning to understand. I think it's important to learn as much as we can about the system that we are living in, and how the economy and our society function. Another important issue is learning about health care, HMO's, POS, and the third managed care approach; preferred provider organizations. There is really so much to learn!

Working on my final project was an invaluable experience, because it was something I really needed to do. I looked into my job experience as a classified substitute Para-educator from 2003 to 2009. I worked at the Public Schools Personnel Cooperative for the State of Washington; and devised an analysis of What I was doing and how I would improve the PSPC. I can only say thank-you, and it was well worth it!!



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

**January 2017 - March 2017: Russian, Beginning II**

4 Credits

**DESCRIPTION:**

Faculty: Elena Smith, M.Ed., Russian Language and Cultural Studies

In the winter quarter, students continued to learn the essentials of Russian grammar such as plural forms of nouns and adjectives, prepositional and accusative cases of nouns and adjectives, and comparative and superlative forms of adjectives. Students learned how to describe a house/apartment and got familiar with popular historic sights of Moscow and Saint-Petersburg. They were actively engaged in extensive speaking activities and learned geographic terminologies navigating the map of the world. They also learned how to ask for directions and express location. Students worked hard at improving their pronunciation, and did individual recordings of a popular children's poem "This is the House that Jack Built." Students were required to complete all the assignments from their workbook covering Lessons 4-5 (*Troika, A Communicative Approach to Russian Language, Life, and Culture*), pass two tests, and give two thematic presentations. Video/audio materials were used to engage students in learning activities. Over the spring break, the class is planning a field trip to Portland to see the performance of famous Russian choral spiritual chants.

**EVALUATION:**

Written by: Elena Smith, M.Ed., Russian Language and Cultural Studies

I am very proud of Louise and her accomplishments in Russian studies in the winter quarter.

She was consistent in attendance and participated in all class activities and projects with confidence and enthusiasm. Louise successfully completed most of the required assignments.

As her oral and written examinations have shown, the student's pronunciation, her general understanding of the mechanics of Russian language, her reading and speaking skills have significantly improved. In her thematic presentation "My Dream House," Louise demonstrated a good knowledge of grammar and vocabulary together with her original creative approach. The student now knows how to ask for and give directions, how to describe various locations, and read a map in the target language.

Over the winter quarter, Louise did a remarkable job and made impressive progress in her studies, and our faithful TAs, Tikhon and Sergey, were instrumental to her academic success, not to mention the excellent job they did with the rest of the class.

I am convinced that by the end of the academic year, Louise will have a solid foundation in Russian, if she addresses her language studies with the same dedication and enthusiasm.

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

4 - Russian, Beginning II



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

Student Self Evaluation for Russian, Beginning II  
01/2017 - 03/2017

This quarter was a continuation of Russian I from Fall quarter. At first I wasn't sure how well I was learning. I love the Russian culture, and the connection between Western literature and its beginnings in old Russian literature are interesting. I watched a few old movies; 'Andre Rubliev', 'Ivan the Terrible', and a some others. I worked hard on the study packets and my hand-writing started improving. It was easier, because I started to understand what was written. I started using the language lab in the library. I used some Russian language web-sites to help me with assignments. I worked hard on the study packets and my hand-writing started improving. I started enjoying class time more, because I was beginning to understand what was said. I worked pretty hard, so I was sorry that I couldn't take another quarter. My presentation about the house of my dreams was a lot of fun. It's also fun listening to the other student's giving their presentations. They were all different. I chose a house from the Georgian Revival style. I showed some slides of Carpenter Hall in Philadelphia where the Continental Congress met in 1774; it also served as a hospital for both British and American troops during the Revolutionary War.



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

## **January 2017 - March 2017: Work and the Human Condition**

8 Credits

### **DESCRIPTION:**

Faculty: Stephen Beck (Ph.D., Philosophy), Susan Preciso (M.A., Literature)

The goal of this yearlong program was to improve students' abilities to read, write, and think critically about the nature and place of work in human life, both individually and as a member of a society. Our central approaches to this theme were philosophy, literature, and history in the Western tradition. The program used Hannah Arendt's *The Human Condition*, and specifically her distinction among labor, work, and action, as a central framework for our investigation of work.

During winter quarter, our focus shifted from the place of *labor* in human life to the creation of the artificial world and the art and use objects that make it up. We continued to work with *The Human Condition*, reviewing the first three chapters and moving to the fourth, "Work." Historically central to human labor has been the laboring of women and of slaves, whose place was in the home: in the private rather than the public sphere. In the winter, we read Harriet Beecher Stowe's *Uncle Tom's Cabin*, and George Eliot's *Middlemarch* with slavery and women's work in mind. Students also read Frederick Douglass' "What to the Slave is the Fourth of July?" and James Baldwin's "Everybody's Protest Novel." Students completed two synthesis essays, revising one as the final writing assignment. They attended weekly lectures on philosophy and literature and participated in weekly conceptual workshops and seminars. They also interviewed someone about the place of work in their life, putting the interview into a format of their choice for presentation to the program.

Evaluation and award of credit is based on attendance, participation, and learning as demonstrated in all of the above work.

### **EVALUATION:**

Written by Susan Preciso, (M.A., Literature)

Louise joined our demanding program in its second quarter and was challenged by the complexity of the materials. Nevertheless, Louise fulfilled most program requirements.

Careful and detailed notes on each program activity and lecture demonstrate Louise's engagement with our work this quarter. Louise also took notes on some of the readings, although she needed to pay much more attention to a text that is central to our analysis of work and the human condition: Hannah Arendt's *The Human Condition*. Louise wrote two essays focused on the readings and revised the first for the final assignment. I strongly encourage her to continue to work on her writing, especially on organizing her work around a central focus or thesis. While her essays do contain summaries of some of the major points raised in both *The Mind and Work* and *Shopcraft as Soulcraft*, for example, they lack clear connections to some point she wants to make. The Writing Center would be a good support for her as she continues. For her oral history project, Louise interviewed the director of maintenance at her apartment complex. In her presentation to the program, she focused on the variety of skills and abilities her subject needs in order to do this work.

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

4 - Philosophy: Work and Virtue

4 - 19th-Century History and Literature



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

Student Self Evaluation for Work and the Human Condition  
01/2017 - 03/2017

I chose "Work and the Human Condition" during Winter quarter, because I wanted to continue working on my writing after the Fall quarter I spent in "Academic Writing". I hoped to write about the same or similar topics as I had during the Fall. That topic was mass incarceration as described in Michelle Alexander's text "The New Jim Crow". I have enjoyed this program, because it spoke to me about the issues of work and the human condition in ways that made us/me feel that being human is important; and that society has long been concerned about "living a good life", and "ways of working." This relates to the prior subject because it's important to have alternative perspectives to mass incarceration; without the denial that it exists.

On a personal level, my life can now be as someone who works and studies history and society; how to make a contribution, and grow a practice of virtue, if I can. The students in the program were interesting as participants in workshops and other program events. Some of these were a poetry workshop, films such as "Hard Times", and "Bridge Over The River Kwai", lectures on Hannah Arendt and others, Aristotelian philosophy, and researching character in George Elliot's "Middlemarch" or "Uncle Tom's Cabin", by Harriet Beecher Stowe. We gave presentations on individuals that we had chosen to interview, in groups of two. I had a lot of fun researching presentations, then I did one for another class first. The interview was about "ways of working"; how did this individual feel about life and his/her work, and might be someone we admired. I interviewed someone who works; Carlos Barco, he works as a mechanical technician, and "director of maintenance" in a classic "Public Housing Project." Mine was not done in a group of two, but it was a good experience giving an Oral History Presentation. I made reading notes from some of the texts to use for the two longer essays, "Uncle Tom's Cabin", and "The Meaning of Work in Our Lives," about ways of working, and the importance of loss of craftsmanship in the mechanistic world.

Through the text "The Human Condition" by Hannah Arendt, I learned to divide my perspectives between labor; that which sustains me; work, through which the world is made; and action. This last is related to or based upon the Aristotelian concept of ethos. Using teleological insight, I can now look toward a goal and through building practice and character I can obtain my goal. I saw inside the Greek 'polis' for the first time, and thanks in part to Arendt, I understand virtue as part of a philosophy, as the Greeks did. As history progresses, the modality changes. As the societal context changed with history, adaptations to alienation resulted in new perspectives, such as utilitarianism. These new philosophies and beliefs survive for generations, then new societies arise. Teleology has been replaced by a modern scientific approach, rationalism and an inner or interior experience of life, perhaps we can call this "vita contemplativa."

I took notes during the weekly lectures, workshops, seminars and films for my portfolio. We read five books, two about labor and work, and two historical novels of fiction. The novels were both historically relevant works in the sense of the important effect that they had at the time they were published. "Uncle Tom's Cabin" published in 1852; and Franklin Douglass' "To A Slave..." presented July 4, 1852 shared the context of influencing events that culminated in the American Civil War, in 1862.

I wrote about the classic film "Bridge Over the River Kwai", because it is about work creating the common, objective world; work has a durable object as product, and history finds a place and time; it causes work to be linear, with a definite beginning and a definite end. The periods of history meld into each other, but are discernible and distinct. Some periods of history are the Ancient World, the Roman Empire, each ending in its own manner, the Middle Ages, the Renaissance, the Age of Enlightenment



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

and the discovery and settlement of the New World. In anticipation of Spring quarter and the modern era, the program studied these historical periods winding-up in the eighteenth and nineteenth centuries.

I worked on my writing, and after several drafts I eventually completed an 8 1/2 or nine page "longer essay" discussing the loss of work as a matter of pride of craftsmanship in the modern industrialized world. Two texts about modern craftsmanship and work are written by Matthew Crawford and Mike Rose, which we read. We learned about "Ways of Working" from the inside. We did a poetry workshop, sharing two poems in each group and presenting one of them to the program. I wrote a review of a poem, "Elevator Man, 1949" for the poetry workshop. This was relevant to racial inequities, and American injustice. This gave me the practice I wanted with my writing in a similar subject as I had during the Fall Quarter at Evergreen College.





Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

**September 2016 - December 2016: Russian, Beginning I**

4 Credits

**DESCRIPTION:**

Faculty: Elena Smith, M.Ed., Russian Language and Cultural Studies

In the fall quarter, the students were introduced to the Cyrillic alphabet, pronunciation and Russian cursive. They were actively engaged in extensive speaking activities: from greetings and introductions to dialog and individual presentations. Students began to learn the essentials of Russian grammar and got acquainted with the verb conjugation forms, nominative and genitive cases of nouns, and grammatical gender of nouns and their descriptives. The students were required to recite two poems, complete all the assignments from their workbook covering Lessons 1-3 (*Troika, A Communicative Approach to Russian Language, Life, and Culture*), pass two tests, and give a few thematic reports. Additionally, each student gave a report on a famous Russian. To maximize the learning experience, the class was constantly immersed in a colorful cultural context, and had field trips to the Greek Annual Festival, Russian Orthodox Church, a Russian store in Tacoma and a trip to watch a famous ballet the Nutcracker.

**EVALUATION:**

Written by: Elena Smith, M.Ed., Russian Language and Cultural Studies

I am very proud of Louise and her accomplishments in my Beginning Russian course. The acquaintance with the Cyrillic script and cursive can be a challenging start for many beginners, and at first the student had some difficulty getting the Russian alphabet and pronunciation down. However, her strong determination, hard work and perseverance enabled Louise to make impressive headway in her studies. She was consistent in attendance and participated in many class activities and projects. With extended deadline and additional time, the student was able to successfully complete all of the required assignments.

As her oral and written examinations have shown, the student can read and write Cyrillic well. She also has a good command of the text-based subject materials. Louise now knows how to engage in basic conversation and give a detailed introduction of herself, her friends and family. Additionally, she gave a wonderful presentation on Sergei Eisenstein, a brilliant Russian film director providing detailed information about his life, his career, his major works, and enduring artistic legacy.

Louise is very enthusiastic about her Russian studies and demonstrated a high level of motivation that enabled her to make this outstanding progress.

I am convinced that by the end of the academic year, Louise will have a solid foundation in Russian should she address the subject with the same dedication and enthusiasm that I have witnessed.

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

4 - Beginning Russian I



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

Student Self Evaluation for Russian, Beginning I  
09/2016 - 12/2016

Unfortunately, I entered Beginning Russian I a week or two late. The other students all seemed somewhat to understand the language. However, it didn't hurt to just listen, at first; which I did. I really enjoyed their enthusiasm, and after a few weeks I started to pick it up during the class sessions.

They studied the Cyrillic cursive for a few weeks, that gave me a reprieve to start memorizing the Russian alphabet and begin reading some of the words, along with listening. I worked with tutors one-on-one, during class sessions, most of the first 3 weeks I was in the class.

I have worked on and completed most or all of the material in the three workbook packets that our faculty gave me, and two homework assignments from the text, Troika. Everyone gave presentations on a famous or well-liked Russian-of-note, like Alexander Friedman, Tzar Nicholas II, Andrei Tarkovsky, the Russian Film director, and others.

My presentation was on Sergei Eisenstein. As an art and history major in college, I enjoyed researching my subject, and giving the power point presentation to the class was fun; because it's a fun class!! I thought my presentation went very well, and I have made copies of the paintings of poster art and other paintings from the films of my subject, Sergei Sergei Eisenstein. This Russian film director's life was central to events during and directly following the Russian Revolution of 1917 and also the October Revolution.

I hope to continue with my studies of the Russian language, if possible. The words and alphabet, are similar to other European languages that I already know, such as English and French. this is an important part of European studies, and contributes greatly to the study of European history of the Twentieth Century.



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

## **September 2016 - December 2016: Academic Writing at Evergreen**

4 Credits

### **DESCRIPTION:**

Faculty: Emily Lardner, PhD

This academic writing course was designed to engage students in writing as a form of intellectual work that depends heavily on reading and responding to others' ideas. Through a series of in-class workshops and out-of-class assignments, students were expected to develop their critical reading abilities and analyze their own and other writers' forwarding moves—the term Joseph Harris uses to describe how writers work with other writers' ideas. Students were expected to think critically about the issues raised by Michelle Alexander in her book, *The New Jim Crow*, and build on those ideas in their op-ed pieces. Students were expected to write in three different genres, revise all three drafts using feedback from others, and notice and manage their beliefs about themselves as writers.

### **EVALUATION:**

Written by: Emily Lardner

Louise Batten developed new insights about writing this quarter. As she put it, "this quarter in 'Academic Writing' has been a real revelation for me. I learned a great deal about myself, I don't know if I really get to say that; but the book by Joseph Harris, along with the class meetings had the effect of directing me toward learning methods of writing, but also learning to know what I should say, and what I have that needs saying." A key strategy we worked on was what Harris calls "forwarding"—using others' ideas to build arguments. Forwarding was challenging for Louise, especially at first. She tended to react to the author's ideas, rather than describing the author's arguments or their forwarding moves. But as she persisted, Louise came to see this and began to change the focus of her response. She demonstrated a beginning ability to build on others' ideas. The idea of writing for readers, rather than writing in a reactive way to a text, is still relatively new to Louise, but it's a stance she's willing to continue to practice. She demonstrated a beginning ability to edit her writing for readers. Another challenge the course presented to Louise was the expectation that she navigate Canvas, posting a draft and responding to others. She persisted, and was able to complete the required activities.

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

4 - Expository Writing



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

Student Self Evaluation for Academic Writing at Evergreen  
09/2016 - 12/2016

This quarter in "Academic Writing" has been a real revelation for me. I learned a great deal about myself, I don't know if I really get to say that; but the book by Joseph Harris, along with the class meetings had the effect of directing me toward learning methods of writing, but also learning to know what I should say, and what I have that needs saying.

I especially enjoyed the "Reading Notes", because they are short; but I had to think about what others have said, about other writers, and then decide if that was an example of 'forwarding', 'borrowing', or 'countering'; as well as taking a point of view myself, and then I needed to re-write some of it.

The other book "The New Jim Crow: Mass Incarceration in the Age of Colorblindness" was a good source for the longer project and also the Op-Ed, because it has so many sources cited, but also the sources are interesting. The whole thing ties into a current issue of especial interest to me. But also the fact that it is an on-going exercise or experience of history. That teaches us that history and involvement are intellectual, as well as the possibility of getting involved in such an important debate.

The Op-Ed was also important because I learned how to write one, and the longer essay might become useful should I arrange my attendance in a graduate program where I will need to know how to write a longer and more extensive presentation type of essay.



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

## **September 2015 - December 2015: Statistics I**

4 Credits

### **DESCRIPTION:**

Faculty: Allen J. Mauney, M.S.

By the end of the quarter, students were expected to create relative frequency distributions and other graphics to qualitatively analyze data sets. Students were also expected to use the mean, median, mode, and standard deviation to quantitatively analyze data sets. Students were expected to use graphical and numerical tools specifically to analyze center, variation, skew, and outliers. Students contrasted the information in graphics, numerical measures, and box plots to decide which presentations were most effective in communicating their results to their target audiences. By connecting relative frequency and probability, the class used probability distributions to develop a theoretical foundation for inferential statistics. The z- and t-distributions were used to estimate population parameters and to test hypotheses about proportions and means. Correlation and regression were explored qualitatively and graphically. Student used the chi-squared distribution to test hypotheses about contingency tables.

### **EVALUATION:**

Written by: Allen Mauney, M.S.

Louise was an engaged, successful member of the class. She primarily worked alone and next step for her might be to explore ways to collaborate more actively with her peers. Louise submitted meticulous work that demonstrated very good understanding of the material. She often made connections to her interests outside of class and brought unique perspectives to class discussions. Throughout the quarter, Louise extended the results in a paper taken from the journal *Mathematics Teacher*. She investigated age and gender discrimination in the Best Performance Oscars using frequency distributions, graphics, boxplots, and inferential tools. Louise clearly enjoyed the material and is prepared for further quantitative work.

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

4 - Descriptive and Inferential Statistics



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

Student Self Evaluation for Statistics I  
09/2015 - 12/2015

The Statistics I program with faculty Allen Mauney was an excellent learning opportunity. For myself, and I think for the others as well, because there seemed to be a wide diversity in interests and point of reference among the students; but Allen Mauney had a way of bringing focus into the subject, and teaching to our interests.

I found myself becoming interested again, in the field of mathematics, just as I was in High School. Statistics have many uses, and we find it in many facets in the world around us. Our appreciation of the modern world is studied and quantified; where we go to college, the distances when we travel; what causes people to live as long as they do, and how much that might be affected by privilege and personal wealth. It's used in the fields of medicine, and in each situation, we analyze the information, then try to understand why the issue(s) are relevant.

The excellent text "Elementary Statistics; 12th Edition" by Mario Triola was an inspiration, with relatively few glitches, or maybe none. We "participated" in experiments, collected the data, while avoiding bias, in order to prove or to fail to prove the point of the experiment. For example, one statistical study proved that elderly people can delay the time of their death, in order to participate in some future event of especial interest to them. Defining a research question, means that "statistical analysis begins with a scientific problem, usually in the form of a *hypothesis testing* or *prediction* problem." (Wikipedia; on Shababa Babok, 2015). *This was a great class.*



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

**September 2015 - December 2015: THIS is Public Health**

5 Credits

**DESCRIPTION:**

Faculty: Nancy Anderson MD MPH

This program introduced the scope and framework of public health. Primary learning objectives centered on understanding the measurement and research tools used to describe and analyze population health; the definitions of health equity and health disparities; ethics of public health research; and the potential for successful public health interventions. The program focused on public health issues in the United States, and included examination of the relationship between art and public health. Texts included: *Year of Wonders* by Geraldine Brooks, *The Ghost Map* by Steven Johnson, *The Status Syndrome* by Michael Marmot, *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, and *Epidemiology for Public Health Practice* by Robert Friis and Thomas Sellers.

Students learned through written responses to the texts and to each other's work, seminar discussions, workshops, lectures, guest speakers, and a field trip to the Tacoma Art Museum for the exhibit *Art, AIDS, America*. The final project consisted of library-based research on a chosen public health issue, with a literature review and recommendations for future research or intervention.

**EVALUATION:**

Written by: Nancy Anderson MD MPH

Louise Battren entered this program with specific interest in education for children with special needs. She was an excellent student, submitting well-written text responses in a timely manner. Her writing was memorable, demonstrating a remarkable ability to pick apart the complexity of public health problems, in subjects that ranged from plague, to cholera epidemics, to health disparities. Her responses to the initial three chapters of *Epidemiology for Public Health Practice* were also excellent: well thought out, logical, and accurate. It was a pleasure to work with her this quarter.

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

3 - Public Health

2 - Epidemiology



Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

Student Self Evaluation for THIS is Public Health  
09/2015 - 12/2015

I have successfully completed my first learning experience concerning epidemiology in the part-time studies program, "This is Public Health". The text "Epidemiology for Public Health Practice" is excellent, and is very informative. I answered the questions as assigned in chapters one through three of this text. I learned that epidemiology is the study of diseases in populations not individuals. Causality and etiology are ways that we can investigate an epidemic.

This quarter, Fall 2015, I attended one all day program gathering during which, among other things, we explored epidemiology in the college computer center using statistics in connection to teenage pregnancies in Washington State and Alabama during a ten year period. We discussed the poetry of Warsan Shire, the Bubonic Plague in Europe in the 16th century, and heard a visiting lecturer from The Third World Alliance about alternative perspectives, keeping an open mind, and we discussed group participation roles.

I completed three seminar papers, on the books; "The Ghost Map" by Steven Johnson; "The Status Syndrome" by Michael Marmot, and "The Immortal Life of Henrietta Lacks" by Rebecca Skloot. The first two were in two sections each, each section was about 750 words long.

"*The Ghost Map*" offered a wonderfully written account of the Cholera Epidemic of 1854 in London, England. I was fascinated to learn that a physician named Dr. John Snow, using "Consilience of Induction" for investigation purposes and dissemination of his findings during the epidemic; was able to identify the agent to be contaminated water from the Thames, as well as water from the (Soho district) Broad Street pump. Using vital statistics, and interviewing residents door-to-door he and Henry Whitehead, an Anglican pastor, mitigated the consequences of the epidemic. Using a Veronoi diagram (a type of dot map), he mapped the mortality difference of the epidemic. This showed that the epidemic was concentrated in the area around the Broad Street water-pump, with the pump in the dead center. His contributions to medicine and scientific investigation using the "Consilience of Induction" eventually lead to new medical disciplines, such as toxicology and pathology. He apparently was never recognized for his contributions during his own life time.

"*The Status Syndrome*" brought us up-to-date with modern epidemiology. For example, when clinical diagnosis of an epidemic is inadequate, epidemiologists might be called in to investigate. When the hierarchies within society seem to have created disparity between the health of the wealthy and of the poor, Mr. Marmot calls this a "health gradient". Social awareness is a first step toward reducing or repairing a "health gradient". I now know that the three strategies of disease prevention are engendered in pre-pathogenesis and pathogenesis. The five avenues that epidemiologists use in researching a suspected epidemic are; determinants, distribution, population, morbidity and mortality. I believe this field of study holds great potential, and I would like to learn more about it, now and in the future.

The third book "The Immortal Life of Henrietta Lacks" delved into the realm of horrific experimentation using the uneducated poor, and victimization of a racial minority. This was true story, a history about which someone who admires modern medicine should be made aware of. The discovery of the 6H1 gene that is immune to disease far beyond other known human antigens is thanks largely to her. We owe a great debt to these people who were used unbeknownst to themselves, people such as Henrietta Lacks; and her family who were never made aware of the facts of her case. And how she was used for the benefit of modern science, and lost her life, but even after her family and relations discovered this for themselves they were not compensated for their loss in any way. The issue of "informed consent" has since become a Federal statute. But I also think it is important for Americans to know about the polio epidemic of the 1950's; and that without Henrietta Lacks and the predominantly





Batten, Louise Hubben

A00016275

Last, First Middle

Student ID

African-American workers who helped to discover, test and refine the polio vaccination many lives would have been lost. Many or most of these people were not African-Americans.



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

<u>Batten</u>	<u>Louise</u>	<u>H</u>	<u>A00016275</u>
Student's Last Name	First	Middle	ID Number
<u>10555</u>	<u>Algebraic Thinking</u>		
Program or Contract No.	Title		
	<u>25-SEP-2006</u>	<u>15-DEC-2006</u>	<u>4</u>
	Date began	Date ended	Qtr Credit Hrs.

**DESCRIPTION:**

Faculty: Vauhn Foster-Grahler

Algebraic thinking was an in-depth study of linear, exponential, and quadratic functions. Right triangle trigonometry was also introduced. Each of the functions was studied symbolically, graphically, numerically, and verbally. Constant emphasis was placed on linking the different types of problem solving techniques and interpreting and evaluating solutions in the context of the problem. The course involved data analysis techniques and the students used graphing calculators for some of these procedures. In addition to faculty assessment of student work each student self-assessed their performance on homework and exams. The students were assessed and self-assessed on nine outcomes for each content area:

1. Uses correct mathematical notation
2. Uses correct mathematical procedures
3. Interprets solutions in the context of the problem
4. Uses technology appropriately to investigate and solve problems
5. Links algebraic, graphic, and numeric solutions
6. Demonstrates an understanding of functions
7. Uses appropriate and multiple techniques to solve problems
8. Develops and correctly interprets mathematical models
9. Communicates mathematics for the clarity of the receiver

**EVALUATION:**

Written by: Vauhn Foster-Grahler

Louise missed more than 50% of the class sessions. Her final written assessments demonstrated satisfactory performance on most of the nine outcomes above for most of the course content. She demonstrated proficiency with linear functions and satisfactory performance with quadratic and exponential functions.

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

4 - Algebraic Thinking

August 12, 2013

Date



The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

Batten	Louise	H.	A00016275
Student's Last Name	First	Middle	ID Number
ALEGEBRAIC THINKING		Sept 25, 2006	December 15,
Title		Date Began	Date ended

I arrived in the class at the end of the second week, or the 4<sup>th</sup> class. I provided a typed "Specific Disabilities Request", concerning my hearing impairment. Ms. Kilner didn't think she would be able to comply. But after most of the quarter, she adapted to it.

I had difficulty adapting to collaborative work with the other students, because they were not my peers. My participation in a group presentation about the sequestration of CO<sub>2</sub> emissions in the United States over a ten year period from 1993 to 2003 was a success. I think the class learned from each other's presentations, to make mathematical models, and to compare the data that is within them.

I missed a good portion of the class meetings; but I attempted to make up for it by spending a great deal of time on the work outside of class and at the tutoring center. I felt uncomfortable because it was so much more difficult to remember mathematics than to learn it the first time. Students in the class were at different levels of mathematical training when they came into the class. I felt that the class and homework assignment list were structured to offer the more advanced students the opportunity to learn as much as they could, while the less advanced students could receive credit while working at their own level of learning.

I think that this was the purpose of the rating scale used by the faculty called, "assessments of outcomes", that they have some way of measuring progress, without having to keep-up with the most intelligent mathematicians. The assessments state whether the student believes they are learning conceptual knowledge, as well as mathematical operations and procedures. However the assessments were used as a way to show approval, or it's reverse. The expectation that each student write extensive self-assessments of their outcomes for the one-quarter program was stated in the syllabus. The expectation that all the tests the students had taken should be included in the portfolio was not. Ms. Kilner stated that this was the case, because she didn't know how to make a record of how well the students had done on the tests as she was grading them. I completed all homework assignments up to the point that I was still learning. My tests, however, were not all included in the portfolio. I had thrown one away already before she informed us that we should include them.

*Louise H. Batten*

Student's signature

Faculty signature: Joyce Kilner

Date

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Batten	Louise	H	A00016275
Student's Last Name	First	Middle	ID Number
40183	Introduction to Special Education		
Program or Contract No.	Title		
	26-JUN-2006	01-SEP-2006	4
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Sherry Walton, Ph.D.

*Introduction to Special Education* provided an overview of the history of special education, legislation affecting special needs students and their teachers, an introduction to brain anatomy and functions in relationship to learning, accommodations for students with disabilities, characteristics of disabilities, and responsibilities of educators. All discussions and presentations focused on individual students rather than solely on individuals' disabilities and included an examination of the differences between the functional limitation paradigm and the social/individuals' rights paradigm. The class was intended for pre-service teachers, educational assistants, practicing teachers who desire an endorsement in special education, and any individuals interested in learning about people with disabilities, their needs, and their rights.

Program members read and discussed *IDEA Update Edition: Teaching Exceptional, Diverse, and At-Risk Students* by Sharon Vaughn; *Faking It* by Christopher Lee; and either *The Curious Incident of the Dog in the Night-Time* by Mark Haddon or *Inside Deaf Culture* by Carol Padden and Tom Humphries. Each person also viewed a video of choice that focused on a person with a disability, wrote a response paper, and discussed the video in class. Participants also completed weekly take-home quizzes and a final essay test.

In addition, participants investigated one of the disability areas identified by IDEA in order to become as knowledgeable as possible about the characteristics of the disability, possible teacher attitudes, and accommodations that might support the learning experiences of a student with the disability. They shared what they learned in 90-minute workshops, wrote brief papers about what they learned, and completed annotated bibliographies about their sources. To apply what they had learned about characteristics and accommodations, program members read and analyzed two case studies and discussed their conclusions in small group seminars.

**EVALUATION:**

Written by: Sherry Walton, Ph.D.

Louise Batten received four credits. She attended some classes and completed some of the required work. She and another program member prepared a workshop for their peers about developmental disabilities. The workshop included some of the essential definitions and characteristics of students with developmental disabilities. Louise brought numerous handouts to share but was not clear about the connection of the material to her topic. The overall presentation would have benefited from less reading and more active engagement with the material. Louise's written work, quizzes, seminar contributions, and final test revealed an emerging understanding of the course material.

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

- 2 - Foundations of Special Education (History and Law)
- 1 - Characteristics of Learners with Special Needs
- 1 - Individual Learning Differences (Accommodations and Adaptations)

August 15, 2006

Date



The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

<u>BATTEN</u>	<u>LOUISE</u>	<u>H.</u>	<u>A00016275</u>
Student's Last Name	First	Middle	ID Number
<u>INTRODCTION TO SPECIAL EDUCATION</u>		<u>06/23/06</u>	<u>07/27/06</u>
Title		Date Began	Date ended

This has been my first exposer to special education in a formal course of study. The first in a sequence of 5; I could get an endorsement in SPED for a teaching certificate if I take all five sessions. We studied SPED using the text, "Teaching Exceptional, Diverse and At-Risk Students: In the General Education Classroom". The class met three times each week, Monday, Tuesday, and Thursday mornings for four hours.

Sherry Walton kept the lecturing to a minimum and usually covered all the most succinct points. Some of these are the history of Legislation mandating the delivery of services for special needs, toddlers and infants; non-discriminatory evaluations; the new IDEA and what it provides for, such as an Individual Family Service Plan (IFSP), and advocacy rights.

We studied the various categories of disabilities, for example, specific learning disabilities (LD), developmental disabilities, emotional and behavioral disabilities (E&BD), impairments and physical disabilities. Included in each are the prevalence, assessment, definitions and descriptive terminology; identification and curriculum.

We learned what procedures are appropriate for a school system, or a teacher to go through when a student is presenting special needs challenges. Interventions are begun almost immediately, which may or may not lead to a pre-referral for special education. I may go further with this to the next session, to learning how to write IEP's (Individualized Education Plans).

Louise H. Batten  
Student's signature  
July 27, 2006  
Date

\_\_\_\_\_  
Faculty signature: SHERRY WALTON

\_\_\_\_\_  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

BATTEN	Louise	h.	A 00016275
Student's Last Name	First	Middle	ID Number
10143	Doing Research		
Program or Contract No.	Title		
	09/24/03	12/19/03	4
	Date began	Date ended	Qtr. Credit Hrs.

**Description:** An introductory class to teach students the philosophical, theoretical, and behavioral foundations of doing research, this course did not require a completed research project but did provide students the opportunity to begin the process. The seminars on readings including Booth, Colomb and Williams' *The Craft of Research*; several chapters from Charles Bazerman's *Shaping Written Knowledge*; Josephine Tey's *Daughter of Time* (used to inculcate a sense of passion about doing research as well as the selection of a research topic); and Dorothy L. Sayer's *Gaudy Night* helped students realize that the world of research and their own ethos as researchers are closely knit, are rather fragile, and are subject to collapse if subjected to unethical research practices.


Students completed numerous workshops and written assignments to learn interpretation skills, source quality analysis, and the basics of library and Internet research. Throughout the course the students were expected to use critical thinking skills, to develop information retrieval competency, and to understand the duty to proceed and create their projects ethically.

**Evaluation:** Louise was at once problematic and sincere. She had some difficulty with the concepts as laid out in *Craft of Research* but she struggled through and produced a very interesting if not completely comprehensible project outline. Her topic was a difficulty one. It is often easier to do literary research in more modern time periods. The effort that she put into this course was evidence of her desire to learn the processes delineated. She did all the required written work and readings but missed three class sessions because of illness.

Louise Batten has successfully completed the course by completing all reading and written assignments. Her participation in seminars, workshops and written assignments indicated that she has gained a basic understanding of research theory and practice.

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

- 2 - Library and Information Science
- 2 - Research Methodology

  
\_\_\_\_\_  
Faculty Signature(s)  
Warren R. Stilson  
\_\_\_\_\_  
Faculty Name

12/15/03  
\_\_\_\_\_  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**


BATTEN	Julie	H.	
Student's Last Name	First	Middle	ID Number
9519M	RUSSIAN AND SOVIET FILM		
Program or Contract No.	Title		
	7/00	8/00	4
	Date began	Date ended	Qtr. Credit Hrs.

**Description:** Students in this course viewed and analyzed representative Russian and Soviet films as works of art, moral statements and historical documents. Specifically, they examined critically the political and social messages in, the techniques employed by the film makers in, and the historical content of the films. They utilized the films to comprehend the social, political, and cultural history of Russia and the Soviet Union, from 1917 to 1991. Readings for the course included John Lawrence, *A History of Russia*; Neya Zorkaya, *Illustrated History of the Soviet Cinema*; Anna Lawton, *Kinoglasnost*; and selected essays and articles from other sources. Special emphasis was given to the films of Sergei Eisenstein and Andrei Tarkovsky. Each week the students viewed and wrote detailed responses to the following films: *Battleship Potemkin* (Eisenstein); *October* (Eisenstein), *Mother* (Pudovkin); *Chapayev* (Vasilievs); *Baltic Deputy* (Zarkhi and Kheifits); *Come and See* (Klimov); *My Name is Ivan* (Tarkovsky); *Stalker* (Tarkovsky); *Burnt by the Sun* (Mikhalkov); and *Repentance* (Abuladze). In the written responses, students commented on the storyline, the techniques, messages and directors' intent. In addition students wrote a final essay on some aspect of Russian and Soviet film.

**Evaluation:** Julie Batten did rather well in this film class. Certainly, no student worked harder to improve their analytical skills or understanding of the films viewed. Julie had some trouble writing the film responses, but she persisted, so that by the end of the quarter she was able to capture, in writing, the underlying meanings of the films' images and accurately to interpret the deeper meanings of the dialogues. She also commented intelligently on the characteristic styles of such filmmakers as Sergei Eisenstein, Vsevelod Pudovkin, and Andrei Tarkovsky. In the process of studying the content and the "messages" of the films, moreover, she learned much about the troubled history of Russia, from the Revolution of 1917 through the Gorbachev Era. She now has a very good sense of how some courageous Russian filmmakers produced great art, even though they had to deal with both negative and positive censorship. She wrote a final paper in which she accurately described and commented on some of the complex imagery in Tarkovsky's film *Stalker*. She found his films challenging but ultimately very rewarding.

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

4 - Russian and Soviet Film

  
\_\_\_\_\_  
Faculty Signature(s)  
Thomas B. Rainey, Ph.D.  
\_\_\_\_\_  
Faculty Name

September 25, 2000  
\_\_\_\_\_  
Date



The Evergreen State College · Olympia, Washington 98505

## THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

<u>BATTEN</u>	<u>JULIE</u>	<u>HUBBEN</u>	
Student's Last Name	First	Middle	ID Number
<u>SOVIET AND RUSSIAN FILM</u>		<u>AUGUST @1, 2000</u>	<u>SEPT. @8, 2000</u>
Title		Date began	Date ended

My summer quarter in Soviet and Russian Film was a great success. I usually look for a vision of the future when I watch a film. But none of these films were about the future. Most of them were about the history of Russia since the Revolution in 1917, or else they were about some other aspect of Russia's people and culture..mainly art films.

The class was based on a two fold plan; one was to watch the films of artists such as Andrei Tarkovsky and Elem Klimov. The other was to have lectures about the relevant issues and histories, and then have some discussion.

Most or maybe all of the films were subjected to censorship during production. In particular the films made during the Golden Era of Russian film making were held back on the shelf for years after production was complete.

I never realized the extent to which the film artists of the Soviet Union went to in order to create their films in the way they had envisioned them. I have learned that the Soviet film artist usually was unable to maximize his overall output and not allowed to make the films the way he wanted; and also was forced to make cuts and changes.

I have learned to examine what I wrote. My critical writing has improved as I tried to write professional sounding film reviews. The entire era was the turning point in 20th century history, preceded by the Industrial, French and American Revolutions. The film's are a history as well as artistic expression of that era.

This quarter has been very productive for me. These films are an important part of avant-guard film history. They are also important as accurate portrayals of how the Russians saw themselves during the upheaval and that time of changes.

I wrote six 1-2 page responses, and one longer paper and response to The Stalker. I enjoyed Tom Rainey's lectures very much, and I hope to hear him in the future.

Julie H. Batten  
Student's signature  
August 25, 2000  
Date

Tom B. Rainey  
Faculty signature  
1 Sept 2000  
Date





The Evergreen State College Olympia, Washington 98505  
**INTERNSHIP LEARNING CONTRACT**

Batten	Julie	lh	no phone
<b>Student ID Number</b>	<b>Last Name</b>	<b>First</b>	<b>Initial</b>
4698C	Pat Labine	-6195	
<b>Sponsor No.</b>	<b>Faculty Sponsor</b>	<b>(Telephone)</b>	
<b>Farm Worker Contract</b>			
<b>Short Contract Title</b>			
<b>Farm Worker</b>			
<b>Title of Internship Position</b>			
<b>Farm Worker</b>			
<b>Internship Organization</b>			
<b>The Organic Farm</b>	<b>TESC - CAB 305</b>	<b>Olympia, WA 98505</b>	<b>866-6000, x6167</b>
<b>Field Supervisor (Name and Title)</b>	<b>Address</b>	<b>Zip Code</b>	<b>Telephone</b>
Walter Niemice and Susan Moser			6167
<b>Other Subcontractor(s): Name(s) and Title(s)</b>			

Academic Quarter: FALL '84  
 Qtr. Credit Hours: 12  
 Internship component 4  
 Academic component 8  
 Beginning Date SEPT. 23  
 Expected Completion SPRING '85  
☐ Freshman ☐ Sophomore ☐ Junior ☒ Senior

Internship hours per week 8-10  
 Rate of pay per month NONE  
 Other compensation: VEGETABLES

Related Academic Preparation and Work Experience:

I have read a lot of books

about farming

/Pulling weeds, carrying garbage cans, and farming in E. Canada

Prior Internship(s): \_\_\_\_\_ Quarter(s): \_\_\_\_\_ Year(s): \_\_\_\_\_ Qtr. Credit Hrs. earned: 4 cr.

**LEARNING OBJECTIVES FOR THIS CONTRACT:** 1. Farming in the N.W. United States of America

2. planning a large garden

4. budget, and "soil science"

5. educational opportunities for the public

**ACTIVITIES UNDER THIS CONTRACT:**

Statement of activities and goal

Internship component:

1. working to improve the current organization of the Organic Farm

2. Improving the garden and other farm buildings

3. component garden opportunities for the community

4. attend farm board meetings

5. maintain the garden, plant, rotation of crops

Academic component:

1. Keeping a journal of all activities and projects for the field supervisor

2. "Reading and writing Skills"-4cr.

3. "Costume History and Design"-cr.

4. writing a completed evaluation

Responsibilities of Sponsor, Field Supervisor and other Subcontractors:

weekly 1 hour conference; or farm meeting

Procedures for evaluating completed contract:

Field sponsor submits evaluation to faculty by Dec. 7th; student writes

evaluation by same date. Faculty completes final evaluation by the end of the quarter.

Does this contract require the use of special resources, facilities and equipment, or carry special legal implications including compliance with the policy on "Human Subjects Review"? (If yes, attach clearances.) Yes ☐ No ☒

This contract may be terminated by intern or organization with two weeks' written notice.

<u>Julie R.H. Batten</u>	<u>10/1/84</u>	<u>Pat Labine</u>	<u>Oct 1 '84</u>
Student signature	Date	Sponsor signature	Date
<u>Walter Niemice - Susan Moser</u>	<u>10-4-84</u>	<u>Wayne C Morris</u>	<u>10-4-84</u>
Field Supervisor/Subcontractor	Date	Cooperative Education Staff	Date
<u>[Signature]</u>	<u>10-4-84</u>		
Dean of Group signature	Date		

**IMPORTANT: PLEASE NOTE RESPONSIBILITIES ON REVERSE SIDE BEFORE SIGNING CONTRACT.**



The Evergreen State College · Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

BATTEN,	Julie		
Student's Last Name	First	Middle	ID Number
4698C	Farm Worker Contract		
Program or Contract No.	Title		
	10/84	12/84	7
	Date began	Date ended	Qtr. Credit Hrs.

Fall term Julie held a 4 quarter hour internship at TESC's Organic Farm. She also completed a 3 quarter hour module with the Learning Resource Center on essay composition.

For her internship at the Farm, Julie worked under the supervision of the Farm Manager, Susan Moser. Julie worked at diverse farm tasks, kept a daily journal, and participated in a number of the Farm management meetings. Susan Moser evaluated her work as follows:

Julie was involved at an introductory level with most of her anticipated contractual activities. She spent much of her time enthusiastically cleaning and organizing grounds and building. She also helped with the major task of planting winter cover crops and renewing beds in this year's greatly enlarged garden area. Julie also attended several weekly planning meetings. Initial problems involving her communicating with impatience were ironed out as Julie came to understand the complexity of the Farm dynamics. One of Julie's future challenges will be to remain on task. This responsibility will need to be shared by a supervisor who must be clear about objectives.

READING, WRITING & STUDY SKILLS IMPROVEMENT - Stella Jordan, Instructor

Description: This module involved extended practice work with different self-programmed materials in reading, study, and/or writing skills. Work was done on an individualized basis according to needs assessed in diagnostic testing as well as in conference with the student, in order to determine a particular focus for the student in the module. Working with writing skills stressed the development of such areas as grammar mechanics, spelling, paragraph writing practice, and good essay form. Work done for reading and study skills stressed specific comprehension skills, study reading techniques, vocabulary development, and development of greater reading efficiency and speed.

Evaluation: Julie has worked in this module to develop her writing skills. She has quite competent things to say about a given subject and has been desirous of developing them in her writing. She has, however, been plagued by resistance -- resistance to criticism by others as well as resistance to her own competence with a given subject matter. Her first drafts have combined clear passages and confused ones. Perhaps one of her strongest needs has been for organization and overall structure in her essays. This was most evident in her first paper about the Book of Kell, a subject of great interest to her and about which she was quite knowledgeable. She needed to work through several drafts before achieving a paper that spoke well to the reader about her subject. Julie clearly worked hard, though intermittently on several other papers, redrafting them in order to clarify the focus of her paper and to restructure her comments within clear sentence structure. She needs to continue working on her essay skills, but has made good progress in articulating her ideas on paper.

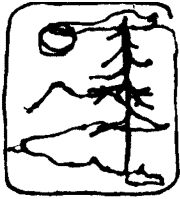
(Suggested Equivalencies on next page)

Faculty signature(s)

Pat Labine

Faculty Name

Date FEB 20 1980



The Evergreen State College · Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

BATTEN, Julie  
Student's Last Name First Middle ID Number  
4698C Farm Worker Contract  
Program or Contract No. Title  
Page 2 10/84 12/84  
Date began Date ended Qtr. Credit Hrs.

Suggested Course Equivalencies (in quarter hours) TOTAL: 7

- 3 - Beginning Essay Composition
- 4 - Small Farm Operation

Pat Labine

Faculty signature(s)

Pat Labine  
Faculty Name

Feb 8, 1985  
Date



The Evergreen State College · Olympia, Washington 98505

## THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Batten	Julia	Louise
Student's Last Name	First	Middle
Farm Worker Contract		
		ID Number
		Sept. 23, 1984 Dec. 15, 1984

Title I worked as an volunteer intern at the T.E.S.C. organic farm. I worked approximately eight to ten hours a week digging, weeding, and hauling garbage. I kept a journal of the activities and ideas for other potential projects. Everyone attended weekly meetings for planning. I worked in the garden on projects in progress; mainly cleaning up the garden for fall and cover cropping. The internship is not judged by how long or how hard I worked, but by what I learned. I wanted to continue the experience I already have working on a small farm and growing vegetables.; and I wanted to participate in a training program designed to equip the employed student to assume a more responsible position within the same organization.

I wrote a paper on organic gardening and learned what it is like to organize and run a small organic vegetable producing farm. I am interested in continuing to work at the Organic Farm at Evergreen; and trying to make it into a showplace as attractive as the rest of the college campus for the appreciation and edification of the Olympia and Evergreen communities; and to work towards being a paying proposition.

I talked to Stella Jordon twice a week for only one half of an hour to work on my writing skills. One of the aids helped me other times during the week. By obtaining feedback from Ms. Jordon and the aid between drafts I now understand the process of expository writing better. I am able to take an idea thru investigation, rough draft, reworking, and final composition. I was able to clarify my ideas and work on sentence structure at the same time. I also learned to discuss my ideas before I put them down on paper. I wrote five papers.

Mrs. Clayton D. Batten  
Student's signature  
January 2, 1985  
Date

Pat Lohr  
Faculty signature  
JAN 2, 1985  
Date

Program Description  
Apprenticeship in Weaving  
Gail Tremblay  
Spring 1984

In this program students had the opportunity to weave on a large number of projects designed by the instructor as well as one or two projects of their own. The projects designed by the instructor included weft dominant, warp dominant, and balanced weaves; single layer and double layer fabrics, plain and patterned weaves, and students learned to read a draft, warp a loom, and weave if they had not already learned those skills prior to the class. There were several lectures including ones on drafting, designing by drafting, making cartoons and using various tapestry techniques. In addition there was a slide presentation and lecture demonstration by Kay Sekimachi on quadruple weaves and students all got the chance to weave a quadruple weave sample if they wished. As the students came to the program with widely various skill levels and backgrounds in weaving, a description of each individual and her work will give a much fuller picture than a general description can. Most students also read a number of texts on weaving keyed to their particular level of expertise and interest and those will be mentioned in this evaluation. This program allowed a lot of individual flexibility within a relatively structured format. In addition to weaving, students regularly attended the Expressive Arts Symposium where they viewed work by students, faculty and guest artists in a wide variety of media and idioms.



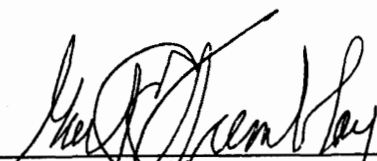
The Evergreen State College · Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

BATTEN	Julie	Louise	
Student's Last Name	First	Middle	ID Number
3010G	Apprenticeships in Weaving		
Program or Contract No.	Title		
	4/84	6/84	8
	Date began	Date ended	Qtr. Credit Hrs.

This quarter Julie Batten managed to complete eight credits in Apprenticeships in Weaving; she learned to design a warp, warp a loom, and weave. During the course of the quarter, she worked on the warp for one of my projects and did a little weaving on a couple of them, but for the most part Julie worked on her own projects, a long piece of navy blue yardage made with fine weaving worsted and a series of cotton placemats in white, pinks and rust. Technically, Julie made improvement over the course of the quarter; the selvages and beat of her initial piece are uneven and irregular, her second project shows great improvement in both. Both projects however contain a number of floats, some very long floats in both warp and weft which as of final critique Julie had still not repaired. Julie's use of color in her second project was skillful and showed a good design sense. Both her projects were woven in tabby. Before the end of the quarter, Julie put a third warp and began weaving a hanging in basket weave. Julie did not hand in the list of her weaving projects at the critique or twenty-four hours before her conference. She read Shirley Held's Weaving: A Handbook for Fiber Craftsman and looked at art books by contemporary weavers. She has made progress and likes weaving well enough to continue her work.

TOTAL: 8

- 6 - Beginning Weaving
- 2 - Fiber Design

  
\_\_\_\_\_  
Faculty signature(s)  
Gail Tremblay  
\_\_\_\_\_  
Faculty Name

\_\_\_\_\_  
Date  
September 27, 1984

OCT 2 REC'D

Suggested Course Equivalencies (in quarter hours)



The Evergreen State College - Olympia, Washington 98505

## THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

BATTEN				
(Hubben-Batten)		Julie	Louise	
Student's Last Name	First	Middle	IU Number	
Apprenticeships in Weaving			Sp. 1984	Sp. 1984
Title			Date began	Date ended

I attended "Apprenticeships in Weaving" as a parttime student for eight credits Spring 1984. Mondays were class all day from 8:00 until 5:00. Tuesday I came for about two hours. Wednesday was open weaving lab workshop. Thursdays there were art symposiums from 1 o'clock to 4:00 that I was to attend every other week.

Fridays I usually spent half of the day weaving. I found the structure of the class to be a good one with Gail Tremblay an interesting companion and stimulating teacher. I wove eighteen feet of navy blue

acrylic yarn to make a shawl. I had to make string heddles and learned about looms and how they function. I wove four place mats in pink and white, and a bathmat of multi-color about three feet long and two feet wide.

Gail had many projects for the students to work on and I was able to get first hand experience with many different possible designs as well as diagraming, drafting and cartoons. I think I met my goals for this quarter and hope to continue weaving through this summer.

*Mrs. Julie L. Hubben Batten*

Student's signature

Date

*Sept. 5, 1984*

Faculty signature

Date

*Gail Tremblay*  
*Sept 5, 1984*



The Evergreen State College · Olympia, Washington 98505

## INDEPENDENT STUDY CONTRACT

BATTEN

Units of credits

Student ID Number 9678C Last Name Hubben First Julie Initial Louise  
Sponsor No. Lovarn King Sponsor

Short Title Interracial Conflict in America Date began July 28, 1980 Expected completion Sept. 5, 1980

Subcontractor(s) \_\_\_\_\_ Title (if relevant) \_\_\_\_\_

### Objectives:

To understand contemporary NA issues from a historical

and cultural context.

### Related academic preparation and work experience:

Three years study under the Native American and Third World Studies programs.

Activities under this contract: Weekly classroom component Yes No

Read at least five books on Native Americans and write 3 five page papers, or one 15 pages.

1. What did I do?
2. How did I do it?
3. What did I learn?
4. What difference does it make?

Address these questions in my evaluation

Sample reading list:

1. Journals of Lewis and Clark
2. A Guide to America's Indians by Arnold Marquis
3. American Indian Fiction by Charles R. Larson
4. The American Indian Reader: History by Rupert Coste
5. Indians of the Pacific Northwest by Ruth Underhill
6. The Urban Native Encounters the Social System by Dorothy M. Jones

### Support by the Sponsor and Subcontractor(s):

weekly conference and critique of writings

### Procedures for evaluating completed contract:

Self-evaluation and faculty-student conference

Does this contract require the use of special resources, facilities and equipment, or carry special legal implications?  
(If yes, attach explanation.) Yes ☐ No ☒

Student signature Julie Hubben Date July 27 '80

Sponsor signature Lovarn King

Date 7-28-80

Signature(s) of Subcontractor(s) [Signature]

Dean of Group signature

Date 8/18/80  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

BATTEN		Julie	L.	2
(HUBBEN)				
Student's Last Name	First	Middle	ID Number	
9678C	Interracial Conflict in America			
Program or Contract Number		Title		
7/80	8/80	8		
Date began	Date ended	(one unit equals four credit hours - see "Equivalencies" below)		
(Evergreen Units awarded)				

Julie Hubben was enrolled with me in an Individual Learning Contract for Summer quarter, 1980.

As Ms. Hubben was completing her undergraduate degree at Evergreen and planning to enter the Teacher Certification program at St. Martin's College, I emphasized the need that her papers reflect her knowledge of the correct way to conduct research and to document it.

Unfortunately, Julie refused to see the value of this procedure. I demanded a re-write of her final paper, the second version was little changed and the needed corrections were generally ignored. I have decided to grant Ms. Hubben the credits for her work but it is with the understanding that her work (in structure and form) was very marginal and barely passable. This short-coming is compensated, however, by the bursts of insight and the fresh manner that Julie has of viewing material and commenting upon it. If she could only get a little more disciplined and be willing to take some direction, she could contribute effectively to contemporary thought. I hope that happens.

Equivalencies:

6 qtr. hrs. - Readings in Native American Concerns  
2 qtr. hrs. - Seminar on Historical Interactions

\_\_\_\_\_  
Faculty signature(s)  
Lovern King

Name

November 20, 1980

Date

THE NATURE OF COMMUNITY  
PROGRAM DESCRIPTION

A Coordinated Program of Individualized Study  
Fall, Winter, Spring 1979-80

The Nature of Community is Native American Studies for 1979-80 at The Evergreen State College. NATIVE AMERICAN STUDIES is an advanced alternative school of thought designed in experiences as an open opportunity in education for Native American students emphasizing the following disciplines: LISTEN, PERFORM, QUESTION, SYMBOLIZE. Programs in this school of thought invite students to design, plan and implement their own purpose for learning relative to important human relationships. The programs promote personal selection to reshape the students' capacity to think, to do and to believe within a present future for which we must learn to cultivate the most flexible and complex process of life human modeling for living.

The Nature of Community faculty members

Mary Ellen Hillaire  
Elizabeth Diffendal  
Russell Fox

Maxine Mimms  
David Whitener  
Lovern King

The Nature of Community is planned as a program of individual and group activities which will explore the concept of community--those functional abstracts that we internalize so that we are not alone, even when we are not together. The program will give students an opportunity to explore community in terms of TIME, SPACE, BODY and PLACE.

The program will have an on-campus component each Monday during which the faculty team will explore the various aspects of "community". On four separate occasions during the year, the program will offer campus-wide forums on the following themes: Classroom Teaching, Community-Based Learning Concept Images, Student Centered Administration. In addition, the multi-ethnic program faculty will be available to students to develop various models for community-based studies appropriate to the interests of participating students.

Program objectives for The Nature of Community include the following:

The student, through learning episodes, will develop an understanding of his/her own social constructs that promote his/her need of community.

Through designed activities, the student will experience community composition. Faculty specialties brought to these activities include philosophy, education administration, anthropology, communications, community education and urban planning.

The student, through individual student/faculty relationships will come to periodic consensus about education direction and education resource selection.

Through campus-wide forums, students will develop the understanding of negotiation of role and position in aggregates of unrelated persons, an education outcome being a clarification and working plans to further ensure the development of a functional identity, working group loyalties and a workable personal authority - to make decisions which defines human destiny.

This program believes in a collaborative partnership between the faculty and student. The following faculty, within their areas of speciality, have participated with the student in this program:

1. Mary Ellen Hillaire  
Mary Ellen Hillaire  
1-Native American Studies  
2-Sociological Anthropology  
3-Human Services
2. Margaret Greene  
Margaret Greene  
1-Tradit'l. Native Am. Studies  
2-Politics of Community  
3-Cultural Anthropology
3. Lovern King  
Lovern King  
1-Humanities  
2-Communication  
3-Higher Education
4. David Whitener  
David Whitener  
1-Marine Science  
2-Education Administration  
3-Native American Studies
5. Maxine Mimms  
Maxine Mimms  
1-Higher Education Admin.  
2-Secondary Administration  
3-Elementary Teaching Methods
6. Russ Fox  
Russ Fox  
1-Community Development  
2-Urban Planning  
3-Latin American Studies
7. Elizabeth Diffendal  
Elizabeth Diffendal  
1-Anthropology  
2-Research Methods  
3-Early Childhood Education



The Evergreen State College · Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

BATTEN

( Hubben ) Julie L. 2  
Student's Last Name First Middle ID Number  
9071P THE NATURE OF COMMUNITY  
Program or Contract No. Title  
9/79 6/80 32  
Date began Date ended Qtr. Credit Hrs.

Julie's individuality and uniqueness make her and her work difficult to evaluate. As demonstrated in her self-evaluation, she pursued a wide range of learning activities this year -- from ballet and reflective writing on educational philosophy to research in educational techniques, history, and folklore. Some of these, such as the ballet, she did not complete satisfactorily for credit, as judged by the instructor of the class. While she did complete the written papers mentioned in her self-evaluation, I am forced to evaluate them only as end products of her learning. Because Julie rarely came to classes and chose not to seek advice or consultation through individual conferences, I do not have the benefit of knowledge or insight into the process of her learning or thinking that led to her final papers. And, as pieces of writing, Julie's style and format is often unconventional, compounding the difficulty in making constructive commentary. I'll try, however.

Several of Julie's pieces of writing demonstrate well-developed intellectual and communication abilities. Her self-evaluation, for example, shows her ability to summarize important points from readings or experiences and to write in a clear, effective style. Some of her other papers, such as that written on open education, exhibit the same qualities. Even though only one book was used as a reference, it was an anthology entitled Open Education: A Sourcebook for Parents and Teachers edited by Nyquist and Hawes. Julie did not include her footnote references, so I could not tell how many different author's ideas she was actually using. However, the paper demonstrates comprehension, an ability to draw analysis and conclusions from the ideas, logical organization and an effective writing style. Her essay on politics and economics from The Book of Merlyn by T. H. White did also.

Spring quarter I was assigned to work with Julie. She expressed a desire to meet regularly to critique and improve her writing techniques. After an initial conference at the beginning of the quarter, I did not see Julie until the last week of the school year. At that time she submitted a forty-six page paper that consisted of over one hundred quotations and, at most, one page of writing that was her own. One book, Mother Wit From the Laughing Barrel: Readings in the Interpretation of Afro-American Folklore edited by Dundes, was the source, and again the footnote references were not included. The paper obviously represented a lot of work, but I was unable to determine or judge the amount or quality of Julie's thinking that went into it. As she states in her self-evaluations, she was experimenting with this style (also characteristic of a few other of her writings) to try to communicate the purity of the author's ideas. I recognize the intent and the product for what it is. But because Julie did not come to any classes or conferences spring quarter, and this paper represented, in effect, her only work of the quarter, I am unable to comment on the learning or value represented. I did, however, award her eight hours of credit for this work.

Continued....

Faculty signature(s)

Russ Fox

Faculty Name

Date



The Evergreen State College · Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

BATTEN

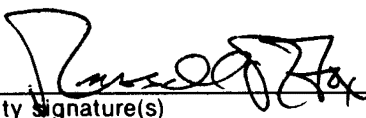
( Hubben ) Julie L. 2  
Student's Last Name First Middle ID Number  
9071P THE NATURE OF COMMUNITY  
Program or Contract No. Title  
Page 2 9/79 6/80  
Date began Date ended Qtr. Credit Hrs.

In my opinion, Julie did not take full advantage of the educational opportunity afforded her this year. She did explore the limits of her own self-motivation, and she did demonstrate her intellectual abilities and potential. But by choosing not to attend the Monday classes and not to seek the advice and assistance of the faculty, she avoided opportunities to develop the inter-personal skills and confidence she needs so that her full potential may be realized and shared.

Suggested Course Equivalencies - TOTAL: 32 quarter hours

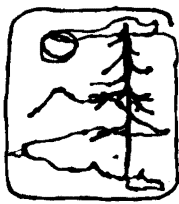
- 12 - Independent Research in Education
- 12 - Independent Research in Literature
- 8 - Independent Research in Black Folklore

Suggested Course Equivalencies (in quarter hours)

  
Faculty Signature(s)

Russ Fox  
Faculty Name

9-2-80  
Date



The Evergreen State College · Olympia, Washington 98505

## THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

BATTEN

(Hubben)

Julie

L.

Student's Last Name

First

Middle

ID Number

The Nature of Community

9-79

6-80

Title

Date began

Date ended

This year I made more progress learning skills and gaining confidence in work. I continued Classical Ballet from last year for two quarters, until I could go no farther with the knowledge I had of technic.

I had my comicbook from the program 'A Seperate Reality' printed after laying it out and it is on sale at the bookstore. This was hands-on experience with marketing and manufacture.

I wrote a paper on African anthropology in particular that of a starving tribe the Ik as gained from the book "The Mountain People" by Colon Turnbull. Through this study I developed my skill at deducting the important segments from a book as I read and combining these into an informative synopsis of the work studied. By using quotes that explain the major ideas from each section of writing, I was able to develop the ability to understand what I was reading while retaining the implication of what is actually being said. This form of synopsis is valuable as a retaining devise, for future study and use of the material covered in scholarly research. I attempted to put forth the interpretation of the author's work that he himself tried to convey through the book, only in shortened form.

I drewup a small pamphlett about College components within the academic setting, such as seminaring, conferences, and evaluations.

Student's signature

Faculty signature

Date

Date

Julie Hubben  
May 30, 1980



The Evergreen State College · Olympia, Washington 98505

## THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

BATTEN

( HUBBEN )	JULIE	L.		
Student's Last Name	First	Middle	ID Number	
THE NATURE OF COMMUNITY			9/79	6/80
Title		Date began		Date ended

PG. 2 I discussed it in length with several faculty, deans, and the Provost. It was in answer to the vagueness with which the common student might meet the uniqueness of Evergreen's innovative program of study. To this end the dean of students took interest, accepting a copy of the pamphlet and 'taking it under advisement', and I understand that several different things have been initiated towards improvement of the college in this area.

I composed a cassette tape of jazz, blues, and African musics as a means to study the musical relationships of these and how they relate to their cultural traditions.

Using the idea that there is an ongoing undercurrent of major ideas running throughout an anthology, or any book of multi-faceted material; I am completing an extensive study of Afro-American folklore which I hope to publish when completed. This study has been interesting as something that relates to present day living culture and is relevant. This gave me a vehicle through which to synthesize my overall knowledge of history and different cultures towards a nonspecialized interpretation of knowledge, and develop the multi-cultural mode of education.

I read about open education and it's movement, and wrote commentary on the pros and cons of this new method as it compares to traditional method. By traditional methods I intend to mean only the methods separated from it's failings as it may be used

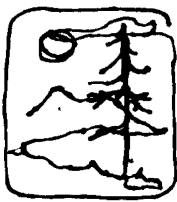
Student's signature

Julie Hubben May 30, 1980

Date

Faculty signature

Date



The Evergreen State College · Olympia, Washington 98505

## THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

BATTEN

(HUBBEN)	JULIE	L.		
Student's Last Name	First	Middle	ID Number	
THE NATURE OF COMMUNITY			9/79	6/80
Title			Date began	Date ended

PG. 3 today. This is the major factor in favor of the new method, that of a way to break into the unfortunate cycle of negativism and prejudice perpetuated by the present system. My major point was that the traditional methods do not have to be misused in this way. Through this study of educational methods and systems as they stand today I was able to begin thinking more deeply into the reasons behind things as they are, and how they affect the school systems. I feel that it is important for me to understand as much as possible about the society that I live in, so that I will be a good teacher, and be able to relate different cultures and attitudes to my pupils.

I took notes on 'A Treasury of Irish Folklore' by Phadraic Colum, and extracted a wonderful list of other sources on about and from Ireland, which will give me great pleasure in the years to come; and aid me as did this treasury in the understanding and appreciation of Irish culture. This work made me more aware of how the folk culture of a people fits in with a world historical view.

I read 'The Book of Merlyn' by T.H. White, and wrote a paper on Merlyn's relevance to modern man. This was an exercise in thinking, writing, and creative use of my comprehension.

I wrote two other papers, one a creative piece of poetic discription, and the other a minor essay on classroom politics. All these

Student's signature

*Julie Hubben* May 30, 1980

Date

Faculty signature

Date





The Evergreen State College · Olympia, Washington 98505

## THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

BATTEN

( HUBBEN )	JULIE	L.		
Student's Last Name	First	Middle	ID Number	
THE NATURE OF COMMUNITY			9/79	6/80
Title		Date began	Date ended	

PG. 4 shorter creative efforts were valuable to me as tie-in to the other academic skills that I was developing this year. My understanding and grasp of these skills is improved through actual use and practice in study.

### Books Read:

Rousseau and Revolution- William and Ariel Durant

Mother Wit from the Laughing Barrel; Readings in the Interpretation of Afro-American Folklore - Edited by Alan Dundes

The Mountain People - Colon Turnbull

Faeries - Brian Froud and Alan Lee

Open Education- A Sourcebook for Parents and Teachers - Edited by

Ewald B. Nyquist and Gene R. Hawes

The Fall of Man or Loves of Gorillas- Scientific Lecture on

Darwin's sexual Selection/ by a learned gorilla (Richard Grant white)

A Treasury of Irish Folklore- Phadraic Colum

Courbet in Perspective- edited by Petra ten-Doesschate Chu

The book of merlyn- T.H. White

Roccoco to Revolution- Michael Levey

Origins of Prussianism- Heinrich Von Treitschke

The Red badge of Courage- Stephen Crane

The Natural History of Love- Morton M. Hunt

Student's signature

*Julie Hubben May 30, 1980*

Date

Faculty signature

Date



The Evergreen State College · Olympia, Washington 98505

## THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

BATTEN

( HUBBEN )

JULIE

L.

Student's Last Name

First

Middle

ID Number

THE NATURE OF COMMUNITY

9/79

6/80

Title

Date began

Date ended

PG. 5

Herbs: The Magic Healers- Paul Twitchell

Ethnobotany of Western Washington The knowledge and use of indig-  
enous plants by Native Americans- Erna Gunther

How to Grow Your Own Groceries for \$100 a Year- Clifford Ridley

An Introduction to the Faith of Catholics- Richard Chilson

The Balkens- Edmund Stillman

Christians and Socialism- The Christians for Socialism movement  
in Latin America

A Midsummer Night's Dream- Shakespeare

*Julie Hubben*  
Student's signature  
May 30, 1980  
Date

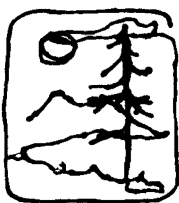
*[Signature]*  
Faculty signature  
6/13/80  
Date

BALLET: CHARACTER AND CLASSICAL CLASS TO PERFORMANCE

June 17 to July 19, 1979

Program Description

The program was designed for an intermediate to advanced student wishing to advance his/her technical ballet skills, learn beginning character dance, and participate in a performance in these two styles. The students had daily classes in ballet, four classes per week in character, three to six hours of rehearsals daily, and weekly seminars on dance and the Diaghelev Ballet Russe which was covered in the reading of Nijinsky by Buckle and The Diary of Nijinsky edited by R. Nijinsky. The three performances of the program involved the Poloutsien Dances from Prince Igor, and a modern ballet to music by Milhaud, a character dance and a classical point ballet. Most dancers performed in at least two of the ballets.



The Evergreen State College · Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

BATTEN

( HUBBEN ) Julie Louise 2  
Student's Last Name First Middle ID Number  
8504G Ballet: Character and Classical, Class to Performance  
Program or Contract No. Title  
6/79 7/79 1  
Date began Date ended Units

Julie has progressed very well in her dance technique this summer. She is much more confident, has more strength in jumps, and is much more controlled in all her movements. She took very quickly to the character dance and had a good sense of the style of movement needed for it. She is very quick to get the overall feel of movement and this helped her to step in late and still stay with the group.


She did an excellent job at running the sound for rehearsals and performance. She was very reliable, took directions very well, and was very alert to the needs of the performance. Good job!

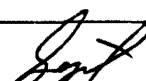
Suggested Course Equivalencies (in quarter hours)

Suggested Course Equivalencies (in quarter hours)

TOTAL: 4 Quarter Hours

- 2 - Intermediate Ballet
- 2 - Character Dance

  
Faculty signature(s)  
Bernard Johansen  
Faculty Name

  
Date  
Sept 10, 1979



The Evergreen State College · Olympia, Washington 98505

## THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

BATTEN

(Hubben) Julie L.  
Student's Last Name First Middle ID Number  
Title ~~Ballet: from the classroom to proformance~~ June 18, 79' July 18, 79'  
Date began Date ended

This session of summer school was very pleasant for me as the weather was nice, the campus had a nice collection of upward bound students and fat girls; and I didn't have any other major commitments, so I was able to devote my energies more to the ballet than I have been able past quarters.

I was working into the first week, which was o.k. since I really didn't have the confidence for the proformance; I was relegated to doing the sound which I enjoyed very much as I became very comfortable with the theater itself.

The classes consisted of Intermediate Ballet and character. This was my second experience helping with a 'Ballet Northwest' proformance. I have found my burning curiosity about ballet satisfied. We seminared about "The Diary of Niginskii".

W  
Bud says I will be ready for point by fall.

Julie Hubben  
Student's signature  
Date 17-7-79

Faculty signature  
Date Sept 10, 1979

SYMBOLIZATION: The Emerging Individual  
NATIVE AMERICAN STUDIES 1978-79

DATE & PROGRAM TITLE  
1973-74  
NATIVE AMERICAN STUDIES

1974-75  
Oral Tradition

1975-76  
QUESTION DIRECTIVE:  
Bring Out An Idea

1976-77  
Resources for Self Determination

1977-78  
Separate Reality

1978-79  
SYMBOLIZATION:  
The Emerging Individual

1979-80  
The Nature of Community

1980-81  
SPIRITUALITY:  
The Eyes of the Unknown

1981-82  
LIFE MODELING:  
The Sense of BEING

1982-83  
REFLECTION:  
A Study of Accountability

1983-84  
RECOGNITION:  
Politics of Self

1984-85  
Ceremonies:  
Prefigurative Culture

1985-86  
LIFE COMPOSITION:  
Listen, Perform, Question  
& Symbolize

1986-87  
DREAMS:  
The Text of Thinking

PURPOSE: To provide education opportunity for faculty and students to develop working and workable relationships that promote UNDERSTANDING that will stimulate life - learning, education, and career selection interpreted through model teaching by leading exponents and innovators in EDUCATION who recognize as you give you teach others to give.

THEME: The composition and use of important human relationships to the LAND, to OTHERS, to WORK and to the UNKNOWN in becoming a SELF WORTH PERSON able to lead a genuinely human life.

OBJECTIVES:

1. The students will be able to THINK clearly and effectively.
2. The students will develop a critical appreciation of different ways to gather and apply knowledge for understanding SELF, SOCIETY and the SPIRIT.
3. The student will learn to draw upon his inherent resources for becoming a WHOLE PERSON.
4. The student will design a self balancing standard as he is able to address four main education question:
  1. What are you going to do?
  2. How are you going to do it?
  3. What are you going to learn?
  4. What difference will that make?
5. Given the opportunity to learn with different people and people who are different the student will self select change which is the right of man and the destiny of NATIONS.
6. The student will affirm what believes to be true (worth knowing and worthy of knowing) in classroom interaction developed to promote sharing and exchanging ideas.
7. Students will obtain concepts and theories from many disciplines that promotes selection to reshape EDUCATION to the student's personal and career needs.



The Evergreen State College · Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

BATTEN

( HUBBEN ) JULIE LOUISE 2  
Student's Last Name First Middle ID Number  
8082L Symbolization: The Emerging Individual  
Program or Contract No. Title  
1/79 6/79 8  
Date began Date ended Units

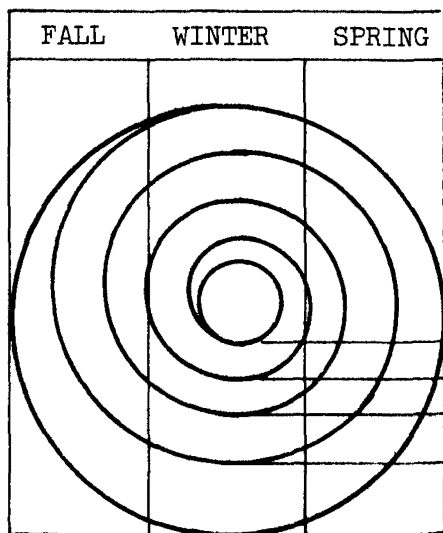
The theme of the one year advanced academic program SYMBOLIZATION: The Emerging Individual is IMPORTANT HUMAN RELATIONSHIPS to the LAND, to OTHERS, to WORK and to the UNKNOWN essential in the composition of a SELF WORTH BEING capable of living a successfully aging healthful life and appreciating influence from seasoned models.

THE STUDENT THE COMMUNITY

EDUCATION PARTNERSHIP

THE EVERGREEN STATE COLLEGE

The program is designed to provide open education opportunity for students to use their own resources when possible (personal growth and development, independent study, task oriented study, community based learning & problem solving research) other resources when necessary (Campus Concept Colloquium to bring out ideas, Socratic Sessions a mutually shared education authority, Platonic Performance learning from EXAMPLE & EXAMPLE & EXAMPLE to explore in depth a variety of related topics, Weekend College expand consciousness by experiences in different communities) to develop a self balancing process understanding for individual and community self reliance.



This student centered education model provides open opportunity for students to identify resources, select direction, apply knowledge, evaluate the EDUCATION OUT-COMES of their thought, ideas, concepts, theories and action they must learn to cultivate the most flexible and complex process of life modeling for living in communities not yet imagined by man.

CAMPUS CONCEPT COLLOQUIUM

PLATONIC PERFORMANCE

SOCRATIC SESSIONS

COMMUNITY BASED LEARNING

WEEKEND COLLEGE - COMMUNITY STUDY

EDUCATION OUT-COMES: The students develop their ability to THINK. The students will develop a critical appreciation of different ways to gather and apply knowledge in the composition of an individualized understanding of SELF, SOCIETY and the SPIRIT. Student will learn to draw upon his inherent resources for becoming a WHOLE PERSON.

Faculty signature(s)

Faculty Name

Date



The Evergreen State College · Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

BATTEN

(HUBBEN ) JULIE LOUISE 2  
Student's Last Name First Middle ID Number  
8082L Symbolization: The Emerging Individual  
Program or Contract No. Title  
1/79 6/79  
Date began Date ended Units

The growth of Julie Hubben academically, emotionally and socially has been remarkable this year. When she entered our program Symbolization: The Emerging Individual winter quarter, she was still struggling to define her ideas and identity. As the quarter progressed she began to truly symbolize her emerging individuality. The combination of working with ballet and an academic program seemed to work out an alignment within her. It was as if her body and her mind were at last working in unison instead of in opposition (to each other). Her ideas became clear and she expressed them very well. Instead of being torn by her individuality, she accepted it and proclaimed it.

Julie is a rare individual of highly creative ability. With her new focus, she will be an asset to whatever endeavors she sets her mind.

Suggested Course Equivalencies (in quarter hours)

Faculty signature(s)

Faculty Name

Date





The Evergreen State College · Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

BATTEN

(HUBBEN ) JULIE LOUISE 2  
 Student's Last Name First Middle ID Number  
 8082L Symbolization: The Emerging Individual  
 Program or Contract No. Title

1/79 6/79  
 Date began Date ended Units

In conclusion I feel that as surely as students make the program faculty make the process by a role and position change from that of transmitter of information to facilitator and/or resource to the student as the student plan self directed inquiry in a learning situation that is being regarded as a LIFELONG PROCESS. MODEL TEACHING promotes a deeper and more comprehensive understanding of thought, ideas, concepts, theories and action motivates the student to go beyond the classroom toward a vision that includes a dynamic complex of important human relationships which free students to become all that is in them to BE. Advocates of IDEAS as the blueprint of the future the faculty of SYMBOLIZATION: The Emerging Individual believe ideas about the future world (prefigurative culture) should be systematically generated and studies as a major human activity. To this end the collaborative partnership between the faculty and student as each contributes to the success of the PROGRAM.

2. Soc. Anthro. 1. NATIVE AMERICAN STUDIES
3. Art

*Mary Ellen Lilaire*  
 Faculty Name

1. Communication Education
2. Education Administration
3. Implicators of Perception

*Maude D. Mitton*  
 Faculty Name

1. English
2. Social Studies
3. Communication

*James D. ...*  
 Faculty Name  
 1. HIGHER Education Administration  
 2. Secondary Administration  
 3. Elementary Teaching Method

- 2 - Readings in Native American Studies
- 10 - Competency-Based Human Development
- 10 - Political Economics
- 5 - Beginning Ballet
- 5 - Intermediate Ballet

Faculty Name  
 1. Anthropology  
 2. Research Method  
 3. Human Services

*Elizabeth Diffendal*  
 Faculty Signature(s)  
 Elizabeth Diffendal  
 Faculty Name

*June 17, 1979*  
 Date

Suggested Course Equivalencies (in quarter hours)



The Evergreen State College · Olympia, Washington 98505

## THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

BATTEN

(Hubben) Julie Louise  
Student's Last Name First Middle ID Number  
Title Symbolization of the Emerging Individual Jan. 1979 June 1979  
Date began Date ended

My appreciation and understanding of Laissez-Faire Capitalism has expanded tremendously through the study of Anarchy, by comparative analysis. Because of my Libra ascendant which makes me fair minded, I have difficulty throwing it out altogether. (so far) However I can honestly say that I have become a believer in socialist, communists, anarchy. Only the transitions remain vague; also as a citizen in a capitalist country (or Nation) it is difficult not to evolve some attachments out of enforced ignorance. I will continue in personal analysis now that I have gotten myself well on the way to resolving some of the questions that have plagued me all my life.

This study was a completion and culmination of my one and two-thirds years in Native American Studies. The first year I devoted to facilitate a good grasp on my art work without the interference of any self proclaimed art teachers, intertwined with and while maintaining an active intellectual involvement with major social issues of the day. In this way I was able to evolve the concentrated interest in Anarchy, with a Native American religious approach being the functional difference from traditional (American) Christian Anarchy; and which produced a twenty page term paper in two major sections on the subject of Anarchy.

I attended beginning Ballet and modern the first quarter, and Intermediate Ballet both quarters; twelve hours a week first quarter and six hours the second quarter. During these two quarters I have attempted a life ambition to dance Ballet. Since I've had little Ballet in the past it took most of that time to build up some stamina, and begin developing some of the basic muscle tone for the technic. Because of the advanced stage (for me) of the class I was able to start expressing some real dancing by the end of the quarter. It is and has been a gratifying experience. I hope to continue.

### Books read:

Black Elk Speaks- John G. Neihardt

The Black Flag of Anarchy- Corinne Jacker

Student's signature

Date

Faculty signature

Date



The Evergreen State College · Olympia, Washington 98505

## THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

BATTEN

( Hubben )

Julie

Louise

Student's Last Name

First

Middle

ID Number

Symbolization of the Emerging Individual

Jan. 1979

March '79

Title

Date began

Date ended

I have formulated the term Anarchist-Democracy, as the best interpretation of a theory that ~~could~~<sup>CAN</sup> be taken from my studies this quarter.

I felt ~~the~~<sup>a</sup> major value of this study was the educational balance maintained as against past socially enforced indoctrination in favor of capitalism.

I completed the first part of a two part paper ,consisting of ten pages of overveiw on Anarchy.

I attended Beginning classical and modern ballet, and intermediate ballet for a total of twelve hours a week.

I attended two lectures about the Iranian Revolution.

Books read;

Kropotkin- Martin Miller

Seeing with a Native Eye- edited by Walter Holden Capps

The Anarchists- James Joll

Anarchism- Daniel Guérin

The Haymarket Martyrs- autobiographies

Rebel in Paradise- Richard Drinnon

My Farther Disillusionment in Russia- Emma Goldman

Ozette, Hunters of the Whale- Ruth Kirk+ Richard Daughtery

The History of Russia- S.F. Plantonov

The Political Philosophy of Mikhail Bakunin- annotated by G.P.Maximoff

The Russian Anarchists- ~~Part I~~ Part I- Avrich

All Things Common-The Hutterian Way of Life- Victor Peters

Bad Men of the West- George Hendricks

Student's signature

Date

Faculty signature

Date

Julie Hubben

April 18, 1979

Steven K.

May 3, 1979



EXACT COPY OF ORIGINAL

The Evergreen State College · Olympia, Washington 98505

# THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

BATTEN

( Hubben )	Julie	Louise		
Student's Last Name	First	Middle	ID Number	
Symbolization: The Emerging Individual			1-79	6-79
Title		Date began		Date ended

The Spanish Anarchists, The Heroic Years 1868 -1936, Murray Bookchin;  
An Economic Interpretation of the Constitution of The United States,  
Charles S. Beard;  
Memoirs of a Revolutionist, Peter Kropotkin;  
Point Hope: An Eskimo Villiage in Transition  
Working with the Wool - How to Weave a Navaho Rug, Noel Bennett and  
Tiana Bighorse;  
Behind the Trail of Broken Treaties, Vine Deloria Jr.;

Anarchist-Democracy is a free gathering of individuals for the purpose  
of taking votes about things they have no right to even consider. Anarchism means  
before, a theory or means by which to get to the ultimate. Democracy is the  
communal recognition from a mechanical method, but this should not be necessary,  
unless under threat of external invasion.

Student's signature

Date

Faculty signature

Date

## PROGRAM DESCRIPTION - FALL, WINTER, SPRING, 77-78

### A SEPARATE REALITY: A COORDINATED PROGRAM OF INDIVIDUAL STUDY

The great gift that members of the human race have for each other is not exotic experiences but an opportunity to achieve awareness of the structure of their own system, which can be accomplished only by interacting with others who do not share that system - members of the opposite sex, different age groups, different ethnic groups and different cultures.

-Edward T. Hall in Beyond Culture

A Separate Reality was offered as an open opportunity for students to explore the value dimension of human life. This included exploration of personal values and personality style, cultural and social values, and questions of ethics, morality and commitment in a multi-cultural world.

In a sense, every human being participates in "a separate reality" by virtue of his/her unique life experiences. The program recognized that individuals who share a common cultural heritage are likely to have a more similar view of "reality" than individuals who have not shared in this heritage. As we move rapidly to a global community, means must be found to bridge these separate realities and to transcend culturally learned views of reality. Individuals and nations must work out functional syntheses of existing culture and value variation. It is the interface at which different values and "realities" meet that this program explored.

There were four full-time and one part-time faculty in the program, three Native Americans, one Black and one White. The faculty brought a wide range of experience to the program.

Mary Ellen Hilliare (Hay-Til-Wit)	- social work, Native American cultural studies, philosophy and psychology
Lovern King	- communications, Native American cultural studies, filmmaking
Maxine Mimms	- education, management, politics
Betsy Diffendal	- anthropology, planning, social science research
David Whitener	- education, vocational counselling

A SEPARATE REALITY offered on and off-campus opportunities for learning. Program activities included some features in common with other students in the program, such as attendance at group seminars and lectures, yet emphasized the development of individualized learning plans by each student. There were opportunities for self-exploration through reading and writing in the program.

Questions such as the following guided the academic work of the program:

- What is a "value" and how can it be distinguished from a desire or preference?
- What kinds of things influence the development of values?
- How can I become aware of the values that I have unconsciously learned from my society?
- How do my dominant values differ from those of other individuals and cultures?
- How do I deal with a conflict of values, the tension of opposites within me?
- Does attitude change precede behavior change or vice versa?
- How does one acquire a knowledge of what is good or desirable?
- What are my convictions, concerns, and commitments?
- What is my value legacy to my children?

Readings used by the program:

Stevens, Edward	<u>The Morals Game</u>
Hall, Edward T.	<u>Beyond Culture</u>
Lee, Dorothy	<u>Freedom and Culture</u>
Mead, Margaret	<u>Culture and Commitment: A study of the Generation Gap</u>
Liang, R.D.	<u>The Politics of Experience</u>
Flacks, Richard	<u>Conformity, Resistance and Self-Determination: The Individual and Authority</u>
Wolff, Robert, Moore, Barrington, Marcuse, Herbert	<u>A Critique of Pure Tolerance</u>
Casteneda, Carolos	<u>The Teachings of Don Juan: A Yaqui Way of Knowledge</u>
Casteneda, Carolos	<u>A Separate Reality</u>
Angelou, Maya	<u>I Know Why The Caged Bird Sings</u>
Angelou, Maya	<u>Gather Together in My Name</u>
Keyes, Ralph	<u>Is There Life After High School?</u>
Slater, Philip	<u>The Pursuit of Loneliness</u>



The Evergreen State College · Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

BATTEN

( Hubben )	Julie	Louise	2
Student's Last Name	First	Middle	ID Number
7025L	A Separate Reality		
Program or Contract No.	Title		
	9/77	6/78	12
	Date began	Date ended	Units

Julie has been enrolled in the academic program, A Separate Reality during the fall, winter and spring quarters of the 1977-78 academic year. This interdisciplinary program was designed as an opportunity for students of diverse racial and cultural backgrounds to explore the value dimension of human life in a multi-cultural world. Students enrolled in the program were encouraged to take the best advantage of resources from their own cultural heritage and to select practical experiences and academic pursuits to support the functional partnership between the student, her own community, and the Evergreen State College.

Through individual conferences with faculty, group seminars and individualized community study projects, the student has had an opportunity to explore her attitudes and values around significant differences in American society; experiment with skills, and expand abilities to become a self-determining individual. The strong emphasis on community-based study provides the learner involvement in appropriate learning opportunities in which personal growth and professional development occurs as the learner participates in community development. The major objectives of this program have been to provide an alternative mode of learning based on face-to-face communication among individuals of different cultural heritages and to give the student a practical experience in self-direction.

The central feature of the program on campus was a weekly program seminar in which Black, Indian and White faculty members and a racially and culturally diverse group of students participated in a multi-ethnic laboratory experience. The purpose of this experimental educational format was to create, as nearly as possible, a laboratory setting in which assumptions, attitudes and values of each ethnic group could be examined openly. The ultimate goal of this subjective involvement with differences was the development of respect for and recognition of the significant differences and life experiences of individuals from the diverse racial and cultural groups in this country.

Fall quarter's seminars examined the positive and negative implications of the concept of American as "a melting pot" for diverse cultural groups. In particular, Black and Native American faculty and students expressed their perceptions of the cultural implications of "assimilation" and lack of recognition of differences in the U.S. historically. The concept of community was explored by all groups. The program was invited to participate in a traditional Native American naming ceremony on the Lummi Indian Reservation as a part of the exploration of community and experience in diversity. Related reading this quarter included

Faculty signature(s)

Faculty Name

Date



The Evergreen State College · Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

BATTEN ( Hubben )	Julie	Louise	2
Student's Last Name	First	Middle	ID Number
7025L	A Separate Reality		
Program or Contract No.	Title		
	9/77	6/78	
	Date began	Date ended	Units

Page 2

Beyond Culture by Edward Hall and The Pursuit of Loneliness by Philip Slater in addition to selected autobiographical writings.

Winter quarter's seminars examined the impact of the media and research organizations in creating images of the "realities" of various groups in the U.S. Further, the question of an individual's basis for accepting the "authority" of various people and information was explored. The section on research focused on the necessity of identifying the assumptions about the nature of reality underlying any research question. The readings supporting this quarter's work included Propaganda by Jacques Ellul, The Responsive Chord by Tony Schwartz and the NACLA Research Methodology Guide.

Spring quarter's seminars focused on issues in Indian Education, and, more broadly, issues in educational philosophy. In particular, the seminar explored the question of educational authority in a pluralistic society. Various aspects of the educational system as it currently exists and some alternative approaches were explored in depth - adult education, life-long-learning, multi-cultural and bi-lingual education, and questions of community involvement in educational design. Visiting speakers for the quarter included the State Superintendent of Public Instruction, the State Community Education Coordinator, and a visiting Cherokee educator. Readings supporting this quarter's work included The School at Mopass and Bury My Heart at Wounded Knee by Dee Brown.

Total: 48

- 8 - Exploring Significant Differences in American Society
- 8 - Communications and the Media
- 8 - The Politics of Research
- 8 - Issues in Modern Education for Pluralism
- 8 - Values Clarification
- 8 - Independent Study

*Maxine Mimms*

Faculty signature(s)

Maxine Mimms, Ph.D.

Faculty Name

7-11-78

Date





THIS IS A REVISION

The Evergreen State College · Olympia, Washington 98505

## THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

BATTEN

(Hubben)	Julie	Louise	
Student's Last Name	First	Middle	ID Number
Title A Seperate Reality			
		10-77	5-78
		Date began	Date ended

This quarter I've decided that the major contradiction in American society today, is between the work and leisure ethics (work being the only legitimate way for a person to better themselves). I feel that by emphasizing the leisure ethic the people in power are perpetuating confusion among the working masses.

In class we worked with the polarities between white ~~(male)~~ supremacy and ethnic culture(s); male supremacy and the women's liberation movement; as well as liberationist contradiction in reality. But although I found these extremely relevant to current concerns within the country and world today; I feel that the confusion between the work and leisure ethics is what is causing the polarities of the situation. The people at the top of the pyramid have drawn away attention from the fact that the only ~~way~~ legitimate way to get something is through work (labor) through nonviolent channels; by putting down the christian ideal they have pitted cultures against one another and as a consequence invalidating the concept of equality between people. Thus polarizing the differences between cultures instead of utilizing the similarities so that people could work together for their mutual benefit.

Next quarter I would like to study some of the economic and violent methods historically used in this country under the guise of expediences to suppress the people around them for financial benefit.

I wrote a life history as a folk tale.

I completed a series of cartoons depicting some of the obvious absurdities that American children are forced to accept as true and therefore making them party to the system; for example the "arithmatrical" concept that apples and pears cannot be added together, thereby negating the concept of significant differences; perhaps forstalling the inevitable conclusion of individuality, namely aggression (self respect, creativity, and a belief in progressive educational experience).

Student's signature

Date

Faculty signature

Date

*Louise King*  
May 3, 1979



THIS IS A REVISION

The Evergreen State College · Olympia, Washington 98505

## THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

BATTEN (Hubben)	Julie	Louise	
Student's Last Name	First	Middle	ID Number
A Seperate Reality			6-78
Title		10-77 Date began	Date ended

Page 2

I attended a forum of ~~Delegated~~ from Washington state for the November Houston I.W.Y. Conference.

Books read;

The Grass is Singing; Doris Lessing

Writers in Love; *Mary Kathleen Benet*

How to Live to be 100; Sula Bennet

Wonder Woman; Archie Binns

Vibration Cooking; Verta Mae

10 issues of Zap, and The Furry Freak Brothers, Mr. Natural,

Wonder Warthog, Arcade, and Austin Stone

*Julie Hubben*  
Student's signature  
*May 3, 1979*  
Date

*Soren R. King*  
Faculty signature  
*May 3, 1979*  
Date



The Evergreen State College, Olympia, Washington 98505

## THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

BATTEN

(Hubben)

Julie

Louise

Student's Last Name

First

Middle

A Seperate Reality

9-2-78

ID Number 6-9-78

Title

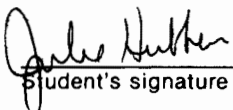
Date began

Date ended

I enjoyed this year in a Seperate Reality very much. I believe that the cross cultural reference as experienced in the program could be used as a model for educational improvements in the future for all ages, as a basic ingredient in the educational experience. Instead of the narrow-minded and styfiling experience of education as we know it, this would faciliate the freedom of understanding and creation so coveted by progressive educators, and so seemingly elusive. Of course the problem stems from standardized white culture's inability to deal with significant differences, and the relevancy of issues involved; which is exactly what makes it interesting and stimulating through the educational process.

Having Become familiar with this cross cultural mode for the first time in my life during this year, I am looking forward to working on expanding this concept to include many different educational environments. This I consider to be the first basic and most important aspect in a new concept of education.

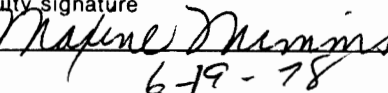
I completed several projects as wellas reading many books of interest. I drew a cartoon series depicting humorous contradictions in a child's experience of America today, during the fall quarter. During winter quarter I painted six paintings of adult contrdictions in America today and wrote two papers; one on the Blues as the single greatest contribution of the invading peoples of America ; and one onthe simplicity of the total contradiction of white supremacy as it exists in America ( and the world) today. During spring I concentrated on Native American

  
Student's signature

Date

Faculty signature

Date

  
6-19-78

The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

BATTEN (Hubben)	Julie	Louise	
Student's Last Name	First	Middle	ID Number
A Seperate Reality			
Title		9-2-78 Date began	6-9-78 Date ended

studies; and attempting to consolidate, through my expanded awareness of this year with the program, my political economic awareness that has been developing since my teen years in the sixties. I have become an objectivist according to Ayn Rand's Laissez-faire capitalism perspective and I plan to continue studies in this area.

Books read:

Ye Rolling River; Archie Binns

Bury My Heart at Wounded Knee; Dee Brown

Custer Died for Your Sins; Vine Deloria Jr.

War Chief Joseph; Helen Addison Howard, Dan L. McGarth

Seven Arrows; Hyemenyohst Storm

The Girl Proposition; George Ade

The History of the Five Indian Nations; Cadwallader Colden

The Beat Scene; Edited by Elias Wilentz

Naked Angels, Lives and Lit. of the Beat Generation; John Tytell

Capitalism: The unknown Ideal; Ayn Rand

My Brother's Keeper; Stan Stiner

The Sword of Shanara; Brooks

Black Folk Tales; Julius Lester

Queens; Sidney Dark

I know Why the Caged Bird Sings; Maya Angelo

I also listened to about 30 tape recordings of american blues and skimmed through about 10 books on the same subject.

Student's signature

Faculty signature

Date

Date

FOUNDATIONS OF VISUAL ART (F.O.V.A.) - Winter Quarter, 1977

Official Program Description

Foundations of Visual Art was an intensive studio program for beginning through advanced-intermediate students. The program focused on the development of visual and technical skills, with the aim of helping students move rapidly toward effective use of media for the creation of personal, visual statements. Strong emphasis was placed on critiquing and on understanding contemporary aesthetic and social issues in art.

Students attended weekly group meetings which featured films, slides, visiting professional artists and gallery trips; participated in a seminar-critique group; and in one intensive studio-lab per quarter. The presentations by visiting artists, representing a wide range of media and viewpoints, functioned as an ongoing symposium on current trends and issues in art and as a unifying point for work done in seminar-critiques and studios. Seminar-critiques, totaling eight hours each week, taught the articulation of visual concepts and served for seminars on design and art history as well. Students developed and presented for critique, a personal body of work in a self-determined medium. Studio meetings, totaling 10-20 hours per week, were devoted to teaching the techniques, aesthetics and history of a particular medium. Studios offered in fall were: sculptural ceramics, black and white photography, and three-dimensional design. Winter studios were: printmaking, black and white photography, sculpture and architectural form. Descriptions of individual studios are attached.

A wide assortment of readings (general readings and works concerning specific artists and media) were made available to students - a total of some eighty titles. General titles included:

Art and Entropy, Arnheim  
The Sculptural Idea, Kelly  
Minimal Art, Battock  
Dialogues with Marcel Duchamp, Cabanne  
Silence, Cage  
Varieties of Visual Experience, Fiedman  
Dada and Anti Art, Richter  
Pop Art, Lippard  
Idea Art, Battock  
The Bride and the Bachelors, Battock  
Surrealists on Art, Lippard  
Video Art  
Let Us Now Praise Famous Men, Agee and Evans  
Three Roads to Awareness, Fabun  
Selected Issues of Currant, Art Forum, Arts Canada

F.O.V.A. - Winter Quarter, 1977: Basic Techniques in Sculpture

This studio met 12 hours per week and introduced students to some basic materials and techniques in traditional approaches to sculpture. Emphasis was on casting techniques and modelling and moldmaking for the casting process. Students worked with a variety of approaches including modelling in clay, making positive and negative molds using plaster, and casting cement (cast stone) in fabricated forms. The study included technical information on Plaster of Paris, Portland cement, cement Fondue, concrete mixtures, cast stone formulae, release agents, reinforcing materials, curing schedules, coloring agents, form building materials, form strength and related topics.

Reference materials included Sculpture Casting by Dennis Kowal and Dona Meilach, The Sculptural Idea by James Kelly, and Building Playground Sculpture and Homes by Sam Gondwa. Several films were shown including Sculpture: The Forms of Life; McGraw Hill. Students were introduced to contemporary European and American Sculpture through use of 35 mm slides.

The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

BATTEN  
(HUBBEN, ) Julie L. ID Number 2  
Student's Last Name First Middle  
6112U Foundations of Visual Art  
Program or Contract Number Title  
1/77 3/77 2  
Date began Date ended (one unit equals four credit hours - see "Equivalencies" below)  
(Evergreen Units awarded)

Studio: Sculpture (Faculty member: Stan Klyn)

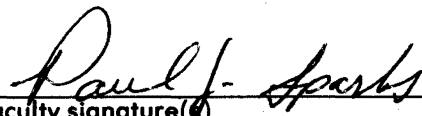
Against all my principles I am giving Julie one unit of credit. Her participation in the studio group winter quarter was most like a tattered butterfly. I never really knew if she was food gathering or migrating and lost. She would regularly come in late, stay for fifteen or twenty minutes to see what was happening and then disappear. She was never a part of the group. The only work she did was at the end of the quarter when she feared getting no credit. Her work (and working style) was singularly sloppy and trite. Is there another stage of metamorphosis for a butterfly? I hope so.

Seminar/Critique (Faculty member: Paul Sparks)

Julie appears to be a person with better than average abilities. However, her performance in this program has been extremely marginal. She has missed many program and seminar meetings, and her actual participation in seminar activities has often left a great deal to be desired. She failed to prepare a major art history presentation, and my impression was, that she generally came to seminars unprepared. She did complete the required creative work, presenting a portfolio of twelve to fifteen drawings. This work was often crude and carelessly handled, nonetheless, I could not help being impressed by the potential it represented. Julie is a person of considerable imagination, and while technically unsophisticated, she could with the proper kind of commitment and self discipline do some very fine things as an artist. However, these are unresolved potentials. And for the moment, she is not doing college level work.

Suggested Course Equivalencies (in quarter hours) TOTAL: 8

- 4 - Introduction to Sculpture
- 4 - Basic Level Drawing

  
Faculty signature(6)

Paul J. Sparks

Name

Date

4/12/77

# THE ROOTS OF OUR ROMANTICISM

Coordinated Studies  
Fall Quarter, 1976-77

Charles Teske, Coordinator  
Brother Ronald Hurst

Gilbert Salcedo  
Hiro Kawasaki

In the first quarter of this year-long interdisciplinary coordinated studies program, partly supported by a Program Grant from the National Endowment for the Humanities, some forty-two students and four faculty members began their study of the Romantic movement. For 75% of their full academic credit, the students attended each week at least 2½ hours of lectures by the faculty members; a two-hour "core" seminar to discuss the week's assignments; another two-hour "project" seminar (for which each student prepared an hour-long presentation during the quarter); a faculty "fishbowl" seminar (a discussion among the faculty members with the students in attendance); an hour or two of films or lectures by visitors or listening to music; and a half-hour individual conference with their respective seminar leaders. Students prepared brief "response essays" on the week's assignment. They also documented and submitted their "project" presentations as term papers. In addition, each full-credit student, for 25% of her or his academic load, took a modular course, attended an ongoing workshop, or prepared an additional project beyond the program.

The quarter was devoted to two large topics: representative figures from the height of Romanticism, and representative figures of the earlier transition from Neo-Classicism to Romanticism. We read works by Byron (Childe Harold's Pilgrimage, Manfred, The Giaour), Carlyle (Sartor Resartus), Chateaubriand (Rene), Goethe (The Sorrows of Young Werther), Coleridge (The Rime of the Ancient Mariner and Boulger's collection of critical essays), J.W.N. Sullivan's Beethoven: His Spiritual Development, excerpts from the Journal of Delacroix, critical and historical material on Goya and Gericault, and E.J. Hobsbawm's The Age of Revolution. We listened to the music of Berlioz and Beethoven, and we attended a performance of Massenet's Werther by the Seattle Opera Association. We studied the work of Delacroix, Goya, and Gericault; and we saw films in the Kenneth Clark series, Civilization and The Romantic Rebellion, as well as filmed documentaries about the life and work of Beethoven. Visiting lecturers for the quarter were Father George Seidel, speaking on Fichte and Schelling, and Thomas Rainey, speaking on the French Revolution. Student presentations in project seminars ranged from Beethoven to Mahler, Fuseli to William Morris, the effect of political revolutions on the early Romantics to the effect of the Kantian revolution upon Romantic aesthetics. Studies of Romanticism in photography, dance, the crafts movement, and intellectual history helped to round out the total experience of the students and faculty members.

Academic-credit-equivalencies for the quarter have been awarded in the four general fields represented by the faculty members and in the "core" assignments: cultural or intellectual history, art history, literature and music history. The project undertaken by each full-time student and the modular course or workshop series taken beyond the program are represented according to the relevant academic disciplines. It was a good start.



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

BATTEN (HUBBEN)		Julie	Louise	
Student's Last Name	First	Middle	ID Number	
6133 U	Roots of Our Romanticism			
Program or Contract Number	Title			
9-76	12-76	1 Evergreen Unit		
Date began	Date ended	(one unit equals four credit hours - see "Equivalencies" below) (Evergreen Units awarded)		

Julie had a very difficult quarter with the program. The main problem was her failure to examine the goals and objectives of the program. Her misunderstanding of them led to the failure in finding relevancy of the program to her needs. Another problem, probably a result of the reason mentioned above, was that she did not commit herself much to the program. She was absent from some lectures and seminars. She needs to acquire the basic academic discipline. She failed to produce and submit any of the assigned works. Therefore, she will not receive the credits for the Roots of Our Romanticism program.

Julie originally intended to enroll in a painting module for the one unit outside of the core program. However, she could not afford the material cost of the class. She asked me, instead, to supervise and evaluate her drawing activity. For this part of the study, Julie worked hard, though not quantitatively but consistently, producing a series of small drawings. They became vehicles for our discussions of drawing and art in general. She eagerly asked and accepted my criticism, and made good use of it in many ways.

At the beginning, her works almost totally depended upon the appeal of her images. She drew many caricature and fantasy images. Gradually, she became aware of the surface quality of her drawing itself. Earlier in the quarter, she had a tendency to draw an image, totally neglecting its relationship with the given picture plane. We looked at some reproductions of paintings by masters, such as Munch and Matisse, carefully studying their use of positive and negative shapes. These investigations proved to be successful in making her realize a number of challenging improvements she needed on her drawings. Her earlier drawing had a tendency to either be very spontaneous, lacking structure, or being too tight structurally. She began to combine the two qualities well. She also began to make a good use of a given picture plane combining several images on a drawing. She attempted a study of sequential images that expressed their organic growth and decay. In this study, I think, she was drawing inspiration from the subjects covered in the core program. She needs a lot more drawing study, especially by pushing herself to be consciously aware of these problems. Julie works with an extremely delicate sensitivity to her images and lines. I hope that she keeps challenging new problems without losing the sensitivity.

Suggested Course Equivalencies (in quarter hours): TOTAL 4

4 - Drawing

Kazuhiro Kawasaki  
Faculty signature(s)

Kazuhiro Kawasaki  
Name

12/20/76  
Date

# THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

BATTEN  
Julie Hubben ) Julie Louise  
Student's Last Name First Middle ID Number -1  
Title <sup>R</sup>Roots of our Romanticism 9/76 12/76  
Date began Date ended

Many aspects of Romanticism are basically evilness raised to the level of taste. Because of this sensitivity to romanticism, and because of my involvement in personal affairs, I unfortunately did not complete my work for the three units in romanticism. Although I enjoyed some of the reading and research work I did on Lord Byron, I found the basic content lacking relevance and too heavy to be very enjoyable. After all that's romanticism.

In my art work I made a good improvement, mainly in my preception of the drawing plane. I became more aware of the contrasts between light and dark spaces, as well as their relations to the whole, negative space, texture, and attempting to become aware of these interactions and work with them.

I also developed an understanding of the need for control while retaining spontaneity in a work. One develops experience in order to be spontaneous while retaining control. The work appears spontaneous but actually everything is controlled.

Art is for the people!

Julie Hubben  
Student's signature  
Dec. 9 1976  
Date

Kazuhiko Kawasaki  
Faculty signature  
Dec. 9. 1976  
Date

## AMERICAN FOLK MUSIC: AN OVERVIEW FOR TEACHERS

### Program Description

This experience was intended to assist public school teachers in the design of instructional units in American folk music for use with students at their respective levels. As it turned out, however, there was only one public school teacher enrolled in the group. I consequently, revamped the experience somewhat in an attempt to make it more relevant to the student population.

The five and one-half week experience period proved to be short as there was a large amount of information to be learned in that time. The group met four days weekly with a general meeting beginning each week. Each student was required to attend one workshop and begin the study of five string banjo, fiddle, voice, or guitar. In addition presentations were made on the playing of the autoharp, Dobro guitar, pedal steel guitar, and string bass. Time was tight and everyone worked consistently. As time was so short for an experience of this nature, it was not intended to have students become proficient on any given instrument, but rather to have them gain an introductory knowledge to all of the playing styles associated with the different facets of American Folk Music. Vocal workshops were conducted to give the students an introduction to part singing, in conjunction with talks on music theory utilizing theoretical explanations to point out why harmony lines fit or won't fit together.

Supplementing these activities was a once weekly meeting to view relevant films depicting various aspects of rural Southeast Appalachian life such as stripmining, union agitating, coal mining, fundamentalist white and black church meetings, and a series of videotapes on Bluegrass festivals, oldtime fiddle-playing, and the Preservation Hall Jazz Band.

# THE EVERGREEN STATE COLLEGE, OLYMPIA, WASHINGTON

## FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Summer 1975

Quarter(s)

BATTEN  
(Hubben)

Julie

Student's Last Name

First

Middle

Social Security Number

Coordinated Study Title: \_\_\_\_\_ Code No. \_\_\_\_\_

Contracted Study Title: American Folk Music Code No. 4092 G

Julie began the study of American folk music in a wild state of confusion and wound up her summer pretty much as she started it. This was a new experience for her and as such it took her some time to get in motion. Initially she had some degree of difficulty working on her own, but towards the end of the program she began to be more comfortable with that. Her research presentation was loose and barely adequate. I think this was due primarily to her initial lack of self-confidence and her not really understanding how to go about it. I feel, in spite of her stumbling, that she demonstrated real progress in some areas. For the first time in her life she tried to sing. In a vocal workshop with encouragement and support from the workshop leader, she began to sing in a natural style that approximates the early mountain sound of a Jean Ritchie. It was a good beginning for her and I hope she continues to pursue her singing.

Julie was a slow starter and she needs support and encouragement from people she works with. I'm glad we were able to provide her with some of that. I feel she's just begun to open up and she should continue to move on.

Suggested Course Equivalencies (in quarter hours)

2 Evergreen Units

Applied Music - fiddle and voice - 3

American Folk Tradition - 3

Music History - Southern Appalachian - 2

  
Signature, Seminar Leader or Sponsor

Oct. 16, 1975  
Date



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.