RECORD OF ACADEMIC ACHIEVEMENT
The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

Grabianowski, Brittany Nichole — A00132969
Last, First Middle — Student ID

Former Name(s): Taliaferro, Brittany Nichole; Beichler, Brittany Nichole;

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2008	12/2008	16	**Performance Works: Telling Stories** *4 - Literature* *4 - Writing* *4 - Collaborative Performance and Presentation* *4 - Workshop: The Written Word*
03/2009	06/2009	16	**Algebra to Algorithms: An Introduction to Mathematics for Science and Computing** *5 - Intermediate Algebra with Mathematical Modeling* *5 - Introduction to Programming in Logo* *4 - Seminar: Mathematics & the Mind* *2 - Problem Solving*
09/2009	12/2009	16	**Geography and Art: Investigating Place** *4 - Introduction to 2D Art* *4 - Visual Culture* *4 - Geographic Analysis; Concepts of Place* *4 - Pacific Northwest Geography*
01/2010	06/2010	32	**Computer Science Foundations** *5 - Introduction to Programming in Haskell* *5 - Introduction to Java Programming* *8 - Computer Architecture I and II* *8 - Discrete Mathematics I and II* *3 - Seminar: History and Philosophy of Computing* *3 - Seminar: Ethics of Technology*
09/2010	06/2011	24	**Computability and Language Theory** **4 - Logic I* **4 - Functional Programming in Haskell I* **4 - Functional Programming in Haskell II* **4 - Programming Language Design and Implementation I* **4 - Formal Languages I* **4 - Formal Languages II*
09/2022	03/2023	16	**Power Games: Identity and the Social Imagination in Game Studies and Design** *4 - Board Game Analysis and Design* *3 - Board Game Analysis and Design: Student-Originated Project* *7 - Game Studies: Identity, Representation, and Society in Video Games* *2 - Technical Writing Introduction: Game Documents and Reviews*
09/2022	12/2022	4	**Algebraic Thinking** *4 - Algebraic Thinking*
09/2022	12/2022	4	**EastWest Psychology: Cultivating Mental Well Being** *4 - East-West Psychology: Cultivating Mental Well Being*

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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2023	03/2023	4	**Arts and the Child: Early Childhood (A)** *4 - Early Childhood Education, Arts, and Human Development*
01/2023	03/2023	4	**Precalculus I** *4 - Precalculus I*
04/2023	06/2023	8	**Video Remix Theory and Practice (Editing in Premiere Pro)** *4 - Media Studies: Remix Video History, Theory, and Aesthetics* *4 - Production: Editing Intensive Individual Project*
04/2023	06/2023	4	**Precalculus II** *4 - Precalculus II*
04/2023	06/2023	4	**Statistics I** *4 - Statistics*

Cumulative

152 Total Undergraduate Credits Earned

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April 2023 - June 2023: Statistics I

4 Credits

DESCRIPTION:
Faculty: Alvin Josephy, MES

Students in Statistics One learned the basics of descriptive and inferential statistics. Statistical concepts covered in depth included central tendency, variance, spread and shape of distributions; other concepts included the normal distribution, standardizing scores, correlation, regression, experimental design, confidence intervals, and hypothesis testing. Understanding of these concepts was reinforced and evaluated through four Excel labs, homework assignments, midterm and final exams, and individual presentations by students of popular media articles that utilized statistics. In addition, students chose a study that was of interest to them and presented it in class to the group. This was augmented by a written discussion of the same study. The combination of these exercises was ultimately intended to provide students with an appreciation of the use of data in making informed decisions in the real world

EVALUATION:
Written by: Alvin Josephy, MES

Brittany Grabianowski completed all of the requirements of this introductory statistics course, doing consistently excellent work. Her work on the class exams was well done. She was a strong participant in this class and contributed regularly to the in-class discussions. Her homework and labs were all done very clearly and completely. Brittany presented an article from the *New York Times* entitled "Where Are Young People Most Optimistic? In Poorer Nations" that, in Brittany's words, discussed surveys among young people in various nations. She explained that the central question, to over 20,000 people in 21 nations, was whether respondents felt they would be better of than their parents. In rich countries this number was about one-third while in poorer countries it was about twice that number. The article included several interesting graphs, which Brittany used in her presentation to the class. For her assignment, Analyzing a Study, Brittany chose a study that considered mathematics achievement among fourth and eighth grade students. The study sought to examine to what extent do students' gender, bullying, parental involvement, and engaging teaching explain fourth and eighth grade African, Latinx, and Asian American students test scores on standardized tests of mathematics achievement. As evidenced by her great work in this class, Brittany is well prepared to do more advanced work in statistics.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Statistics

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April 2023 - June 2023: Precalculus II

4 Credits

DESCRIPTION:
Faculty: Vauhn Foster-Grahler, MS, M.Ed.

Pre-calculus II was a problem-solving-based overview of functions that model change. The course continued to prepare students for calculus and more advanced study in mathematics and science. The course included an in-depth study of sinusoidal functions, right and non-right triangle trigonometry, polynomial, rational functions, and polar coordinates and curves. Students learned collaboratively, and approached problems using multiple representations (algebraically, numerically, graphically, and verbally). The text was *Functions Modeling Change: A Preparation for Calculus, 5th Ed.* Connally, Hughes-Hallett, Gleason, et al. T.J. Wiley, chapters 7, 8, 11, and 12. Classes were held remotely and included four hours of synchronous instruction each week. Students completed three quizzes and three timed and resource-limited exams, including a comprehensive final exam.

In addition to the content, students were assessed and self-assessed on the following process outcomes:

1. Used correct mathematical notation

2. Used appropriate mathematical procedures correctly

3. Developed and/or correctly interpreted mathematical models

4. Used technology appropriately to investigate and solve problems

5. Linked algebraic, graphic, verbal, and numeric representations and solutions

6. Demonstrated an understanding of functions

7. Used logical and correct critical reasoning

8. Communicated mathematics for the clarity of the receiver

EVALUATION:
Written by: Vauhn Foster-Grahler, MS, M.Ed.

Brittany was an active and positive participant in our synchronous Zoom sessions and in breakout rooms. Brittany submitted all assessments complete and on time. Brittany's written assessments consistently demonstrated exceptional and proficient performance for each of the process outcomes above for the entire course content. In fact, Brittany submitted a perfect timed and resource-limited final exam. Brittany has an excellent aptitude in math and is very well prepared for calculus. Brittany is encouraged to continue studying math and was a pleasure to have in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Precalculus II

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April 2023 - June 2023: Video Remix Theory and Practice (Editing in Premiere Pro)

8 Credits

DESCRIPTION:
Faculty: Julie Levin Russo, PhD

Remix – transforming appropriated source material through editing – is a powerful technique for communicating audiovisually. For many decades, film and video creators across the spectrum from high to low art and professional to amateur have deployed it in myriad ways, often as a tool for argumentation and critique. In this program, we studied the diverse forms of video remix and their online (or earlier) contexts, ranging from expository pieces to experimental artworks to popular YouTube formats (fan music videos, fake trailers, political spoofs, supercuts, etc.).

Program activities included one day of lecture, screening, and seminar on assigned readings (theory) and one day of technical workshops and studio time (practice). Writing assignments for the "theory" portion comprised eight weekly responses to the required texts. For the "practice" portion, there was ongoing technical instruction in Adobe Premiere Pro, an industry standard video editing program. Students opted into either an introductory or a more advanced track when learning these software skills, based on their level of past experience. Over the course of the quarter, each student conceptually developed and executed a self-directed video remix project, ideally drawing upon the program's critical understanding of form, genre, and communicative strategies. There were three writing assignments associated with the project: a proposal, a reflection on feedback from a critique session, and a final Artist Statement.

EVALUATION:
Written by: Julie Levin Russo, PhD

Brittany Grabianowski was an exemplary student in this program, bringing a commitment to the work and a willingness to take risks in trying new things. Brittany had perfect attendance and participated fully in program activities, also completing all assignments consistently and on time through the quarter. Brittany's diligence, engagement, candor, and warm demeanor toward others were a positive force in our learning community. Brittany concluded the quarter with a thoughtful self-evaluation, demonstrating a strong capacity to reflect on educational experiences.

Weekly seminars offered students an opportunity to engage and work through program readings, screenings, and concepts. Brittany was reliably involved in seminars, and often shared generative questions and insightful contributions that moved our conversations forward. Brittany's strong participation spanned both large and small group discussions, and generally showed leadership in connecting the texts, screenings, and larger issues and themes in the program. For each seminar, students wrote a "synthesis" engaging with the assigned texts and generating ideas for discussion. Brittany's assignments documented good critical reading ability by identifying key concepts (with citations) and integrating these in interesting commentaries. Brittany followed guidelines carefully, using clearly constructed and straightforward writing, and used the opportunity to relate the texts and topics to original ideas and questions. Overall, Brittany developed significantly in grasping important theoretical frameworks for understanding video remix aesthetics, genres, communicative strategies, and cultures.

As for the practice of remix, actualized in a self-directed video project, Brittany showed good introductory skills in the conceptual and technical aspects of audiovisual editing. For a student making a digital video for the first time, Brittany's progress was remarkable as a result of a determination to master new skills and overcome new challenges, including the intimidating quality of the unfamiliar software and processes. Brittany choose to create a remix of the television show *Grey's Anatomy*, focusing on how the female characters frequently say "I'm fine" when they are actually facing emotional distress, thus

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conveying a larger point about gendered communication. Brittany's piece was ultimately very strong and polished, with a clear structure that guided viewers through varied and escalating permutations of the theme. Brittany also engaged seriously with critique, and made several effective refinements between the rough draft and final version of the project in response to feedback. All the associated writing assignments were complete, documenting a capacity to articulate the personal inspirations, aesthetic strategies, and intended impact of this work. In an excellent concluding Artist Statement, Brittany wrote that "my remix video deals with women's emotions and showing them through video portrays a lot more emotions than what words can say allowing viewers to comprehend the emotion." This culminating creative project demonstrated that Brittany linked the theory of remix with its practice, expressing an original artistic voice and achieving significant growth in skills as a video maker.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Media Studies: Remix Video History, Theory, and Aesthetics
4 - Production: Editing Intensive Individual Project

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January 2023 - March 2023: Precalculus I

4 Credits

DESCRIPTION:
Faculty: Vauhn Foster-Grahler, M.S., M.Ed.

Precalculus I was a problem-solving-based overview of functions that model change that was taught via twice-weekly synchronous Zoom classes. Students participated in group work during our virtual class meetings, and submitted weekly quizzes and took resource-limited exams. We studied functions and functional notation, linear, exponential and logarithmic functions and their applications in depth and represented them and worked with them algebraically, numerically, graphically, and verbally. There was an emphasis on context-based problem solving and collaborative learning. The text was *Functions Modeling Change*: *A Preparation for Calculus, 5th Ed.* Connally, Hughes-Hallett, Gleason, et al., Chapters 1 - 6 and parts of chapter 10. In addition to the content of the course, the students were assessed and self-assessed on the following eight outcomes for each content area.

1. Used correct mathematical notation
2. Used appropriate mathematical procedures
3. Developed and correctly interpreted mathematical models.
4. Used technology appropriately to investigate and solve problems
5. Linked algebraic, graphic, verbal, and numeric representations and solutions
6. Demonstrated an understanding of functions
7. Used logical and correct critical reasoning
8. Communicated mathematics for the clarity of the receiver

EVALUATION:
Written by: Vauhn Foster-Grahler, M.S., M.Ed.

Brittany was an active and engaged participant in our synchronous Zoom sessions and in group work in the class. Brittany submitted all assessments complete and on time. Brittany's submitted quizzes and exams consistently demonstrated exceptional and proficient performance for each of the outcomes above for the entire course content. Brittany produced a perfect time and resource-limited final exam. Brittany is very well prepared to take precalculus II and is encouraged to do so. Brittany has a strong aptitude in math and was a pleasure to have in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Precalculus I

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January 2023 - March 2023: Arts and the Child: Early Childhood (A)

4 Credits

DESCRIPTION:
Faculty: Hirsh Diamant, Ph.D.

This course introduced students to stages of development, education, and care of children. Lectures, studio arts, research, handwork, and volunteer work with children in the community were aimed at developing students' competency as artists, parents, and educators. Students also worked in various art mediums. For example, students learned about the importance of handwork in early childhood education and completed several handwork projects with yarn. Course requirements included readings, seminars, reflective writing, and weekly art projects. Learning objectives included research in progressive and alternative child development theories; understanding of the importance of festivals and stories in the education of the child; and importance of arts and culture in child's development.

Students read from *You are your Child's First Teacher* by Rahima Baldwin, selected essays about Waldorf education and other educational initiatives, and other on-line material about art, beauty, and child development.

EVALUATION:
Written by: Hirsh Diamant, Ph.D.

Brittany is an excellent student! Brittany completed all class assignments and had an excellent attendance record. Brittany submitted academic work in a timely way and commented on work by other students. Brittany also worked regularly with the art journal gaining skills with art materials, techniques, and artistic expression. I was very impressed with Brittany's work in this class! The reflection papers and artwork that Brittany submitted were consistently authentic and inspiring!

Brittany actively participated in both in-class and on-line seminars. Brittany's comments to other students were positive and affirming. As the class progressed, Brittany's work showed a good understanding of the course's learning objectives. Brittany consistently showed care in academic work and took lessons from our classroom into her own life and work.

It was a pleasure to have Brittany as a student in class and to witness her growth.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Early Childhood Education, Arts, and Human Development

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September 2022 - December 2022: EastWest Psychology: Cultivating Mental Well Being

4 Credits

DESCRIPTION:
Faculty: Jamyang Tsultrim, M.A., 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 mental well being program 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, asynchronous assignments, assigned reading materials, posting weekly discussions, seminar discussion in a breakout room, completion of mid-term, final 5-week well being program, and mindful self-compassion workbook exercises. The main textbooks for this fall quarter were: *The Mindful Self-Compassion Workbook* by Neff et al; *Flourish: A Visionary New Understanding of Happiness and Well-being* by Martin E. P. Seligman; *Peak Mind: Find your Focus, Own Your Attention* by Amishi P. Jha; and *Altered Traits: Science Reveals How Meditation Changes Your Mind, Brain, and Body* by Goleman et al. This course was taught remotely through primarily synchronous meetings and infrequently asynchronous class activities in this quarter.

EVALUATION:
Written by: Jamyang Tsultrim, M.A., Loppon degree

Brittany Grabianowski successfully achieved all the learning objectives and fulfilled all the requirements of this class. She showed particular strength in engaging actively with all class learning activities and having a firmed commitment in her studies and practices. She was very responsible in completing all the assignments on time and attending all the online classes. She certainly achieved a broader understanding of the core concepts and skills of mental well being from the East-West psychological perspectives through completing a mid-term paper, reading materials, posting weekly discussions, maintaining active in-class participation during breakout room and larger seminar discussion.

In particular, Brittany's mid-term paper showed a solid understanding of the theory of multiple well being models and methods for cultivating mental well being both from familiarity with the contents of the assigned readings and direct experiences. This paper also demonstrated the completion of all the expected criteria of the midterm paper by following the specific instruction, presenting clear insight in all 4 models and their applications of mental well being as well as synthesizing across all assigned models. To develop practical experience in cultivating mental well being, she fully completed mindful self-compassion formal/informal exercises, reflections steadily and kept a consistent documentation of them throughout the quarter.

In addition, Brittany accomplished designing effective methods to develop 5-week mental well being program primarily based on PERMA and Mindful Self-Compassion models of mental well being. This final program showed her in-depth insight in PERMA model, mindfulness and self-compassion and their applications for enhancing positive well being as well as establishing a solid foundation, and developing effective actual 5-week program in detail (theme, orientation, practices/exercises with both formal and informal, reflection for each week activity). This paper also applied all specific instruction, developed comprehensive program for mental well being, applied APA format and style and cited references as well as their utilization in the paper.

In brief, Brittany clearly achieved the core concepts and skills and designed a mental well being program for this class. She also outlined the achievement of the course learning objectives extensively in her self-evaluation. Because of her development in understanding and direct experience in this course, she was

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inspired to maintain and expand the application of the mental well being. She has certainly shown genuine enthusiasm and is prepared to advance to further studies in these topic areas.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - East-West Psychology: Cultivating Mental Well Being

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September 2022 - December 2022: Algebraic Thinking

4 Credits

DESCRIPTION:
Faculty: Vauhn FosterGrahler MS, M.Ed.

The course, Algebraic Thinking, covered concepts and algebra of functions, as well as an introduction to linear, quadratic, and exponential functions and their applications. Students worked with these topics algebraically, graphically, numerically, and verbally. Context-based problem solving and collaborative learning were emphasized. Students attended class via synchronous Zoom sessions. Classes were recorded so students could access them asynchronously as well. Text: Algebraic Thinking for Science by Vauhn FosterGrahler and Megan Olson-Enger, 4th Ed. 2021. In addition to the content, students were assessed and self-assessed on the following eight outcomes.

1. Used correct mathematical notation.
2. Used appropriate mathematical procedures.
3. Developed and/or correctly interpreted mathematical models.
4. Used technology appropriately to investigate and solve problems.
5. Linked algebraic, graphic, verbal, and numeric representations and solutions.
6. Demonstrated an understanding of functions.
7. Used logical and correct critical reasoning.
8. Communicated mathematics for the clarity of the receiver.

EVALUATION:
Written by: Vauhn FosterGrahler

Brittany was an active and engaged participant in our synchronous Zoom class sessions. Brittany's written quizzes and exams consistently demonstrated exceptional and proficient performance for each of the outcomes above for the entire course content. Brittany is very well prepared to take precalculus I and is encouraged to do so. Brittany was a pleasure to have in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Algebraic Thinking

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September 2022 - March 2023: Power Games: Identity and the Social Imagination in Game Studies and Design

16 Credits

DESCRIPTION:
Faculty: Julie Russo, PhD and Joli Sandoz, MFA, MA, MA

Power Games: Identity and the Social Imagination in Game Studies and Design linked critical interrogation of identity, representation, and power in video and board games with applied work in board game design. Students gained fluency in bringing theory to practice by analyzing the material and formal qualities of selected indie video games and strategy and classic board games, and by participating in collaborative studio-based design work. Overall, students engaged meaningfully with questions of how games represent, explore, and question social identities and systems, and also with design process and practice.

Learning goals for game studies involved developing a grasp of key theoretical frameworks for understanding formal game design and issues of representation in games. Students participated in weekly seminars to discuss scholarly readings about video games, played selected video games in class and then wrote brief responses. They also studied technical concepts and methods of game design using Tracy Fullerton's textbook *Game Design Workshop*, and applied these in analyses of a variety of board games. These written assignments were one way that students demonstrated their understanding of game studies approaches and game design concepts.

Hands-on creative activities and design projects were equally important to students' learning. A weekly design studio session introduced students to design strategies, including ideation, the use of rapid prototyping as research, the value of iteration, time management, collaborative problem solving, and design process/product development from a user experience perspective. Gameplay and design challenge exercises throughout each quarter built toward the final project focused on designing and prototyping a fully-playable small board game; in winter quarter, students had the option to design a small video game.

Technical writing instruction accompanied the hands-on design work during winter quarter; practice and revision led to creation of final project game documentation which included a game description, rules, playtest summaries, and a designer's statement. A game review, annotated research bibliography, and 1,000 word analytical essay in which students interpreted a game of their choice rounded out winter game-related writing assignments.

Development of collaborative and inclusive communication skills and demonstration of engagement with the learning community, with collaborative design practices, and with reflection on one's own learning each were an important aspect of program work.

EVALUATION:
Written by: Julie Russo, PhD and Joli Sandoz, MFA, MA, MA

Brittany documented strong collegial and collaborative skills, and effective capacities for insightful analysis and for planning and carrying out complex tasks. In addition, Brittany proved to be an interested, active, and increasingly skilled learner, very successfully applying in particular three strategies important for maximizing learning: completing preparatory work including readings, asking and researching for clarification and information, and requesting and acting on responses to work completed. Brittany took full responsibility for meeting academic obligations, posting all assignments required before due, and attending almost every class session. Brittany successfully fulfilled program expectations and earned full credit.

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Game Studies

During fall quarter, students seminared weekly on academic readings in video game studies, and to prepare they wrote responses or annotated the texts. Brittany's effective seminar preparation assignments showed a thorough and insightful approach to identifying key concepts. With a straightforward writing style, Brittany has a good foundation in composition skills. In collaborative annotations, Brittany's work was notable for interacting positively with classmates by posing questions and adding encouragement. Students also wrote brief, informal reflections each week on video game playing, demonstrating their growing capacity for critical thinking about these media. Brittany's responses showed keen observations about gameplay experiences; as in Brittany's other work, there was care taken to meet expectations in the guidelines. Throughout fall quarter, Brittany did a great job of formulating generative, open-ended questions about the material. Brittany continuously reflected on learning, and overall developed significantly in grasping key theoretical frameworks for understanding games. Brittany also engaged meaningfully with questions of how games represent, explore, and question social identities and systems.

In winter quarter, students continued the practice of seminar, seminar preparation writing assignments, and in-class reflections on playing assigned video games. They also deepened their work in game studies by developing independent research linked to their design project, completing an annotated bibliography, essay, and final presentation.

Brittany turned in all of these assignments, demonstrating a commitment to engaging in research and analysis as scholarly exploration and as part of the design process. Brittany thoroughly investigated both the game project's central issue – prosthetics for amputees, and their high out-of-pocket costs – and structural approaches to communicating it through gameplay. In the annotated bibliography, for example, Brittany wrote effective summaries of several relevant journal articles and professional publications on prosthetics, as well as game reviews. In the essay, Brittany offered specific observations about multiple aspects of the board game *Sushi Go Party* that make it an excellent educational game and an inspiration for game mechanics. It was a pleasure to hear Brittany's comprehensive and well-prepared class presentation covering all this and more. These assignments demonstrate why, in an extensive Designer's Statement about the final project, Brittany was able to say "I am proud that I was able to develop a game that has a strong and meaningful message with detailed and accurate information of prosthetics to help bring awareness to our society."

Game Analysis, Design, and Technical Writing

Written game analyses and in-person design studio work provided opportunity in fall for practical application of information and ideas gleaned from readings and seminar discussions. Brittany demonstrated excellent skills in analysis of light strategy board games, and accurate and knowledgeable application of technical/conceptual vocabulary. Collaborative activities comprised the bulk of studio time; Brittany self-assessed relevant personal skills as contributing positively to group work, a valuation with which we concur. Brittany wrote that "I've learned that games are . . . an art and form of media to express and teach about many topics."

Brittany's work evidenced very good understanding and application of the contributions of rapid prototyping, playtesting, and collaboration to successful design, and excellent capacity to use studio time productively.

The final design project during this first quarter of a two-quarter program focused on acquisition and application of what designer Eric Zimmerman terms game-associated "systems literacy." In our context this involved exploration and demonstration of both the concepts necessary to design a light strategy board game, and the associated process-based problem solving and collaborative skills. Brittany

designed a very well-executed math learning game for children, in Brittany's words "a multilateral competition game where each player is competing against one another . . . to obtain numbers and math symbols to create math equations." One playtester noted that the game was "very well thought-out. The mechanics mesh well with the objective and players have plenty of actions available." Brittany's very effective layout skills were evident in the graphic design of the board, cards, and box, as well. The game rules document was also exceptionally well-accomplished, with clear and concise writing and the use of images of game components and example plays. Awareness of player experience helped shape design decisions for the game; in her reflection on the process of conducting four playtests and making three game prototypes, Brittany noted that repeated playtesting was vital to realization of the goal to "make math fun."

Winter quarter added an introduction to technical writing to on-going practice of design process and the continued study of game design, formal game elements, and the shaping of user experience through meshing of game premise and player action.

Brittany's game documentation very successfully met program technical writing standards for clarity, general completeness, consistency and also concision. To cite just one instance, students were given a readability parameter of 8th grade or below and a Flesch "plain English" score of 60 or above; Brittany's ruleset clocked in at a 6th grade readability level and a Flesch "plain English" reading ease score of 74. The diagrams Brittany devised for game card layout and game set-up worked effectively to ease players into play, as did the ruleset's order and flow of information. In the written game review assignment which began our consideration of writing for audience, Brittany's very useful comments on Hare and Tortoise demonstrated good knowledge of the rhetorical conventions of the review genre; readers would find this piece well worth consulting when considering whether or not to play.

In the course of the final project, Brittany researched a complex and charged topic, that of the affordability of prosthetics for a missing limb, and then prototyped, playtested, and iterated an educational game using relevant financial data and information from rehabilitation engineering. This work demonstrated Brittany's excellent understanding of design process, ability to draw from knowledge of other games, notable skills in producing a visually appealing final prototype including game art, and willingness to seek and make use of user responses through playtesting. Brittany's production and useful organization of both qualitative and quantitative playtest data was particularly noteworthy.

Brittany's studio work evidenced strong capacities for planning, focused effort, and willingness to work hard to achieve a desired result. In addition, Brittany was a valued and active member of a successful small design support group.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

4 - Board Game Analysis and Design
3 - Board Game Analysis and Design: Student-Originated Project
7 - Game Studies: Identity, Representation, and Society in Video Games
2 - Technical Writing Introduction: Game Documents and Reviews

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FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Beichler	Brittany	N	A00132969
Student's Last Name	First	Middle	ID Number

10148, 20107, 30111	Computability and Language Theory
Program or Contract No.	Title

27-SEP-2010	10-JUN-2011	24
Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:
Faculty: Sheryl Shulman, Ph.D., Neal Nelson, Ph.D.

Computability and the Study of Formal Languages is an advanced computer science program, covering the study of Logic, Programming Language Design, Formal Languages and Haskell (a high-level functional language). These threads are described below:

Logic I, II
During the fall, students studied propositional and predicate logic using the textbook Logic for Applications by Anil Nerode and Richard A. Shore. The class studied the full formal treatment of these logics emphasizing tableau proofs, models, soundness and completeness of the logics, conversion to clausal form and the relation of the predicate logic to Prolog. Students also began studying the Prolog programming language. Students were evaluated based on weekly chapter assignments, 2 exams, and classroom participation.

During the winter quarter, the class studied Prolog in more detail, studying the formal basis of Prolog, the refinements to resolution, and proofs if its soundness and completeness. We also covered some of the unique features of Prolog: cut, negation as failure, equality, the lack of the occurs check, the depth first search strategy, and the impact these have on the theoretical basis of Prolog. Students also spent more time actually programming in Prolog and were evaluated based on weekly chapter assignments, 2 exams, and 3 programming assignments.

Programming Language Design and Implementation I, II
This component studied the issues involved in programming language design and implementation using the textbook Programming Languages: Principles and Paradigms by Allen Tucker and Robert Noonan. The class covered lexical analysis, parsing, type systems, how we give meaning to a program written in a high level language, interpretation, and the impact that design decisions have on the language and the interpretation process.

During the fall students worked on implementing a small C-like imperative language called C-lite along with textbook study. They were evaluated based on weekly chapter assignments, student implementations of a lexer, parser, and type checker, and two exams.

During the winter, students extended their small C-like language to CliteF to include function calls, studied memory management techniques, extended their type system to allow for functions, and substantially modifying their interpreter to allow for multiple function definitions and a more complex idea of scope. The students were evaluated based on weekly chapter assignments, their implementation of functions, and two exams.

Functional Programming in Haskell I, II
In the fall, students studied the advanced functional programming concepts and techniques using the Haskell programming language. Weekly topics included higher-order functions, programming with lazy evaluation, modules, abstract data types, algebraic data types, type classes, overloading, polymorphism, and an introduction to monads. Students were evaluated based on 8 programming assignments and a final exam.

October 27, 2011
Date

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10148, 20107, 30111	Computability and Language Theory
Program or Contract No.	Title

27-SEP-2010	10-JUN-2011	24
Date began	Date ended	Qtr. Credit Hrs.

During the winter the students studied higher order functional combinators and applicative functors, monoids, monads (including the state monad) and polymorphic type inference. Students were evaluated based on their programming portfolio of weekly assigned work and one exam.

Formal Languages I, II
During the fall and winter the class studied formal languages using the textbook Languages and Machines by Thomas Sudkamp. In the fall we covered the definition of regular sets, grammars, and languages and their properties, context free grammars, normal forms for context free grammars, and finite automata and their properties. Students were evaluated on weekly chapter assignments and two exams.

During the winter the class continued in the same textbook studying properties of regular languages, pushdown automata and context free languages, Turing machines, and Turing computable functions, the Chomsky hierarchy, decision problems and the Church-Turing thesis, and decidability. The students were evaluated on 7 chapter assignments as well as two comprehensive exams.

Computability
During the spring the class studied the Halting problem for Turing Machines, undecidability, proofs of undecidability using problem reduction, Rice's theorem, the Post Correspondence problem, and the Mu-Recursive functions. In addition the class looked at measures of time complexity for Turing machines, as well a deterministic parsing, covering LL(k) and LR(k) grammars. The students were evaluated on 6 chapter assignments as well as two comprehensive exams.

Artificial Intelligence Topics and Logic Programming
During the spring students studied logic programming, particularly as it relates to some classic AI problems. The class studied search, knowledge representation, constraint-based reasoning, planning and learning. Students completed programs in game playing, expert systems, learning, and natural language processing. Students were graded on 4 program sets and a final programming project.

Seminar: Type Systems and Language Design
During this seminar students read and discussed the following papers:

1. Chris Smith: *What to Know Before Debating Type Systems*
2. Luca Cardelli: *Basic Polymorphic Typechecking*
3. Michael Schwartzbach: *Polymorphic Type Inference*
4. Erik Meijer and Peter Drayton: *Static Typing Where Possible, Dynamic Typing When Needed: The End of the Cold War Between Programming Languages*
5. Guy Steele, Jr: *Growing a Language*
6. Marting Odersky and Philip Wadler: *Pizza into Java: Translating Theory into Practice*
7. Sergio Antoy: *Programming with Narrowing: A Tutorial*
8. Luca Cardelli and Peter Wegner: *On Understanding Types, Data Abstraction, and Polymorphism*
9. Philip Wadler: *How to Add Laziness to a Strict Language Without Even Being Odd*
10. Don Syme: *Proving Java Type Soundness*
11. Vijay Saraswat: *Java is Not Type-Safe*
12. Sopha Drossopoulou and Susan Eisenbach: *Is the Java Type System Sound?*
13. Jeremy Siek and Walid Taha: *Gradual Typing for Functional Languages*

October 27, 2011
Date

The Evergreen State College - Olympia, Washington 98505

FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Student's Last Name	First	Middle	ID Number
Beichler	Brittany	N	A00132969

Program or Contract No.	Title
10148, 20107, 30111	Computability and Language Theory

Date began	Date ended	Qtr. Credit Hrs.
27-SEP-2010	10-JUN-2011	24

Students were evaluated on their participation in discussion and on a final summative paper.

Project
Each student completed an independent project on a topic related to the program theme. The individual's project is described below.

EVALUATION:
Written by: Sheryl Shulman, Ph.D., and Neal Nelson, Ph.D.

Brittany successfully completed the following portions of the upper division computer science and mathematics program Computability and Language Theory. Her accomplishments in individual parts of the program are detailed below.

Functional Programming in Haskell I, II
In the fall quarter Brittany struggled on exams, demonstrating only a minimal understanding, but she consistently submitted assignments and achieved some understanding of the concepts and techniques of intermediate level functional programming. In the winter quarter she did not get very far with the more advanced topics in functional programming. Her exam results were poor, but she did submit a good sampling of solutions to assigned work.

Programming Language Design and Implementation I
Brittany's achieved good results on her first exam, but her second exam was weak. She submitted most assignments and made satisfactory progress on her Clite language implementation project, successfully completing programming work through the parser. Her overall understanding of both the conceptual material and the hands-on understanding of language implementation was somewhat weak, but satisfactory. Brittany was not enrolled in Programming Language Design and Implementation II.

Formal Languages I, II
In both the fall and winter Brittany turned in a substantial number of chapter assignments and submitted four exams. Her work on exams was below the class median. Although she had difficulty with much of the material, she showed an understanding of grammars, finite state machines, and many of the algorithms for manipulating them. However she had significant difficulty proving properties of the grammars or their machines, such as the various Halting problems.

Logic I
(Fall quarter only) Brittany turned in many of the logic assignments and 2 exams. Her work on exams was below the class median, but she did show that she understood the structure of terms, formation trees, resolution, and tableau proofs.

October 27, 2011
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FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Beichler	Brittany	N	A00132969
Student's Last Name	First	Middle	ID Number

10148, 20107, 30111	Computability and Language Theory
Program or Contract No.	Title

27-SEP-2010	10-JUN-2011	24
Date began	Date ended	Qtr. Credit Hrs.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 24

*4 - Logic I
*4 - Functional Programming in Haskell I
*4 - Functional Programming in Haskell II
*4 - Programming Language Design and Implementation I
*4 - Formal Languages I
*4 - Formal Languages II

(* indicates upper division science credit)

October 27, 2011
Date

The Evergreen State College - Olympia, Washington 98505

FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Taliaferro	Brittany	N	A00132969
Student's Last Name	First	Middle	ID Number

20055, 30076	Computer Science Foundations
Program or Contract No.	Title

04-JAN-2010	11-JUN-2010	32
Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:
Faculty: Neal Nelson, Ph.D., Sherri Shulman, Ph.D., Richard Weiss, Ph.D.

Computer Science Foundations students engaged in intensive study of introductory/intermediate undergraduate computer science. Students were evaluated on the basis of attendance, participation in program activities, written work (including computer programs and executable logic models), and performance on examinations. Students completed some or all of the various parts of the program described below.

Introduction to Programming in Haskell covered the fundamental concepts and practice of computer programming and problem solving using Haskell, a functional programming language. Haskell is very well suited for high-level problem solving, and the problem-solving aspects of programming were emphasized. During the winter quarter students concentrated on how to write and debug Haskell programs and how to develop functional solutions to problems using primarily integers and lists. They studied how to construct programs from previously written components as well as how to read, understand, debug and design programs. They also learned about recursion, types and higher-order programming constructs such as maps, filters, list comprehensions, and folds. Students were evaluated on the basis of nine programming assignments, ten laboratory assignments, a midterm exam and a comprehensive final exam. The text for this portion of the program was *Haskell: The Craft of Functional Programming*, second edition, by Simon Thompson (Addison-Wesley, 1999).

Introduction to Java Programming, using the textbook *Introduction to Programming in Java* by Sedgewick and Wayne, provided the basic preparation needed by all students in science and engineering, as well as the foundations of programming and computer science. Students were evaluated on weekly programming assignments, a midterm, and a final. By the end of this class students should understand how to take a problem specification, create and test a sample solution, and critique the result, learning new methods and design approaches. In conjunction with Haskell, they should also have learned some of the strengths and weaknesses of functional, imperative, and object oriented languages.

In ***Computer Architecture I*** the students learned the organization and logic of simple central processing units from the digital logic level to the instruction set architecture level including representation of data in binary and hex, combinational and sequential logic, register transfer level data path architecture (micro-architecture), and the instruction set level architecture. Students studied Chapter 1 to 10 of the textbook *Digital Computer Electronics*, third edition, by Albert Malvino and Gerald Brown, along with supplementary handout material. The class included weekly labs using a logic modeling program (Logisim) to build and simulate logic circuits. The lab work concluded with a complete logic model and simulation of a Simple as Possible (Sap-1) computer. Students were evaluated on their attendance and participation in classroom learning activities, their weekly homework assignments, weekly labs, two examinations, and the final Sap-1 logic modeling project.

Computer Architecture II extended the study of machine organization starting with the register transfer level architecture and continuing through the assembly language level of abstraction using the Java Virtual Machine (JVM) with the Jasmin JVM assembler. Students were given a simple extension to the Sap-1 instruction set and asked to design the corresponding data path and control logic as well as program simple

August 24, 2010
Date

Taliaferro	Brittany	N	A00132969
Student's Last Name	First	Middle	ID Number

20055, 30076	Computer Science Foundations		
Program or Contract No.	Title		
	04-JAN-2010	11-JUN-2010	32
	Date began	Date ended	Qtr. Credit Hrs.

assembly language programs with loops and decisions. Architecture study then shifted to the Java Virtual Machine language, covering Chapters 1 to 5 and 10 of the textbook *Computer Organization and Assembly Language*, by Patrick Juola. There were five workshops along with weekly textbook assignments. Students were assigned a series of JVM assembly language programming assignments and there were two examinations.

In ***Discrete Mathematics I,*** students learned some of the standard topics in Discrete Mathematics, including propositional logic, predicate logic, methods of proof, elementary set theory, functions, summations, finite state automata, induction, and number theory. The text used was Kenneth H. Rosen's *Discrete Mathematics and Its Applications,* sixth edition, from which the bulk of chapters 1, 2, 3, 4, and 12 was covered. Students submitted weekly problem sets and took three exams.

In ***Discrete Mathematics II,*** students learned about big O notation, recursion, graph theory, trees, and combinatorics. They also reviewed induction. They studied chapters 5, 6, 9 and 10 in the Rosen text. Students submitted weekly problem sets and took three exams.

In the winter term seminar on ***The History and Philosophy of Computing*** students examined the early history of the invention of computing machines, the craftsmanship and culture of software development, the philosophy of GNU and open source software, the problems of building reliable software, and the broader relationship of the open source movement and an information society. Students read the following texts:

Charles Babbage, the Great Uncle of Computing, by Maurice Wilkes, in Communications of the ACM, March 1992
Selected readings on Charles Babbage, Alan Turing, John von Neumann, Konrad Zuse, and John V. Atanasoff from *Portraits in Silicon*, by Robert Slater
The Craftsman, by Richard Sennett
The Cathedral and the Bazaar, by Eric Steven Raymond
The GNU Manifesto, by Richard Stallman
Two Case Studies in the Development of Open Source Software: Apache and Mozilla, by Audris Mockus, Roy T. Fielding, and James D. Herbsleb, in ACM Transactions on Software Engineering, July 2002
Dreaming in Code, by Scott Rosenberg
Zen and the Art of Motorcycle Maintenance, by Robert Pirsig

Students wrote weekly reflection papers exploring their ideas and understanding of the texts, posted the papers online for peer comments and discussion and then participated in a two-hour seminar discussion on the weekly reading. Along with their contributions to seminar discussions, they submitted final drafts of their weekly papers for assessment of their involvement in the texts.

In the spring term ***Ethics and Technology*** students studied supplementary introductory material on the elements of moral philosophy plus 7 chapters of the text *Ethics and Technology*, by Herman T. Tavani, covering ethical frameworks and theories, critical thinking and logical arguments, professional ethics, free speech and commerce, and the ethical issues of pervasive computing and convergent technologies. Students also read *One L*: *The Turbulent True Story of a First Year at Harvard Law*, by Scott Turow. There

August 24, 2010
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Taliaferro	Brittany	N	A00132969
Student's Last Name	First	Middle	ID Number

20055, 30076	Computer Science Foundations		
Program or Contract No.	Title		
	04-JAN-2010	11-JUN-2010	32
	Date began	Date ended	Qtr. Credit Hrs.

were weekly writing assignments, weekly discussions and a final paper evaluating a contemporary ethical issue brought about by recent technology.

EVALUATION:
Written by: Neal Nelson, Ph.D., Sherri Shulman, Ph.D., Richard Weiss, Ph.D.

Brittany worked hard and did well in all aspects of Computer Science Foundations.

For **Introduction to Programming in Haskell**, Brittany turned in all of the assigned homework and labs, and completed both the midterm and the final. Her midterm was a little above the class median and her final was very good. She has a very good understanding of how to use functional programming effectively, the use of higher order functions, and the use of functional rewriting as a computational model. She worked hard throughout the quarter and made very significant progress.

In **Introduction to Java Programming**, Brittany turned in all but the last programming assignment. She worked with a very effective group and although she had some challenges with Java, she made significant progress. Her group work was uniformly complete and detailed. They had (collectively) a very good programming style and were attentive to detail. Her midterm was weak: significantly below the class median. However her final was much better: right at the class median. She had some difficulty on the final, but overall demonstrated a good understanding of basic Java control structures, the use of a class to implement an abstract data type, and was able to create a main program to test her code.

Brittany demonstrated a fairly good to good understanding of most of the topics covered in **Computer Architecture I and II**. She was hard-working, conscientious, and dedicated to learning all the skills and concepts. Although she had some difficulty performing well on tests, she always produced very good quality homework and labs in a timely way. In the winter quarter she did well on her midterm exam but her final exam was somewhat weak. She successfully completed the Sap-1 digital computer logic modeling project with her team and produced a very good report. In the spring quarter her midterm exam was weak and she had trouble on the final but, as in the winter quarter, her record of textbook homework and programming exercises was excellent.

Brittany worked hard and did very well in **Discrete Mathematics I and II**. In the winter quarter, she missed only one assignment out of nine and the ones she did were very good. She demonstrated very good learning over the quarter. Her exams ranged from good to very good, especially her second exam. Her participation in class was excellent and her self-confidence has developed as well. In the spring, she continued to work hard and was able to achieve a good overall understanding of the material. She submitted all of the nine assignments and did very well on the ones related to graph theory and trees. She did well on all three of the exams, and she did especially well on the last exam.

In the **History and Philosophy of Computing** seminar, Brittany consistently attended and participated in discussions with a conscientious intent to learn from the readings and discussion. Her papers and her contributions to discussions were clear and thoughtful with direct connections to the readings. Her papers showed an understanding of the ideas in the texts and she had a direct and persuasive voice with insight

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Taliaferro	Brittany	N	A00132969
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	04-JAN-2010	11-JUN-2010	32
	Date began	Date ended	Qtr. Credit Hrs.

and touches of wisdom. Her insights relating philosophical ideas in Pirsig's novel with programming were excellent.

In the seminar on **Ethics of Technology**, Brittany participated actively in small group discussions and had thoughtful comments to make. She submitted all eight papers and they were generally well-written and thoughtful. Her final paper on "Employers Using Facebook" was clear and presented a good argument.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

5 - Introduction to Programming in Haskell
5 - Introduction to Java Programming
8 - Computer Architecture I and II
8 - Discrete Mathematics I and II
3 - Seminar: History and Philosophy of Computing
3 - Seminar: Ethics of Technology

August 24, 2010
Date

The Evergreen State College - Olympia, Washington 98505

THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Taliaferro	Brittany	N	A00132969
Student's Last Name	First	Middle	ID Number

Computer Science Foundations
Program or Contract Title

04-JAN-2010	11-JUN-2010
Date Began	Date Ended

For my first quarter as a sophomore I chose to take Computer Science Foundations (CSF) because I wanted to take a class with mathematics. Coming in to CSF I did not know what to expect. The classes that were included in the program were discrete mathematics, computer architecture, computer programming, and seminar. I found this program to be the most challenging program that I have taken part in at Evergreen.

Discrete mathematics I found to be very different compared to past math courses. I did well in discrete math for the most part. I did very well with logical proofs, finite-state automata and graph theory. I enjoyed learning about finite state machines and figuring out how to build my own. Parts of discrete mathematics that I struggled with was the using the Big O Theory and solving proofs using induction. I feel that induction is a very important part of programming and will continue to work on my induction skills throughout my schooling in computer science.

Computer Architecture was the portion of the program that I enjoyed taking the most. I did well learning the logical circuitry by building the Sap1 in a program called Logisim. Building the Sap1 was an introduction to learning about the computer's assembly language. The Sap1 help my ability to do well in learning the Java Virtual Machine with the Jasmin assembly language. I was able to figure out how to write a recursive Fibonacci program in Jasmin which really made me appreciate how much a computer keeps track of what is going on within the internals. The assembly language was a great learning experience because it really helped me understand how the computer works and what is going on in the computer's hardware while commands are being called in higher order languages like Java.

During the computer programming portion of the program I learned a functional language called Haskell and an object-oriented language called Java. This was my first real programming course. I felt that I did quite well in the functional portion of the programming. I was able to keep up quite well with my fellow classmates who have had previous programming courses. My object-oriented experience was quite different from Haskell. I need to continue to working on my Java to increase my ability to work an object-oriented language. Even though I struggled with Java, I learned a lot about what it takes to program. I learned that to write programs the first step is to learn how to analyze problems. Re-writing was a valuable tool for learning how to write programs. Programming takes a lot of patience, hard work, and requires a lot of time to make a short and readable program. The satisfying reward of achieving a working program brings me great joy and excitement.

In the seminar portion of the program I did well at writing my thoughts and opinions on paper. I was able to give a brief summary on my paper during seminar however, I am still working on overcoming my shyness of speaking in front of the class and sharing my opinions and ideas on the topics being discussed.

Overall, I did well in CSF. I struggled a lot, but was able to pull my way through learning the material by spending many long hours in the computer lab every day after school and doing my homework. I did well turning in all my work in on time unless I made arrangements for a later due dates. I learned an incredible amount of information about computers and computer programming. In fact, my plan of becoming a teacher is on the verge of switching to becoming a computer programmer.

Student's Signature

Faculty Member's Signature (optional)

07-JUN-2010
Date

Date

The Evergreen State College - Olympia, Washington 98505

FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Taliaferro	Brittany	N	A00132969
Student's Last Name	First	Middle	ID Number

10431	Geography and Art: Investigating Place
Program or Contract No.	Title

28-SEP-2009	18-DEC-2009	16
Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:
Faculty: Shaw Osha, Peter Impara

An interdisciplinary art and science course that addressed the nature of place, *Geography and Art* introduced students to a range of theoretical, art historical and geographical material that contributed to a cultural conception of place. Using *Place: A Short Introduction* as our foundation text, we studied issues of history, power, geography, and the contextual nature of meaning as it is performed in place. Our reading of Lucy Lippard's, *The Lore of the Local*, allowed us to approach place as a concept to be explored rather than explained. The general goals were to think about the terms in which we represent place and to develop skills in 2-D representation (drawing and photography), writing, geographic analysis and artistic expression in order to do so.

Fall Quarter, students completed two pieces of critical writing, a portfolio of drawings assignments, computer lab assignments in Google Earth and a final collaborative research and art project. The final collaborative project: *Investigating Place: Interpretations of Olympia, Tumwater, Lacey and Shelton*, required groups to make proposals for community specific public art projects. They were asked to demonstrate their collaborative learning skills through research and field observation and to apply concepts from the program (such as how geographical features relate to felt experience and how one "performs" place) in the conception of an interactive public art piece specific to their assigned place. Projects included a process book, models, and visual material presented to their peers for assessment and critique at the end of the quarter.

EVALUATION:
Written by: Peter Impara, with Shaw Osha

Brittany was a solid student who completed all assignments and worked well with other students. She was able to balance many pressures in her life to complete these tasks and learn about geography and art. At the same time, Brittany successfully integrated, through her project, seminar and written work, visual, geographic and historical ideas and concepts.

In drawing/2-D studio, Brittany showed a willingness to learn in an area she had little experience with. She worked with angles, directions and how something sits in space. On field trips to Dry Falls and Seattle, she photographed and drew from observation as a form of research and documentation of unfamiliar surroundings. She attempted to represent visually her impressions of place through assignments that consider how to create a work of art that simultaneously represents and abstracts that place.

Brittany was very capable at using geographic information from maps and image maps to carry out geographic analyses. She completed all computer labs and showed a good understanding of using USGS 7.5' topographic maps in her work.

Brittany's final project group investigated Olympia and chose to focus on a publicly accessed artesian well. Their project proposal states, "Our intention is to bring a greater awareness of the ecological processes which guide and operate the well itself, as well as to establish a more permanent facet of art at the site than

March 3, 2010
Date

Taliaferro	Brittany	N	A00132969
Student's Last Name	First	Middle	ID Number

10431	Geography and Art: Investigating Place		
Program or Contract No.	Title		
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	Date began	Date ended	Qtr. Credit Hrs.

simply tags on a free-wall." The project design involved "a depiction of cross-section...to incorporate the actual strata of the local geology...to explain the way the well taps the underground aquifer." Brittany was instrumental to generating the final project idea, and she contributed the final design of the project as an active member of the group.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

4 - Introduction to 2D Art
4 - Visual Culture
4 - Geographic Analysis; Concepts of Place
4 - Pacific Northwest Geography

March 3, 2010
Date

The Evergreen State College - Olympia, Washington 98505

THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Taliaferro	Brittany	N	A00132969
Student's Last Name	First	Middle	ID Number

Geography and Art: Investigating Place
Program or Contract Title

29-SEP-2009 — Date Began
18-DEC-2009 — Date Ended

My final freshman quarter, I chose the program Geography and Art to go farther in my career goal of becoming a teacher. Geography and art offered credit in art and science which is required to be taken to go into the educational field. I gained an incredible amount of knowledge from this program.

The main object of the class was to understand place through art and geography. Place is a confusing concept. Much of the text that was read in this program defined place. Some of the concepts that I got out of the texts were that place is a location with meaning and memories attached to it. Place is not physically permanent, but it is mentally. Place can be seen though different perspectives by multiple people. To help my class gain knowledge of place we visited Dry Falls and Seattle in Washington. These places will be permanently with me in my memory through the perspective that I envisioned. However, in time these places will not be the same due to changes in the earth making that certain place and path physically forgotten. Exploring places taught me to take consideration into the meaning of place and the work that I do because one day it will not be the same. I also learned to take in different perspectives to expand how I learn. Throughout the class I felt that geography and art made place more understandable.

We were also required to do a group project to portray what we learned about place. We were assigned a city which my group's city was Olympia. We portrayed Olympia through an art piece that dealt with an artesian well in downtown Olympia. This project gave the sense of place to the community of what my group thought of the importance and place of the well. This project helped to take what I learned about place and put it into something meaningful.

In my study of art I learned a great deal on how to use perspective in my drawings and photography. Perspective plays an important part in the world of art because it shows what the artist conceives. My hardest struggle in the art section of the program was figuring out how to draw things to proportion. Life drawing helped me have a better eye on drawing objects to proportion. I learned that in art, the ending product is not what matters most, but the process of getting that final product.

Geography was the most interesting to me, but the hardest to comprehend. We worked in the computer lab to learn how to use Google Earth. In Google Earth I learned to figure out how to find location of places. The most confusing subject that I learned in geography was how to read and use topographic maps. Geography is more than just finding the capitals of states, but the location and formation of place.

This program has been a great struggle in my school career considering I was not very interested in either subject. However, it became a great experience in expanding my education. I was well prepared on completing my assignments on time and showing up to class. Even though I missed a week of school due to illness, I was able to keep up and do my work which showed that I was a dedicated student to this program. Overall, I did well this quarter and am pleased with what I learned.

Student's Signature

12-DEC-2009
Date

Faculty Member's Signature (optional)

12/12/09
Date

The Evergreen State College - Olympia, Washington 98505

FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Taliaferro	Brittany	N	A00132969
Student's Last Name	First	Middle	ID Number

30069	Algebra to Algorithms: An Introduction to Mathematics for Science and Computing
Program or Contract No.	Title

30-MAR-2009	12-JUN-2009	16
Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:
Faculty: David McAvity, Ph.D. & Brian L. Walter, Ph.D.

Algebra to Algorithms was a one-quarter full-time program exploring connections between mathematics, computer science, and the natural sciences. Students worked to develop mathematical abstractions and the skills needed to express, analyze and solve problems arising in the sciences, particularly in computer science. Students completed some or all of the various sections of study described below.

In *Intermediate Algebra with Mathematical Modeling*, students learned about standard algebra topics (number sequences, linear functions, quadratic functions, exponential functions, logarithms, summations) by exploring different kinds of mathematical models (arithmetic growth, quadratic growth, exponential growth) and their properties. Emphasis was placed on learning how to tell which kind of model is appropriate for a particular situation. The math textbook was *Elementary Mathematical Models: Order Aplenty and a Glimpse of Chaos* by Dan Kalman. The students' progress in this part of the program was evaluated on the basis of weekly homework assignments, workshops, weekly chapter summaries, a midterm exam, and a final exam.

Introduction to Programming in Logo introduced students to the StarLogo dialect of the Logo programming language and reviewed basic geometry and trigonometry. Students used these tools to create visual designs. They also learned how to read programs in a computer programming language, how to write programs that invoked given procedures with different parameters, and how to modify existing programs to meet given problem specifications. Students were evaluated on their performance on weekly programming workshops, two quizzes, their final portfolio of Logo work, and a final image design project.

In two *Seminars* each week, students discussed math from a wide variety of perspectives. Seminar texts dealt with issues including philosophy of math, mathematical abstraction, cognitive psychology, the development of mathematical ability in children, math and society, and the nature and goals of advanced mathematics. Readings included John Allen Paulos's *Innumeracy*, Stanislas Dehaene's *The Number Sense*, Keith Devlin's *The Math Gene*, Lynn Arthur Steen's *On the Shoulders of Giants*, and a packet of shorter selections. Each week, a different small group of students was responsible for facilitating the Thursday seminar. Students were evaluated on the basis of participation in seminar, seminar facilitation, short weekly response papers, weekly in-class writing, and two 3-5 page thesis-based essays developing connections between the seminar readings.

The *Problem Solving* part of the program, consisting of a two hour weekly workshop, dealt with a wide variety of problems – classic brainteasers as well as engineering, design, and social problems – and introduced students to many problem-solving strategies and techniques for enhancing creativity. Special emphasis was placed on developing the ability to work effectively in groups. Students worked on problems in class in small groups and sometimes later presented their solutions. The text was James L. Adams's *Creative Blockbusting: A Guide to Better Ideas*, 4th edition. Students were evaluated on their participation in workshops and a portfolio of their completed work.

July 23, 2009
Date

The Evergreen State College - Olympia, Washington 98505

FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Taliaferro	Brittany	N	A00132969
Student's Last Name	First	Middle	ID Number

30069	Algebra to Algorithms: An Introduction to Mathematics for Science and Computing
Program or Contract No.	Title

30-MAR-2009	12-JUN-2009	16
Date began	Date ended	Qtr. Credit Hrs.

For their *Independent Projects*, students chose a topic related to a program theme and researched it in the second half of the quarter, culminating in a project report and a 10-minute presentation to the class. Students were evaluated on the presentation as well as the rough and final drafts of the project report.

EVALUATION:
Written by: David McAvity, Ph.D. & Brian L. Walter, Ph.D.

Brittany is a hardworking, pleasant student who did good work in this program; this was a very successful quarter for Brittany, and she is well prepared for further studies in the subjects we covered this quarter. Her achievements in the various parts of the program are detailed in the paragraphs below.

In algebra, Brittany completed her chapter summaries with attention to detail and gave a good effort on her assignments and worksheets. The material seemed to be challenging for her at times, but her positive approach to learning helped her gain a deeper understanding. Her exam results were very good overall.

Brittany turned in all of her Logo programming assignments on time. She did good work on those assignments, consistently taking care to fully complete the given exercises, sometimes even going beyond the required procedures and creating new ones. On more than one occasion, her programs were among the best in the class. Her very tidy and complete Logo portfolio was further evidence of the care she put into studying this subject. Brittany did fine work on both Logo quizzes, showing her developing understanding of the tools and techniques of Logo programming. Her final image design was a series of playful procedures that nicely incorporated the full range of this quarter's programming material.

For her project Brittany chose to write a program in StarLogo to draw three dimensional fractals such as the Menger sponge. She elected to make the fractals using a random method called the chaos game. This proved to be an effective algorithm for the purposes of her project and the results were very effective. She obviously learned a good deal more about fractals and how to use StarLogo to create them. Her presentation to the class was well structured, engaging and informative. Her peers were very impressed by the work that she did.

Brittany's portfolio contained her complete set of problem solving workshops.

Brittany was an active listener in seminar discussions, periodically speaking up to provide her informed perspective on the assigned reading. When their turn came, Brittany and her co-facilitators prepared well and did a decent job of facilitating seminar. Brittany's writing for seminar showed her careful reading of the assigned texts and demonstrated her good grasp of writing mechanics.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

5 - Intermediate Algebra with Mathematical Modeling
5 - Introduction to Programming in Logo
4 - Seminar: Mathematics & the Mind
2 - Problem Solving

July 23, 2009
Date

The Evergreen State College - Olympia, Washington 98505

THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Taliaferro	Brittany	N	A00132969
Student's Last Name	First	Middle	ID Number

Algebra to Algorithms: An Introduction to Mathematics for Science and Computing
Program or Contract Title

30-MAR-2009	12-JUN-2009
Date Began	Date Ended

My motivation in taking Algebra to Algorithms was to begin my academic path towards becoming a mathematics professor. My intent for this program was to recap on my basic mathematical skills so I can take on higher college mathematic courses. Throughout this quarter I have learned many skills and overcome many challenges.

Algebra to Algorithms has taught me many skills that will help me in my future career in teaching. The most important material I have learned is how to recognize and use different types of mathematical patterns that can be applied to real life situations, and learning to problem solve with a different perspective. However, I feel that learning different types of patterns and problem solving skills was most important, the computer programming part of the program the most interesting. StarLogo, the program, we used to program was very interesting because we used it to create many procedures that made all sorts of things. I found it fun and fascinating to see how lines of code could be brought together to make images of all sorts. Even though StarLogo was fascinating it was the most challenging subject for me in the program. I spent many extra hours trying to get procedures to work properly in most of all the labs, especially when we were learning about recursion. I am very proud of my work this quarter in every subject including seminar because I was able to achieve my goal of speaking up more often than my fall 2008 quarter. Part of Algebra to Algorithms that was the most helpful was working in groups. Working in collaborative groups was helpful because helping others helps me to learn myself. Also, it helped to gain a relationship with classmates making me more comfortable to share my opinion in seminar. Algebra to Algorithms has been a great program for me as a first step into my career choice.

Algebra to Algorithms was not as easy for me as my fall quarter. This quarter I took on the role of being a mother and a fulltime college student. Time and effort is a crucial matter in both a mother and full time student, so balancing both was very hard for me especially with school. I found myself able to do it, but had to make a few adjustments. I did fall back on my reading sometimes, but I was always able to get them read by the time we were supposed to write our essays. I had to get more help from classmates on how to do assignments because I was not able to find the time to sit around for hours to figure out how to solve problems on my own if I could not get them at first. Another part of the course that was distracting was having my professor get arrested two weeks before class was over. Class days were cancelled and class work was not defined, making it hard to focus on what needed to be done. A sudden switch of professors was a hard transition considering we were in our final weeks of the quarter. All the distraction with my first professor really interrupted my focus on school work.

I feel that I did very well this quarter overall. What I have learned over the quarter will help me to stay on track with my career choice. Next year I plan on going further in getting the credits I need to become a mathematics teach

Student's Signature

08-JUN-2009
Date

Faculty Member's Signature (optional)

6/8/2009
Date

The Evergreen State College - Olympia, Washington 98505

FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Taliaferro	Brittany	N	A00132969
Student's Last Name	First	Middle	ID Number

10087	Performance Works: Telling Stories
Program or Contract No.	Title

29-SEP-2008	19-DEC-2008	16
Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:
Faculty: Sean Williams, Ph.D., Robert Esposito, M.F.A., Don Foran, Ph.D.

"Performance Works: Telling Stories" was developed as an entry-level program in the humanities and performing arts, with a balance of intensive, comprehensive reading with learning works for performance. The program included selected works of literature, dance, music, and drama as its texts, represented through reading, film, lectures, seminars, workshops, and active engagement. The fall term was structured as follows: at the beginning of the quarter the students established a basic repertoire of important stories (see below), and began preliminary work on writing, music, and dance. As the term continued, students deepened their understanding of the stories by adding information about archetypes, characters, mythology, and cultural background. Each week featured lectures, workshops, films, and a seminar. The program faculty included Rob Esposito, M.F.A. (dance and movement), Sean Williams, Ph.D. (music and culture) and Don Foran, Ph.D. (literature and philosophy).

Each student selected one out of three intensive, hands-on workshops, offered by program faculty twice each week. The music workshop, led by Sean Williams, included an introduction to reading music, basic chord theory, writing rounds, songwriting, ear-training, singing, and playing the Indonesian gamelan. The dance workshop, led by Rob Esposito, focused on learning basic principles of dance kinesiology, theory, and composition, building body awareness and control through somatic, dance, and Pilates-based exercises. The writing workshop, led by Don Foran, included students writing quatrains, haiku, and limericks, and introduction to heroic couplets and sonnet form. Students wrote short stories and performed scripted scenes on sustainability topics and dramatizing scenes about college experiences. By the middle of the term, students were able to develop short improvised performances for their peers, based on creative adaptations of program materials.

Students had several writing assignments in fall quarter, including a personal narrative that introduced them to their faculty members, an essay focusing on a single physical scar, and a set of satirical song lyrics about the vice presidential candidates' debate. Each student created an original work of visual art as part of his/her responses to the materials presented by Joseph Campbell's *The Power of Myth*. The students also created a final essay paper based on their understanding of an array of topics covered in the program materials. Lastly, the students divided into teams to create collaborative performances for the final week of the quarter; it was the main expressive assignment of the quarter, and required extensive creative work as the performances reflected important issues and themes from the quarter.

The program used the following texts (and stories): the Old Testament story of the Prodigal Son, Alice Walker's "Everyday Use," William Shakespeare's *King Lear*, Thomas Hanna's *Somatics*, Edward T. Hall's *The Silent Language*, Christopher Hallowell's *Listening to Earth*, Raymond Carver's "Cathedral," Joseph Campbell's *The Power of Myth*, Herman Melville's *Billy Budd, Sailor*, Ovid's *The Story of Orpheus*, Sophocles's *Oedipus the King*, and selected passages from Toni Morrison's *Beloved* and Mark Twain's *Huckleberry Finn*. Program films -- discussed and written about in seminars and papers -- included Martha Graham's *Night Journey*, Balanchine's *The Prodigal Son*, Robert Esposito's *Oracle*, Paul Taylor's *Last Look*, Robert Coles: Teacher (#2: Seeing), *Thomas Berry: The Great Story, Dance of the Century*, Robert Esposito's *Façade*, and the feature film *Black Orpheus*. Guest presenters in the fall quarter included Will Hornyak (storyteller), Sylvia Behrend (mythology and movement) and Samba Olywa (Brazilian dance).

September 11, 2009
Date

The Evergreen State College - Olympia, Washington 98505

FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Taliaferro	Brittany	N	A00132969
Student's Last Name	First	Middle	ID Number

10087	Performance Works: Telling Stories
Program or Contract No.	Title

29-SEP-2008	19-DEC-2008	16
Date began	Date ended	Qtr. Credit Hrs.

EVALUATION:
Written by: Don Foran

Brittany was thoroughly engaged in all aspects of Performance Works: Telling Stories. She definitely got outside her comfort zone when she enrolled in this program. She is a Mathematics and Science student for the most part, but her careful assimilation of Literature and cultural studies this quarter was very impressive. In the first place, Brittany, though a bit shy in large seminar situations, is a very good writer. She particularly delighted in producing haiku during the workshop, and she enjoyed writing a short story and also reflecting on the various myths and archetypes in Dance, Music, and Literature for her synthesis paper. She enjoyed studying *King Lear*, the Orpheus myth, and the short stories we grappled with in Workshops and in the overall program.

I have encouraged Brittany to carry her organizational and writing skills into the area of spoken communication, risking a bit more, sharing her insights with others more often. I was very pleased to see Brittany actively involved in several skits and improvisations. On these occasions she stretched herself and proved to herself and me that she can conquer shyness when she has support from faculty and peers. She is a joy to work with, a good learner, and an imaginative writer.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

4 – Literature
4 – Writing
4 – Collaborative Performance and Presentation
4 – Workshop: The Written Word

September 11, 2009
Date

The Evergreen State College - Olympia, Washington 98505

THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Taliaferro	Brittany	N	A00132969
Student's Last Name	First	Middle	ID Number

Performance Works: Telling Stories
Program or Contract Title

29-SEP-2008 Date Began

19-DEC-2008 Date Ended

New to the Evergreen State College as a freshman straight from high school, I had many expectations. I chose Evergreen because of the uniqueness of the learning foundation. I wanted to learn useful material. Instead of taking classes just to get grades and forget the information after taking a test, I wanted to actually retain the knowledge my professors taught. Also, I wanted to be able to have a closer connection with my professors. Choosing a program was very difficult for me. I wanted to join a program that would help me in the teaching field and so I choose Performance Works: Story Telling. I thought this program would help me learn to tell stories in creative ways to students and help me to overcome my fear of being in front of a crowd. With all my expectations, I had high hopes for my studies at Evergreen.

The educational structure at Evergreen was mostly what I expected. Learning from professors who know my name and who I am really encouraged me to ask questions when I was in need of help. Also, many of the lectures and workshops helped me to gain useful information that I still hold. Performance Works helped me to put my knowledge into practice through performances. Many things have worked out well for me at Evergreen except for one. I have a hard time with seminars. I am very shy and don't like to speak up. Evergreen seminars were a big shock for me. I participated in seminars by jotting down notes, writing some of my thoughts, but only sharing when called upon. Throughout the years I plan to gain more confidence and share my ideas in a more open manner. However, for this program I tried my best to stay on top of things and be a part of the seminars. I can only hope for more confidence for future seminars. Performance Works really seemed to fit my teaching and learning expectations of Evergreen.

Performance Works has put a whole different perspective on storytelling for me. Throughout the program, I learned about dance, music, and literature, and how they all can tell a story. Also, I came to find that stories have meanings and lessons. From reading the novel, King Lear by William Shakespeare, I learned how people can't always look at the outside for answers, but look in the inside to find truth. I have learned that music plays many different roles in stories and even in life. The Samba Oly Wa club came to perform for us and when they played their music, it brought classmates together through dance. Music brings people out of the dark of being alone and into the light by bringing people together. Also, music plays an important element in culture. Different cultures use music through voice, song, and instruments. I also learned how archetypes play an important role in stories and mythology. Archetypes are neutral and created through our own history and images making mythology and stories more real to each individual person. I have learned the basics of how to write haikus, limericks, and quatrains from Don Foran's workshops. My favorite type of poem is haiku, which consists of three lines. I was also able to gain enough skills to write short stories through the writing workshop. Throughout this program I have learned more about how to write and tell stories with meanings and lessons.

Performance Works was a great program to be in with professors who taught me well. I learned many skills to tell stories and the different components that make up a story. I believe this class will help me to engage students as I become a teacher. However, while this was a great program, I did find out that I am not an abstract thinker which made it clear that I am not a performer. This program was a great program for a first time college student at The Evergreen State College.

Student's Signature

14-DEC-2008
Date

Faculty Member's Signature (optional)

Dec. 15, 2008
Date

Foran, Donald J. - Sem II B2124

EVERGREEN

The Evergreen State College • Olympia, WA 98505 • 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) 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.