**Evergreen’s complete summer 2016 schedule:**

**http://www.evergreen.edu/catalog/2015-16/summer**

**Adolescent Literature**

Summer 2016 quarter

Taught by



[Terry Ford](http://www.evergreen.edu/faculty/instructor/fordter)

literacy education

Learn how adolescent literature meets the developmental needs of middle and high school ages (grades 6-12). We’ll look at the literature in historical perspective, study young adult development in reading, and consider genres with representative authors and selection criteria.  Participants will read and critique several genres, developing a knowledge base of a variety of current authors, themes, and classroom uses.  Course credits contribute to minimum coursework expectations for teaching endorsements in middle level humanities and secondary English/Language Arts.

4 credits **Advertised schedule:** Mondays  9a - 1p

Hybrid Online Learning < 25% Delivered Online

**Children's Literature**

Summer 2016 quarter (Session II)

Taught by



[Jon Davies](http://www.evergreen.edu/faculty/instructor/daviesj)

education

Participants will engage in readings, discussions, written analyses, and workshops that address literary and informational texts for children from birth to age 12. Topics include an examination of picture and chapter books, multicultural literature, literature from a variety of genres, non-fiction texts across a range of subjects, and censorship. This course meets requirements for the Washington State reading endorsement.

4 credits Course will meet on Monday and Wednesday July 25, July 27, August 1, August 3, and August 8 from 8:30 am to 5:00 pm.

**Discrete Math**

Summer 2016 quarter (Session I)

Taught by



[Brian Walter](http://www.evergreen.edu/faculty/instructor/bwalter)

mathematics, computer science, improvisational theater

In this course, we'll study standard topics in discrete mathematics, including: logic and proof; sets, relations, and functions; combinatorics; basic probability; and graph theory.  Along the way, we'll focus on skills and techniques for problem-solving.  This is an excellent course for teachers and future teachers, people wanting to broaden their mathematical experience beyond algebra, and students considering advanced study in mathematics and/or computer science.

4 credits Monday - Thursday, 10 am - 12 pm session 1

**Geometry**

Summer 2016 quarter (Session I)

Taught by



[Neal Nelson](http://www.evergreen.edu/faculty/instructor/nealn)

computer science, mathematics

This class is an introduction to both Euclidean and non-Euclidean geometry suitable for teachers or others interested in gaining a deeper understanding of mathematics, mathematical proof, and the historical and conceptual evolution of geometrical ideas. The course will concentrate on problem solving and the development of mathematical skills, particularly proofs, with the goal of understanding the major conceptual developments in the history of geometry. Class activities will be primarily reading, problem solving, and discussion with lectures as needed. The course is suitable for middle and secondary math endorsements.

4 credits 9-12:30 pm Tue/Thu (Jun. 20 - July 29); note that the course will meet first session through the first week of second session.  Any schedule conflicts should be discussed with the instructor.

**Grammar for Teachers**

Summer 2016 quarter (Session II)

Taught by



[Jon Davies](http://www.evergreen.edu/faculty/instructor/daviesj)

education

Writing is critical to learning and a vital tool for communication. Improving the teaching of writing can improve student writing. Effective teachers of writing gain insight from their own writing experiences and also that of their peers. English grammar provides many challenges for writers as they move from early drafts to finished pieces of writing. Decades of research suggests that teaching grammar in isolation has little, if any, effect on student writing. In this course we will explore English grammar in the context of our own writing, including issues of style, punctuation, and mechanics. Through the process of addressing grammar in our own writing, we will develop strategies to support student writers in the classroom. Even though this course is especially suited for educators and undergraduate students interested in education, all writers interested in polishing their writing are welcome.

4 credits Session 11 Course will meet on Tuesday and Thursday July 26, July 28, August 2, August 4, and August 9, from 8:30 am to 5:00 pm.

**Grammar in Context**

Summer 2016 quarter (Session I)

Taught by



[Emily Lardner](http://www.evergreen.edu/faculty/instructor/lardnere)

composition, education, literature

Standard written English has enough irregularities to make any careful writer or teacher nervous.  Given that it's impossible to memorize everything, what's a writer or teacher to do?  Which strategies for working on conventions of written English are most productive for you as a writer?  Which ones will engage any writers you find yourself working with?  This course is based on the premise that learning grammar happens best in the context of meaningful writing.  Expect to write, and think about writing, and develop both your grammatical vocabulary and your grammatical skills, all with the aim of becoming a more effective writer.  Class time will spent in workshops, and the on-line learning component will be used for trying out new strategies.  All writers welcome.

4 credits session 1 **Advertised schedule:** Sat 9a-4:30p

**The Meaning of Mathematics: Mathematical Literacy for Elementary Teachers and All**

Summer 2016 quarter (Session I)

Taught by



[Sara Sunshine Campbell](http://www.evergreen.edu/faculty/instructor/campbels)

mathematics teacher education

The Meaning of Mathematics, while designed for future elementary and middle school teachers, will support all those interested in learning mathematics more deeply. Elementary and middle school mathematics is no longer considered just a collection of computational tools or facts to memorize, but rather a rich body of intellectual content, focusing more on reasoning, justification and verbal and written mathematical communication. The course will focus on conceptual understanding which makes class discussions, group work, and analysis of elementary student work critical components of the course. This course meets the MiT entrance requirements for mathematics for those seeking an elementary endorsement.

8 credits session 1 **Advertised schedule:** Mon-Thu 9a-12:30p   June 13-16, 2016 June 20-23 June 27-30 July 5-7 July 11-14

**Pacific Northwest History: Multicultural Perspectives**

Summer 2016 quarter (Session I)

Taught by



[Michael Vavrus](http://www.evergreen.edu/faculty/instructor/vavrusm)

education, history, political economy

Pacific Northwest History introduces multicultural aspects of historical developments of this region.  A primary learning objective is for students to be able to articulate through concrete historical examples how liberty and justice has been interpreted and applied in the Northwest.  With texts that provide accessible historical accounts, students will be exposed to Native American Indian perspectives on the eventual occupation of their lands by European imperialists, the origins and outcomes of competition among Europeans for the Pacific Northwest, and challenges placed on non-European ethnic groups – such as Chinese Americans, African Americans, Mexican Americans, Japanese Americans – during the 19 th  and 20 th  centuries and into the 21 st  century. Attention to the experiences of women in making this history is included. The local historical development of Tacoma is used to highlight the role of capitalism in creating governing bodies and class differences among white European Americans who collectively discriminated against the aspirations of people of color.

*Pacific Northwest History also meets a teacher education endorsement requirement for elementary education, middle-level humanities, social studies, and history.*

4 credits session 1 **Advertised schedule:** Tuesdays & Thursdays, 12:30-4:30 p.m., First Session

**Statistics I: Introduction to Statistics**

Summer 2016 quarter (Session II)

Taught by



[Alvin Josephy](http://www.evergreen.edu/faculty/instructor/josephya)

Ever feel the need to question the reams of data that swirl around us every day? Want to develop tools that make you a more powerful presenter? Statistics is what you need! This course is an introduction to statistics for students with limited if any formal exposure to data and data analysis, and no experience with statistics. This class will introduce the student to the statistical process, including data collection, ways of organizing data, an introduction to data analysis, and an opportunity to learn how practitioners present their findings.  We will examine several case studies, explore how data is used in explaining unusual events, and develop a more critical understanding about how statistics allows us to understand the world around us.

4 credits session 11 **dvertised schedule:** Mon and Wed 6-10p

**Persuasive and Informative Public Speaking**

NEW

Summer 2016 quarter (Session I)

Taught by



[Lori Blewett](http://www.evergreen.edu/faculty/instructor/blewettl)

communication, social studies

This course focuses on the fundamentals of public speaking and the special challenges of informative and persuasive speech composition. It is aimed at improving confidence and skills regardless of one’s current level of experience.  Students will learn how to control speech anxiety, organize material for specific goals, and deliver dynamic presentations.  Work will be grounded in contemporary communication theory.  All students will receive individualized feedback and coaching in order to enhance their ability to speak effectively in the classroom, workplace, and public arena. The course provides communication credit for selected Master In Teaching endorsement areas.

Session 1 4 credit **Advertised schedule:** Tue 6p-10p (July 5 & 12) , Sat/Sun 9a-5p (July 16 & 17)