



# The Calculated Fiction Program Covenant

*Please carefully read this covenant, the program syllabus, and the handouts for specific program components.*

*During the first week of class, ask about any sections of these documents that you don't understand or don't feel comfortable with. We (Brian & Steven) are handing these things out and discussing them at the beginning because we want to proceed on common ground with you about our mutual expectations. Your continued enrollment in this program after week 1 will serve as your acknowledgement of, acceptance of, and agreement to the conditions outlined in this covenant and other program handouts.*

<http://www.vrac-coloriages.net>

To establish a learning community that will enable us to meet complex goals together and as individuals, we have found it is useful to form an agreement that can be a reference and guide through our work. The covenant will clarify for you, the students, the habits and skills that can foster Evergreen's six expectations for graduates, the 5 foci, and the learning goals of the program. It will enable us, your faculty, to clearly and equitably facilitate that learning process, especially when confusion or conflicts occur, but also as we continue to plan the course to meet the needs of the community.

When you read the expectations and policies below, note that many of them refer to participation, work habits, and punctuality, which constitute the bare minimum requirements for credit in the program; others establish the fundamental ethical and scholarly values that a learning community requires. Take them seriously. A covenant should be a living document, one that is used regularly, referred to, questioned, amended—not, preferably, for its rules and restrictions, but for the high aspirations it sets for our work together.

*A few years ago, Evergreen adopted 6 Expectations of Evergreen Graduates and 5 Foci of Teaching and Learning at Evergreen:*

## **Six Expectations**

Articulate and assume responsibility for your 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.

As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

## **Five Foci**

### ***Interdisciplinary Study***

Students learn to pull together ideas and concepts from many subject areas, which enables them to tackle real-world issues in all their complexity.

### ***Collaborative Learning***

Students develop knowledge and skills through shared learning, rather than learning in isolation and in competition with others.

### ***Learning Across Significant Differences***

Students learn to recognize, respect, and bridge differences - critical skills in an increasingly diverse world.

### ***Personal Engagement***

Students develop their capacities to judge, speak, and act on the basis of their own reasoned beliefs.

### ***Linking Theory with Practical Applications***

Students understand abstract theories by applying them to projects and activities and by pulling them into practice in real-world situations.

*In Calculated Fiction, we design each activity as an extension of the expectations, the focalae, and our own program-specific goals.*

## CALCULATED FICTION PROGRAM GOALS



1. To gain proficiency with and demonstrate a deeper understanding of basic concepts and methods of modern mathematics and computer science.
2. To improve and demonstrate critical reading, thinking, and writing skills, particularly through written work and seminar participation.
3. To gain and demonstrate a better understanding of literature and literary analysis.
4. To demonstrate understanding and control of some of the tools and techniques of fiction writing.
5. To identify the relevance of history and theory to current practices in mathematics and literature.
6. To demonstrate the ability to synthesize concepts from different disciplines and to identify abstract patterns in the world, in literature, in the creative writing process, and in mathematics.
7. To meet the standards of performance expected of an Evergreen student by applying a range of strategies, time management, study, research, collaborative learning, and by cultivating a productive academic relationship to peers and faculty.

### GENERAL EXPECTATIONS OF STUDENTS & FACULTY

1. We will all promote a cooperative and supportive atmosphere within our program that helps to ensure that all people have opportunity and encouragement to speak freely. We will treat each person with civility and respect, especially when disagreeing with someone's ideas, attitudes, or assumptions. We will remain sensitive to issues of racism, classism, sexism, homophobia, abilism, and other forms of discrimination within the program context. We agree not to blame others or ourselves for the misinformation we have learned, but to accept responsibility for unlearning misinformation. We will avoid singling out individuals as spokespersons for particular groups.
2. Evergreen is a non-smoking campus except in designated areas (blue tents: one is located between Sem II and the CRC). In particular, smoking near Seminar II is a violation of our program covenant.
3. For everyone's comfort in the classroom, we will all practice good hygiene and refrain from bringing disruptive snacks into class (food with strong smells or that creates noise).

4. General expectations are that students & faculty will abide by Evergreen's Social Contract, students will abide by the Student Conduct Code, and students will participate fully in every component of the program.

### GENERAL EXPECTATIONS OF STUDENTS

0. Student performance should reflect maturity, diligence, and commitment.
- 0.5 "Other than announcements in class, our chief means of communicating with students will be via e-mail. It is your responsibility to activate your Evergreen e-mail address and check it regularly for updates from your faculty."
1. All students will be expected to learn about mathematics and literature as independent inquiries and through creative interdisciplinary research and study.
2. All students will be expected to develop goals for their learning within this program and beyond.
3. All students must submit a self-evaluation and an evaluation of each faculty at the end of the quarter. The

self-evaluation must be submitted, by the end of week ten, for inclusion in the student's transcript before credit is awarded. Students' self-evaluations are expected to be serious reflections on and assessments of personal and intellectual growth; they must address specific accomplishments and demonstrate comprehension of program concepts and themes.

4. Students must submit a portfolio of work at the end of each quarter and they must schedule and attend an evaluation conference with their seminar faculty during evaluation week (December 10-14 & March 17-21). Failure to attend an evaluation conference will result in a "No Credit" on your transcript.

5. Over the two quarters of the program, the faculty team expects students to increase their level of responsibility for seminar sessions. All students are invited to work in collaboration with faculty to enhance, change, or add to the general curriculum in order to serve the needs and interests of the learning community as a whole.

6. It is expected that students advocate for themselves as learners and as members of the community by seeking help as needed from peers, faculty, advisors, or other college resources. If either academic or personal struggles come up during the quarter, we expect students to be proactive in discussing with their faculty options for managing their program work.



## **RESPONSIBILITIES OF THE FACULTY TEAM**

1. Both faculty members will agree together in advance before any new student is allowed to enroll in the program.

2. Faculty members will notify students at risk of reduced credit by the end of week five.

3. Faculty members will be prepared for program activities and use classroom time effectively.

4. Faculty members will be available for consultation by appointment.

5. Faculty members will provide timely feedback on student work.

6. Faculty members will prepare an evaluation of each student at the end of each quarter.

7. Faculty members will employ sound and justifiable pedagogical methods and be willing to explain their purposes to students.

## **STUDENT PERFORMANCE**

1. We assume students come to this program with little knowledge about the intersections of mathematics and literature but some familiarity with and interest in each subject independently. Moreover, we don't assume that students have knowledge of the history and theory of either subject.

2. We don't expect students to enter the program with experience or special training in fiction writing or the examination of abstract mathematical concepts. By the end of our program, though, our students should be well prepared to speak about and practice writing and mathematics as engaged authors, educated observers, and informed scholars. We also expect our students to emerge from our program with the ability to formulate arguments about mathematics and literature and to base those arguments on fact and well-reasoned analysis rather than well-intentioned passion alone.

3. Collaborative learning is expected of all students, in all program activities. The more each of us contributes to our collective inquiries, the better equipped we are to make progress as individuals.

4. While collaboration is encouraged and expected, plagiarism will not be tolerated, and will be considered grounds for expulsion, loss of credit, and/or discussion in the evaluation.

5. Students are expected to understand and abide by the Evergreen Social Contract: <http://www.evergreen.edu/about/social.htm>

### EVALUATION CRITERIA

1. Students need to participate fully in all program activities. We consider all activities integral to the program; students should be prepared to explain and compensate for any absences. We will note all unexplained and repeated absences from program activities.

2. Students are required to complete all of the assigned readings and other assignments on time. Students should be fully prepared to discuss the particular week's readings in detail with their fellow students in seminar. We will note the level and sincerity of student engagement with the assigned material in the final evaluation.

3. Students will demonstrate and articulate their achievement with respect to each program goal.

4. Students will submit a portfolio of work at the end of each quarter. We will note the quality of these portfolios in student evaluations.

### CREDIT AGREEMENT

1. Credit is assessed on an all-or-nothing basis in relation to your final portfolio. A complete portfolio *suggests* (but does not guarantee) full credit. An incomplete portfolio automatically results in No Credit. If at any time in the program you are concerned about the completeness of your portfolio, talk to your seminar faculty.

2. Complete portfolios are further evaluated in relation to credit equivalencies. You may, for instance, receive credit in Mathematics but lose credit in Literature; in any case, **ALL parts of your portfolio need to be complete in order to receive ANY credit.** The exact number of available credits in each area will be determined and outlined later in the quarter.



### CONFLICT RESOLUTION

Academic and personal conflicts are common and to be expected in academic communities. The Social Contract lays out expectations about how all of us should deal with such conflicts:

Evergreen can thrive only if members respect the rights of others while enjoying their own rights. . . All [members of the community] must share alike in prizing academic and interpersonal honesty, in responsibly obtaining and in providing full and accurate information, and in resolving their differences through due process and with a strong will to collaboration. (The Social Contract--WAC 174-120-020)

Accordingly, as is consonant with Evergreen's mediation process, we expect all members of the program to abide by the following principles of honest and face-to-face resolution of conflicts:

- An individual should take up any grievance with a student or faculty with that person first and only then, if the results are unsatisfactory, ask for consultation with another member of the faculty.
- Refrain from negative gossip in regard to any grievance.
- In the event you do not feel successful in resolving a conflict, bring your concerns to the attention of your seminar leader or to the faculty team. Any conflicts that

cannot be resolved by your own efforts, those of your seminar leader, or the faculty team, will be referred to our program dean or other mutually agreed upon mediator.

- Any disputes about credit or the content of an evaluation must first be addressed to the faculty member who wrote the evaluation. If a student is not satisfied by a discussion with the faculty member involved, the issue will be brought before the faculty team. Final decisions about credit and evaluations will be made by the program faculty.

### DRUG AND ALCOHOL POLICY

All members of this community must refrain from the use of alcohol and drugs during all program activities, and especially field trips. Failure to comply with this expectation will result in loss of credit and expulsion from the program and possibly the college.

### ACADEMIC HONESTY

In an academic community, sharing and taking responsibility for our own ideas is vital. At the same time, acknowledging our use of other people's ideas is equally important. The work we submit must reflect our own ideas. When we are incorporating the views of others, be those published authors or our seminar mates, we must acknowledge our sources.

You will be asked to take individual positions—in essays, projects, and seminar discussions—and you must assert your own distinctive interpretations and judgments. The final work you do must reflect your own judgment and analysis while also acknowledging the contributions of people who have influenced your learning.

Deliberate presentation of the work of others as our own or failure to make appropriate acknowledgments is plagiarism. Any student who intentionally plagiarizes material will lose credit, be asked to leave the program, and may be required to leave the college. Because college policy makes the consequences of plagiarism so severe, ask your faculty members if you have any questions. Also, it's vital and

expected that each assignment be an original piece of work (i.e., the piece has never been submitted to and has not been the basis for an assignment in another class or program).

