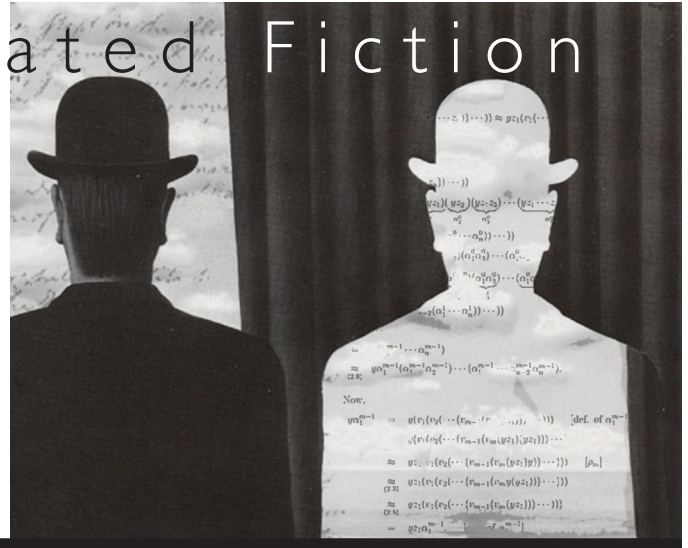


Calculated Fiction syllabus



Monday

10-12 Lecture (A1105)

1-3 Seminar (C3107&9)

Tuesday

10-1 Mathematics Workshop (A3105)

Wednesday

10-1 Project Lab (C3107&9)

Thursday

10-1 Writing Workshop (A3105)

1-4 Seminar (A3107&9)

the work of the program:

- seminar papers
- essays
- synthesis essays
- notes
- workshops, assignments, & quizzes
- project proposals
- exams

structure:

- lecture
- monday seminar
- mathematics workshop
- project lab
- writing workshop
- thursday seminar

technicalities:

- submitting work
- collaboration
- attendance
- participation
- accommodations
- credit
- loss of credit

schedules
readings & classrooms

the work of the program

Seminar Papers

These are generally short pieces of writing in direct response to a program text in preparation for seminar. These short critical reflections will be due at each seminar, on Monday in draft form, and on Thursday in a fuller and more coherent form. Writing for seminar should not be summative of the text, nor should it quote abundantly—don't write a book report! Instead, a seminar paper should respond analytically to the text and pose questions for discussion. These writings will be central to the success of our seminar and should provide ample evidence of your individual engagement in the readings. In many of our Thursday seminars, these pieces will be a crucial feature of our work together. *Your first seminar paper is due on the first Thursday, and you should bring it to that morning's writing workshop.*

Essays

You'll complete 2 short essays in the fall. These will be focused pieces on assigned topics that will require you to perform careful and close readings of seminar texts. These essays will be strong demonstrations of your engagements in the program texts and your performance on them will help us to evaluate your ability to read critically and compose a strong, focused essay.

Synthesis Essays

Similar to the essays, these two projects will be slightly longer pieces that will draw connections between a broader range of program materials in order to argue a thesis about a central program theme. You'll be getting a lot more information and advice on how to complete these projects.

Notes

While you may be used to thinking of notes as doodling you do during class, *we* think of notes as a crucial scholarly activity that will enable you to survive college! We'll talk a bit about how to take notes and how to use notes and we'll actually have you turn in your notes on a few occasions. Sometimes, a strong notebook of ideas and reflections can powerfully affect our understanding of your intellectual growth and achievement. We also like to review caricatures of ourselves.

Workshops & Assignments

Aside from your papers, weekly workshops and assignments will constitute the regular written work of the program. You will complete workshops in class or during project lab; assignments will occasionally be something you can do in collaboration with others. Quizzes may pop up here and there. With this kind of work it's easy to fall behind and hard to catch up, so good attendance and consistent work habits are a *must*.

Project Proposal

By the end of the quarter, you will have completed a substantial project proposal for work to be completed in the winter. The proposal requirements will be presented to you soon enough. Generally, you'll be expected to do some serious independent research, creative writing, and craft a polished, incisive presentation of your interests and intentions.

Exams

To help us assess your learning, you will be required to complete three mathematics exams and one literature exam.

Lecture

Monday 10:00-12:00 (Seminar 2, A1105)

In lecture, we will provide context for program themes and readings while making explicit our perspectives on the interconnections between mathematics and literature. The lecture session is where we will often take care of bits of program business, introduce assignments and projects, make schedule changes, and so on.

Monday Seminar

Monday 1:00-3:00 (Seminar 2, C3107 & C3109)

Seminar is your chance to ask questions of others, hear a variety of perspectives, argue and debate issues, develop ideas, have your ideas challenged, challenge the ideas of others... all to the point of deepening your understanding of the text. In this seminar, you'll work directly with the week's texts, usually in small groups and with specific instructions. It's a good time to ask questions that will give you a better handle on areas of confusion or difficulty in the texts.

Math Workshop

Tuesday 10:00-1:00 (Seminar 2, A3105)

Each math workshop will include a series of activities to complete and problems for you to solve in a small group. Using the math textbook as a foundation, you'll explore a series of mathematical concepts relevant to the week's seminar texts. You'll also have math reading and homework to do outside of class.

Project Lab

Wednesday 9:00-1:00 (Seminar 2, C3107 & C3109)

This will be scheduled and required work time when you will meet in a consistent small group of fellow students to accomplish a variety of tasks: you might assist each other with workshops and assignments, review each other's essays, hold mini-seminars, meet with one of the program aides for discussion or assistance, etc.

Writing Workshop

Thursday 10:00-12:00(or)1:00 (Seminar 2, A3105)

In writing workshops, you'll develop skills in essay composition and creative writing and explore principles of literary theory and criticism relevant to program themes.

Thursday Seminar

Thursday 1:00(or)2:00-4:00 (Seminar 2, A3107 & A3109)

In this seminar, you'll meet in a consistent group led by a single faculty. The goal of a text seminar is to *focus intently on the text at hand*—as opposed to expanding out in various directions. Building on the work of the week, this seminar is our chance to deepen our analysis of the texts.



Submitting Assignments

All assignments are due on time. Late work will not be accepted. If you expect to be absent, your work is still due via e-mail (to be followed by hard copy). All assignments must be typed in 12 point, 1.5 space between lines (it's easier for us and your peers to write comments that way.) Please back up all computer work. A "crash" or a lost file is tragic, but not an excuse for late work.

Collaboration

Collaborating with group members is a critical part of Evergreen life. Everyone's learning is directly related to the preparation, engagement, and contributions of other participants. We'll be doing some specific work to build group communication, collaboration, and conflict resolution skills. That being the case, we'll also be very clear about how and when collaboration is **not** appropriate—exams, for instance.

Project Group

Your project group will be a group of 5-6 students who meet weekly—during Project Lab—and, most often, will work together during workshop sessions. You will provide each other with critical feedback on writing, work on mathematical concepts, collaborate as appropriate, discuss project work, course themes, and texts.

Attendance & Participation

The importance of attendance cannot be overemphasized. Besides missing out on valuable information and ideas, poor attendance can alienate you from the learning community, make it difficult for faculty to assess your engagement in the work of the program, and ultimately jeopardize your credit.

- Seminar attendance and preparedness (beyond mere reading) are essential for success in the program. One absence from seminar, if unexplained, may be grounds for a loss of credit. Similarly, a pattern of lateness or unpreparedness are also grounds for credit reduction. Most unavoidable or otherwise planned absences can be compensated for by arrangement with your seminar faculty.
- No class session is merely what is on the schedule. Last minute changes, announcements, conversations, and much else happens without planning. To maintain a connection to the program community, to be aware of expectations, and to demonstrate your engagement in the course, you must attend every class session.
- Attendance should be thought of as more than "showing up." When you step into the classroom, you should be prepared mentally and materially (with texts, tools, etc.), ready to engage your peers, wrestle with ideas, and participate with enthusiasm.
- Any time you miss class or know in advance that an absence is unavoidable, discuss it with a faculty member.

Academic Assistance

We are lucky to have an amazing troupe of student aides working with the program. These include tutors from the learning center and program aides with significant knowledge of and interest in the program content.



You will have many opportunities to get to know and work with these folks; *they are here to help you with program work, so use them!* A word about *writing tutors*: you must use writing tutors as a part of your writing process, but keep in mind that they are not editors. Their job is not to correct your work for you or even to necessarily help you meet our expectations precisely. Their job is to help you become a better writer by developing a critical and creative approach to all of your written work.

Other Assistance

If personal circumstances affect your academic work, you should meet with Teresa Woods-Santoso (x5625), our core connector, and/or Access Services (x6364).

Final Portfolio

At the end of each quarter, you will submit a final portfolio that contains everything for which you desire credit. Your portfolio, along with your self-evaluation and an evaluation conference should provide faculty with a complete picture of your academic achievements in the program. Portfolios should be neatly organized and reflect the care that you have taken in all your work.

Credit

Credit is awarded when you have met the basic course requirements—including attendance and completing all assigned work by the due dates—and passing exams. The quality and characteristics of your performance are assessed in the evaluation process.

Loss of Credit

We will do our best to give you some warning if you are at risk of losing credit, including an official warning during week five if we perceive some risk. If ever you are uncertain about your performance or standing in relation to course expectations, make it your responsibility to check in with a faculty member.

schedules

Reading Sequence, *Fall*

1	"The Library of Babel," Borges & "Cybernetics & Ghosts," Calvino— <i>photocopies</i>
2	Oulipo Packet
3	Oulipo Packet
4	Fiction Packet
5	<i>Gödel, Escher, Bach: an Eternal Golden Braid</i> , Hofstadter
6	<i>Ficciones</i> , Borges
7	<i>A Mathematician's Apology</i> , Hardy & <i>The Mathematical Experience</i> (selections), Davis & Hersh
8	<i>Einstein's Dreams</i> , Lightman & <i>Relativity</i> (selections), Einstein
9	<i>Arcadia</i> , Stoppard
10	tbd
Ongoing readings: Mathematical Excursions (2nd edition) & Literary Theory: A very brief introduction	

Lecture

Seminar 2, A1105

Monday 10:00-12:00

Monday Seminar

Seminar 2, C3107 & C3109

Monday 1:00-3:00

Math Workshop

Seminar 2, A3105

Tuesday 10:00-1:00

Project Lab

Seminar 2, C3107 & C3109

Wednesday 9:00-1:00

Writing Workshop

Seminar 2, A3105

Thursday 10:00-12:00 (or) 1:00

Thursday Seminar

Seminar 2, A3107 & A3109

Thursday 1:00 (or) 2:00-4:00