

**Patterning the World: Connecting Mathematics and Science
Final Weeks, Spring Quarter**

Week 10	Monday June 2	8:30 – 9:00 9:00 – 9:30	Lecture Hall 4	Quiz 8 on Week 9 Material Go over the quiz in class
	Monday June 2	10:00 – 11:00 10:00 – 11:00 11:00 – 12:00 11:00 – 12:00	Lab 1 2046 CAL Lab 1 2046 CAL	Mandatory Lab Clean-Up, group A Lecture/Discussion with Mario, group B Mandatory Lab Clean-Up, group B Lecture/Discussion with Mario, group A
	Monday June 2	1:00 – 3:00	Sem 2 A2015 Lab 1 2046	Open Review & Quiz 7 Revision Discussion Open Physics Lab Make-up Session
	Tuesday June 3	9:00 - noon	*Sem 2 E2105*	Exam 2 in *Sem 2 E2105*
	Wednesday June 4	9:00 - noon	Sem 2 A2105	Exam 2 Reflection
	Thursday June 5	9:00 - noon	Sem 2 A2105	Self-Evaluation Peer Review Session Evaluation Conference Sign-Ups End-of-Program Wrap
	Friday June 6	due by 5:00 pm	Lab 1, 2010	Portfolio due

Week 11	Tuesday June 10 – Friday June 13 Evaluation Conferences Lab 1, 2010 & TBA	Conference Ticket 1) Portfolio (already submitted) 2) Evaluations of Faculty (bring with you) 3) Completion of Lab Clean-Up
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Exam 2, Tues. June 3, 9:00 – noon, *Sem 2 E2105*:

The exam will explicitly cover material from the second half of the quarter, although you will need skills and knowledge from the entire quarter. As usual you may use your personally prepared 3 inch x 5 inch notecards, calculator, protractor, and ruler. We will provide a unit circle for your reference. The exam is designed as a 1.5-hour exam, but you will have 3 hours in which to complete it.

Portfolios due Fri. June 6 by 5 pm to Lab 1 2010

Except for your Table of Contents, you should not be creating any content specifically for your Portfolio. Rather, you should be assembling work you have already completed (or would normally complete in the course of your regular program work) and organizing that work (much of that work should hopefully already be organized).

Portfolio Required Elements:

- Table of Contents
- Assignments & Assessments Checklist, v.2.0 + Program Activities Log, v.2.0 (updated)
- 3 printed copies of Revised Self-Evaluation
- Exam 2 (optional: Exam 2 Revision)
- Exam 1 (optional: Exam 1 Revision) *note: Exam 1 Revision will be returned on Monday June 2*
- Quizzes 1 – 8 (optional: Quiz Revisions)
- Lab Notebook(s)
- Problem Set Notebook(s)
- (Optional: Lecture/Reading Notebook(s))
- Note: Online Problem Sets, Solution Postings & Reviews, and Reading Responses & Reflections were required to be submitted online during the quarter but are not required in your Portfolio.
- Table of Contents
 - Specifically indicate previously un-submitted revised work (e.g. Exam 2 Reflection) to which faculty should attend.
 - Specifically indicate any Problem Sets in your Problem Set Notebook that were not submitted Online or for which your Online submission score is poor but your Notebook work is better. Also mark these entries in the Notebook itself for easy look-up.
 - Specifically indicate any Physics Labs in your Lab Notebook that you were not present for but subsequently completed using data borrowed from a class-mate or that you made up during the Open Physics Lab Make-up Session. Also mark these entries in the Notebook itself for easy look-up.
 - Unless **clearly marked** in the Table of Contents and **easy to find** in your portfolio, we will not look for these other materials.

Self-Evaluation:

- Bring 3 copies of your draft Self-Evaluation essay to the Self-Evaluation Peer Review Workshop beginning at 9:00 am Thu. June 5 in Sem 2 A2105. The essay should be in narrative form (so a real essay, not a free-write, list, etc.) and be double-spaced so that your readers have room to offer you significant constructive comments.
- After the Peer Review Workshop, revise your Self-Evaluation and submit 3 printed copies of the final, polished version with your Portfolio (make sure to include your name in the upper right hand corner). It should also be submitted online through your my.evergreen.edu account (don't submit it for inclusion in your transcript at this point).

Read the following section out loud in your group (taking turns as it makes sense)

Your Self-Evaluation is a polished essay. This important essay will follow you in your Evergreen career. It will serve as source material for your Academic Statement. You may use it in future programs. Future faculty may ask to see it, either as part of a signature requirement for a program or when deciding to sponsor an Individual Learning Contract. For a one-quarter program, your Self-Evaluation essay should be between 300 - 500 words.

The scope of a Self-Evaluation is primarily at the level of the program, course, or contract. A Self-Evaluation has four primary audiences: you – the present you (hello, present you!); you – the future you (hello, future you!); your current faculty; and your future faculty. Given the scope and audience of a Self-Evaluation, it is a good place to be frank and honest about successes and short-comings. Providing concrete details related to successes in both content and process as well as areas for improvement will showcase your strengths and weaknesses in a way that is useful to you and your faculty as you evaluate your work in that program, your past work, and your next steps.

Your essay might include/address the following, though the narrative structure is up to you:

- Introduction: brief description of previous academic, professional, or personal experience that brought you to this program, possibly including goals, and orients your reader to the essay. A good introduction describes your intentions for the program and frames your learning in terms of those goals.
- Descriptive: the most important or compelling things you learned or did in the program (give specific examples). Choose convincing and descriptive evidence to show, not tell, how and what you learned. You may focus on content/skills, process, or both.
- Evaluative: how well you did that work, including evidence.
- Reflective: what that work means to you, either academically or personally, and the personal or social significance of that learning.
- Conclusion: next steps for your academic work or career. A good conclusion summarizes your accomplishments and/or discusses how your learning in the program will help you achieve future goals.

The Descriptive, Evaluative, and Reflective pieces are not meant to set the structure of your essay, but rather direct you towards things you might address. Specific examples or stories are most convincing.

From the Syllabus, we have the following learning goals. You have written on items marked with a * in weekly Reflections. Your writing there could serve as raw material for your Self-Evaluation.

Main Program Learning Goals:

- *become mathematically and scientifically capable and confident,
- *improve habits for achieving success in future work especially in math and science,
- *develop increasingly sophisticated skills for learning from text and a variety of other resources

Additional Program Learning Goals:

- *make sense of problems and persevere in solving them; *reason abstractly and quantitatively; *model with mathematics; *use appropriate tools strategically;
- *attend to precision; *analyze and interpret data;
- *look for and make use of structure/look for and express regularity in repeated reasoning; *construct viable explanations from evidence and discuss (with an eye to improving) the reasoning of others; *obtain, evaluate, and communicate information

Expectations of an Evergreen Graduate:

- *articulate and assume responsibility for your own work;
- *participate collaboratively & 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; demonstrate breadth & synthesis of learning & the ability to reflect on the personal and social significance of that learning.

(In your Week 5 Reflection, you also wrote Retrospectively about the first half of the quarter and Prospectively about the second half.)