

Patterning the World: Connecting Mathematics and Science
Final Weeks

Week 10	Monday March 10	8:45 - 9:45	Lecture Hall 4	Quiz on Week 9 Material
	Monday March 10	10:00 - noon 1:00 - 3:00	Sem 2 E2105	Open Review
	Monday March 10	10:00 - noon 1:00 - 3:00	CAL East Lab 1 2046	Physics/Math Lab 14 Open Physics Lab
	Tuesday March 11	9:00 - noon	Sem 2 E2105	Exam 2
	Wednesday March 12	9:00 - noon	Sem 2 E2105	Exam 2 Reflection
	Thursday March 13	9:30 - noon	Sem 2 A2105	Self-Evaluation Peer Review Evaluation Conference Sign-Ups End-of-Program Wrap
	Friday March 14	due by 5:00 pm	Lab 1, 2010	Portfolio due

Week 11	Tuesday March 18 - Friday March 21 Joint Evaluation Conferences Lab 1, 2010	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:

Portfolios due Fri. Mar. 14 by 5 pm to Lab 1 2010

- Table of Contents/(Updated) Portfolio Checklist
 - Specifically indicate revised work (includes quiz or exam reflections) to which faculty should attend.
 - Specifically indicate any Written Problem Sets that were not submitted on Online or for which your Online submission score is poor but your Written work is better.
 - Unless it is **clearly marked** in the Table of Contents and **easy to find** in your portfolio, we will not look for these other materials.
- (Updated) Program Activities Log
- 2 printed copies of revised Self-Evaluation, ~~printed out on the template form at my.evergreen.edu~~
- Portfolio Materials as described in the Portfolio Checklist
 - Use the Portfolio Checklist to help organize your Portfolio as much as possible.
 - Note that there were no Physics Problem Sets in Week 8 and 9.
 - Note that there are more entries for Physics Labs than there were Physics Labs.
 - Online Skills Drill, Online Problem Sets, and Resource Postings & Reviews were required to be submitted but not required in your Portfolio.
 - Clearly mark any Written Problem Sets that were not submitted on Online or for which your Online submission score is poor but your Written work is better, or revised work which faculty should attend to (and make sure to note this work in your Table of Contents).

Self-Evaluation:

- Bring 3 copies of your draft Self-Evaluation essay to the Self-Evaluation Peer Review Workshop beginning at 9:30 am Thu. Mar. 13 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 2 copies of the final, polished version with your Portfolio. The 2 copies should be printed out ~~on the template form available at my.evergreen.edu~~ and submitted online

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, ~~either within the program or for your next~~ 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.

*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

*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 arguments from evidence and critique the reasoning of others; *obtain, evaluate, and communicate information

*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.)