

Evaluation & Credit

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.

Earning Credit

Credit is earned by meeting the basic course requirements—including attendance at virtually all classes, arriving on time, and sufficiently completing **all** assigned work by the due dates. 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 or some credit has been lost. If ever you are uncertain about your performance or standing in relation to course expectations, make it your responsibility to check in with one of us.

Evaluation Criteria

Student self-evaluations, student evaluations of faculty, and faculty evaluations of student work will be written at the end of both quarters. We will be thinking of your progress in terms of the ideas outlined below:

Quality and Growth in Engagement

Here, our interest is in your growth as a learner, without much direct concern for the specific content of your learning.

We will (and you should also) assess *how you approached the material*. While your relationship with the material under study is often private, we will have a variety of windows into your process. We'll consider how you deal with difficult challenges, how you respond to different types of assignments, what sort of effort you seem to put into the work, and whether you seem motivated internally or merely, as they say, "melt in the pan."

One of the great opportunities and challenges at Evergreen is the *collaborative learning that happens in seminar and other group contexts*. We will attempt to assess not only the learning that occurs in these contexts but your performance in

them. We'll consider your role or style and your development over the quarter as a participant. Also, you will reveal something about yourself in relation to others. You are not alone in seminar and all-program discussions; you are developing relationships that we hope will be intellectually and creatively stimulating—these connections are the basis of a learning community.

Finally, it is unavoidable that you should develop some kind of *connection with your faculty*. As you do with your peers, you will relate to your faculty in a variety of ways, and we will consider how your learning is advanced through your ability to connect appropriately, maturely, and productively with your faculty.

Quality and Growth in Academic Work Produced

Writing as Inquiry

A core ability that we want you to develop through this program is the writing of formal and informal, analytic and creative essays with intelligence and style. Inquiry assignments and the Inquiry section of your journal will reflect your development as a writer and thinker in relation to program texts, themes, and concepts.

Documenting Social Life

We will seek evidence that you are learning to pay careful attention to others' experiences and to enter imaginatively into their worlds. Through your life study portrait, town study, journal writing, and public presentations you'll have good opportunity to hone these abilities. Whether your winter project involves non-fiction or fiction, ethnographic fieldwork will strengthen the truthfulness of your representations of human existence.

Creative Writing

In the fall, a series of creative writing workshops, weekly activities, critiques, and an extended revision process will allow us to get a glimpse at your development as a creative writer. Our concern here is that your writing reflects facility with the conventions and experiments that are meaningful to you as a writer of fiction and non-fiction, and that your writing reflects productive and imaginative engagement with language, narrative, and program concepts.

Critical Reading & Thinking

We'll attempt to assess your strategies and habits as a thinker through your written works, your journal, and your participation in seminar. Program materials and themes will offer numerous opportunities for you to stretch your mind in new

directions and to develop the skills, vocabulary, and techniques of a rigorous and complex thinker.

Ability to employ disciplinary and interdisciplinary concepts

We'll be looking for mounting evidence in your writing and seminar participation that you are synthesizing various aspects of the program: that you can relate the histories of literary thinking and the skills of literary analysis to the novels we read; that you can write clearly and confidently using the terms and strategies of the disciplines of ethnography and literature; that you can make connections between literary & ethnographic ideas and the ideas that come from other disciplines that make up the context and the content of our studies.

Your evaluation of your seminar faculty and your self evaluation (even if unofficial) must be submitted at the end of each quarter.



Two copies of your Final Self-Evaluation must be submitted for inclusion in your transcript.

How credits break down

This program emphasizes work in literature, writing, and ethnography. These general categories are likely to comprise your credit at the end of the quarter. For instance, for Fall:

5—Ethnography

5—Literature

6—Writing

Your individual work in the program can affect these allocations, but only if you discuss it with your faculty in advance.

