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H A M P S H I R E C O L L E G E

Office of Central Records

Amherst, MA 01002-5001

413-559-5421

STUDENT Isaiah B. Mann
ADMITTED Fall 2013

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** DIVISIONAL REQUIREMENTS **

DIVISION I REQUIREMENTS

Passed: 23 Jun 2014

DIVISION II REQUIREMENTS

Title of Concentration:
Construction of Computer Programs and Visual
Media

In progress

** END OF DIVISIONAL REQUIREMENTS **

COURSES

Fall 2013

| | |
|----------------------------|-----------|
| Intro. to Game Programming | CS-0192 |
| Comics Underground | HACU-0144 |
| Acting and Presence | IA-0125 |
| Playwriting | IA-131T |

Spring 2014

| | |
|------------------------------|--------------------|
| Math to Survive in the World | NS-0116 |
| Post-45 U.S. Lit. | HACU-0197 |
| Web Development I | CS-0110 |
| International Graphic Novel | (U) COMP-LIT-336 A |

Fall 2014

| | | |
|-------------------------------|--------------|----|
| Digital Art | IA-0241 | |
| Interdisciplinary Game Studio | CS-0327 | |
| Artificial Intelligence | CS-0263 | |
| Intro Discrete Mathematics | (S) MTH-153 | A- |
| Computer Systems I | (A) COSC-161 | A- |

Spring 2015

| | | |
|---------------------------|--------------|---|
| Calculus in Context | NS-0260 | |
| Database-Driven Websites | CS-0292 | |
| Program W/Data Structures | (S) CSC-212 | A |
| Intrô Comp Science II | (A) COSC-112 | A |
| Videogames | (A) ENGL-277 | A |

** END OF OFFICIAL RECORD **



HAMPSHIRE COLLEGE
Division I Evaluation**Name: Isaiah B. Mann****Year of Entry: 2013F****Date Passed: 23 Jun 2014****Advisor: Ellen Donkin, Professor of Theatre**

In accordance with Hampshire College policy, this evaluation uses the student's preferred first name and pronouns, which may result in non-standard grammar.

Description of Academic Program

During their first two semesters of enrollment, first-year students must complete satisfactorily at least seven faculty-evaluated courses (which may include independent study), satisfying four of the five areas of distribution: Arts, Design and Media; Culture, Humanities, and Language; Mind, Brain, and Information; Physical and Biological Sciences; and Power, Community and Social Justice. In addition, students must carry out at least one Campus Engaged Learning Activity, verified by the activity sponsor and certified by the advisor, that involves a minimum of 40 hours of collaborative learning.

Advisor's Comments

Isaiah Mann has successfully completed all the requirements for distribution and cumulative skills needed for Division I. Across the board, his faculty note his generous commitment to group work, his intellectual capacity for grasping new concepts, and his earnest willingness to entertain critique of his own work. One of his faculty comments that he already shows signs of being a successful programmer down the road. His ability to manage quantitative analysis is probably well beyond what's required for Division I. He is a diligent researcher and writer, and the papers he has included for his portfolio (two from a course in Comparative Literature with Professor Ponomareff) suggest to me that in Division II, taking a long analytical paper through several revisions with someone in the Writing Center will get Isaiah to the next level in his writing. Ponomareff's comments and corrections are exacting and extremely useful diagnostically. In the areas of Independent work, Isaiah has impressed his faculty with his ability to formulate a project and see it through to completion, even if it is a collaborative undertaking and involves careful negotiations with other people.

Isaiah's interest in designing for games, and in the aesthetics of games and animation, has developed rapidly this year. My only suggestion for him, and it is one we discussed at length in his final meeting, is that he figure out a way to harness his already impressive skills in programming with some kind of balancing mechanism that helps him to pay attention to the user of the game, and to think about how games can actually enrich and inform peoples' lives. We talked for example about the house-bound elderly as a relatively untapped market for this kind of engagement and excitement. In the same way that Isaiah would reflexively think about theatre for an audience and consider that audience's benefit from a show, I hope he will consider his work in programming and games as something happening in a social context, which includes a continuing alertness to multiple cultural perspectives, social class, and age. Isaiah has been responsive to all these ideas separately in Division I; I am imagining that Division II will give him a chance to connect the dots and think about his players in the same way a theatre artist thinks about his audience.

One final note: there is a comment from Professor MacAdams (for a course called Acting and Presence) in which he encourages Isaiah to allow his instincts to take over when he is onstage. I was delighted to notice that Isaiah undertook two CEL I activities, one of them in founding an improvisation group, and the other performing for a full-length senior student production. I saw his work for the student production, and it was powerful to watch him create a character by making



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Name: Isaiah B. Mann**Year of Entry: 2013F****Date Passed: 23 Jun 2014**

use of impulse and instinct, a huge step forward for Isaiah in terms of a certain kind of artistic "letting go."

This evaluation can't give enough space to all the other activities Isaiah engaged in, including writing for our student newspaper, "The Omen", helping out with publicity on two productions, acting in films, and programming five different games. Overall, Isaiah has impressed us at every level, but perhaps most of all in the way he takes every opportunity to create support and connection for his fellow students. He is fully equipped to tackle Division II.

Course of Study

2013F IA-131T Playwriting (Ellen Donkin)

Isaiah Mann's efforts in this course were Promethean. He had only one absence, his assignments came in on time, and he was a generous, consistent and completely engaged participant in class discussions and in the critiques of each other's work. Isaiah and another student initiated a working group (with pizza) one Saturday so that students could help each other with revisions, and in general provided a kind of quiet leadership within the class that benefited everyone, but especially the students who were shy about speaking up. Instead of writing one play, Isaiah plunged into writing a collaborative script with another member of the class, and subsequently decided to also write a script on his own (I've commented on both below). Finally, Isaiah's paper on the multicultural issues raised by "Splendor" is a really interesting and intelligent piece of work that in my judgment needs some work on grammar and structure, so I've suggested to him that at this early stage, a visit to the Writing Center is in order. The ideas for the paper, and Isaiah's own sense of how theatre can contribute to a multicultural perspective, are solid and constitute an important first step in thinking about multicultural issues in the broader picture.

Isaiah's first play, the one he co-wrote with a student collaborator (who was also in the class), is entitled "Threads," and documents a world in which the characters who have earned ruling class status are able to prove their worthiness by showing marks on their arms that look like phosphorescent threads. These threads are actually genetic flukes, but they are considered to be incontrovertible evidence of status. The characters with only faint markings, or none at all (the "threadless") are considered criminal or subhuman, and "racial" profiling and persecution are a grim daily fact of life. Isaiah worked out a system by which he and his collaborator collaborated on a fairly elaborate outline but wrote most of the scenes separately. The characters in Isaiah's scenes are remarkably consistent with the ones in his collaborator's scenes: Isaiah has kept the outlines of the two brothers, Walker (irascible and paranoid) and Maradox (placative and trusting) clear, and each of the characters in Isaiah's scenes, including the secondary ones, have distinct patterns of speech that keep us connected to their emotional makeup and to education and class. There is work still to be done on scene endings, which currently often end on the downbeat, with energy diffusing as characters exit. The stronger choice always will be to find the moment when the energy is at a high point and the moment unresolved. But Isaiah is now juggling simultaneous settings on a single stage with rapid light cues and creating a theatrical version of "fast-forward" in a way that is exciting to see. There is a clear arc to the story and Isaiah has a strong sense of structure, and even though in the end I was not entirely persuaded by the lead female character's change of allegiance (Hammel), I was happy to see the way she entered into the core action of the script, not as a mute bystander, but as someone who was a central player.

Isaiah's second play, enigmatically entitled "Afterward," was written solo. In it, he examines the lives of a small group of students graduating from high school, and the play has a distinctly



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Name: **Isaiah B. Mann**Year of Entry: **2013F**Date Passed: **23 Jun 2014**

"ensemble" feel to it, as if Isaiah's instinct is to look at the evolution of the group, rather than of a specific individual. It's an altogether human situation that fuels the play: in this tightly knit group of friends, some are growing up faster than others, and need to separate themselves from the safety of the pack. The world of this play is entirely kinder and less darkly survivalist than "Threads," but nonetheless, with a gentle touch and dialogue that rests lightly upon action and impulse, Isaiah creates a world in which the tensions are very real. In a stylistic departure, Isaiah has surreal sequences in which one of the characters (aptly named Prophet) makes prophecies about another character, and while they are wonderfully theatrical, we aren't entirely clear how to process them. (Are they a glimpse into Prophet's own grandiose fantasies? Is it the way he appears to other characters?) We need a point of view so that the magic of the episode can further our understanding of a character or a situation.

Overall, Isaiah's efforts and capacity in this course were impressive at every level. He demonstrates an unusual awareness of how to benefit the group as a whole, and the class benefited substantively from his determination to help other people. The next step for him as a creative writer, whether revising or writing something new, will be releasing control, so that his characters and his plot line can intensify a little further, and develop unpredictable complications.

2013F IA-0125 Acting and Presence (William MacAdams)

Isaiah Mann was an enormously giving member of the Acting and Presence ensemble. Regularly, he grounded the class through offering generous support and through going the extra mile for his peers. This was coupled with an enormously strong work ethic: his presentation for "Three Sisters", as an example, was detailed and extremely rigorous.

On stage, this level of detail (specifically analytical detail), can inhibit his work as an actor. We see him think deeply but sometimes that thinking slows down his impulses. This was shown most clearly in his scene from "Three Sisters" - perhaps, in part, because the character he was depicting (Andrey) is particularly analytical as well.

Underneath this intellectual rigor is a great deal of passion. I have seen this in his writing, and seen flashes of it in his physical work on stage. I hope, as he goes forward in his acting work, that Isaiah finds ways to step out of himself, and trust that his intuition will guide him.

All that said, this class would not have been the same, remotely, without Isaiah. His care for his peers, his commitment and his communication, all helped thread the ensemble.

2013F HACU-0144 Comics Underground (Michele Hardesty)

Isaiah has met all requirements for evaluation and was an exemplary member of this class, ending the course with a very good understanding of the cultural history of unconventional comics in the U. S. Isaiah is an incredibly responsible, attentive student: he never missed a class, always submitted work on time or even early, and was always ready to discuss the assigned readings. While his online forum responses tended to be too lengthy in the beginning of the semester, he adjusted to my expectations as the semester went on. Isaiah's tendency is to be very gracious towards his classmates; while such decorum is appreciated to an extent, I encourage Isaiah to engage in more debate and constructive criticism with his peers. As Isaiah himself notes in his self-evaluation, his biggest success this semester was in his critical writing, which greatly improved over the course of the semester. Isaiah worked with me, our Teaching Assistant, and the Writing Center throughout the semester to draft and revise his three essays (a 3-page close reading, a 5-page critical conversation piece, and a 10-page research essay); I want to emphasize that he included a drafting and revision process with each essay, even when it was not required. While it took a while



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Name: **Isaiah B. Mann**Year of Entry: **2013F**Date Passed: **23 Jun 2014**

for Isaiah to break from what he describes as the "formulaic" essay writing of high school, his final research essay (which included a proposal/annotated bibliography, a draft, a group presentation, and a final revision) shows that he has made excellent progress. The essay, on Alison Bechdel's *Fun Home*, is simply outstanding. I am very glad to have had Isaiah in this class, and I hope he continues reading and writing about comics!

2013F CS-0192 Intro. to Game Programming (Ira Fay)

In this course, students were introduced to various programming concepts by making digital games. We worked in Unity using C# to create playable computer games of increasing complexity throughout the semester. This course was intended to provide a foundation for advanced computer science courses and exposed students to comments, variables, conditionals, loops, functions, and object oriented programming concepts.

Attendance: Isaiah Mann attended all 21 class sessions and was never late. Individual Projects: There were two 3-week individual projects. The first introduced variables, comments, and conditionals, and familiarized students with Unity in general. The second assignment build on previous concepts and added loops, methods, and object oriented programming (OOP) concepts. Team Projects: There were two 4-week team projects, in teams of two. Both involved making playable games from game design documents, reinforced previous concepts in the class, and offered opportunities to develop communication and teamwork skills. Additional Thoughts: Isaiah completed the individual projects very well. On the team projects, he worked well with his teammates and was one of the few students in the class to complete the final project (with added complexity of his own choosing). I believe Isaiah has a lot of potential, and I look forward to seeing future work in this and related fields. In future semesters, if Isaiah would like to be a TA for this course, I would be favorably inclined.

2014S CS-0110 Web Development I (Zeke Nierenberg)

Isaiah Mann was an excellent student in this course. He started the semester with some prior programming experience which made it easier for him to grasp concepts, but was new to web development. He graciously agreed to act almost like a TA when he had learned a subject. He mastered three skill areas. Isaiah has demonstrated mastery of HTML. He can now create well-formatted web-based content and understand other people's code. Isaiah understands web standards and knows where to look for help. He has a good understanding of how the internet works. I am impressed with his performance in this area. Isaiah readily learned CSS, the framework used to define the aesthetic properties of websites. Not only did Isaiah demonstrate the ability to make his websites look the way he wanted them to, he wrote code that was clean and organized. Isaiah was able to make web content come to life using javascript. Isaiah wrote code that was clean, readable, and performant. He showed a solid understanding of programming principles that go far beyond web development.

For his final project, Isaiah built a complete game using Phaser, a 2D HTML5 game framework. The game features a woman known as the 'hatter' who seeks to overthrow a warlord in a dystopian future. Primarily a 2D shooter, the game uses mechanical like ammo, life pick-ups, and enemies with basic artificial intelligence. In addition to the game, Isaiah also employed publicly accessible concept art, wrote a backstory, and made animated screenshots. This is a complete project which Isaiah should be proud of. He should continue to develop it and other projects. Good job!

2014S HACU-0197 Post-45 U.S. Lit. (Michele Hardesty)

Isaiah was an excellent participant in this course. He prepared meticulously for class and for his weekly forum posts, often seeking out secondary sources on his own. His comments in class were frequent but judicious. In the online forums, Isaiah often went out of his way to respond to



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multiple posts in a thoughtful and gracious manner. Isaiah's skills of literary criticism have improved enormously since last semester; he is becoming a more flexible and attentive reader, able to both identify rhetorical technique and grapple with the more stubborn particularities of a text. He had trouble developing prompts for further discussion in his posts, however. Isaiah wrote two formal essays at midterm, the strongest of which argues very persuasively that two poems, "A Bronzeville Mother Loiters in Mississippi. Meanwhile, a Mississippi Mother Burns Bacon" by Gwendolyn Brooks, and "Overheard in S.E. Asia" by Denise Levertov, reveal and subvert the romantic allegories used to rationalize wartime atrocities and lynching. His final annotated reading lists-on Maxine Hong Kingston (author), postmodern metafiction (genre), and alternative comics (context)-demonstrate that he has a good understanding of the range of formal techniques, genres, and themes being explored in post-1945 U.S. literatures, and that he is capable of expanding upon that knowledge on his own. His strongest list is on alternative comics, which befits his interest in pursuing comics studies as part of his Division II concentration. Isaiah made notable progress as a student of literature in this course, and he contributed to the overall success of the course!

2014S NS-0116 Math to Survive in the World (Geremias Polanco Encarnacion)

Isaiah's performance in the course was excellent. He is the type of student that is always in charge of his learning process and makes sure he is doing his best as he engages with the material. His homework and class contributions showed he is a good problem solver and a critical thinker. His communication and leadership skills were evident in his class participation and group presentations.

His homework was consistently completed well, with accurate and clear responses. He definitely strove for excellence in this class. Overall, I think that he extracted the main principles from the class and is empowered to make better decisions in life.

For his additional benefit, I recommend that he focus on applying the theory as soon as he has an opportunity in life.



HAMPSHIRE COLLEGE
Division II Contract Abstract

Name: Isaiah B. Mann

Year of Entry: 2013F

School: Cognitive Science

Title: Construction of Computer Programs and Visual Media

Committee Chairperson: Lee Spector, Professor of Computer Science

Committee Member: Michele Hardesty, Assistant Professor of U.S. Literatures

Committee Member: Ira Fay, Assistant Professor of Computer Science and Game Design

Plan

Isaiah's Div 2 Contract: Draft 2.0

I'm interested in becoming a computer programmer and a game designer. I've always had a love for computers, and after taking two programming classes at Hampshire --both of which have included game programming; I'm convinced that I'd like to pursue programming as career, whether or not it's focused on video games. I'm curious how programmers create programs that engage and interact with the user. I also wonder what role aesthetics play in creating programs? This leads me to my secondary interest: visual art and media. I'm interested to learn --as these disciplines pertain to video games-- how programmers best collaborate with artists? Furthermore, I want to discover how programs can be created to best serve creative users, be they artists, programmers, or other.

I'd like to concentrate on computer science, while taking some electives in visual medias, e.g. animation, comics studies, and video games. Here's a hypothetical schedule for my Div 2:

Fall 2014

- Interdisciplinary Game Studio (taught by Ira Fay and Chris Perry)
- Introduction to Computer Systems I (at Amherst College)
- Introduction to Discrete Math (at Smith College)
- Artificial Intelligence (taught by Lee Spector)
- Digital Art (taught by John Sleppian)

January 2015

- Immersion in Computer Game Development through Game Engines (taught by Jaime Davilla in 2013)

Spring 2014

- Introduction to Computer Science 2 (at Amherst College)
- Calculus in Context - Database Driven Websites
- Videogames and the Boundaries of Narrative (at Amherst College)
- Programming with Data Structures (at Smith College)

HAMPSHIRE COLLEGE
Division II Contract Abstract

Printed 07/28/15

Name: Isaiah B. Mann**Year of Entry: 2013F**

Summer 2014

Internship Prospects: - HitPoint Studios

<http://www.hitpointstudios.com/>

- DePaul University

<http://my.depauw.edu/univ/reu/index.html>

- North Carolina State University

<http://research.csc.ncsu.edu/iim-reu/>

- New York Institute of Technology

<http://www.nyit.edu/engineering/reu/>

Fall 2015

- Interdisciplinary Game Project (taught by Ira Fay)

- Data Structure and Algorithms (at Amherst College)

- Programming with Data Structures (taught by Eitan Mendelowitz at Smith College)

- Advanced Object Oriented Programming (at MT Holyoke College)

January 2016

- Advanced Video Game Design: Building a Video Game (taught by Paul Dickson in 2011)

Spring 2016

- Data Structures and Algorithms II (at Amherst College)

- Computer Graphics (at Smith College)

- Software Design (at MT Holyoke College) - Compiler Design (at Amherst College)

In addition to a focus in Computer Science, I have a strong interest in Improvisational Performance. I'm currently a member of a newly founded troupe and hope to continue with its development next year. However --if this falls through-- I may instead audition for the primary Hampshire troop, The NDC. In additional extracurriculars, and as mentioned in the hypothetical schedule above, I hope to undertake an internship that involves computer science: specifically programming. It is my goal to intern at a technological college or a local game studio. However, I would be open to any programming position for an internship. My CEL2 will be TA-ing for Ira Fay's "Introduction to Game Programming" during the Spring 2015 semester. I took the class during Fall 2013, and Ira has graciously agreed to allow me to return as a TA. Furthermore, I believe programming bleeds into Multicultural Perspectives. As many assembly languages are international, they transcend the boundaries of geography. I'd be interested to see how programmers around the world interact and



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Printed 07/28/15

Name: Isaiah B. Mann**Year of Entry: 2013F**

share code. More specifically, I'd like to study Japanese game design and programming, in an attempt to synthesize the principles into my own coding and game design work.

In my programming experiences, I've found video game to be one of the most engaging mediums for creation. This leads me to my secondary interest: game design. Following this thread, I'd like to study game design in other cultures, primarily --as it's the one American audiences have the most access to-- Japanese game design. This signifies an exploration into "Non-Western perspectives," specifically in the video game industry. The genre I'd like to concentrate on is roleplaying games, often abbreviated JRPG's. These games feature a wealth of diverse characters, mathematically balanced attribute systems, and great degrees of player choice. I'd like observe and analyze the elements of design and mathematics used in creating these games. In doing so, I'd hope to extrapolate and employ these concepts into a game of my own creation. I intent to undertake this project as a two step independent study: the first stage being a careful exploration and analysis of such games. This would culminate into the second step: the creation of a game in the style of Japanese RPG's. In doing so, I hope to gain a greater understanding of Japanese culture, as reflected by the nation's media.

My overall goal in studying so much computer science is acceptance into a graduate program and the attainment of a Masters of Science in Computer Science. However, I wouldn't mind taking time between Hampshire and Graduate school to participate in an internship or entry level programming job. Regardless, my ultimate goal is an advanced career in the field, ideally in relation to video game creation.

HAMPSHIRE COLLEGE
Final Course Evaluation

Printed 03/04/15

Name: Isaiah B Mann**Term of Entry: 2013F****Term: 2014F****Course: IA-0241 Digital Art: Multimedia, Malleability and Interactivity****Instructor: John Slepian**

In accordance with Hampshire College policy, this evaluation uses the student's preferred first name and pronouns, which may result in non-standard grammar.

Course Description

Proceeding from the premise that the ideas behind a successful artwork should be intimately related to its materials, this course will investigate three of the most significant characteristics of digital media. We will work with a wide variety of tools that allow for the creation and manipulation of various media, including bitmap and vector images, 2D animation, and sound. Students will create a series of conceptually based digital artworks, culminating in an interactive multimedia final project. Readings will include essays by diverse authors such as Richard Wagner, Walter Benjamin, Norbert Weiner and Nam June Paik.

Instructor Narrative

Isaiah was an excellent student who produced very strong work. He was an active participant in discussions and critiques. Isaiah had by far the strongest programming skills in the class and he took the time to help his classmates. Even though a lot of his work had to be self-directed, due to the size of the class and his advanced programming level, he really pushed himself.

Isaiah's self-portrait collage was funny, well composed, and well executed. It consisted of a photo of himself staring at himself on a computer screen. The most striking aspect was the way that Isaiah superimposed a brain image on his onscreen self, so that it weirdly looked like it was coming out of his head. Isaiah's sound piece was also successful. It was a collage of individual words from different speakers reading the beginning of the "Gettysburg Address." It was a funny and smart idea that was well executed. But it was in the interactive work that Isaiah really stood out. Both of his pieces were visually elegant 2D graphical games. His first was a mining game in which the viewer navigated a drill through a field of squares to mine "gold." Every detail of how the game worked, from the rotating of the drill to the disappearing of the squares as they were "drilled" was well conceived-abstract but satisfying. Isaiah's final piece was more elaborate and more open ended. In it, the user navigated up and down a highly abstracted "building," really just a vertical line of squares, with an elevator, moving little figures to different floors. The objective was to make them "happy," represented by color, by pairing them up evenly. Again, every detail of the highly abstracted world was well chosen and represented, and added up to a compelling interactive experience.

Isaiah is clearly a very talented programmer and game designer, with a knack for creating visually simple but conceptually complex experiences. It will be really interesting to see how his work develops. He was a pleasure to have in the class.



HAMPSHIRE COLLEGE
Final Course Evaluation

Printed 03/04/15

Name: Isaiah B Mann**Term of Entry: 2013F****Term: 2014F****Course: CS-0327 Interdisciplinary Game Studio****Instructors: Ira Fay, Christopher Perry**

In accordance with Hampshire College policy, this evaluation uses the student's preferred first name and pronouns, which may result in non-standard grammar.

Course Description

Students will design, develop, and publish a digital game in a single semester under the leadership and guidance of Professors Fay and Perry. Though the professors will provide team leadership and game direction, the students will be the ones creating the game, including game design, concept art, storyboards, modeling, rigging, animation, shading, lighting, compositing, game programming, tool programming, project management, audio design, marketing, and publishing. We will likely develop the game using Unity and ideally publish to the Apple App store, the Android Marketplace, and possibly more platforms as well. We will make a free game, and release all assets and code generated in the class to the public domain. Students are expected to be skilled in at least one discipline relevant to game development, listed above. Prerequisite: At least two semesters of course work in a discipline or disciplines related to game development (programming, art, design, audio, management, etc.).

Instructor Narrative

Isaiah Mann was a member of the programming team, which was tasked with creating the underlying code of the game. Programmers would read the documents provided by the game design team and implement those ideas in code, specifically using C# in the Unity game engine and GitHub for source control. Programmers also needed to integrate assets provided by the art and audio teams into the game. Near the beginning of the project, the programmers created a technical design document to guide implementation, and throughout the course they coordinated with each other to allow all the pieces of code to function together.

Isaiah had perfect attendance this term and was an active participant in class meetings and on the group email lists. Isaiah's primary responsibilities within the programming team were related to gameplay, plus additional support where possible. Isaiah's teammates spoke highly of his contributions related to gameplay implementations, his prolific involvement particularly at the beginning of the course, his willingness to help out wherever needed, his reliability regarding deadlines, and the ease of collaborating with him. They also felt that Isaiah could have been a little less involved at the beginning, leaving more work for his teammates, which Isaiah also reflected in his self evaluation. There was widespread agreement that Isaiah was able to strike the right balance by the end of the course. We look forward to seeing Isaiah's future work in this field if he chooses to pursue it. If this class (or something similar) is offered again, we would welcome Isaiah's participation in a leadership role.



HAMPSHIRE COLLEGE
Final Course Evaluation

Printed 03/04/15

Name: Isaiah B Mann**Term of Entry: 2013F****Term: 2014F****Course: CS-0263 Artificial Intelligence****Instructor: Lee Spector**

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Course Description

Artificial Intelligence is a branch of computer science concerned with the development of computer systems that "think." In this course we will explore the core ideas of artificial intelligence through readings, presentations, discussions, and hands-on programming activities. A range of practical artificial intelligence techniques will be covered, and students will complete programming projects to demonstrate engagement with the themes of the course. Prerequisite: One programming course (in any language).

Instructor Narrative

The objectives of this course were for students to gain familiarity with concepts and computational techniques developed by AI researchers and to apply several of these techniques to hands-on research and development activities involving "intelligent agents" in virtual worlds. Beyond attendance, completion of assigned readings, and class participation, each student was expected to present regular demonstrations of running code, to build and submit a portfolio of code at the end of the semester, and to write a retrospective essay discussing the portfolio and the way that it relates to the AI concepts covered in class.

Isaiah Mann's performance in this course was excellent. He attended regularly, participated enthusiastically, and was engaged with the course materials. He was always well prepared for in-class demonstrations, and his work showed continuous improvement and thoughtful experimentation with many of the concepts addressed in course readings and class discussions. I was particularly impressed with the wide range of his work (which addressed several different problems, using several different AI techniques), with his ability to work either alone or collaboratively, and with the creativity that he demonstrated and the results that he achieved in his final project (which involved wars among different groups of agents in a 2D virtual world). Isaiah's portfolio was well organized, and his retrospective essay did a good job of describing his projects and the ideas behind them. Overall, I think that Isaiah learned a great deal in this course.



HAMPSHIRE COLLEGE
Final Course Evaluation

Printed 07/28/15

Name: Isaiah B Mann**Term of Entry: 2013F****Term: 2015S****Course: NS-0260 Calculus in Context (Calculus I)****Instructor: Geremias Polanco Encarnacion**

In accordance with Hampshire College policy, this evaluation uses the student's preferred first name and pronouns, which may result in non-standard grammar.

Course Description

Calculus provides the language and some powerful tools for the study of change. As such, it is an essential subject for those interested in growth and decay processes, motion, and the determination of functional relationships in general. Using student-selected models from primary literature, we will investigate dynamical systems from economics, ecology, epidemiology and physics. Computers are essential tools in the exploration of such processes and will be integral to the course. No previous programming experience is required. Topics will include: 1) dynamical systems, 2) basic concepts of calculus-- rate of change, differentiation, limits, 3) differential equations, 4) computer programming, simulation, and approximation, 5) exponential and circular functions. While the course is self-contained, students are strongly urged to follow it up by taking NS 316-Linear Algebra or NS 261-Calculus II to further develop their facility with the concepts. In addition to regular substantial problem sets, each student will apply the concepts to recently published models of their choosing. This course satisfies Division I distribution requirements.

Instructor Narrative

In this class we covered basic topics of calculus such as limits and approximations, rate of change and derivatives and applications, dynamical systems, computer programming and simulation, exponential and logarithmic functions, integrals and applications of integrals. Every week two or three homework sheets were assigned that students turned in the following week. We combined mini-lectures with students' group work. We had two skill check sessions and a final project presentation.

Isaiah's performance in the course was excellent. He attended every class and handed in his assignments on time. His solutions were clearly presented in logical steps with appropriate explanation. Isaiah is a quick thinker and is not afraid to engage with difficult content. He is very organized in his work. He fully understood the basic concepts of calculus and was able to apply them successfully. Throughout his work in this course he has demonstrated strong analytical and problem-solving abilities. He successfully incorporated the use of R programming language into the course without difficulties.

For further improvement, I recommend that he take mathematics courses that are based on proof writing. This will provide a motivating level of challenge that will trigger mathematical development. Also, he should share more of his knowledge with others through group work. This will benefit both him and the other students.



HAMPSHIRE COLLEGE
Final Course Evaluation

Printed 07/28/15

Name: Isaiah B Mann**Term of Entry: 2013F****Term: 2015S****Course: CS-0292 Database-driven Websites****Instructor: Jaime Davila**

In accordance with Hampshire College policy, this evaluation uses the student's preferred first name and pronouns, which may result in non-standard grammar.

Course Description

By the end of this course students have been exposed to the major topics involved in developing real-life applications that make use of data in order to dynamically generate websites. Emphasis is placed on both standard database theory, such as normalization and integrity, and real-life deployment, installation, and maintenance of database driven websites. Prerequisite: At least one semester of college-level programming experience with a high level programming language.

Instructor Narrative

Isaiah did very good work in this course. His homeworks were always turned in on time, are were correct. In his first homework Isaiah described the ways in which Facebook and Netflix make use of the Model-View-Controller architecture. His homework on the Ruby language met all stated requirements. His homework on BCNF was correct, although it could have used a little more documentation regarding the steps he was taking and the assumptions being used.

For a final project Isaiah developed a system to store and display information regarding movies, their ratings, and the different roles people can take on them. This involved implementing tables for movies, genre, actors, directors, and screenwriters. This involved creating several many-to-many associations and their corresponding join tables.

In closing, Isaiah has clearly demonstrated very good engagement with both the theory and practice of database systems. He is certainly prepared to do more advanced work in the topic, if he so choose to. It was good to have him as part of the course this semester.

HAMPSHIRE COLLEGE TRANSCRIPT GUIDE

ACADEMIC PROGRAM

Hampshire's distinctive academic program reflects the college's educational philosophy. In collaboration with faculty, students negotiate their program of study. One of the principles of a Hampshire education is that students learn more from teachers' thoughtful reactions to their work than from a letter or number grade. Faculty therefore write detailed narrative evaluations. Although no specific courses are required, courses are considered a central learning activity by which the student develops the intellectual and creative skills necessary for successful completion of the academic program.

Hampshire students qualify for the Bachelor of Arts degree by completing a full-time program composed of three levels, or Divisions of study. Students complete Division I during their first three semesters. The first two semesters constitute the First-Year Program, in which students take a First-Year Tutorial with their advisors and complete courses in each of the college's five Schools. The third semester involves systematic evaluation and reflection upon their first-year work, with development of a plan for Division II.

In Division II students develop a plan of study for their Concentrations, as well as continue other learning endeavors as part of their liberal education. They explore their chosen field or fields of emphasis through an individually designed program of courses, independent work and, often, internships or field studies. In Division III, or Advanced Studies, students complete a major independent study project centered on a specific topic, question, or idea.

In addition to these requirements, students must include volunteer service to Hampshire or the surrounding community as part of their Hampshire education and, in Division III, are asked to look beyond the specific focus of their work by integrating their scholarship into the larger academic life of the college. The faculty also expect all students to consider some aspect of their Hampshire work from a non-Western perspective.

TRANSCRIPT CONTENTS

This transcript page certifies the Divisional requirements, courses, and learning activities completed and in progress. The accompanying official evaluations are presented in the same order, and are photocopied in black and white. Evaluations used to fulfill the Divisional requirements are included in each transcript. Division I Portfolio Assessments include excerpted evaluations or Five College grades for all courses used to fulfill requirements. Division II evaluations may also include some excerpted course evaluations. Students who have completed Division II requirements may present selected course evaluations.

FIVE COLLEGE INTERCHANGE

Hampshire is a member of the Five College Consortium, which also includes Amherst, Mount Holyoke, and Smith Colleges, and the University of Massachusetts at Amherst. The first letter of the college name in parentheses precedes the department and course number of courses taken at these institutions, e.g., (A) for Amherst College. All Five College courses attempted are included, and this is the only official record of these courses. (For students entering before Fall 1998, only courses graded C- or better are included.)

This guide reflects Hampshire's current degree requirements. Over time, these have changed slightly and older transcripts may vary accordingly. No grade point average or rank in class is calculated.

TRANSFER CREDIT RECOMMENDATIONS

Transfer credit for courses should be assigned based on a review of the instructors' narrative evaluations, excerpts or grades received through the Five College interchange program. Semester-long Hampshire and Five College courses, and academic courses offered during the January term are comparable to four-credit courses at other institutions. Courses designed as co-curricular activities are comparable to one-credit courses. Transfer credit is not generally recommended for work designated as learning activities, although they are considered by Hampshire in evaluating a student's portfolio of work. For students entering before Fall 2002 who fulfilled Division I requirements by completing an independent project, the college recommends six credits. Please consult with the Director of Central Records when evaluating transfer credit for a student who has completed a Division II examination.

EXPLANATION OF SYMBOLS

- (#) = Co-curricular course
- (+) = Evaluation/Five College grade not yet available.
- (*) or "NO" = Not evaluated

Hampshire College is fully accredited by the New England Association of Schools and Colleges to award the Bachelor of Arts degree.

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